

Albert Ágnes – Dóczy Brigitta – Tartsayné Németh Nóra

# ENGLISH PEDAGOGICAL GRAMMAR

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Eötvös Loránd Tudományegyetem



# English Pedagogical Grammar



Digitális Bölcsészet- és Művészetpedagógiai Könyvtár 2.

Albert Ágnes – Dóczi Brigitta – Tartsayné Németh Nóra

# **English Pedagogical Grammar**

Eötvös Loránd Tudományegyetem  
Budapest, 2015

Digitális Bölcsészet- és Művészetpedagógiai Könyvtár 2.

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# Bevezető

A nyolc fejezetből álló angol nyelvű digitális tananyag az Eötvös Loránd Tudományegyetem angoltanár szakos *Pedagógiai nyelvtan* című kurzusára készült a TÁMOP projekt keretein belül. Ennek a kurzusnak a két alapvető célja az, hogy az angol szakos hallgatók részint elsajátítsák, részint átismételjék a haladó angol nyelvtan részeit, és így pedagógiai kompetenciáik is fejlődjenek. Ráadásul manapság gyakran szembesülünk a 21. század pedagógiájának a kérdéseivel, ezért fontos, hogy ezeknek a kihívásoknak is meg tudjunk felelni. 2011-ben a Microsoft megbízásából készült ITL Research elnevezésű nemzetközi kutatás azt tűzte ki céljává, hogy megvizsgálja: melyek azok a készségek, képességek, amelyekre a 21. században a munkaadók igényt tartanak az iskolából kikerülő diákok részéről. A kutatásban öt fontos készséget azonosítottak: a tudásépítést, a kollaborációt, a valódi problémamegoldást, az önszabályozást és az IKT-használatot. Mivel egyetemünkön ezt a kurzust a nappali és levelező szakos hallgatók is elvégzik, az volt a cél, hogy ezeknek a készségeknek az alkalmazásával olyan tananyagot készítsünk, amely mind online, mind pedig offline környezetben is használható. A tananyag az alábbi fontos pedagógiai elemeket tartalmazza: számítógép-alapú hibajavítás, korpuszhasználat, nyelvi tesztelés, videoalapú feladatok készítése, weboldalak és angol nyelvkönyvek elemzése, szakdolgozatírásra való felkészítés, valamint egyéni különbségek a nyelvtanulásban. A tananyag moduláris és bármilyen sorrendben alkalmazható, akár más idegen nyelvi módszertani kurzusokon is. Mindegyik tananyag az alábbi módon épül fel: egy magyar nyelvű szakmai bevezető után találhatjuk meg a 90 perces órákra lebontott részletes óravázlatokat magyar nyelven, valamint a mellékleteket az angol nyelvű feladatokkal és azok megoldásaival. Végül a feladatlapok külön is megjelennek, hogy ki lehessen őket nyomtatni. Reméljük, mindenki talál a tananyagban hallgatói számára hasznos feladatokat.

A szerzők

Dóczy Brigitta

## Számítógép-alapú hibajavítás az angolnyelv-tanításban

Az oktató neve: Dóczy Brigitta

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvten

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Számítógép-alapú hibajavítás az angolnyelv-tanításban

Az óra cél- és feladatrendszere, tanulási kimenet:

A hibajavítás a nyelvtanulás és nyelvtanítás fontos eleme. A kétszer 90 percből álló tananyag célja az, hogy megismertesse a tanár szakos hallgatókat a hibák típusaival és a hibajavítás alapfogalmival, majd bemutassa, hogy az írásbeli javítás során hogyan alkalmazhatnak egy IKT-alkalmazást, jelen esetben a Word korrektúra programját.

Az óra fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: anyanyelv, más idegen nyelvek, informatika

Felhasznált források: szakirodalom, digitális és papíralapú tananyag

### Bevezetés

A nyelvtanulás és nyelvoktatás szempontjából egyaránt fontos a hibajavítás, ezért fontos áttekinteni, hogy mit is értünk ezen. Alapvetően két különböző hibatípusról beszélhetünk. Medgyes és Major (2004) különbséget tesznek a nyelvbtlás és a hiba között. A **nyelvbtlás**, más néven tévesztés eredete lehet a fáradtság, az idegesség, a koncentráció hiánya, de amennyiben a tanuló észreveszi, ki tudja magát javítani, hiszen már megtanulta az adott szerkezetet. Ezzel szemben a **hiba** azért fordul elő, mert a tanuló még nem sajátította el ezt a tudást vagy nyelvi jelenséget, és megakad a próbálkozásban. Ilyenkor nyilvánvalóan külső segítségre van szüksége a javításhoz.

A hibák az alábbi tényezők miatt fordulhatnak elő: anyanyelvi interferencia, a szabályok helytelen alkalmazása, félreértése (Medgyes–Major 2004), a megtanultak nem megfelelő alkalmazása, illetve kísérletezés a nyelvvel (Holló 1996) és a túláltalánosítás (Edge 1989). Az, hogy mennyire súlyos egy hiba, attól függ, hogy mennyire gátolja a kommunikációt, és okoz félreértést. Például félreértést okozhat egy-egy kiejtésbeli, intonációs vagy lexikai hiba, hiszen erősebben gátolhatja a megértést, mint egy morfológiai vagy szintaktikai hiba. Különböző szinteken más-más nyelvi hibák lehetnek jellemzőek. A kezdőknél az **interlingvális (nyelvek közötti) hibák** a legjellemzőbbek, azok, amelyek a két nyelv különbségeiből adódnak, és amelyeket nehezebb javítani, ugyanis újra meg újra előjönnek. A középfokot megközelítő nyelvtanulók már hajlamosak a célnyelven is gondolkodni, ezért ezen a szinten már megjelennek az **intralingvális, azaz a nyelven belüli hibák**, amelyeket számos esetben a nyelvtanuló maga is képes javítani. A felsőfokot elérő nyelvtanulók gyakran ejtenek pragmatikai hibákat, amelyeket nem nehéz javítani.

A hibajavítás történhet maga a tanuló által (**önjavítás**), **párban, illetve csoportban**, valamint a **tanár segítségével**. Természetesen mindegyik típusú javításnak megvan a maga előnye és hátránya, ráadásul nem mindegy, hogy melyiket mikor alkalmazzuk.

Ha megvan rá a lehetőség, és a nyelvtanulót képesnek érezzük arra, hogy javítsa önmagát, akkor ez igen célravezető lehet, hiszen ez fejleszti a gondolkodását, mindenképpen sokat tanulhat belőle, és sikerélménye is lehet (Edge 1989). Különösen hasznos lehet ilyenkor a **rávezetés**, amikor a tanár nem egyből javítja a hibát, hanem valamiféleképpen jelzi, esetleg megismételteti a mondottakat a diákkal.

A **csoportos hibajavítással** már óvatosabban kell bánni, hiszen itt fennáll a megszegyenülés lehetősége is, különösen egy arra érzékeny csoportban. Előnye, hogy még mindig nem a tanár adja meg a jó megoldást, hanem gondolkodásra készíti a csoport többi tagját, és esetleg képet kaphat arról, hogy másoknak is gondot okoz-e az adott nyelvi elem. Érdekes nem névre szólóan kitérni a hibákra, hanem összegyűjteni őket. Így senki nem érzi magát kellemetlenül a csoportban, hiszen nem az elkövetőn, hanem a hibán lesz a hangsúly. A hibakereséses feladatok erre adnak lehetőséget.

A tanár által alkalmazott hibajavítás történhet **szóban vagy írásban** is. A szóbeli javítás során nem mindegy, hogy mikor javítunk ki egy nyelvtanulót, hiszen ha a folyékony beszéd a cél, akkor a folytonos javítgatással ezt meggátolhatjuk. Kezdőknél azonban nem szabad hagyni, hogy a hibák rögzüljenek, így a lehető leghamarabb javítani kell azokat. Az írásbeli javításnál fontos hangsúlyozni, hogy a hibajavítás mellett a pozitívumok kiemelése is elengedhetetlen, hiszen sokkal motiválóbb a nyelvtanuló számára, ha nemcsak a hibákkal és ezek javításával szembesül, hanem látja a fejlődést is. A tananyag ebben szeretne segítséget nyújtani a Word korrektúraprogramjának a megismertetésével.

## Szakirodalom

Edge Julian (1989): Mistakes and correction. London–New York: Longman.

Holló Dorottya (1996): A krétától a videóig. Budapest: Nemzeti Tankönyvkiadó.

Medgyes Péter–Major Éva (2004): A nyelvtanár. Budapest: Corvina.

## 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár kiosztja a hallgatóknak az 1. feladatlapot, amelyen egy kvíz szerepel. Megkéri a hallgatókat, hogy írják be a megfelelő névelőket, ahol szükséges. A tanár kivetíti a névelők című videó 1. diáját, amelyen a mondatok vannak felsorolva. A 2. dia segítségével ellenőrzik a megoldásokat.	A hallgatók először önállóan dolgoznak, majd pármunkában egyeztetik a megoldásaikat.  Ellenőrzés után a hallgatók kiválasztanak 2-3 állítást, amellyel egyetértenek.	Bevezetés, témafelvetés, érzékenyítés	Probléma bemutatása felfedezéssel technikával, kérdések generálása, majd megválaszolása	Egyéni munka, majd pármunka	1. feladat, <a href="http://metodika.btk.elte.hu/file/nevelok.mp4">http://metodika.btk.elte.hu/file/nevelok.mp4</a> – 2. és 3. dia  1. feladat megoldása	
5 perc	A tanár lejátszsa a videó magyarázatait.	A hallgatók meghallgatják a nyelvtani magyarázatot, szükség szerint jegyzetelnek.	Nyelvtani magyarázat	Videó kivetítése	Frontális	<a href="http://metodika.btk.elte.hu/file/nevelok.mp4">http://metodika.btk.elte.hu/file/nevelok.mp4</a>	
10 perc	A csoportban közösen megbeszéljük, hogy volt-e a magyarázatok között újdonság, illetve nehézség.	A hallgatók kérdéseket tehetnek fel.	Nyelvtani ismétlés – névelők az angolban	Megbeszélés	Csoportmunka	<a href="http://metodika.btk.elte.hu/file/nevelok.mp4">http://metodika.btk.elte.hu/file/nevelok.mp4</a>	
15 perc	A tanár kiosztja a gyakorlófeladatot (2. feladat).	A hallgatók egyéni munkában beírják a névelőket, majd pármunkába ellenőrzik a megoldásokat. Ha eltérést találnak a két megoldás között, akkor megpróbálják eldönteni, melyik megoldás a helyes.	Névelők gyakorlása	Önellenőrzés, páros ellenőrzés	Egyéni, majd pármunka	2. feladat	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A csoport közösen ellenőrzi a helyes megoldásokat.	Ellenőrzik saját megoldásaikat.	Névelők gyakorlása	Frontális munka	Csoportmunka	2. feladat – megoldás	A megoldásokat a párok is ellenőrizhetik maguknak, ez esetben minden párnak egy példányt kell másolni a megoldókulcsból.
15 perc	A tanár kiteszi a 3. feladatban található szólásokat/közmondásokat felvágva a teremben (pl. a falra) jól látható helyre.	A hallgatók körbejárnak, és leírják a szólásokat/közmondásokat a helyes névelővel, és közben megvitatják, hogy mit jelentenek (ismerik-e őket).	A névelők gyakorlati használata, kulturális ismeretek	Kiállítás a teremben – múzeumi séta	Kiscsoportos megbeszélés, egyéni munka	3. feladat mondatai felvágva, kiragasztva, blutack	Az, hogy a hallgatók felállnak és körbejárnak, segíti a megbeszélést és a csoportos munkát.
10 perc	Ellenőrzés, illetve a jelentések megbeszélése (esetleg kedvencek kiválasztása), valamint a pedagógiai lehetőségek kiaknázása	A csoport közösen megbeszéli a megoldásokat, valamint a szólások és közmondások jelentését.	A névelők gyakorlása, szólások és közmondások megismerése, kulturális ismeretek	Megbeszélés	Csoportos megbeszélés	3. feladat mondatai és a megoldókulcs	A feladat alkalmas lehet interkulturális témák megbeszélésére.
10 perc	A tanár hibás szólásokat/közmondásokat mutat a hallgatóknak, és megkéri őket, hogy vitassák meg, hogy mennyire gondolják súlyosnak a hibát, ez az átvezetés a hibajavítás témájára.	A hallgatók felírják maguknak a szólásokat helyesen, majd párban megvitatják, mennyire tartják súlyosnak a hibákat a mondatokban, 1–5-ig lévő skálán.	A hibák súlyosságának kérdése, a tanításban használt hibajavítási szituációk előkészítése	Önértékelés, skála használata	Önálló, majd pármunka	4. feladat (hibajavítás bevezetése)	Ha van idő, a mondatokat lehet ellenőrizni.

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár újra előveszi az előző óra végén bemutatott hibás mondatokat, és bevezeti a hibajavítás fogalmát.		Bemelegítés, ráhangolódás.	Elgondolkodtatás, frontális munka	Frontális	4. feladat	
5 perc		A hallgatók megvitatják, hogy mit tudnak a hibákról.	Az előző óra tananyagának felelevenítése	Vita	Csoportmunka	4. feladatlap	
5 perc	A hibajavítási videó elméleti felének megtekintése, fogalmak tisztázása	A hallgatók megnézik a videót, közben jegyzetelnek.	A hibajavítás elméletének áttekintése	Videó megnézése	Egyéni munka	<a href="http://metodika.btk.elte.hu/file/hibajav.mp4">http://metodika.btk.elte.hu/file/hibajav.mp4</a> – első fele	
15 perc	A tanár körbejár, szükség esetén segít, kérdez, továbblendíti a beszélgetést.	A hallgatók megvitatják, hogy mik az előnyei és hátrányai a különböző fajta javításoknak.	Ismeretek elmélyítése	Megbeszélés	Pármunka	Jegyzetek	
5 perc	A tanár bevezetesként elmondja, hogy egyfajta javításról (a számítógép-alapúról) lesz szó, és megkérdezi a hallgatókat, hogy mit tudnak a Word korrekcioprogramjáról, használták-e már, mikor, hogyan stb.	A hallgatók felelevenítik a korrekció használatának alapjait – várhatóan kevesen használják, de már láttak ilyen típusú szöveget.	A korrekció használata a hibajavításban	Frontális megbeszélés	Csoportmunka	–	Szerencsés, ha a főbb funkciókat a csoport tagjai egymásnak mondják el, és nem a tanártól hallják.
10 perc	A Word 2013 korrekcioprogramjáról szóló bemutató videó lejátszása	A hallgatók figyelik a videót, lejegyzetelik az ismeretlen funkciókat.	A korrekció használata a hibajavításban, gyakorlati bemutató	Videó megtekintése	Önálló munka	<a href="http://metodika.btk.elte.hu/file/hibajav.mp4">http://metodika.btk.elte.hu/file/hibajav.mp4</a> – második fele	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszer-tani megjegyzések
20 perc	A tanár kiadja a gyakorlófeladatot digitális formában. Ehhez vagy csoportos levelezőlistát, vagy online felületet érdemes használni. Legutolsó esetben e-mailben is megkaphatják a fájlt a hallgatók.	A hallgatók kipróbálják a korrek-túra-programot, és kijavítják a megadott szöveget. Lehetőleg minden hallgató külön táblagépen dolgozik, ha ez nem oldható meg, páronként egy gép szükséges.	Gyakorlati alkalmazás	Kipróbálás, tesztelés	Egyéni és pármunka	Táblagépek 5. feladat (hibajavítás gyakorlófeladat)	Ha nem áll rendelkezésre táblagép, asztali gépen is ki lehet próbálni a korrek-túrát.
15 perc	A tanár körbejár, szükség esetén segít, magyaráz, demonstrál.	A hallgatók körbejár-nak, és megnézik egymás táblagépét a javításokkal.	Ellenőrzés, a felmerülő kérdések megvitatása	Egymástól tanulás, megosztás	Csoportmunka	Táblagépek, 5. feladat	
5 perc	Tanár kiadja a házi feladatot, a 6. feladatot.  A következő órán – a hallgatók megoldásainak összehasonlítása után – a tanár megmutathat egy lehetséges javítási módot.		Tudás ellenőrzése	Önellenzés	Önálló munka	6. feladat (hibajavítási feladat)  6. feladat megoldása <a href="http://metodika.btk.elte.hu/file/hibajav_mo.docx">http://metodika.btk.elte.hu/file/hibajav_mo.docx</a>	

## Melléklet

### A melléklet tartalma:

1. melléklet: 1. feladat (minikvíz) és megoldása
2. melléklet: 2. feladat (gyakorlófeladat és megoldása)
3. melléklet: 3. feladat (szólások) és megoldása
4. melléklet: hibajavítás bevezetése és megoldása
5. melléklet: hibajavítási gyakorlófeladat és megoldása
6. melléklet: házi feladat: hibajavítás feladat
7. melléklet: a kivetítendő diák képe, részletek a videókból

**1. melléklet – 1. feladat (minikvíz)****Mini quiz**

Look at the following sentences and fill in the gaps with the missing articles.

- 1 \_\_\_ teacher needs \_\_\_ patience with \_\_\_ students.
- 2 All I want is \_\_\_ hundred roses.
- 3 I've been taken to \_\_\_ hospital only once.
- 4 I'd rather spend my holiday near \_\_\_ river Danube than at \_\_\_ lake Balaton.
- 5 I'd love to play \_\_\_ piano and watch \_\_\_ TV less.
- 6 We don't usually have \_\_\_ breakfast but we had \_\_\_ huge breakfast \_\_\_ last Sunday.
- 7 In \_\_\_ winter a lot of people get \_\_\_ flu, which might start with \_\_\_ headache.

**Megoldás****Key to task 1 – Mini Quiz**

- 1 A teacher needs  patience with  students.
- 2 All I want is  a hundred roses.
- 3 I've been taken to  a hospital only once.
- 4 I'd rather spend my holiday near  the river Danube than at  a lake Balaton.
- 5 I'd love to play  the piano and watch  TV less.
- 6 We don't usually have  a breakfast but we had  a huge breakfast  last Sunday.
- 7 In  (the) winter a lot of people get  the flu, which might start with  a headache.



## 2. melléklet – 2. feladat (gyakorlófeladat)

### Practice task

Please fill in the gaps by choosing the suitable article (a/an/the/-). In some cases there is more than one correct answer.

### Megoldás

#### Key to practice task

Sleep is (1) \_\_\_\_\_ powerful influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about (2) \_\_\_\_\_ sleep is that our brain needs to rest for several hours to refresh itself and to 'file' in our memory everything that has happened to us during the day. We can put off sleeping for a limited period, for instance if we go to (3) \_\_\_\_\_ all-night party, but sooner or later we have to sleep. If we are not allowed to sleep, we suffer (4) \_\_\_\_\_ hallucinations, and eventually die. However, as (5) \_\_\_\_\_ new research indicates, there is (6) \_\_\_\_\_ fascinating new theory. Dr Ray Meddis suggests that we don't really need to sleep at all. We sleep only because our brain is 'programmed' to make us do so. He believes that (7) \_\_\_\_\_ sleep instinct originates from (8) \_\_\_\_\_ prehistoric times. (9) \_\_\_\_\_ primitive man was 'programmed' to sleep to protect himself from the darkness with its many dangers. Animals seem to have been similarly programmed. (10) \_\_\_\_\_ number of hours they sleep does not depend on (11) \_\_\_\_\_ physical activity but on how much time they need to eat. According to Dr Meddis, (12) \_\_\_\_\_ 'tiredness' we feel at (13) \_\_\_\_\_ end of (14) \_\_\_\_\_ day is produced by (15) \_\_\_\_\_ chemical mechanism in (16) \_\_\_\_\_ brain which makes us sleep. We are 'programmed' to feel 'tired' or 'sleepy' at (17) \_\_\_\_\_ midnight, even if we have spent (18) \_\_\_\_\_ day relaxing on (19) \_\_\_\_\_ beach or doing nothing. Dr Meddis believes that (20) \_\_\_\_\_ unpleasant symptoms we suffer when we don't sleep enough are not because we have not rested but because we have disobeyed our brain's programming. (21) \_\_\_\_\_ longer we don't sleep, (22) \_\_\_\_\_ worse we feel. But Dr Meddis believes that if scientists could locate and 'turn off' (23) \_\_\_\_\_ sleep mechanism in our brain that produces (24) \_\_\_\_\_ tiredness, anyone could live (25) \_\_\_\_\_ completely normal and (26) \_\_\_\_\_ healthy life without sleeping. So is sleeping (27) \_\_\_\_\_ waste of time? Well, even Dr Meddis does not deny (28) \_\_\_\_\_ great psychological value of (29) \_\_\_\_\_ sleep, and he asks us, "if scientists invented (30) \_\_\_\_\_ pill which, if you took it, would keep you awake for ever, would you take it?"

a, 2 -, 3 an, 4 -, 5 -, 6 a, 7 the, 8 the/-, 9 The/(a), 10 the, 11 -, 12 the, 13 the, 14 the/a, 15 a, 16 the, 17 -, 18 the/(a), 19 the, 20 the, 21 the, 22 the, 23 the, 24 -, 25 a, 26 -, 27 a, 28 the, 29 -, 30 a/(the)

## 3. melléklet – 3. feladat (szólások)

### Proverbs

Where there are \_\_\_\_\_ bees, there is honey.

\_\_\_\_\_ rotten apple injures its neighbour.

\_\_\_\_\_ good man is hard to find.

You can lead \_\_\_\_\_ horse to \_\_\_\_\_ water but you can't make it drink.

\_\_\_\_\_ people in \_\_\_\_\_ glass houses shouldn't throw \_\_\_\_\_ stones.

It's \_\_\_\_\_ last straw which breaks \_\_\_\_\_ camel's back.

\_\_\_\_\_ early bird catches the worm.

Many hands make \_\_\_\_\_ light work.

\_\_\_\_\_ time and \_\_\_\_\_ tide wait for no man.

\_\_\_\_\_ time flies like \_\_\_\_\_ arrow.

\_\_\_\_\_ rolling stone gathers no moss.

\_\_\_\_\_ watched pot never boils.

\_\_\_\_\_ money makes \_\_\_\_\_ world go round.

Nothing is certain except \_\_\_\_\_ death and \_\_\_\_\_ taxes.

\_\_\_\_\_ dog is \_\_\_\_\_ man's best friend.

### Megoldás

#### Key to proverbs

1 –, 2 the/a, 3 a, 4 a, –, 5 ---, 6 the, the/(a), 7 the, 8 –, 9 --, 10 --, 11 a/(the), 12 a, 13 –, the, 14 --, 15 a/(the), a

## 4. melléklet – 4. feladat (hibajavítás bevezetése)

### Correcting mistakes

**Is there an unnecessary article or an article missing? If so, which one? How serious is the mistake in your view?**

1 Education is key to success.

2 In past, people had time. Now they have the money.

3 Children need reading, arithmetic and computer skills.

4 Global warming will change world.

5 You cannot have job for life.

6 Computers can't think and politicians cannot tell truth.

#### How serious is the mistake?

Not serious at all – Very serious

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

### Megoldás

#### Key to correcting mistakes

1 Education is the key to success.

2 In the past, people had time. Now they have money.

3 Children need reading, arithmetic and computer skills.

4 Global warming will change the world.

5 You cannot have a job for life.

6 Computers can't think and politicians cannot tell the truth.

## 5. melléklet – 5. feladat (hibajavítási gyakorlófeladat)

### Computer-assisted feedback practice task

**Please correct and mark these letters as regards grammar, vocabulary, content, style and organization.**

Dear Mr Smith,

I read the advertisement, that you published in The Times and I would like to apply for the summer job so let me introduce myself.

I'm 24 year old and my final exam is coming up soon at university. I'm going to write my diploma, which topic is going to be disturbed children in primary schools. So, my main interest is to look after children, something that I have always loved to do. Therefore, I'm certain that I would be useful member of your group in your summer camp.

I like playing and talking with children and I'm interested in their thoughts. I also have one brother who is 10 years old. I usually take care for him, so it's not problem generally. I'm decisive, communicative and I having a sense of humour, that people usually like for me. I am very fond of sports, especially at ball games.

All in all, I'm certain that to go to your camp would be an ideal for me to get experience and learning more about the children. I'm looking forward to hear from you.

Jules Foster

### Practice task

- 1 Insert a comment about the use of contracted forms in formal writing.
- 2 Insert a comment praising the student about a nice vocabulary item.
- 3 Insert a comment about the overall style of the letter.
- 4 Insert missing articles or delete unnecessary ones in the text.
- 5 Correct prepositions in the text.
- 6 Correct verb forms in the text.
- 7 Correct word order problems.
- 8 Correct mistakes involving relative pronouns.

## 6. melléklet – 6. feladat (hibajavítási házi feladat)

### Computer-assisted feedback task

**These pieces of writing were produced by intermediate learners in response to the following task “Introduce your family/school in about 200 words”.**

**Your task: Evaluate and grade this piece of student writing on the basis of content (1–5), organization (1–5), grammar (1–5) and vocabulary (1–5). Also add comments where appropriate and provide short feedback at the end. Please use the “tools > track changes (eszközök>korrektúra)” function of WORD to mark the text.**

## Family

I come from quite a big family, I have three sisters. Zsuzsa is 17 years older than me. So a lot of people think when we come together somewhere, how she is my mother. However, we never get angry, just laugh. We share a room every weekend what is more we have a lot of things in common, such a as taste.

Klára is 3 years younger than Zsuzsa. She works as a manager for living. Her main interests are sports; she plays golf rarely, however, she plays tennis often. We resemble each other very nearly, so they say.

Cili is 7 years older than me. She studies at the university. She learns a lot, she gets completely lost in her books.

My dad is quite old, he is 60, but he is the breadwinner in the family. My mother is 5 years younger.

Unfortunately, my grandmother died when I was very young, so I have very vague memories of her. My father's side grandparents I don't know.

In Hungary the stereotypical family is a parents and 1 or 2 childrens, dogs and cats. Nowadays there are a lots of single people who live on their own.

One of my dreams is to be married and have a lots of babies. (211 words)

Content (1–5)	Organisation (1–5)	Grammar (1–5)	Vocabulary (1–5)	GRADE (1–5)

## School

I think easy to speaking about school -- after it. But when you are student, it is more difficult. I remember when I was little girl, and I had to go the primary school, it was really disgusting and tremendous. I got really terrified there, because if you were late, or you didn't write your excises, you got punishment. And I had many nightmares about the embarassing teacher's speaches. I remember a few of the teachers very well, and I never want to meet any of them. Retrospect I don't think that the standard was very high, basically, you can work out if you have got any common sense. As the same time I can't see the reason for filling my head facts that I will never use. For example the details of chemistry. (I can't speak a word at all about equations of chemistry). But when you are little and scared, because you listen to their threathment, and you don't belive yourself, and you think if you don't know the knowledge right now, you won't know it nevermore. Sometime I don't understand, how I could bare my early schooling. (190 words)

Content (1–5)	Organisation (1–5)	Grammar (1–5)	Vocabulary (1–5)	GRADE (1–5)

## 7. melléklet: a kivétítendő diák képe, részletek a videókból

### Névelők

#### 1 The indefinite article

It is used:

- a. when there is one of sth and the information is new: There was a note on my car.
- b. for something or someone unknown or non-specific: I've just finished a book.
- c. for the member of a group or an occupation: A tiger cannot fly. I'm a student.
- d. in front of numbers such as 'hundred', 'thousand', 'million' etc.: There were a hundred people in the audience.
- e. possessive structures with 'of': He is a friend of mine.
- f. some uncountable nouns with certain adjectives in front of them: It's a great help that you have a deep understanding of biology.
- g. with frequency measurements: We go there for half an hour, once a week.  
'How much are these apples?' 'Two pounds a kilo.'
- h. in some expressions with fixed quantity: They spent a nice ten years together.
- i. emphasising names and artists' work: A Mrs Smith is looking for you and she says you've got a Van Gogh.

#### 2 The definite article

It is used:

- a. for specific things or when the information is old: She is the teacher of the year 2004. I talked to a girl. The girl was funny.
- b. for buildings or places in the physical sense: (bed, church, hospital, school prison, university, etc.): The school was redecorated last year.
- c. With structures with of: The wheel of the/a car has been filled up with air.
- d. for a group of animals, plants as a unique group: The koala eats leaves.
- e. for inventions and musical instruments: She plays the flute.  
The computer was invented by a Hungarian.
- f. Radio, theatre, cinema: I love going to the cinema.
- g. Some adjectives, describing a group of people: The rich have big cars.  
= Rich people have big cars.

#### 2 The definite article(cont.)

It is used:

- h. with superlatives: This is the fastest car I've ever driven.
- i. The more..... the more: The more I eat, the slimmer I get. OR The less I eat, the slimmer I get.
- j. with measurements of weight: Apples are sold by the kilo.
- k. in some expressions with body parts: She looked him in the eye but said nothing.
- l. Some geographical names: oceans, seas, rivers, mountain chains, deserts, most hotel names, cinemas, theatres, museums and art galleries.  
The British Museum is one of the largest museums in the world.

- m. Some countries and cities: the United States, the Netherlands, the Hague, as well as names containing Republic, St

### 3 The zero article

It is used:

- a. referring to objects or ideas in general: Love is blind.
- b. institutions like church, hospital, school, college, prison, etc.: She goes to college.
- c. seasons can be used without or with an article too: We were there in (the) winter.
- d. meals: I had breakfast at 8. BUT: I had a substantial breakfast this morning.
- e. some illnesses: She had stomach ache.
- f. vehicles with the preposition *by*: We travelled by car. BUT: We travelled in his car.
- g. noun+preposition+noun structures: They walked hand in hand, day by day.
- h. preposition+noun+and+noun structures (but there is an indefinite article if there is only one noun: I can't work without laptop and phone. BUT I left without a word.

### Hibajavítás

#### Mistakes

- slips of the tongue, problems in performance
- natives speakers make these, but since they have the underlying competence, they can self-correct

#### Errors

- made by language learners
- indicate gaps in knowledge/competence thus learners are unable to self-correct
- (if they are systematic, they shed light on the developing interlanguage of the language learner)

#### Self-correction

#### Peer-feedback/correction

#### Teacher feedback/correction

- spoken
- written
  
- Content (including communicative achievement)
- Organization (including use of linking words and punctuation)
- Grammar (correctness and range of structures)
- Vocabulary (spelling, range and formality)





## Pedagogical Grammar Course – Computer-assisted feedback

### Tasks

#### Mini quiz

Look at the following sentences and fill in the gaps with the missing articles.

- 1 \_\_\_ teacher needs \_\_\_ patience with \_\_\_ students.
- 2 All I want is \_\_\_ hundred roses.
- 3 I've been taken to \_\_\_ hospital only once.
- 4 I'd rather spend my holiday near \_\_\_ river Danube than at \_\_\_ lake Balaton.
- 5 I'd love to play \_\_\_ piano and watch \_\_\_ TV less.
- 6 We don't usually have \_\_\_ breakfast but we had \_\_\_ huge breakfast \_\_\_ last Sunday.
- 7 In \_\_\_ winter a lot of people get \_\_\_ flu, which might start with \_\_\_ headache.

#### Practice task

Please fill in the gaps by choosing the suitable article (a/an/the/-). In some cases there is more than one correct answer.

Sleep is (1) \_\_\_\_\_ powerful influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about (2) \_\_\_\_\_ sleep is that our brain needs to rest for several hours to refresh itself and to 'file' in our memory everything that has happened to us during the day. We can put off sleeping for a limited period, for instance if we go to (3) \_\_\_\_\_ all-night party, but sooner or later we have to sleep. If we are not allowed to sleep, we suffer (4) \_\_\_\_\_ hallucinations, and eventually die. However, as (5) \_\_\_\_\_ new research indicates, there is (6) \_\_\_\_\_ fascinating new theory. Dr Ray Meddis suggests that we don't really need to sleep at all. We sleep only because our brain is 'programmed' to make us do so. He believes that (7) \_\_\_\_\_ sleep instinct originates from (8) \_\_\_\_\_ prehistoric times. (9) \_\_\_\_\_ primitive man was 'programmed' to sleep to protect himself from the darkness with its many dangers. Animals seem to have been similarly programmed. (10) \_\_\_\_\_ number of hours they sleep does not depend on (11) \_\_\_\_\_ physical activity but on how much time they need to eat. According to Dr Meddis, (12) \_\_\_\_\_ 'tiredness' we feel at (13) \_\_\_\_\_ end of (14) \_\_\_\_\_ day is produced by (15) \_\_\_\_\_ chemical mechanism in (16) \_\_\_\_\_ brain which makes us sleep. We are 'programmed' to feel 'tired' or 'sleepy' at (17) \_\_\_\_\_ midnight, even if we have spent (18) \_\_\_\_\_ day relaxing on (19) \_\_\_\_\_ beach or doing nothing. Dr Meddis believes that (20) \_\_\_\_\_ unpleasant symptoms we suffer when we don't sleep enough are not because we have not rested but because we have disobeyed our brain's programming. (21) \_\_\_\_\_ longer we don't sleep, (22) \_\_\_\_\_ worse we feel. But Dr Meddis believes that if scientists could locate and 'turn off' (23) \_\_\_\_\_ sleep mechanism in our brain that produces (24) \_\_\_\_\_ tiredness, anyone could live (25) \_\_\_\_\_ completely normal and (26) \_\_\_\_\_ healthy life without sleeping. So is sleeping (27) \_\_\_\_\_ waste of time?



## Task sheet



Well, even Dr Meddis does not deny (28) \_\_\_\_\_ great psychological value of (29) \_\_\_\_\_ sleep, and he asks us, “if scientists invented (30) \_\_\_\_\_ pill which, if you took it, would keep you awake for ever, would you take it?”

## Proverbs

Please fill in the gaps by choosing the suitable article (a/an/the/-).

- 1 Where there are \_\_\_\_\_ bees, there is honey.
- 2 \_\_\_\_\_ rotten apple injures its neighbour.
- 3 \_\_\_\_\_ good man is hard to find.
- 4 You can lead \_\_\_\_\_ horse to \_\_\_\_\_ water but you can't make it drink.
- 5 \_\_\_\_\_ people in \_\_\_\_\_ glass houses shouldn't throw \_\_\_\_\_ stones.
- 6 It's \_\_\_\_\_ last straw which breaks \_\_\_\_\_ camel's back.
- 7 \_\_\_\_\_ early bird catches the worm.
- 8 Many hands make \_\_\_\_\_ light work.
- 9 \_\_\_\_\_ time and \_\_\_\_\_ tide wait for no man.
- 10 \_\_\_\_\_ time flies like \_\_\_\_\_ arrow.
- 11 \_\_\_\_\_ rolling stone gathers no moss.
- 12 \_\_\_\_\_ watched pot never boils.
- 13 \_\_\_\_\_ money makes \_\_\_\_\_ world go round.
- 14 Nothing is certain except \_\_\_\_\_ death and \_\_\_\_\_ taxes.
- 15 \_\_\_\_\_ dog is \_\_\_\_\_ man's best friend.

## Discussion

What do the proverbs mean? Do we have something similar in Hungarian? Which three you like most and why? Can you tell a story to illustrate one or more of the proverbs?

## Correcting mistakes

Is there an unnecessary article or an article missing? If so, which one? How serious is the mistake in your view?

- 1 Education is key to success.
- 2 In past, people had time. Now they have the money.
- 3 Children need reading, arithmetic and computer skills.
- 4 Global warming will change world.
- 5 You cannot have job for life.
- 6 Computers can't think and politicians cannot tell truth.

Make up a proverb about three of these topics.

TECHNOLOGY	TRUTH OR REALITY	MONEY	LOVE
YOUTH	AGING	AMBITION	HAPPINESS
			WINNING/LOSING



## Pedagogical Grammar Course – Computer-assisted feedback

### Key to tasks

#### Mini quiz

- 1 A teacher needs **o** patience with **o** students.
- 2 All I want is **a** hundred roses.
- 3 I've been taken to **o** hospital only once.
- 4 I'd rather spend my holiday near **the** river Danube than at **o** lake Balaton.
- 5 I'd love to play **the** piano and watch **o** TV less.
- 6 We don't usually have **o** breakfast but we had **a** huge breakfast **o** last Sunday.
- 7 In **(the)** winter a lot of people get **the** flu, which might start with **a** headache.

#### Practice task

1 a, 2 –, 3 an, 4 –, 5 –, 6 a, 7 the, 8 the/–, 9 The/(a), 10 the, 11 –, 12 the, 13 the, 14 the/a, 15 a, 16 the, 17 –, 18 the/(a), 19 the, 20 the, 21 the, 22 the, 23 the, 24 –, 25 a, 26 –, 27 a, 28 the, 29 –, 30 a/(the)

#### Proverbs

1 –, 2 the/a, 3 a, 4 a, –, 5 – – –, 6 the, the/(a), 7 the, 8 –, 9 – –, 10 – –, 11 a/(the), 12 a, 13 –, the, 14 – –, 15 a/(the), a

#### Correcting mistakes

Education is **the** key to success.

In **the** past, people had time. Now they have money.

Children need reading, arithmetic and computer skills.

Global warming will change **the** world.

You cannot have **a** job for life.

Computers can't think and politicians cannot tell **the** truth.



## Pedagogical Grammar Course

### Computer-assisted feedback practice task

**Please correct and mark these letters as regards grammar, vocabulary, content, style and organization.**

Dear Mr Smith,

I read the advertisement, that you published in The Times and I would like to apply for the summer job so let me introduce myself.

I'm 24 year old and my final exam is coming up soon at university. I'm going to write my diploma, which topic is going to be disturbed children in primary schools. So, my main interest is to look after children, something that I have always loved to do. Therefore, I'm certain that I would be useful member of your group in your summer camp.

I like playing and talking with children and I'm interested in their thoughts. I also have one brother who is 10 years old. I usually take care for him, so it's not problem generally. I'm decisive, communicative and I having a sense of humour, that people usually like for me. I am very fond of sports, especially at ball games.

All in all, I'm certain that to go to your camp would be an ideal for me to get experience and learning more about the children.

I'm looking forward to hear from you.

Jules Foster

#### Practice task

- 1 Insert a comment about the use of contracted forms in formal writing.
- 2 Insert a comment praising the student about a nice vocabulary item.
- 3 Insert a comment about the overall style of the letter.
- 4 Insert missing articles or delete unnecessary ones in the text.
- 5 Correct prepositions in the text.
- 6 Correct verb forms in the text.
- 7 Correct word order problems.
- 8 Correct mistakes involving relative pronouns.



## Pedagogical Grammar Course

### Computer-assisted feedback task

#### Name:

These pieces of writing were produced by intermediate learners in response to the following task “Introduce your family/school in about 200 words”.

**Your task:** Evaluate and grade this piece of student writing on the basis of content (1–5), organization (1–5), grammar (1–5) and vocabulary (1–5). Also add comments where appropriate and provide short feedback at the end. Please use the “tools > track changes (eszközök > korrektúra)” function of WORD to mark the text.

#### Family

I come from quite a big family, I have three sisters. Zsuzsa is 17 years older than me. So a lot of people think when we come together somewhere, how she is my mother. However, we never get angry, just laugh. We share a room every weekend what is more we have a lot of things in common, such a as taste.

Klára is 3 years younger than Zsuzsa. She works as a manager for living. Her main interests are sports; she plays golf rarely, however, she plays tennis often. We resemble each other very nearly, so they say.

Cili is 7 years older than me. She studies at the university. She learns a lot, she gets completely lost in her books.

My dad is quite old, he is 60, but he is the breadwinner int he family. My mother is 5 years younger.

Unfortunately, my grandmother died when I was very young, so I have very vague memories of her. My father’s side grandparents I don’t know.

In Hungary the stereotypical family is a parents and 1 or 2 childrens, dogs and cats. Nowadays there are a lots of single people who live on their own.

One of my dreams is to be married and have a lots of babies. (211 words)

Content (1–5)	Organisation (1–5)	Grammar (1–5)	Vocabulary (1–5)	GRADE (1–5)

#### School

I think easy to speaking about school – after it. But when you are student, it is more difficult. I remember when I was little girl, and I had to go the primary school, it was really disgusting and tremendous. I got really terrified there, because if you were late, or you didn’t write your excises, you got punishment. And I had many nightmares about the embarrassing teacher’s speaches. I remember a few of the teachers very well, and I never want to meet any of them. Retrospect I don’t

## Task sheet



think that the standard was very high, basically, you can work out if you have got any common sense. As the same time I can't see the reason for filling my head facts that I will never use. For example the details of chemistry. (I can't speak a word at all about equations of chemistry). But when you are little and scared, because you listen to their threathment, and you don't belive yourself, and you think if you don't know the knowledge right now, you won't know it nevermore. Sometime I don't understand, how I could bare my early schooling. (190 words)

Content (1–5)	Organisation (1–5)	Grammar (1–5)	Vocabulary (1–5)	GRADE (1–5)

## Korpuszhasználat az angolnyelv-tanulásban és -tanításban

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Korpuszhasználat az angolnyelv-tanulásban és -tanításban (Using corpora for English language learning and teaching)

Az óra cél- és feladatrendszere, tanulási kimenet: A korpusznyelvészet az új évezredben az alkalmazott nyelvészet egyik legdinamikusabban fejlődő területe. A korpuszok alapvetően bizonyos szempontok alapján összeválogatott számítógépszöveg-adatbázisok, amelyek a speciálisan a szövegfájlokban való keresésre optimalizált úgynevezett konkordanciaprogramok segítségével tanulmányozhatók. A nyelvtanár gondolhat a korpuszra úgy, mint a példamondatok hatalmas tárházára, amelyet különböző szempontok szerint vizsgálhat. A modul célja az, hogy felhívja a leendő nyelvtanárok figyelmét ennek a rendkívül hasznos eszköznek a létezésére, és egy ingyenesen hozzáférhető korpusz konkrét példáján keresztül bemutassa a korpuszok használatának az alapjait. A modulban elsajátítható tudást a tanárok sokrétűen kamatoztathatják: egyrészt többféle módon is felhasználhatják közvetlenül a diákjaikkal az osztályteremben, de saját tudásukat is elmélyíthetik a segítségével. A két tananyagot 2×90 perces blokkokra osztottuk (összesen 4×90 perc), de a távoktatásban tanulók lényegesen több időt is eltölthetnek egy-egy feladat elvégzésével (pl. többször is megnézhetik a videót, illetve elvégezhetik a feladatokat).

A tananyag fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlatban történő kipróbálás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: anyanyelv, informatika

Felhasznált források: digitális és papíralapú tananyag, online források

### Bevezetés

#### Korpusznyelvészet

A korpusznyelvészet az új évezredben az alkalmazott nyelvészet egyik legdinamikusabban fejlődő területe. A **korpuszok** valódi életből vett szövegek adott szempontok alapján összeválogatott és rendszerezett gyűjteménye. Bár elvileg létezhetnének papíralapú korpuszok is, ezek feldolgozása és kezelése igen bonyolult, szinte lehetetlen feladat lenne, így a korpusznak nevezett szöveg adatbázisok mindegyikét számítógépen tárolják. Ennek megfelelően az adatbázisok számítógépes szoftverek, úgynevezett konkordanciaprogramok, segítségével tanulmányozhatók.

A korpuszokat több szempontból is csoportosíthatjuk, egyrészt megkülönböztethetünk írott és **beszélt nyelvi korpuszokat**. Itt meg kell jegyeznünk, hogy a beszélt nyelvi korpuszok előállítása sokkal időigényesebb, és számos problémát vet fel (pl. kiejtés, intonáció, a közlések közötti átfedés-

sek jelölés stb. miatt), ezért kisebb arányban képviseltetik magukat a korpuszok között. Ezen kívül léteznek úgynevezett általános korpuszok, ezek mérete igen nagy, jellemzően több százmillió szót tartalmaznak (pl. British National Corpus azaz BNC, Corpus of Contemporary American, azaz COCA), bennük sokféle szövegtípus, regiszter, műfaj és stílus megtalálható. A **speciálizált korpuszokat** általában valamilyen konkrét kutatási kérdés megválaszolására hozzák létre: a nyelvtanulók nyelvhasználatának tanulmányozására születtek például a különféle nyelvtanulói korpuszok (pl. International Corpus of Learner English, azaz ICLE) (Reppen–Simpson-Vlach 2010).

Mint azt korábban említettük, egy korpusz több mint számítógépes szövegfájlok egyszerű gyűjteménye. A szövegek mellett úgynevezett **strukturális jelzéseket** (structural markup) is tartalmaz, amelyek a szöveg szerkezeti felépítésre vonatkozó kódok használatát jelentik (pl. cím, szerző, bekezdés, beszélő, kontextuális és paralingvális jegyek, szófajok stb.). Ennek egyik példája a **fejléc** (header), amely általában a szöveg elején található, rákattintva informálódhatunk a példamondatunkat tartalmazó szöveg szerzőjéről, a megjelenés helyéről és időpontjáról, valamint rövid tartalmáról. A **címkézés** (tagging) szintén egyfajta strukturális jelzés, és arra utal, hogy a szöveg egységeit (legtöbbször a szavakat) egy vagy több, az adott egységre vonatkozó, információt tartalmazó megjegyzéssel látták el. Leggyakrabban a szavak szófajának megadását értik alatta (Szirmai 2005). A korpuszban való keresés számítógépes szoftverek, úgynevezett **konkordanciaprogramok** (concordancing tools) segítségével történik. Ezek a programok egy adott szónak vagy kifejezésnek a szövegben szereplő összes előfordulását annak szöveggörnyezetében mutatják be. A konkordanciaprogramok többféle funkcióval rendelkeznek, a keresett szónak a szöveggörnyezetben való megjelenítése mellett lehetőség van a **kollokációk** vizsgálatára is. A kollokációt meghatározhatjuk úgy, mint bizonyos szavak bizonyos nyelvtani szerkezetben való előfordulását, amely a valószínűségen alapuló várható véletlen együttes előfordulásnál magasabb, és sok esetben előre kitalálható (Szirmai 2005). Fontos megjegyezni, hogy a korpuszkutatás egyaránt kíván kvantitatív és kvalitatív megközelítést: a felhasználónak a számítógép által létrehozott adatokat értelmeznie kell.

## Korpuszok az oktatásban

A korpuszoknak a nyelvoktatásban többféle szerepet tulajdonítanak: egyrészt a korpuszok által valós életből vett példák segítségével tanulmányozható a nyelvhasználat, és az itt levont tanulságok áttemelhetők a nyelvoktatásba. Kutatások igazolják, hogy a nyelvkönyvek által bemutatott nyelvhasználat jelentősen eltér a mindennapi élettől (Walsh 2010), a korpuszoknak tehát nagy szerepe lehet a nyelvórai nyelvhasználat autentikusabbá tételében. A korpuszokat azonban ennél közvetlenebbül is fel lehet használni az oktatásban: a nyelvtanár korpuszból vett példák értelmezését kérheti a tanulóktól, feladatokat tervezhet nekik a példamondatok alapján, illetve a nyelvtanulókat magukat is a korpuszok aktív használatára buzdíthatja (Reppen–Simpson-Vlach 2010).

Walsh (2010) részletes példák segítségével mutatja be, hogyan használható a korpusz különféle készségek, például a beszéd és szövegértés fejlesztésére egyrészt magának a beszélt nyelv sajátosságainak az elemzésével, illetve a szónál nagyobb lexikai egységek, úgynevezett „chunk”-ok tanulmányozásával. Kitér az írás és olvasás készségeire is: ezzel kapcsolatban különféle nyelvtani szerkezetek valós példákon keresztül történő bemutatására, illetve ezek gyakoriságának megfigyelésére nyújt lehetőséget a korpusz. A nyelvtani szerkezetek mellett a szöveg koherenciájának megteremtésében kulcsszerepet játszó kötőszavak használatának vizsgálata is lehetővé válik.

A nyelvtanulóknak a korpusz tanulmányozásába való aktív bevonása rendkívül jól illeszkedik ahhoz a pedagógiai irányzathoz, amelyet adatrányított tanuláshoz (data-driven learning) nevezünk. Ilyenkor a nyelvtanuló a tanulói szerep mellett kutatói szerepet is magára vállal: aktívan fedezi fel a nyelvi anyagban rejlő sajátosságokat, következtetéseket von le, szabályokat alkot amellett, hogy eközben nagy mennyiségű autentikus nyelvi inputnak van kitéve. Ebből kifolyólag a korpuszok

használata a nyelvoktatásban hozzájárul a nyelvtanulók mind implicit, mind pedig explicit tudásának az elmélyüléséhez (Cheng 2010), amelyek alapvető tanulási folyamatok lévén a nyelvelsajátítás alapját is képezik.

## Szakirodalom

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### 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	Az oktató felteszi az 1. feladatlap mondatait egy online dokumentumban az internetre, és megkéri a hallgatókat, hogy döntsék el, hogy a mondatok helyesek-e. Minden mondatnál dönteni kell, és ha szükséges, javítani.	A hallgatók kitöltik az online feladatlapot, és eldöntik, hogy a 10 mondatból melyiket találják nyelvileg helyesnek vagy helytelennek.	Ráhangelődés a nyelvtani feladatokra, a nyelvhelyességre	Egyéni feladat, problémamegoldás	Egyéni munka	Online dokumentum (1. feladatlap)	
5 perc	Az oktató 5–7 napot ad az online dokumentum kitöltésére, majd publikálja az eredményeket a kurzus fórumában. A dokumentum az eredményeket név nélkül menti el, tehát a hallgatók azt látják, hogy 1-1 mondatot a csoport hány százaléka talált nyelvileg helyesnek, illetve helytelennek.	A tanulók megnézik a fórumban a felmérés eredményét, és összevetik saját véleményükkel.	Motiváció, elgondolkodtatás, összehasonlító elemzés	Online feladat	Egyéni munka	Online fórum	



Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszer-tani megjegyzések
20 perc	Csoportfórum moderálása a felmérés eredményéről: a fórumban publikált eredményekre a hallgatók reagálnak, megvitatják, hogy szerintük melyik mondat helyes, illetve milyen hibákat véltek felfedezni, és azokat hogyan kellene helyesen mondani.	Minden hallgató hozzászól a fórumhoz, és részt vesz a vitában a mondatok helyességéről.	Ismeretbővítés	Vita	Csoportmunka	Online fórum	
5 perc	Videobemutató a korpusz előnyeiről – a tanár megkéri a hallgatókat, hogy nézzék meg a rövid videót.	A hallgatók megnézik a bemutatóvideót	Ismeretbővítés	Tanári előadás	Frontális munka	Videó és a lejátszáshoz szükséges eszköz, internet	
25 perc	Fórummegbeszélés a korpuszokról, a tanár moderálja a beszélgetést.	A hallgatók elmondják egymásnak, ki mit tud a korpuszok használatáról, és használták-e már a tanításban vagy a tanulásban.	Fogalomkialakítás	Megbeszélés	Írásbeli csoportmunka	online fórum	
5 perc	Videó megtekintése a korpuszra való regisztrálásról, a tanár elérhetővé teszi a videót az online felületen, és megkéri a hallgatókat, hogy nézzék meg. A tanár figyelemmel követi a naplózás alapján, hogy kik nézték meg a videót, és figyelmezteti azokat, akik még nem tették, hogy nézzék meg.	A hallgatók megnézik a videót.	Gyakorlati bemutató	Tanári prezentáció	Egyéni munka	Online felületre feltöltött videó és lejátszó eszköz	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszer-tani megjegyzések
15 perc	A tanár kiadja a feladatot, hogy a videó alapján a hallgatók regisztráljanak a korpuszra.	A hallgatók az instrukciókat követve regisztrálnak a korpuszra (azonosító és jelszó létrehozása, regisztrációs adatlap kitöltése, visszaigazoló e-mail elküldése).	Gyakorlati feladat megoldása	Gyakorlat	Egyéni munka	Számítógép, internet	

## 2. egység (90 perc)

10 perc	Videobemutató megtekintése. A tanár megkéri a hallgatókat, hogy nézzék meg a videobemutató második részét a korpuszban történő egyszerű keresési funkciókról és egyéb alapelehetőségekről.	A hallgatók megnézik a videót, jegyzetelnek, és felkészülnek a gyakorlati alkalmazásra. A videó többször is megnézhető, megállítható, az egyéni tempónak megfelelően.	Tanári prezentáció	Szemléltetés	Egyéni munka	Online felületre feltöltött videó, lejátszására alkalmas eszköz	
50 perc	A tanár kiadja a gyakorláshoz a feladatlapot, majd megkéri a hallgatókat, hogy az alábbi szavakkal gyakorolják a megismert funkciókat: APPROACH, RECORD, FAST.	A hallgatók bejelentkeznek a korpuszba, és a feladatlap alapján gyakorolják az alapkereséseket és az egyéb funkciókat.	A korpuszban való keresési készség fejlesztése	Gyakorlás	Egyéni munka	Feladatlap Korpusz Internet	
30 perc	A tanár megindítja a fórumot, és megkéri a hallgatókat, hogy számoljanak be a gyakorlás eredményeiről. A technikai, tartalmi, gyakorlati problémákat megbeszélik, elemzik és megoldják. A tanár moderál, tehát nem a megoldást kínálja fel, hanem kérdésekkel, bátorítással éri el, hogy a hallgatók egymás között tudják a felmerülő problémákat orvosolni.	A hallgatók a fórumon számolnak be a gyakorlat során szerzett tapasztalataikról. Egymásnak segítve ellenőrzik a feladatlapra szereplő feladatokat.	Részösszefoglalás Problémamegoldás	Megbeszélés	Csoportmunka	Online fórum Feladatlap Korpusz	

## 3. egység (90 perc)

10 perc	Videobemutató megtekintése. A tanár megkéri a hallgatókat, hogy nézzék meg a videobemutató harmadik részét a szófajok közötti keresésről és a kollokációkról.	A hallgatók megnézik a videót, jegyzetelnek, és felkészülnek a gyakorlati alkalmazásra. A videó többször is megnézhető, megállítható, az egyéni tempónak megfelelően.	Tanári prezentáció	Szemléltetés	Egyéni munka	Online felületre feltöltött videó, lejátszására alkalmas eszköz	
50 perc	A tanár kiadja a gyakorláshoz a 'Parts of speech and collocations' feladatlapot, majd megkéri a hallgatókat, hogy a alábbi szavakkal gyakorolják a megismert funkciókat: APPROACH, RECORD, FAST.	A hallgatók bejelentkeznek a korpuszba, és a feladatlap alapján gyakorolják a szófajokra és kollokációkra épülő lekérdezéseket.	A korpuszban való keresési készség fejlesztése	Gyakorlás	Egyéni munka	Feladatlap Korpusz Internet	
30 perc	A tanár megindítja a fórumot, és megkéri a hallgatókat, hogy számoljanak be a gyakorlás eredményeiről. A technikai, tartalmi, gyakorlati problémákat megbeszélik, elemzik és megoldják. A tanár moderál, tehát nem a megoldást kínálja fel, hanem kérdésekkel, bátorítással éri el, hogy a hallgatók egymás között tudják a felmerülő problémákat orvosolni.	A hallgatók a fórumon számolnak be a gyakorlat során szerzett tapasztalataikról. Egymásnak segítve ellenőrzik a feladatlapon szereplő feladatokat.	Részösszefoglalás Problémamegoldás	Megbeszélés	Csoportmunka	Online fórum Feladatlap Korpusz	

## 4. egység (90 perc)

60 perc	A tanár kiosztja a beadandó munkához készült egyéni feladatlapot.	A hallgatók kiválasztják az elemzendő mondat(ka)t a megadott listából, és a korpusz segítségével, felhasználva az előző órákon tanult és gyakorolt készségeket megírják a beadandó dolgozatot.	Összefoglalás, számonkérés	Elemzés	Egyéni munka	Feladatlap Korpusz	
10 perc	A tanár megnyitja az értékelő fórumot, és megkéri a hallgatókat, hogy töltsék fel munkáikat – mindenki egy vitatémát indít.	A hallgatók feltöltik elemzéseiket, mindenki egy új vitatémát indít.	Beszámoló	Összefoglalás	Egyéni munka	Feladatlap Online felület	
20 perc	A tanár visszajelez minden hallgató munkájára az 'Osztyázás' funkcióval, amelyet minden hallgató csak a saját munkájára kap vissza.	A hallgatók kiválasztanak 3 másik elemzést csoporttársaik munkái közül, és ezekre visszajelzést adnak – ellenőrzik, kérdezhetnek, javasolhatnak változtatást.	Levezetés	Megbeszélés	Csoportmunka	Online fórum Feltöltött elemzések	Idő hiányában a fórumos megbeszélés elhagyható, ilyenkor a tanár az egyes beadott munkákat értékeli.

### Variáció – Módszertani ajánlás tantermi órához

**A fenti tematikai egység megvalósítható nem távoktatásos keretben is, ilyenkor a feltöltött segédanyagok változatlan formában használhatók.**

Szükséges feltételek:

- interaktív tábla internetkapcsolattal,
- tabletek (1 tablet / 2-3 hallgató),
- wifi.

A tantermi óra során online oktatási felület használatára nincs szükség, a tanár az alábbi változatokkal tarthatja meg a 4 tanulási egységet:

#### 1. egység (90 perc):

- A feladatlapon szereplő mondatokat a hallgatók papíralapon kapják meg, és bejelölik, hogy melyek a problémásnak vélt részek. Ezt kis csoportokban ellenőrzik, megbeszélik.
- Közösén megnézik a videomagyarazatot interaktív táblán kivetítve.
- A hallgatók a gyakorlati kipróbálást tableteken végzik, kis csoportokban.

**2. egység (90 perc):**

- A videót a csoport közösen nézi meg interaktív táblán kivetítve.
- Gyakorlás tableteken kis csoportokban.
- Gyakorlás az interaktív táblánál egy-egy példával.
- A problémákat helyben megpróbálják megoldani, egymásnak segíteni.
- A tanár körbejár, moderál, ahol szükséges, segít.

**3. egység (90 perc):**

- A videót a csoport közösen nézi meg interaktív táblán kivetítve.
- Gyakorlás tableteken kis csoportokban.
- Gyakorlás az interaktív táblánál egy-egy példával.
- A problémákat helyben megpróbálják megoldani, egymásnak segíteni.
- A tanár körbejár, moderál, ahol szükséges, segít.

**4. egység (90 perc):**

- A tanulók ebben az esetben ennek az egységnek a feladatait házi feladatként oldják meg.
- Egyéni munkában elkészítik az elemzéseiket, és beadják a dolgozatot.
- A tanár a következő órán a csoportot közösen értékeli, összefoglalja a leggyakoribb problémákat, és kiosztja a dolgozatokat.
- Lezárásképpen a csoport ötletbörzét tart a korpusz további használati lehetőségeiről.

**Melléklet****A melléklet tartalma:**

1. melléklet: az egyéb tanulási-tanítási segédletek (bevezető feladat – nyelvhelyesség) és megoldása
2. melléklet: bevezető feladat eredménye (példa)
3. melléklet: az óratervben megadott linkek
4. melléklet: a kivetítendő diák képe a három videóhoz (válogatás)
5. melléklet: a videó hanganyagának átírata
6. melléklet: kiosztandó feladat: gyakorlófeladat 1
7. melléklet: kiosztandó feladat: gyakorlófeladat 2
8. melléklet: kiosztandó feladat: korpuszfeladat

Fájlok a tananyaghoz:

[http://metodika.btk.elte.hu/file/korpusz\\_video1.mp4](http://metodika.btk.elte.hu/file/korpusz_video1.mp4)

[http://metodika.btk.elte.hu/file/korpusz\\_video2.mp4](http://metodika.btk.elte.hu/file/korpusz_video2.mp4)

[http://metodika.btk.elte.hu/file/korpusz\\_video3.mp4](http://metodika.btk.elte.hu/file/korpusz_video3.mp4)

[http://metodika.btk.elte.hu/file/korpusz\\_video4.mp4](http://metodika.btk.elte.hu/file/korpusz_video4.mp4)

## 1. melléklet: az egyéb tanulási-tanítási segédletek (bevezető feladat – nyelvhelyesség) és megoldása

Decide whether the following sentences are correct or incorrect and indicate what might be the problem.

1 I'd like to tell my ideas about this topic.

✂.....

2 Let her explain you what to do.

✂.....

3 You have to get a permission to miss that seminar.

✂.....

4 Please, would you be so kind to help me.

✂.....

5 According to me, you're wrong.

✂.....

6 We must ensure these rules are followed by all means.

✂.....

7 More police are needed to fight against crime in our very violent times.

✂.....

8 Ministers are currently examining the use of the WWW in the society.

✂.....

9 I quickly turned back and heard a loud crash.

✂.....

10 They left form Hong Kong in 1997 following the handover.

### Sentence grading – key

1 I'd like to tell YOU my ideas about this topic.

*tell* MUST ALWAYS BE FOLLOWED BY A PERSONAL INDIRECT OBJECT, i.e. WHO WE *tell*. HOWEVER, HERE *give* WOULD BE BETTER, e.g. I'd like to give you my ideas about this topic.

2 Let her explain TO you what to do.

*explain* (as well as *mention* and *report*) WHEN FOLLOWED BY AN INDIRECT OBJECT MUST HAVE *to*

- 3 You have to get permission to miss that seminar.  
*permission* IS AN UNCOUNTABLE NOUN AND REQUIRES NO ARTICLE
- 4 Please, would you be so kind AS to help me.  
IN THE PHRASE *Would you be so kind...*, *kind* NEEDS TO BE FOLLOWED BY *as*.
- 5 IN MY OPINION, you're wrong.  
*According to...* CANNOT BE USED WHEN YOU TALK ABOUT YOURSELF, USE *In my opinion...*
- 6 We must ensure these rules are followed TO THE LETTER/IN FULL.  
THE PHRASE *by all means* IS EQUIVALENT TO *certainly* IT IS OFTEN CONFUSED WITH *by any means* OR *by whatever means* WHICH ARE EQUIVALENT TO *using whatever methods are necessary...* HERE WE COULD USE AN ALTERNATIVE PHRASE SUCH AS *to the letter* OR *in full* BECAUSE *by any means...* OR *by whatever means...* ARE VERY FORCEFUL EXPRESSIONS
- 7 More police are needed to fight crime in our very violent times.  
*fight* DOES NOT REQUIRE *against*
- 8 Ministers are currently examining the use of the WWW in society.  
THERE IS NO NEED TO USE THE DEFINITE ARTICLE WITH *society* WHEN IT MEANS *people in general viewed as a single group*. COMPARE *they joined the university operatic society*.
- 9 I quickly turned ROUND and heard a loud crash.  
COMPARE *turn back* MEANING *to stop and return to where you came from...* WITH *turn round* MEANING *to move so that you face in the opposite direction...*
- 10 They left Hong Kong in 1997 following the handover.  
*leave* SOMEWHERE WITHOUT *from*

### Based on examples from:




- 1–6 Doughty, Susan–Thompson, Geoff (1983): *Problem English: A practical guide for Hungarian learners of English*. Budapest. Tankönyvkiadó.
- 7–10 Heaton, John Brian–Turton, Nigel D. (1988): *Longman dictionary of common errors: Workbook*. Harlow. Longman.

## 2. melléklet: az online kérdőív eredményei

PAGE: SENTENCE GRADING




1. I'd like to tell my ideas about this topic.

[Create Chart](#) [Download](#)

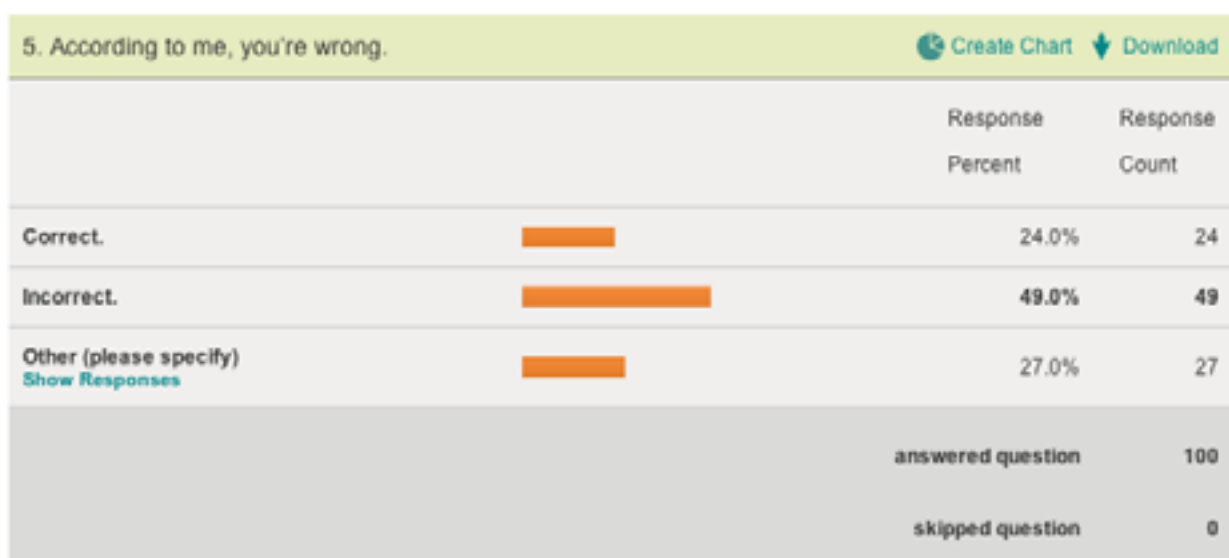
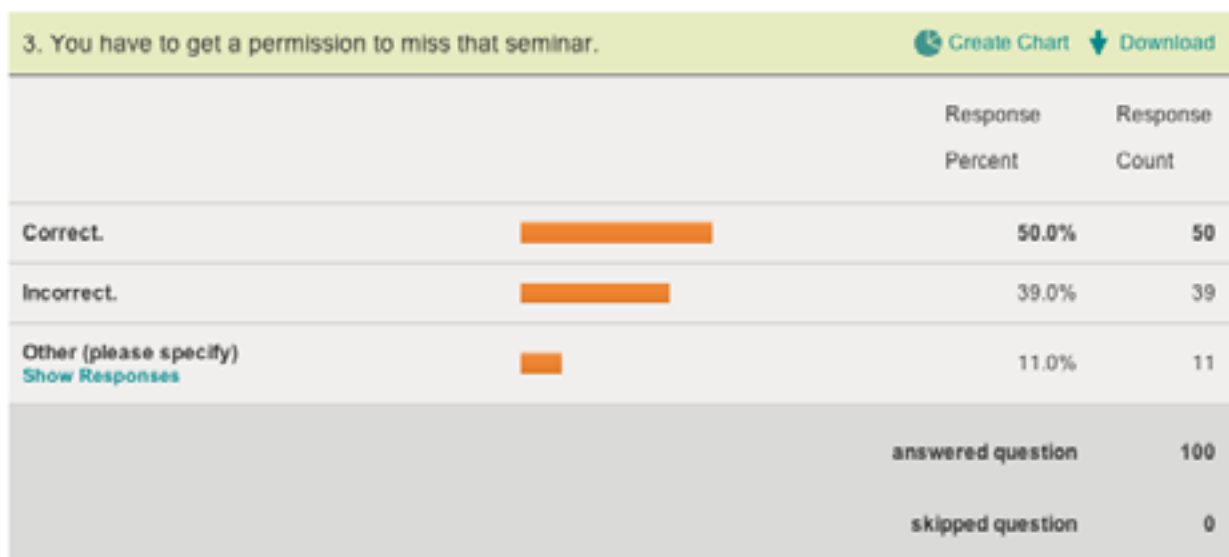
		Response Percent	Response Count
Correct.		52.0%	52
Incorrect.		36.0%	36
Other (please specify) <a href="#">Show Responses</a>		12.0%	12
		answered question	100
		skipped question	0

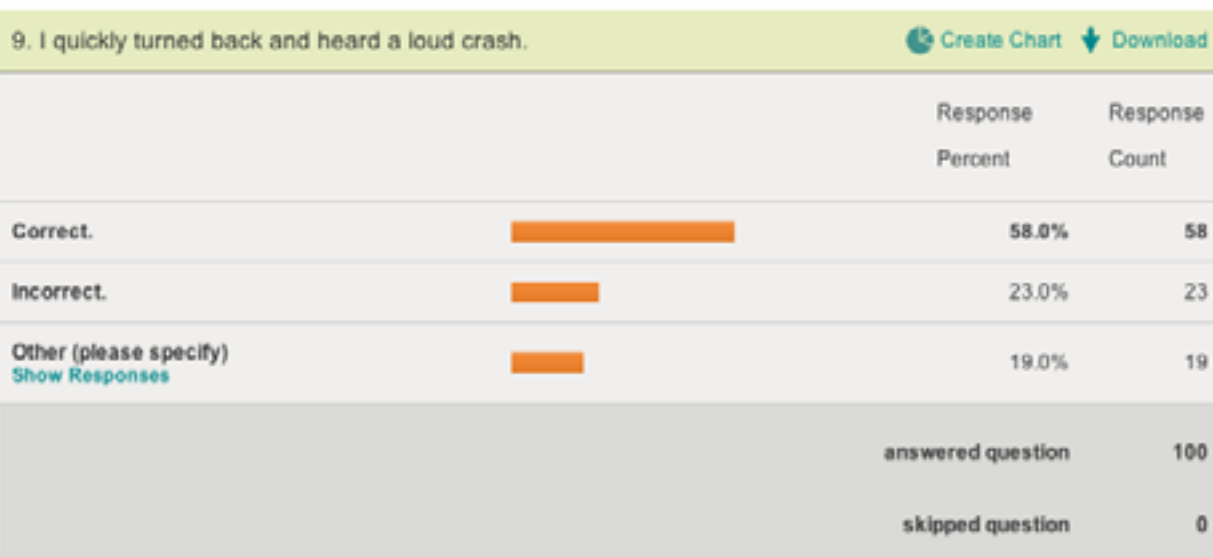
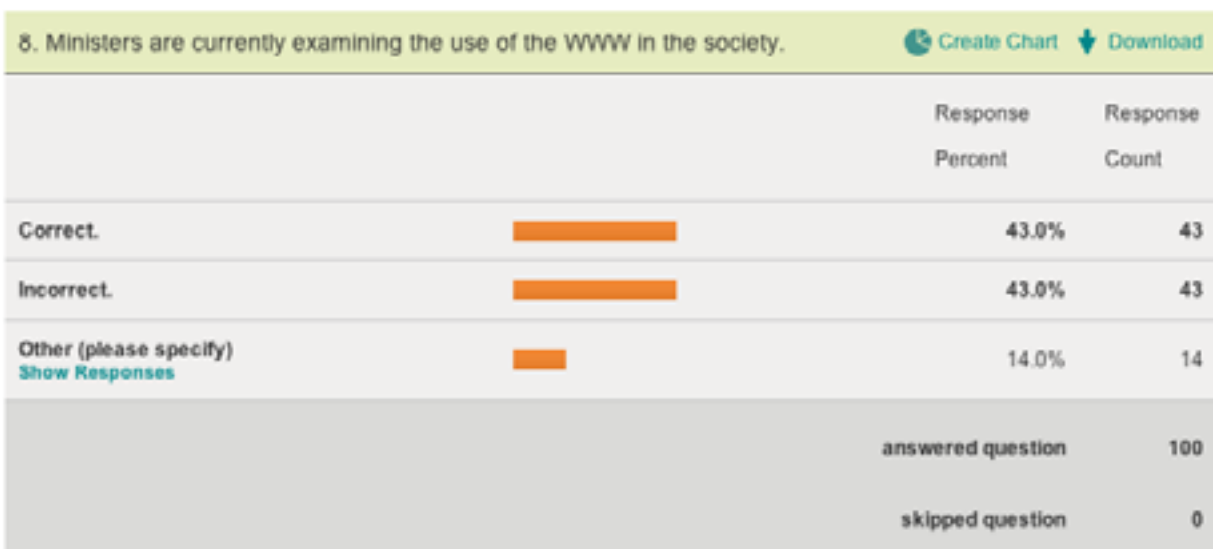
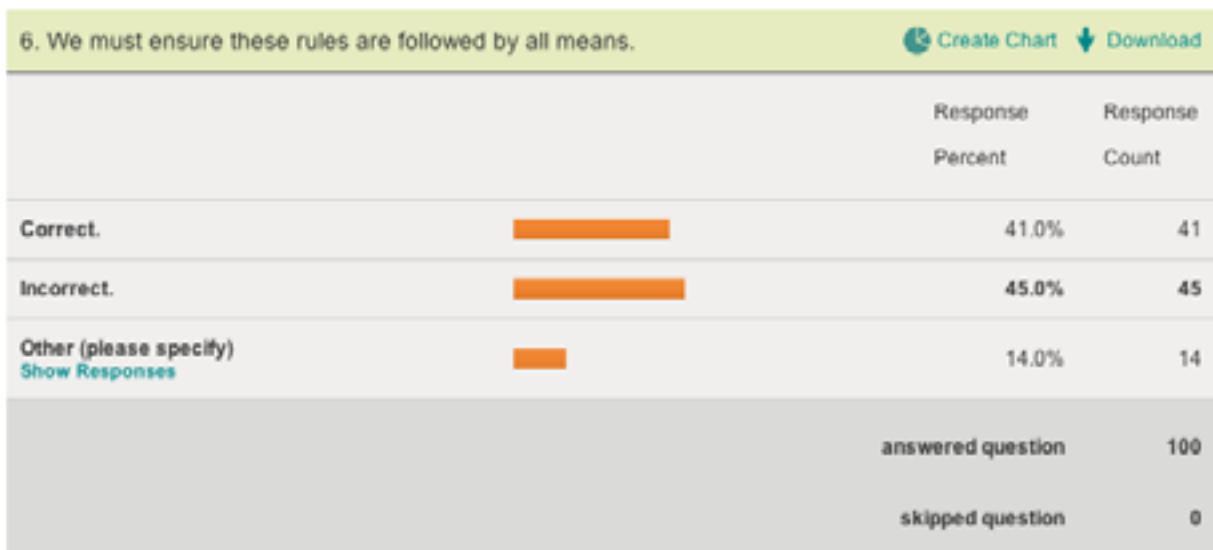
2. Let her explain you what to do.

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Correct.		38.0%	38
Incorrect.		54.0%	54
Other (please specify) <a href="#">Show Responses</a>		8.0%	8
		answered question	100
		skipped question	0









### 3. melléklet: az órateremben megadott linkek

A tananyagban használt korpusz linkje: [corpus.byu.edu](http://corpus.byu.edu)

Egyéb linkek a korpuszok tanításban való felhasználásáról:

Corpus use in English language teaching (Part Two) | British Council Seminar Series

<https://www.youtube.com/watch?v=qLqooizKPI8>

<https://www.youtube.com/watch?v=EpVRjSGm3hQ>

<https://www.youtube.com/watch?v=19YNwgmRHRk>

<https://www.youtube.com/watch?v=YYx784GK8m8>

Using corpora in the language classroom, Randi Reppen

<https://www.youtube.com/watch?v=Qf46lOnMCfs>

Using corpora in the classroom, Nicholas Medley, CATESOL 2010

[http://www.youtube.com/watch?v=ODPfp\\_6ea2M](http://www.youtube.com/watch?v=ODPfp_6ea2M)

<http://www.youtube.com/watch?v=WY9Y6tUPIn0>

<http://www.youtube.com/watch?v=PUnhF0oaEaM>

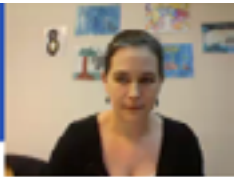
[http://www.youtube.com/watch?v=mJZegB\\_qvCc](http://www.youtube.com/watch?v=mJZegB_qvCc)

A korpusznyelvészetről magyarul:

Szirmai Mónika (2005): Bevezetés a korpusznyelvészetbe – A korpusznyelvészet alkalmazása az anyanyelv és az idegen nyelv tanulásában és tanításában. Budapest. Tinta Könyvkiadó. [http://www.korpusz.com/Monika/A\\_szerzoro\\_files/1.%20Mi%20a%20korpusznyelve%CC%81szet.pdf](http://www.korpusz.com/Monika/A_szerzoro_files/1.%20Mi%20a%20korpusznyelve%CC%81szet.pdf)


## 4. melléklet: a kivetítendő diák képe a három videóhoz

### USING CORPORA FOR LANGUAGE LEARNING AND TEACHING: INTRODUCTION




### WHAT IS A CORPUS?


- A large collection of searchable text, stored electronically
- It can clarify the difference in meaning between words or help in making better stylistic choices
- It can help to clarify questions concerning structure and syntax
- It can help learners and teachers make better, more informed choices
- It will NOT give you the right answer but will help you discover patterns of usage
- COCA (Corpus of Contemporary American English): monitored, large, powerful search and analytic tool



TÁMOG 4.1.2/B.2-13/1-2013-0007  
ORSZÁGOS KOORDINÁCIÓVAI ÉS PEDAGÓGUSKÉPZÉSI MEGGALITÁSÁRÉRT

### USING CORPORA FOR LANGUAGE LEARNING AND TEACHING: KWIC (KEY WORD IN CONTEXT) AND COMPARE





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## USING CORPORA FOR LANGUAGE LEARNING AND TEACHING: PART OF SPEECH TAGS

The screenshot shows the COCA website interface. The search results for the word 'experience' are displayed in a table with columns for 'FORM', 'COUNT', and 'USAGE'. Below the table, there is a 'KEYWORD IN CONTEXT DISPLAY' section with a list of 11 items, each showing a sentence snippet and the word 'experience' in context.

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## USING CORPORA FOR LANGUAGE LEARNING AND TEACHING: COLLOCATIONS 1

The screenshot shows the COCA website interface with a list of additional resources. The resources are categorized into 'Full text', 'Word and Phrase (sentence texts)', 'Word and Phrase (frequency lists)', 'Word Frequency', and 'Collocations'. Each category provides a brief description of the resource and a link to access it.

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The screenshot displays the ALBERT (Corpus of Contemporary American English) search results for the word "experience". The interface includes a search bar at the top with the query "experience" and a list of search results below. Each result shows a date, source, and a snippet of text containing the word "experience".

Date	Source	Snippet
2012	SPDK CBS_Theatering	CHARLIE KOOB - THE WASHINGTON POST - "You walk out of the theater enraptured. It's really an <b>experience</b> almost like seeing a Broadway show for the first time."
2012	SPDK ABC_Theatering	"Because I couldn't tell my parents anything, <b>experience</b> was a <b>experience</b> as a child."
2012	SPDK CBS_Theatering	"I believe beliefs are real substitutes for experience. I've given an <b>experience</b> of not only getting them out of the house, but getting to fly."
2012	SPDK ABC_Theatering	"We see our military culture is smaller and volunteer. It's not as universal an <b>experience</b> as American experience, so it was 20 or 30 years ago."
2012	SPDK CBS_Theatering	"You want people to feel when they walk into your store? It's an <b>experience</b> I think that you create there."
2012	SPDK CBS_Theatering	"I drive and find drive into computers and into things such? They really feel an <b>experience</b> with the whole house over with the Roblox Hansen over and the PC, and"
2012	SPDK CBS_Theatering	"a moment. But first, we ask people about their attitudes, about an <b>experience</b> with interpersonal issues."
2012	SPDK NPR_TED	"but one of the most important things it does is, it is an <b>experience</b> simulator. You know, flight - pilots practice in flight simulators so that they"
2012	SPDK NPR_ITC	"I'm Jack Lyten, in for Bob Ray. And let me remind an <b>experience</b> I had a few weeks ago that perhaps you've had as well this summer"
2012	PTC	"anything I could imagine. # I'll bet you and I have shared an <b>experience</b> going up a story slip, feeling smaller than small, a grain"
2012	NHG	"in Florida, I hope to see some of you there. It's an <b>experience</b> a northern hemisphere observer will never forget. October # Florida's first Southern Dip"
2012	NHG	"and I find people to hear me more often. It creates an <b>experience</b> that makes you think, 'this is what there is at about, it"
2012	NHG	"it's kind of that graffiti you're trying to fix, but it can be an <b>experience</b> that you can see a graffiti's tongue? It's about the fact"
2012	NHG	"instead, it said they want to have sex with their eyes open. an <b>experience</b> that's to get the most about off another to change. It's not comfortable looking"
2012	NHG	"and overstimulation, a <b>experience</b> . It's not so much performance as conducting an <b>experience</b> for your senses in the room. Before the show, he observed the world through"
2012	NHG	"experiences, such as the taste of coffee. It is sometimes said that an <b>experience</b> is like among the contents of consciousness if there is 'something it is like'"
2012	NHG	"misunderstandings, or misrememberings "can lead to "an <b>experience</b> with experience... an <b>experience</b> , however, which was totally absent before the mistake was made."
2012	NHG	"but he didn't embrace it, either, saying, "he had an <b>experience</b> in a lab and became pro-life. " # Ramsey broked. " (I'm not)"
2012	NHG	"Beauty Spots at Barnes and Memorial CD that stores have interactive features, creating an <b>experience</b> similar to comparison shopping online. Those at stores in the Mountain"
2012	NHG	"our audience. "and said: "with the CD, you get an <b>experience</b> you don't get anymore else. I think people think about how much they"
2012	NHG	"reading. \$100 for each # 20 dollar explanation # If an <b>experience</b> with a profit is ultimately because it justifies almost any price. That was"
2012	NHG	"a light across the Pacific Ocean. Eighty-five people died in the crash. an <b>experience</b> . He said in an e-mailed response, that had helped him keep the pressure"

## 5. melléklet: a videó hanganyagának átirata

### Transcript – Corpus videos

#### Introduction

One of the tasks in your pedagogical grammar course involves using authentic texts for establishing patterns of usage that is using corpora. This video intends to provide you help with this task.

But what is a corpus?

A corpus is a large collection of searchable text, stored electronically.

There is a number of ways a corpus can help in teaching or learning a language.

A corpus can make language learners make better decisions, for example, by helping to choose the correct linking words or the appropriate preposition.

It can clarify the difference in meaning between words or make better stylistic choices, and it can also help to clarify some questions concerning structure and grammar.

Corpora can help learners and teachers make better, more informed decisions.

It will not give you the “right or correct” answer, but instead it can help you discover patterns of usage as the corpus contains real sentences from real speakers and writers. The examples you will find in a corpus will help you see patterns in the language and will help you make generalisations about proper usage that will guide and improve your speaking and writing.

In this video, I am going to show you some of the basics of using COCA, the Corpus of Contemporary American English, which is a corpus with free web-based interface. COCA is a monitored corpus, meaning that it is constantly growing, in a sense capturing the ongoing life of a language variety, in this case American English. COCA is very large, 450 million words when I reported this, and it has a very powerful search and analytic tool.

## Registering

First go to the website [corpus.byu.edu](http://corpus.byu.edu)

There you will find a list of links to the BYU family of corpora. These corpora are developed by Mark Davies and his team, and they are all incredibly useful research tools. Though I am starting out with COCA, all the research interfaces are similar. So what you learn here, you can apply to the other corpora. And I encourage you to try them out. So now click on the link for COCA.

You will see one more page. The pictures you see here show some of the sources that were used to compile the COCA. Click ENTER at the bottom of the page to enter the COCA.

This is the corpus. The first thing we will do is register to use the corpus. Registration and login are at the upper right part of the screen. Without registering you can only do a few (10-15) searches before the corpus will no longer allow you to perform searches. But don't worry, after registering you can use the corpus for free. To register, click REGISTER at the top right hand corner of the page, then click the register button at the bottom window. Enter your information, create a password and you are done. After you've registered, check your email. There should be a confirmation message. Click on the included link. Finally, don't forget to log in after you've registered.

## Layout of COCA

There are three areas on the interface that I would like to call your attention to.

The first is the area on the left which is where you input your search string, and control how the data you generate will be displayed. The second is the top right part of the screen where your wordlists or charts will be displayed. And the third is the bottom right part of the screen, where your concordance lines will be displayed. After logging in, the top part of the area on the right first shows announcement and important pieces of information about the various corpora developed by Mark Davies. These will be replaced by your searches later on. At the bottom of the right hand side of the screen is a "where should I start" or information screen. This can be replaced by specific help information that you desire by clicking on the help bar. This is where your concordance lines will appear later. Other help information can be accessed by clicking on the question marks on the left navigation panel of the screen.

Now, let's look at the left side of the screen more closely which, as I already mentioned, is the place where you input your search string and control how the data you generate will be displayed. This is the part of the screen that you will use for carrying out searches.

The top area here controls how the data you generate will be displayed; the options here are LIST, CHART, KEY WORD IN CONTEXT (KWIC) and COMPARE. Below that there is a field for typing your search strings. Below that there is a COLLOCATE field and a part of speech tag list.

The SEARCH button executes your search, and the RESET button resets all of the search settings to their original default value that you can see now. This is useful when you do some advanced searches and you want to start all over.

Below that in the SECTIONS part, you can choose registers to narrow your search, or a range of years, or a sub-register, or a specific year.

Finally, at the bottom of the screen there is information about “Sorting and Limits” or “More advanced options”. However, for non-specialised users of the corpus, most of the default settings will be sufficient.

### **Simple searches: LIST and CHART**

As I mentioned before, the DISPLAY has different settings, the default is LIST. As a rule of thumb, you want to display lists, when you are asking a question that is likely to result in multiple answers. For example, you might want to ask what words most frequently occur with “EXPERIENCE”. So let’s type in EXPERIENCE and hit SEARCH.

After we hit SEARCH, COCA generates a RESULTS display to the right. In that result, we get a number. This is the raw frequency that is how many times a search sting, in this case EXPERIENCE, appears in the corpus. By itself, this information does not tell us very much. We can generate more information by clicking on the result. This will produce all the concordance lines or keywords in context. So remember, you can generate concordance lines by clicking on the result. To the left, you can find information about the years in which these results occurred. You can also see what section of the corpus the results come from. The texts come from 5 basic text types: spoken, fiction, magazine, newspaper and academic.

We can search within specific text types using the SECTION options, or we can use the CHART display to compare the frequencies of a feature across different text types. Let’s try the CHART display. So let’s leave EXPERIENCE in the search box, but change the display to CHART from LIST and hit SEARCH. To the right you can see that COCA generates a couple of useful charts. The first shows the distribution of our search term across the different text types. We can also find some numbers. The top one shows the raw frequency within that particular text type. The one below is the frequency per million words that is the normalised frequency. You cannot compare frequencies without normalising them, because the number of words in one part of the corpus is not going to be exactly the same as the number of words in another part of the corpus. Normalising the frequencies allows us to compare them. To the right, you can find charts showing frequencies for every five years beginning with the year 1990, and again those are normalised per million words. This allows us to see if there is a change in the pattern of use over time. Finding the distribution of features across different text types can give information about how language varies by context and use. This knowledge can contribute to our understanding of register and genre. If we click on the bar in the chart, we can look at the concordance lines for that text type. We can also look at distributions within that text type. We can do this by clicking on the “heading” (ACADEMIC for example). The important piece of advice here is to always interrogate your data. Graphical displays of data can be convincing, but you need to think carefully about the information that they present.

### **Simple Searches: KWIC and COMPARE**

You can also select the Keyword in Context (abbreviated as KWIC) display. This is the third display option at the top left hand side of the screen. One way that the KWIC display differs from the LIST function is that there are options below listed for display and sorting. Another way that it differs is that it does not provide frequency information about the word queried while the LIST function does. Finally, all the results for the KWIC display are colour coded for part of speech.

For example, by leaving “EXPERIENCE” in the search box and pressing SEARCH after selecting the Keyword in Context function, you will notice that the results that fill the right hand side of the screen have different colours marked on them. In order to view the key for all these different colours, simply click on the question mark at the top right hand side of the screen. There you can see the part of speech colouring key code as well as instructions for sorting the results here. You



may choose either to sort the results at the top of the display or on the left-hand side of the screen. In order to return to your results simply press the SEARCH button again.

One thing that might be useful in sorting your results is to sort by the node word i.e. the word queried that appears in the middle, and you can do this by clicking on the asterisk and RESORT at the top right corner of the display. This will sort all of the forms of EXPERIENCE as a noun versus EXPERIENCE as a verb.

You can also sort by the words that appear left and right to the node using both of these functions.

This approach also works very well for phrasal verbs or phrases.

Finally, the fourth option here is COMPARE, which allows you to compare the collocates (nearby words) for two different words, such as small / little, or start / begin, which provides insight into the difference in meaning or use of these two words.

### Useful features

To search for all forms of a word, what is called lemmatizing your results, we can put square brackets around the words we are searching for. We can have very different results using this technique, for example, certain forms of a word might appear more frequently within certain text types. Lemmatization is a feature you are likely to use a lot and I cannot emphasise its importance enough. When we are looking for collocations, for example finding out what nouns collocate with a particular verb, most often you will want to look at all forms of that verb, so this is an important feature to remember.

We can also search for the synonyms of EXPERIENCE. We do that by putting an equal sign before our word inside the square brackets. Requests for synonyms can be lemmatised as well by putting another pair of bracket outside the first one.

In COCA you can use the asterisk as a wild card: if set off by a space, the asterisk will stand in for a word or a punctuation mark. This way you can find the most frequent word appearing before or after your word (\* EXPERIENCE). The asterisk can also stand in for part of a word, or only for one letter. In this case you should not leave a space between the asterisk and your word (\*EXPERIENCE)

You can also search for punctuation marks in COCA, but you need to separate them from other words with a space. So you need to put a space between your word and a comma for example (EXPERIENCE).

### Part of Speech tags

COCA also allows us to search for different parts of speech within the texts with the help of part of speech tags.

But what are part of speech tags?

A corpus could, in theory, be composed of simple text files only, and in this case we would only be able to use the computer to search and sort these files in various ways.

We can, however, also add information to that plain text file to enable the computer to recognise anything that we think is important or relevant. That information is contained in what are called tags. Tags embed information into the texts that we can then retrieve. In corpora, tags connect lexical items to part of speech information. This is important partly because many words in English can function as different part of speech. Part of speech tags are one tool that we can use to focus our searches, so let's look at how we can use them.

First, you don't need to memorise the tags. On the left side of the interface among the various search options there is a part of speech list (POS list). Click on it and a drop-down menu will appear. When you select a particular part of speech, the tag will appear in the search field.

First I'll select all verbs from the drop-down menu. This will generate a [v\*] star enclosed in square brackets in the search field. This is the symbol that tells COCA to search for all verb tags. Now I will type EXPERIENCE inside in the search box.

And now we need to get our search syntax right. In COCA if we are searching for a word tagged as a specific part of speech, we must put a period between the word and the tag without any space. This is very important; you must connect the search word and the tag with a period. If you put a space between the search word and the tag, COCA will generate that search word preceded or followed by all words tagged as that part of speech. This latter type of search string generates collocations.

### Collocates 1

Let's look at collocations then.

We use the term collocation to describe words or tokens that have a tendency to appear together. And using COCA we can uncover patterns in the words that appear with other words. In order to do this, we need to use some of COCA's collocational tools.

Let's start with some simple investigations of structure and syntax.

There are two basic ways to search for collocations in COCA. One is just to use the basic search field and I'll start there. Let's say we wanted to search for the prepositions that follow the word "EXPERIENCE".

I'll start by typing EXPERIENCE into the search field, followed by the tag for all prepositions. Results show that "of" is by far the most frequent prepositional collocate. But let's dig a little deeper. A less frequent collocate is "for". First, I'm going to click on the results to look at the concordance data. Here we find a number of personal pronouns. These seem to indicate a pattern that with FOR we usually refer to a person experiencing something. Now I want to see if the pattern actually holds up.

Now we go back to the search field. First, I will type "EXPERINCE FOR" in the search box, next I will click on collocates, which will generate some additional search options. In the new box, I will insert (from the POS list) the symbol for the noun tag. This tells COCA that I am searching for nouns that collocate with the phrase that we've typed in the search box above, namely "EXPERIENCE FOR". Next, we have two drop-down lists with numbers. These lists define our range. That is the first tells COCA the number of words we want to search to the left of our search string. The second tells COCA the number of words we want to search to the right. We want nouns that appear after "EXPERIENCE FOR" so I'm going to set the range as zero to the left and two to the right (as counting starts with the first item in the box). So our search is this: we are looking for nouns that collocate one word right to the phrase EXPERIENCE FOR. The results confirm our hypothesis. The frequent collocates like STUDENTS, CHILDREN, PEOPLE, and KIDS all indicate animate objects who are having an experience.

### Collocates 2

There are a few ways that our search could be refined or extended. When you search for collocations, it is often useful to try different ranges. After trying a range, you can look at some concordance lines and see what results you're generating. That information can then help you refine your search even further and just like the whole corpus, it can be a great source of sample sentences.

Second, note that we didn't specify EXPERIENCE as a particular part of speech. We could, for example, investigate whether there is any variation in collocational patterns with the verb form versus the noun form.

Be aware that the way you input your search is going to influence the results you're generating. Please, keep it in mind that whenever you design a search, you should think about the kind of question you want an answer to, and what kind of data will answer that question. Whenever you use a complex corpus like COCA to investigate complex grammatical patterns, no search is going to be perfect. The goal is to refine your searching techniques to arrive at the most robust data that is relevant to the questions you are asking. Also, be aware that your data has its limits. Recognising those limits is the key to a successful analysis. Please, use your common sense when interpreting your results. And have fun using COCA!

## 6. melléklet: kiosztandó feladat: gyakorlófeladat 1

### Practice for Simple searches and Useful features

Use (some or all of) these words: **APPROACH, RECORD, FAST** (or any other word you like)

- 1 LIST feature: check how many instances the word occurs in the corpus
- 2 check the Concordance lines by clicking on the results
- 3 CHART feature: look at the distribution across different text types and years; choose one text type (e.g. Academic) and check the distribution of the keyword use within the subtexts; check the concordance lines by clicking on the column
- 4 using the KWIC (keyword in context) feature: check the meaning of colours for parts of speech, using the ASTERISK and RESORT functions, order your results by part of speech
- 5 lemmatising: put square brackets [] around the keyword and find the different forms it has in the corpus
- 6 find synonyms for the keyword by inserting an '=' sign before the keyword within the square brackets []
- 7 put an asterisk \* first right before, then right after the keyword (do not use a space between the asterisk and the keyword) and check what derivations the keyword has
- 8 put an asterisk \* first before, then after the keyword (this time USE a space between the asterisk and the keyword) and check what the most frequently appearing words are before or after the keyword
- 9 punctuation check: put a space after the keyword and add any punctuation mark to check all the instances when the keyword is followed by that particular punctuation mark

## 7. melléklet: kiosztandó feladat: gyakorlófeladat 2

### Practice for Part of speech tags and Collocates

Use (some or all of) these words: **APPROACH, RECORD, FAST** (or any other word you like)

- 1 insert the keyword in the search box, click on the Part of Speech (POS) button, select a part of speech tag, and replace the space between them by a period (e.g. approach.[v\*]) to check all the instances of your keyword used as that that particular part of speech in the corpus

- 2 lemmatise your results by putting square brackets around your search string or only your keyword (e.g. [approach.[v\*]] or [approach].[v\*]) and look at the concordance lines
- 3 check for all the synonyms of the keyword as a particular part of speech by putting an equal sign before the keyword within the square brackets and connecting it with a period to a part of speech tag (e.g. [=approach].[v\*])
- 4 insert the keyword in the search box, click on the Part of Speech (POS) button and select a part of speech tag to check the occurrence of the keyword followed by words that are that particular part of speech in the corpus (e.g. approach [nn\*]) (this should result in a list of two-word phrases)
- 5 carry out the same search, but this time after inserting the keyword (e.g. approach) in the search box, click on the COLLOCATES function, select the same part of speech from the POS list ([nn\*]) and specify the range as 0 to the left and 1 to the right (you should arrive at the same results as with the previous method, but this time you only get a list of single words)
- 6 using the same keyword in the search box and the same part of speech in the COLLOCATES field, you can play around by setting the range before and after the keyword to different numbers (do not forget to check your concordance lines)
- 7 specify your keyword as a particular part of speech by connecting it with a POS tag using a period, and find prepositions that frequently occur after it by inserting the appropriate POS tag and in the search box separated by a space (e.g. approach.[nn\*] [i\*]), check the concordance lines for a few of the most frequent prepositions
- 8 select one of the most frequently occurring prepositions and type it along with your keyword into the search bar (e.g. approach.[nn\*] to), click on COLLOCATES, select another part of speech (POS) here (e.g. [nn\*]) and set the range to 0 to the left and 2 to the right (to find the most frequently occurring noun after “approach to” for example)
- 9 click on COMPARE in the display settings and type a keyword in the first box (e.g. “approach”) and a synonym you found for it using COCA (in practice exercise c.) (e.g. “contact”), specify the collocate from the POS list (e.g. [nn\*]) and set the range to 0 to the left and 1 to the right (to find the most frequent noun following each of these words) and hit SEARCH

## 8. melléklet: Korpusfeladat

### Concordancing task

The first (warm-up) task on the pedagogical grammar course was a sentence correction exercise in which you were asked to judge the correctness of 10 sentences. The survey results show that the sentences were problematic indeed, even for us teachers. Nevertheless, the role of a teacher often involves making judgements about correctness/patterns of usage. Although the majority of these decisions are relatively easy to make, everyone is bound to encounter problematic cases sometimes. (Is there such a thing as “correctness” anyway? Or should we just talk about patterns of usage?)

One possible way of shedding light on “correctness/patterns of usage” is asking a native speaker, or even better several native speakers if we have access to them. Fortunately, with the growing popularity of corpus linguistics and the increased accessibility of corpora on the internet checking

actual patterns of language use became relatively easy even for those teachers who do not have native speaker colleagues.

But what is corpus linguistics and what are corpora?

According to Reppen and Simpson-Vlach (2010), recently, the area of study known as ‘corpus linguistics’ has enjoyed much greater popularity, both as a means to explore actual patterns of language use and as a tool for developing materials for classroom language instruction. Corpus linguistics uses large collection of both spoken and written natural texts (corpora or corpuses, singular corpus) that are stored on computers. By using a variety of computer-based tools, corpus linguists can explore different questions about language use. One of the major contributions of corpus linguistics is in the area of exploring patterns of language use. Corpus linguistics provides an extremely powerful tool for the analysis of natural language and can provide tremendous insights as to how language use varies in different situations, such as spoken versus written, or formal interactions versus casual conversation.” (p.89.)

Reppen, R. – Simpson-Vlach, R. (2010). Corpus linguistics. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 89–105). London, United Kingdom: Hodder Education.

Your next task here on the pedagogical grammar course is going to involve using corpora for making judgements about correctness/patterns of language usage.

You will be required to find out with the help of a corpus if native speakers are likely to use three out of the sentences from Task 1 (in other words you will have to decide if we should accept them as “correct”).

Here are the sentences (choose 3)

- 1 I’d like to tell my ideas about this topic.
- 2 Let her explain you what to do.
- 3 You have to get a permission to miss that seminar.
- 4 Please, would you be so kind to help me.
- 5 According to me, you’re wrong.
- 6 We must ensure these rules are followed by all means.
- 7 More police are needed to fight against crime in our very violent times.
- 8 Ministers are currently examining the use of the WWW in the society.
- 9 I quickly turned back and heard a loud crash.
- 10 They left form Hong Kong in 1997 following the handover.

Please use the following site for your corpus based research:

<http://corpus.byu.edu/>

Remember, you have to register for the site (but it is free)!

We have created some short videos for you, which should be useful when familiarizing yourself with the site. They provide general overview of the topic and show the specific steps of registering and conducting basic search on the site you are required to use.

After watching the videos try to experiment with the site. I think it is quite user-friendly, and you can get all sorts of help by clicking at the small ?icons. What makes it even more interesting is that you can switch between different corpora: the COCA (Corpus of Contemporary American English), the COHA (Corpus of Historical American English), the TIME (The TIME Magazine

Corpus), the BNC (British National Corpus) and a corpus based on Google books, so you can even carry out comparative studies.

Please write up your findings about **each sentence in one paragraph**. Describe the **steps of analysis** you carried out, provide **exact figures** in connection with your findings and **draw conclusions** about the patterns of usage and **whether you would accept** the sentence in question **as correct** based on what you discovered or not.

**Here is an example of what I have in mind:**

Sentence to investigate:

**According to me, you are wrong.**

Sample paragraph:

“I attempted to find out whether the phrase “according to me” should be accepted as correct, so I tried to find examples of it both in the COCA (Corpus of contemporary American English) and the BNC (British National Corpus) databases. I started with COCA, and typed in “according to” into the *WORD(S)* slot of the *search string*. I also selected personal pronouns from the *POS (part of speech) list*. “Me” came up as the fifth most frequent personal pronoun collocate of “according to”; there were 24 instances of it in COCA. (It was preceded by “him” (251 occurrences), “her” (115), “them” (115), and “you” (66).) Most of the examples came from the genres of fiction (11 occurrences), spoken (6) and newspaper/magazine (5); there were only two examples from academic contexts. When performing the same search on the BNC database, there were no examples for “according to” and personal pronoun combinations. When examining the 49 instances of “according to” in the corpus, it seemed that “according to” was mostly used in written texts and was frequently followed by nouns. Therefore, I believe that although I find “according to me” strange and would have marked it “incorrect” instinctively, I should probably accept it in spoken English.”

Enjoy the task!



## Pedagogical Grammar Course

Decide whether the following sentences are correct or incorrect and indicate what might be the problem.

**1 I'd like to tell my ideas about this topic.**



.....

**2 Let her explain you what to do.**



.....

**3 You have to get a permission to miss that seminar.**



.....

**4 Please, would you be so kind to help me.**



.....

**5 According to me, you're wrong.**



.....

**6 We must ensure these rules are followed by all means.**



.....

**7 More police are needed to fight against crime in our very violent times.**



.....

**8 Ministers are currently examining the use of the WWW in the society.**



.....

**9 I quickly turned back and heard a loud crash.**



.....

**10 They left form Hong Kong in 1997 following the handover.**



## Pedagogical Grammar Course

### Sentence grading – key

- 1 I'd like to tell YOU my ideas about this topic.  
*tell* MUST ALWAYS BE FOLLOWED BY A PERSONAL INDIRECT OBJECT , i.e. WHO WE *tell*. HOWEVER, HERE *give* WOULD BE BETTER, e.g. I'd like to give you my ideas about this topic.
- 2 Let her explain TO you what to do.  
*explain* (as well as *mention* and *report*) WHEN FOLLOWED BY AN INDIRECT OBJECT MUST HAVE *to*
- 3 You have to get permission to miss that seminar.  
*permission* IS AN UNCOUNTABLE NOUN AND REQUIRES NO ARTICLE
- 4 Please, would you be so kind AS to help me.  
IN THE PRHRASE *Would you be so kind...*, *kind* NEEDS TO BE FOLLOWED BY *as*.
- 5 IN MY OPINION, you're wrong.  
*According to...* CANNOT BE USED WHEN YOU TALK ABOUT YOURSELF, USE *In my opinion...*
- 6 We must ensure these rules are followed TO THE LETTER/IN FULL.  
THE PHRASE *by all means* IS EQUIVALENT TO *certainly* IT IS OFTEN CONFUSED WITH *by any means* OR *by whatever means* WHICH ARE EQUIVALENT TO *using whatever methods are necessary...* HERE WE COULD USE AN ALTERNATIVE PHRASE SUCH AS *to the letter* OR *in full* BECAUSE *by any means...* OR *by whatever means...* ARE VERY FORCEFUL EXPRESSIONS
- 7 More police are needed to fight crime in our very violent times.  
*fight* DOES NOT REQUIRE *against*
- 8 Ministers are currently examining the use of the WWW in society.  
THERE IS NO NEED TO USE THE DEFINITE ARTICLE WITH *society* WHEN IT MEANS *people in general viewed as a single group*. COMPARE *they joined the university operatic society*.
- 9 I quickly turned ROUND and heard a loud crash.  
COMPARE *turn back* MEANING *to stop and return to where you came from...* WITH *turn round* MEANING *to move so that you face in the opposite direction...*
10. They left Hong Kong in 1997 following the handover.  
*leave* SOMEWHERE WTHOUT *from*

### Based on examples from:

- 1–6 Doughty, Susan–Thompson, Geoff (1983). *Problem English: A practical guide for Hungarian learners of English*. Budapest. Tankönyvkiadó.
- 7–10 Heaton, John Brian–Turton, Nigel D. (1988). *Longman dictionary of common errors: Workbook*. Harlow. Longman.





## Pedagogical Grammar Course

### Practice for Simple searches and Useful features

Use (some or all of) these words: **APPROACH, RECORD, FAST** (or any other word you like)

- a. LIST feature: check how many instances the word occurs in the corpus
- b. check the Concordance lines by clicking on the results
- c. CHART feature: look at the distribution across different text types and years; choose one text type (e.g. Academic) and check the distribution of the keyword use within the subtexts; check the concordance lines by clicking on the column
- d. using the KWIC (keyword in context) feature: check the meaning of colours for parts of speech, using the ASTERISK and RESORT functions, order your results by part of speech
- e. lemmatising: put square brackets [] around the keyword and find the different forms it has in the corpus
- f. find synonyms for the keyword by inserting an '=' sign before the keyword within the square brackets []
- g. put an asterisk \* first right before, then right after the keyword (do not use a space between the asterisk and the keyword) and check what derivations the keyword has
- h. put an asterisk \* first before, then after the keyword (this time USE a space between the asterisk and the keyword) and check what the most frequently appearing words are before or after the keyword
- i. punctuation check: put a space after the keyword and add any punctuation mark to check all the instances when the keyword is followed by that particular punctuation mark



## Pedagogical grammar course

### Practice for Part of speech tags and Collocates

Use (some or all of) these words: **APPROACH, RECORD, FAST** (or any other word you like)

- a. insert the keyword in the search box, click on the Part of Speech (POS) button, select a part of speech tag, and replace the space between them by a period (e.g. approach.[v\*]) to check all the instances of your keyword used as that particular part of speech in the corpus
- b. lemmatise your results by putting square brackets around your search string or only your keyword (e.g. [approach.[v\*]] or [approach].[v\*]) and look at the concordance lines
- c. check for all the synonyms of the keyword as a particular part of speech by putting an equal sign before the keyword within the square brackets and connecting it with a period to a part of speech tag (e.g. [=approach].[v\*])
- d. insert the keyword in the search box, click on the Part of Speech (POS) button and select a part of speech tag to check the occurrence of the keyword followed by words that are that particular part of speech in the corpus (e.g. approach [nn\*]) (this should result in a list of two-word phrases)
- e. carry out the same search, but this time after inserting the keyword (e.g. approach) in the search box, click on the COLLOCATES function, select the same part of speech from the POS list ([nn\*]) and specify the range as 0 to the left and 1 to the right (you should arrive at the same results as with the previous method, but this time you only get a list of single words)
- f. using the same keyword in the search box and the same part of speech in the COLLOCATES field, you can play around by setting the range before and after the keyword to different numbers (do not forget to check your concordance lines)
- g. specify your keyword as a particular part of speech by connecting it with a POS tag using a period, and find prepositions that frequently occur after it by inserting the appropriate POS tag and in the search box separated by a space (e.g. approach.[nn\*] [i\*]), check the concordance lines for a few of the most frequent prepositions
- h. select one of the most frequently occurring prepositions and type it along with your keyword into the search bar (e.g. approach.[nn\*] to), click on COLLOCATES, select another part of speech (POS) here (e.g. [nn\*]) and set the range to 0 to the left and 2 to the right (to find the most frequently occurring noun after “approach to” for example)
- i. click on COMPARE in the display settings and type a keyword in the first box (e.g. “approach”) and a synonym you found for it using COCA (in practice exercise c.) (e.g. “contact”), specify the collocate from the POS list (e.g. [nn\*]) and set the range to 0 to the left and 1 to the right (to find the most frequent noun following each of these words) and hit SEARCH



## Pedagogical Grammar Course

### Transcript – Corpus videos

#### Introduction

One of the tasks in your pedagogical grammar course involves using authentic texts for establishing patterns of usage that is using corpora. This video intends to provide you help with this task.

But what is a corpus?

A corpus is a large collection of searchable text, stored electronically.

There is a variety of ways a corpus can help in teaching or learning a language.

A corpus can make language learners make better decisions, for example, by helping to choose the correct linking words or the appropriate preposition.

It can clarify the difference in meaning between words or make better stylistic choices, and it can also help to clarify some questions concerning structure and grammar.

Corpora can help learners and teachers make better, more informed decisions.

It will not give you the “right or correct” answer, but instead it can help you discover patterns of usage as the corpus contains real sentences from real speakers and writers. The examples you will find in a corpus will help you see patterns in the language and will help you make generalisations about proper usage that will guide and improve your speaking and writing.

In this video, I am going to show you some of the basics of using COCA, the Corpus of Contemporary American English, which is a corpus with free web-based interface. COCA is a monitored corpus, meaning that it is constantly growing, in a sense capturing the ongoing life of a language variety, in this case American English. COCA is very large, 450 million words when I reported this, and it has a very powerful search and analytic tool.

#### Registering

First go to the website [corpus.byu.edu](http://corpus.byu.edu)

There you will find a list of links to the BYU family of corpora. These corpora are developed by Mark Davies and his team, and they are all incredibly useful research tools. Though I am starting out with COCA, all the research interfaces are similar. So what you learn here, you can apply to the other corpora. And I encourage you to try them out. So now click on the link for COCA.

You will see one more page. The pictures you see here show some of the sources that were used to compile the COCA. Click ENTER at the bottom of the page to enter the COCA.

This is the corpus. The first thing we will do is register to use the corpus. Registration and login are at the upper right part of the screen. Without registering you can only do a few (10-15) searches before the corpus will no longer allow you to perform searches. But don't worry, after registering you can use the corpus for free. To register, click REGISTER at the top right hand corner of the page, then click the register button at the bottom window. Enter your information, create a password and

you are done. After you've registered, check your email. There should be a confirmation message. Click on the included link. Finally, don't forget to log in after you've registered.

## Layout of COCA

There are three areas on the interface that I would like to call your attention to.

The first is the area on the left which is where you input your search string, and control how the data you generate will be displayed. The second is the top right part of the screen where your wordlists or charts will be displayed. And the third is the bottom right part of the screen, where your concordance lines will be displayed. After logging in, the top part of the area on the right first shows announcement and important pieces of information about the various corpora developed by Mark Davies. These will be replaced by your searches later on. At the bottom of the right hand side of the screen is a "where should I start" or information screen. This can be replaced by specific help information that you desire by clicking on the help bar. This is where your concordance lines will appear later. Other help information can be accessed by clicking on the question marks on the left navigation panel of the screen.

Now, let's look at the left side of the screen more closely which, as I already mentioned, is the place where you input your search string and control how the data you generate will be displayed. This is the part of the screen that you will use for carrying out searches.

The top area here controls how the data you generate will be displayed; the options here are LIST, CHART, KEY WORD IN CONTEXT (KWIC) and COMPARE. Below that there is a field for typing your search strings. Below that there is a COLLOCATE field and a part of speech tag list.

The SEARCH button executes your search, and the RESET button resets all of the search settings to their original default value that you can see now. This is useful when you do some advanced searches and you want to start all over.

Below that in the SECTIONS part, you can choose registers to narrow your search, or a range of years, or a sub-register, or a specific year.

Finally, at the bottom of the screen there is information about "Sorting and Limits" or "More advanced options". However, for non-specialised users of the corpus, most of the default settings will be sufficient.

## Simple searches: LIST and CHART

As I mentioned before, the DISPLAY has different settings, the default is LIST. As a rule of thumb, you want to display lists, when you are asking a question that is likely to result in multiple answers. For example, you might want to ask what words most frequently occur with "EXPERIENCE". So let's type in EXPERIENCE and hit SEARCH.

After we hit SEARCH, COCA generates a RESULTS display to the right. In that result, we get a number. This is the raw frequency that is how many times a search sting, in this case EXPERIENCE, appears in the corpus. By itself, this information does not tell us very much. We can generate more information by clicking on the result. This will produce all the concordance lines or keywords in context. So remember, you can generate concordance lines by clicking on the result. To the left, you can find information about the years in which these results occurred. You can also see what section of the corpus the results come from. The texts come from 5 basic text types: spoken, fiction, magazine, newspaper and academic.

We can search within specific text types using the SECTION options, or we can use the CHART display to compare the frequencies of a feature across different text types. Let's try the CHART display. So let's leave EXPERIENCE in the search box, but change the display to CHART from LIST and hit SEARCH. To the right you can see that COCA generates a couple of useful charts. The first shows the distribution of our search term across the different text types. We can also find some numbers. The top one shows the raw frequency within that particular text type. The one below is the frequency per million words that is the normalised frequency. You cannot compare frequencies without normalising them, because the number of words in one part of the corpus is not going to be exactly the same as the number of words in another part of the corpus. Normalising the frequencies allows us to compare them. To the right, you can find charts showing frequencies for every five years beginning with the year 1990, and again those are normalised per million words. This allows us to see if there is a change in the pattern of use over time. Finding the distribution of features across different text types can give information about how language varies by context and use. This knowledge can contribute to our understanding of register and genre. If we click on the bar in the chart, we can look at the concordance lines for that text type. We can also look at distributions within that text type. We can do this by clicking on the "heading" (ACADEMIC for example). The important piece of advice here is to always interrogate your data. Graphical displays of data can be convincing, but you need to think carefully about the information that they present.

### Simple Searches: KWIC and COMPARE

You can also select the Keyword in Context (abbreviated as KWIC) display. This is the third display option at the top left hand side of the screen. One way that the KWIC display differs from the LIST function is that there are options below listed for display and sorting. Another way that it differs is that it does not provide frequency information about the word queried while the LIST function does. Finally, all the results for the KWIC display are colour coded for part of speech.

For example, by leaving "EXPERIENCE" in the search box and pressing SEARCH after selecting the Keyword in Context function, you will notice that the results that fill the right hand side of the screen have different colours marked on them. In order to view the key for all these different colours, simply click on the question mark at the top right hand side of the screen. There you can see the part of speech colouring key code as well as instructions for sorting the results here. You may choose either to sort the results at the top of the display or on the left-hand side of the screen. In order to return to your results simply press the SEARCH button again.

One thing that might be useful in sorting your results is to sort by the node word i.e. the word queried that appears in the middle, and you can do this by clicking on the asterisk and RESORT at the top right corner of the display. This will sort all of the forms of EXPERIENCE as a noun versus EXPERIENCE as a verb.

You can also sort by the words that appear left and right to the node using both of these functions.

This approach also works very well for phrasal verbs or phrases.

Finally, the fourth option here is COMPARE, which allows you to compare the collocates (nearby words) for two different words, such as small/little, or start/begin, which provides insight into the difference in meaning or use of these two words.

### Useful features

To search for all forms of a word, what is called lemmatizing your results, we can put square brackets around the words we are searching for. We can have very different results using this

technique, for example, certain forms of a word might appear more frequently within certain text types. Lemmatization is a feature you are likely to use a lot and I cannot emphasise its importance enough. When we are looking for collocations, for example finding out what nouns collocate with a particular verb, most often you will want to look at all forms of that verb, so this is an important feature to remember.

We can also search for the synonyms of EXPERIENCE. We do that by putting an equal sign before our word inside the square brackets. Requests for synonyms can be lemmatised as well by putting another pair of bracket outside the first one.

In COCA you can use the asterisk as a wild card: if set off by a space, the asterisk will stand in for a word or a punctuation mark. This way you can find the most frequent word appearing before or after your word (\* EXPERIENCE). The asterisk can also stand in for part of a word, or only for one letter. In this case you should not leave a space between the asterisk and your word (\*EXPERIENCE)

You can also search for punctuation marks in COCA, but you need to separate them from other words with a space. So you need to put a space between your word and a comma for example (EXPERIENCE ,).

### Part of Speech tags

COCA also allows us to search for different parts of speech within the texts with the help of part of speech tags.

But what are part of speech tags?

A corpus could, in theory, be composed of simple text files only, and in this case we would only be able to use the computer to search and sort these files in various ways.

We can, however, also add information to that plain text file to enable the computer to recognise anything that we think is important or relevant. That information is contained in what are called tags. Tags embed information into the texts that we can then retrieve. In corpora, tags connect lexical items to part of speech information. This is important partly because many words in English can function as different part of speech. Part of speech tags are one tool that we can use to focus our searches, so let's look at how we can use them.

First, you don't need to memorise the tags. On the left side of the interface among the various search options there is a part of speech list (POS list). Click on it and a drop-down menu will appear. When you select a particular part of speech, the tag will appear in the search field.

First I'll select all verbs from the drop-down menu. This will generate a [v\*] star enclosed in square brackets in the search field. This is the symbol that tells COCA to search for all verb tags. Now I will type EXPERIENCE inside in the search box.

And now we need to get our search syntax right. In COCA if we are searching for a word tagged as a specific part of speech, we must put a period between the word and the tag without any space. This is very important; you must connect the search word and the tag with a period. If you put a space between the search word and the tag, COCA will generate that search word preceded or followed by all words tagged as that part of speech. This latter type of search string generates collocations.

## Collocates 1

Let's look at collocations then.

We use the term collocation to describe words or tokens that have a tendency to appear together. And using COCA we can uncover patterns in the words that appear with other words. In order to do this, we need to use some of COCA's collocational tools.

Let's start with some simple investigations of structure and syntax.

There are two basic ways to search for collocations in COCA. One is just to use the basic search field and I'll start there. Let's say we wanted to search for the prepositions that follow the word "EXPERIENCE".

I'll start by typing EXPERIENCE into the search field, followed by the tag for all prepositions. Results show that "of" is by far the most frequent prepositional collocate. But let's dig a little deeper. A less frequent collocate is "for". First, I'm going to click on the results to look at the concordance data. Here we find a number of personal pronouns. These seem to indicate a pattern that with FOR we usually refer to a person experiencing something. Now I want to see if the pattern actually holds up.

Now we go back to the search field. First, I will type "EXPERIENCE FOR" in the search box, next I will click on collocates, which will generate some additional search options. In the new box, I will insert (from the POS list) the symbol for the noun tag. This tells COCA that I am searching for nouns that collocate with the phrase that we've typed in the search box above, namely "EXPERIENCE FOR". Next, we have two drop-down lists with numbers. These lists define our range. That is the first tells COCA the number of words we want to search to the left of our search string. The second tells COCA the number of words we want to search to the right. We want nouns that appear after "EXPERIENCE FOR" so I'm going to set the range as zero to the left and two to the right (as counting starts with the first item in the box). So our search is this: we are looking for nouns that collocate one word right to the phrase EXPERIENCE FOR. The results confirm our hypothesis. The frequent collocates like STUDENTS, CHILDREN, PEOPLE, and KIDS all indicate animate objects who are having an experience.

## Collocates 2

There are a few ways that our search could be refined or extended. When you search for collocations, it is often useful to try different ranges. After trying a range, you can look at some concordance lines and see what results you're generating. That information can then help you refine your search even further and just like the whole corpus, it can be a great source of sample sentences.

Second, note that we didn't specify EXPERIENCE as a particular part of speech. We could, for example, investigate whether there is any variation in collocational patterns with the verb form versus the noun form.

Be aware that the way you input your search is going to influence the results you're generating. Please, keep it in mind that whenever you design a search, you should think about the kind of question you want an answer to, and what kind of data will answer that question. Whenever you use a complex corpus like COCA to investigate complex grammatical patterns, no search is going to be perfect. The goal is to refine your searching techniques to arrive at the most robust data that is relevant to the questions you are asking. Also, be aware that your data has its limits. Recognising those limits is the key to a successful analysis. Please, use your common sense when interpreting your results. And have fun using COCA!

Dóczy Brigitta

## Nyelvi tesztelés az angolnyelv-tanulásban és -tanításban

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Nyelvi tesztelés az angolnyelv-tanulásban és tanításban (Language testing in English language learning and teaching)

Az óra cél- és feladatrendszere, tanulási kimenet: A különféle tesztekéről, így a nyelvi tesztekéről is elmondható az, hogy segítségükkel igyekszünk információhoz jutni az egyén különféle jellemzőivel kapcsolatban: nyelvi tesztek esetében ez a jellemző természetesen az illető nyelvtudása. A tesztelés fontosságát jelzi, hogy a teszten elért eredmény birtokában próbáljuk megjósolni az egyén jövőbeli teljesítményét adott helyzetekben, így a teszteredmény fontos, az egyén jövőjét befolyásoló döntéseknél juthat szerephez. A (leendő) nyelvtanárok számára különösen fontos, hogy tisztában legyenek azzal, hogy milyen nyelvvizsgák állnak rendelkezésre, illetve hogy ezek a nyelvvizsgák hogyan épülnek fel, és mit mérnek. A tananyag célja, hogy induktív módszerrel ismertesse meg a tanárjelöltekkel a legfontosabb tesztelési fogalmakat, majd ezek gyakorlatban történő alkalmazását lehetővé tegye. A tananyagot 3×90 perces blokkra osztottuk, de a távoktatásban tanulók több időt is eltölthetnek egy-egy feladat elvégzésével.

A tananyag fő didaktikai feladatai: témabevezetés, kipróbálás, ismeretbővítés, gyakorlatban kipróbálás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: anyanyelv, pszichológia

Felhasznált források: digitális és papíralapú tananyag, online források

### Bevezetés

#### Nyelvi értékelés, tesztelés

A különféle tesztekéről, így a nyelvi tesztekéről is elmondható az, hogy segítségükkel igyekszünk információhoz jutni az egyén különféle jellemzőivel kapcsolatban: nyelvi tesztek esetében ez a jellemző természetesen az illető nyelvtudása. A tesztelés fontosságát jelzi, hogy a teszten elért eredmény birtokában próbáljuk megjósolni az egyén jövőbeli teljesítményét adott helyzetekben, így a teszteredmény fontos, az egyén jövőjét befolyásoló döntéseknél juthat szerephez.

A tesztelés az értékelés egyik formája, az értékelésnek pedig különböző típusait különíthetjük el. **Diagnosztikus értékelésen** azt értjük, hogy feltárjuk a tanulók kezdő tudás-, illetve teljesítményszintjét a tanítási folyamat elején, megtudjuk, hogy mi az, amit már tudnak a tanulók, és azt is, hogy mik a hiányosságaik. **Formatív értékelésről** beszélünk akkor, ha az értékelés célja elsősorban az, hogy olyan visszajelzést kapjon a tanár és tanuló is a tanulók teljesítményéről még



a tanítási folyamat közben, ami alapján esetleges módosítások hajthatók végre, a tanítási folyamat megváltoztatható. A **szummatív értékelés** a tanítási folyamat során kitűzött célok elérést hivatott vizsgálni a folyamat végén (Mándics 2005; Radnóti 2009).

Az értékelés hagyományosan vett formái, úgy is mint dolgozatok, feleletek és tesztek mellett, az értékelés elvégezhető alternatív módszerekkel is. **Alternatív értékelésről** beszélünk, ha a tanulók munkáját projektek vagy például portfóliók segítségével értékeljük. Az alternatív értékelés egy lehetséges formája az önértékelés is, ebben az esetben a tanuló saját teljesítményét értékeli különféle kritériumok mentén (Hughes 2003).

A hagyományos értelemben vett nyelvi tesztelés többféle módszerrel történhet. Megkísérelhetjük közvetlenül a tanuló nyelvi **teljesítményét** mérni különböző kommunikációs aktusok során (performanciatesztek), ez főleg a produktív készségek úgy mint a beszéd és írás esetében lehetséges. A tesztelés ugyanakkor történhet **papír-ceruza tesztek** segítségével is, itt legtöbbször valami mögöttes kompetencia, mint például a receptív készségek (hallás utáni megértés és írott szöveg megértése), illetve a nyelv különböző komponenseinek (nyelvtan, szókincs) mérése a cél (McNamara 2000). Manapság a papír-ceruza tesztek egyre szélesebb körben váltja fel a **számítógépes tesztelés** (Tóth–Hódi 2011), ebben az esetben mód nyílik arra, hogy a tesztelt egyén válaszai alapján a számítógép a tesztet a válaszadó tudásszintjéhez igazítsa.

A performancia és kompetencia tesztelésével összefüggő megkülönböztetés a **közvetlen** (direkt) és **közvetett** (indirekt) tesztek fogalma, amelyek a teszten kapott eredmények eltérő értelmezésére vonatkoznak, és a teszt tartalomnak a konstruktumhoz való viszonyát tükrözik. Közvetlen tesztek esetében a teszt résztvevője magát az általunk mérni kívánt készséget használja (pl. íráskészség tesztelése esetén fogalmazást ír), ennek következtében teljesítménye viszonylag egyszerűen értelmezhető. Közvetett tesztek esetében az általunk mérni kívánt készség háttérben rejlő képességek mérését kíséreljük meg (pl. nyelvtan mérése feleletválasztós teszttel), ez mivel magától a konstruktumtól távolabb esik, így nehezebben is értelmezhető (Hughes 2003; Vigh 2005).

A tesztek továbbá feloszthatjuk **integratív** valamint **diszkrét-pont-tesztekre** is. Integratív tesztek esetében a válaszadónak nyelvtudása több komponensét is mozgósítania kell a válaszadás során (pl. fogalmazás írása során szükség van a nyelvtan, szókincs, íráskészség stb. használatára), míg a diszkrét-pont-tesztek igyekeznek csupán egyetlen nyelvi elemet tesztelni egyszerre (pl. nyelvtan mérése feleletválasztós teszten). Bár a példák alapján úgy tűnhet, hogy az integratív tesztek egyben közvetlen tesztek is, míg a diszkrét-pont-tesztek közvetettek, ez nem minden esetben igaz. A **cloze test** (ahol összefüggő szövegből távolítottak el szavakat) például indirekt, mégis integratív tesztelési eljárásnak számít, hiszen mind nyelvtani, mind szókincstudás szükséges a szöveg helyes kiegészítéséhez (Hughes 2003).

A mérési cél szempontjából a nyelvi tesztek további csoportokra bonthatjuk. A **nyelvtudást mérő** (proficiency) tesztek a tanítási-tanulási folyamattól függetlenül mérik a vizsgázó nyelvi készségeit. Ezeknek a teszteknek a célja az elért tudásszint mérése a viszonylagos teljesség igényével, és így a nyelvtudásról többé-kevésbé átfogó képet adnak. Ezzel szemben a **teljesítménytesztek** (achievement tests) azt vizsgálják, hogy a tananyagot milyen mértékben sikerült elsajátítania a nyelvtanulónak, így ezek a tesztek egy adott tanítási és tanulási folyamat (pl. nyelvtanfolyam) eredményességére utalnak. A teljesítményteszteknek két csoportját különíthetjük el. A **haladási tesztek** (progress achievement tests) célja a további tennivalók feltérképezése. A tanítási-tanulási folyamatot **lezáró tesztek** (final achievement test) a kurzus végén azt vizsgálják, hogy a tanulóknak milyen mértékben sikerült elsajátítaniuk a kurzus anyagát (Hughes 2003, McNamara 2000; Vigh 2005).

A teljesítménytesztek tervezésének alapjául szolgálhat például a kurzus tartalma (syllabus content approach). Bár ez a megközelítés a tanulók szemében igazságosabbnak tűnhet, hiszen ebben

az esetben az szerepel a vizsgán, amit a kurzus során tanultak, de rosszul tervezett tanfolyam esetében az eredmény félrevezető lehet. Jobb megközelítés az, amikor a teljesítményteszt alapjául a kurzus céljai szolgálnak (course objectives approach), hiszen ilyenkor a kurzus tervezői a célok explicit megfogalmazására kényszerülnek, valamint a tanulók felkészültsége mellett a kurzus hibáira is fény derülhet (Hughes 2003).

A fentiekén kívül beszélhetünk még **diagnosztikus tesztek**ről (diagnostic test), illetve **besoroló tesztek**ről (placement tests). Míg az előbbiekek célja, hogy az illető nyelvtudásáról átfogó képet adjon, és azonosítsa a fejlesztendő területeket, a besoroló tesztek jellemzően arra használják, hogy segítségével egy adott intézmény adott programjára válasszanak ki résztvevőket. Ennek megfelelően, míg diagnosztikus tesztelésre alkalmas lehet egy átfogó nyelvtudást mérő teszt is, a besoroló tesztek sokkal specifikusabbak, és mindig az adott intézményre szabottak (Hughes 2003).

A nyelvi tesztekben szereplő feladattípusok két nagy csoportra bonthatók. A **zárt feladatok** (fixed or closed items) közé tartoznak a feleletválasztós (multiple choice), az igaz/hamis (true/false) valamint a sorbarendezést (ordering) igénylő feladatok. A **nyitott feladatokra** példa a szabad szöveges kérdés (fill in the blank), szöveg átalakításos feladatok (transformation/rewrite task), a rövid válasz (short answer), valamint bármely más írásos (writing task), beszédbeli (speaking task) vagy fordítási feladat (translation task).

A tesztekre adott válaszokat általában pontozással értékelik. **Objektívnek** tekinthető az értékelés, amennyiben a helyes válasz egyértelműen azonosítható. Általában ez a helyzet a zárt feladatokkal. **Szubjektív** értékelés esetén a válasz értelmezésére is szükség van, ez a nyitott feladatokra jellemző. Bár az objektív értékelés mellett szól, hogy növeli a teszt megbízhatóságát, ugyanakkor a vizsgáztatók képzésével lehetőség van a szubjektív értékelés megbízhatóságának növelésére is. Azt sem szabad elfelejteni, hogy zárt feladatok sokszor olyan mérési eljárásokhoz kapcsolódnak (kompetencia közvetett mérése), amelyek érvényessége megkérdőjelezhető, és a tanításra gyakorolt hatásai sem minden esetben pozitívak (Hughes 2003, Vígh 2005).

A teszten nyújtott teljesítmény értékelése alapvetően kétféleképpen történhet. **Normaorientált** (norm-referenced) értékelés esetén a nyelvtanuló tudását egy populáció jellemzőihez viszonyítjuk, vagyis azt vizsgáljuk, hogy a tanuló hol helyezkedik el az átlaghoz képest. Ilyenkor az egyén eredményeit vagy egy viszonyítási csoport eredményeihez vagy más vizsgázók teljesítményéhez képest értelmezzük, de valójában nincs konkrét információnk arról, hogy pontosan mit is tud a vizsgázó. **Kritériumorientált** (criterion-referenced) értékelés esetén a tanulók eredményeit egy külső tényezőhöz viszonyítjuk, tehát a teszt célja az egyén nyelvi készségeinek leírása. Voltaképpen a teszt során az egyéni készségszintet az elvárt készségszinttel hasonlítják össze oly módon, hogy az elérendő célokat szintekre bontják. Mivel minden egyes szintnek részletes leírása van, így a jelölt a teszt alapján valamelyikbe besorolhatóvá válik. Ebben az esetben meghatározható, hogy a nyelvhasználó az adott szinten mire képes, viszont nincs közvetlen információnk arról, hogy a többi nyelvtanulóhoz képest hogyan teljesít (Hughes 2003; Vígh 2005).

A nyelvi teszteléssel összefüggésben szükséges röviden megemlíteni a klasszikus tesztelmélet néhány alapfogalmát. A **validitás** avagy érvényesség azt fejezi ki, hogy az általunk használt teszt azt a jelenséget méri-e, amit mérni akarunk (nyelvtudást és nem intelligenciát például). A validitást nem minden vagy semmi jelleggel értelmezzük, hanem többféle forrásból származó eredőként, ezzel összhangban az érvényesség többféle típusát különböztetjük meg. Ezek közül is elsődleges fontosságú a szerkezeti validitás (construct validity), „amely azt határozza meg, hogy az adott teszt eredményei igazolják-e a vizsgált nyelvi jelenségek konstruktumának meglétét” (Vígh 2005: 390). Teljesítményteszteknel szintén fontos szempont a tartalmi validitás (content validity), ami annak mértékét adja meg, hogy a teszt tartalma mennyire méri és reprezentálja a nyelvtanfolyamon el-

sajátítandó anyag tartalmi aspektusait. A nyelvi tesztelésben a **reliabilitás** vagy **megbízhatóság** is központi fogalom. „Egy teszt akkor megbízható, ha a teszteredmények reprodukálhatóak, azaz ha a teszteredmény csak a mérendő tulajdonságtól függ” (Vígh 2005: 389–390). Mivel a pontozás objektivitása is ezt szolgálja, értelemszerűen a teszt megbízhatóságát növeli. Bár elméletben elképzelhető egy megbízható, de nem érvényes teszt (a tesztnk megbízhatóan mér, de mást, mint amit akartunk), fordított eset nem lehetséges, ugyanis a teszt megbízhatósága az érvényesség egyik feltétele (Hughes 2003).

A nyelvi teszteléssel összefüggő másik fontos fogalom a teszteknek a tanításra gyakorolt hatása, azaz a **teszthatás** (washback vagy backwash). Értelemszerűen ez a hatás lehet pozitív vagy negatív. Ha az adott vizsga pozitívan befolyásolja, például modernizálja az oktatási folyamatot, az alkalmazott módszereket és magát az oktatás tartalmát, akkor pozitív teszthatásról beszélhetünk. Ha viszont az oktatás középpontjában a nyelvtanítás helyett a vizsgára való felkészítés, az ott szereplő feladattípusok gyakoroltatása és vizsgázási stratégiák tanítása áll, akkor a teszthatás negatív (Vígh 2005). A közvetlen módszereket alkalmazó performanciatesztek például általában pozitív teszthatást érnek el, hiszen az ezekre való felkészülés során értelmes nyelvi produktum születik, magát a nyelvet gyakorolják a tanulók (Hughes 2003; Vígh 2005).

A témával összefüggésben fontosnak tartom még megemlíteni a **Közös Európai Nyelvi Referenciakeretet** (KER) (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, CEFR), ami egy az Európa Tanács által 1989 és 1996 között kidolgozott útmutató a nyelvtudás szintjének Európa-szerte egységes meghatározására. A Közös Európai Referenciakeret a nyelvtanulókat három nagy csoportba sorolja, a csoportok mindegyike két szintre bontható, így összességében 6 szintet különböztet meg. A csoportok és szintek elnevezései a következők: az első csoport az **A**, azaz **alapszintű nyelvhasználók** (Basic User) csoportja, ezen belül van az **A1 minimumszint** (Breakthrough) és az **A2 alapszint** (Waystage). A második csoportba aminek jele **B** tartoznak az **önálló nyelvhasználók** (Independent User), itt a két szint a **B1 küszöbszint** (Threshold) és a **B2 középszint** (Vantage). A harmadik csoportba **C** sorolják a **mesterfokú nyelvhasználókat** (Proficient User), a csoporton belüli szintek itt a **C1 haladó** (Effective Operational Proficiency) és a **C2 mesterfok** (Mastery). A szintek részletes leírása megtalálható angolul a következő linken:

[http://www.coe.int/t/Dg4/Linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/Dg4/Linguistic/Source/Framework_EN.pdf)

## Szakirodalom

CEFR: [http://www.coe.int/t/Dg4/Linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/Dg4/Linguistic/Source/Framework_EN.pdf).

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## 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár megkéri a hallgatókat, hogy járjanak körbe, és kérjék meg a többieket, hogy egészítsék ki az adott mondatokat.	A hallgatók körbejárnak, és kiegészítik a mondatokat.	ráhangelődés, gyakorlás	szemléltetés, (játék)	csoportmunka, körbejárás	papírra írt mondatok eleje – 1. melléklet	
10 perc	A tanár figyel, és jegyzetel, ha esetleg nem helyes nyelvtani szerkezet hangzik el, de egyelőre nem szól bele.	A hallgatók összegyűjtik, hogy milyen mondatok hangzottak el, és hogy milyen igeidőt használtak a többiek.	visszacsatolás	megbeszélés	egész csoport	<a href="http://metodika.btk.elte.hu/file/igeidok.notebook">http://metodika.btk.elte.hu/file/igeidok.notebook</a> – 1. oldal	
20 perc	A tanár bemutatja az interaktív táblás anyagot az igeidők használatáról (visszatul az esetleges hibákra vagy érdekességekre).	A hallgatók figyelnek.	ismeretbővítés, ismétlés	tanári magyarázat	frontális munka	<a href="http://metodika.btk.elte.hu/file/igeidok.notebook">http://metodika.btk.elte.hu/file/igeidok.notebook</a> – 2., 3., 4. oldalak	
45-50 perc	A tanár kiosztja a tesztet (amelyben van néhány igeidőt mérő feladat is), és megkéri a hallgatókat, hogy töltsék ki.	A hallgatók kitöltik a tesztet.	gyakorlás	feladatmegoldás	egyéni munka	2. mellékletben található teszt	
	Házi feladat: kulcs alapján kijavítani a tesztet és elhozni következő órára.	Mindenki kijavítja otthon a tesztet magának, és megnézi, hogy mely feladatok okoztak nehézséget, illetve melyik feladattípussal dolgoztak szívesen.	házi feladat kijelölése	házi feladat	egyéni munka	3. mellékletben található a teszt megoldása	

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár megkéri a hallgatókat, hogy vegyék elő a tesztet, és nézzék át a feladatokat. Képzeljék el, hogy ha ezek a feladatok nyelvkönyvben szerepelnek, mit gyakoroltnak, a nyelvtudásnak milyen aspektusát méri és hogyan hat mindez a tanításra.	A hallgatók megvitatják, amit a tanár kért.	ellenőrzés, kiemelt készség és képesség fejlesztése	megbeszélés	3-5 fős csoportok	2. mellékletben található teszt	Tulajdonképpen ez a feladat induktívan vezet rá a hallgatókat a teszthasználat (backwash) és a nyelvtudás konstrukciójának elemeinek fogalmaira.
10 perc	Csoportos megbeszélés, ahol mindenki megosztja a gondolatait a tesztrel kapcsolatban.	A hallgatók megvitatják, amit a tanár kért.	visszacsatolás	megbeszélés	egész csoport	2. mellékletben található teszt	
10 perc	A tanár megkéri a hallgatókat, hogy keressenek példát arra, hogy hogyan lehetne értékelni a válaszokat (mely esetekben egyértelmű a válasz, és mikor lehet több jó megoldás is).	A hallgatók megvitatják, amit a tanár kért.	részösszefoglalás, kiemelt készség és képesség fejlesztése	szemléltetés	3-5 fős csoportok	2. mellékletben található teszt	Tulajdonképpen ez a feladat induktívan vezet rá a hallgatókat az objektív és szubjektív értékelés fogalmaira.
10 perc	Csoportos megbeszélés, ahol mindenki megosztja a gondolatait a tesztrel kapcsolatban. Ennek a résznek a végén a tanár megkérdezi a hallgatókat, hogy láttak-e már hasonló vagy ilyen feladatokat nyelvvizsgákon.	A hallgatók megvitatják, amit a tanár kért.	ismeretbővítés, visszacsatolás	megbeszélés	kooperatív csoportmunka	2. mellékletben található teszt	
45 perc	A tanár a ppt-diák segítségével bevezeti a tesztelés legfontosabb alapfogalmait, és visszautal a gyakorlati feladatokra.	A hallgatók figyelnek és jegyzetelnek.	ismeretbővítés, kiemelt készség és képesség fejlesztése	tanári előadás	frontális munka	ppt-diák (4. mellékletben található a kivonat)	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
	Házi feladat: kis csoportokban/párban kiválasztanak egy Magyarországon elérhető nyelvvizsgát, és kb. 10 perces ppt prezentációt készítenek belőle a következő órára.	5. mellékletben található feladat alapján a hallgatók bemutatót készítenek egy nyelvvizsgálóval kapcsolatban.	házi feladat kijelölése	házi feladat	kiscsoportos munka	5. mellékletben található feladat alapján hallgatók által készített ppt-diák	A ppt prezentáció hosszúsága nyilvánvalóan függ a csoport nagyságától és attól, hogy hányan dolgoznak egy csoportban, és mennyi idő van a feladatra. Ha részletesebben szeretné a tanár a nyelvvizsgát bemutatni és megvitatni, akkor 2 órát is lehet szánni a prezentációkra.

### 3. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc előadás-szerű	A tanár felkéri a diákokat, hogy mutassák be az általuk választott nyelvvizsgát (10 percben).  (A hallgatóságot megkéri, hogy írjanak le kérdéseket és megfigyeléseket az előadottakkal kapcsolatban.)	A diákok 10 percen ppt-diák vagy handout segítségével bemutatják az általuk választott nyelvvizsgát.  (A többi diák visszajelzést ad.)	ismeretbővítés	hallgatói kiselőadás  (visszajelzés)	szóbeli csoportos munka, kooperatív tanulás  (írásbeli egyéni munka)	hallgatók ppt-diái/handout-jai	
5-10 perc	A tanár felkéri a diákokat, hogy tegyenek fel kérdéseket az előadónak a hallottakkal kapcsolatban, ő is kérdéseket tesz fel, esetleg saját élmények megosztására is sor kerülhet.	A diákok válaszolnak a kérdésekre.  (A többi diák kérdéseket tesz fel.)	megbeszélés	kérdések meghallgatása és válaszadás	frontális munka, csoportmunka		

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
		A következő csoport ugyanebben az időkeretben (10 perc előadás és 5-10 perc kérdések), a fentiek szerint jár el.	ismeretbővítés	hallgatói kiselőadás			
10 perc	A csoport összegzi a legfontosabb fogalmakat és a nyelvvizsgákkal kapcsolatos tapasztalatokat.	Hallgatók és tanár összegeznek.	összegzés	kooperatív tanulás	csoportmunka		

## MELLÉKLET

### A melléklet tartalma:

1. melléklet: igeidős feladat – kiegészítendő mondatok
2. melléklet: angol tesztfeladat
3. melléklet: angol tesztfeladat megoldása
4. melléklet: nyelvi tesztelés elmélet (ppt-diák kivonata)
5. melléklet: nyelvvizsgaelemzés feladat
6. melléklet: notebookszoftverben készített magyarázat kivonata

## 1. melléklet – Kiegészítendő mondatok

Finish the sentences so that they are true for you. Then walk around and ask other people to do the same.

1 When I was a child I would always \_\_\_\_\_.



.....

2 I didn't use to \_\_\_\_\_ but I do now.



.....

3 Recently I've \_\_\_\_\_.



.....

4 Last week I was \_\_\_\_\_.



.....

5 I was just about to \_\_\_\_\_ when \_\_\_\_\_.



.....

6 During the past/last two days I've \_\_\_\_\_.



.....

7 Before I went to kindergarten /school I had \_\_\_\_\_.



.....

8 The other day I didn't \_\_\_\_\_.



.....

9 I've been \_\_\_\_\_ for \_\_\_\_\_ but I still \_\_\_\_\_.



.....

10 Since this morning I have \_\_\_\_\_.



.....

11 Right now I'm \_\_\_\_\_.



.....

12 I'm likely to \_\_\_\_\_ this week.



.....



13 I may well \_\_\_\_\_ this weekend.



.....

14 I doubt if I will ever \_\_\_\_\_.



.....

15 I won't \_\_\_\_\_ until \_\_\_\_\_.



.....

## 2. melléklet – angol tesztfeladat

### English test task

#### a. Choose the answer that best fits the sentences.

- 1 Wait until... the whole questionnaire before you read the analysis.  
 A. you have completed  
 B. you completed  
 C. you don't complete  
 D. you haven't completed
- 2 When I first met her, ... as a waitress in a restaurant for years.  
 A. she used to work  
 B. was working  
 C. would work  
 D. had been working
- 3 She ... her temper when I called her from the office that I would be late.  
 A. was about losing  
 B. was to have lost  
 C. was on the point to lose  
 D. was on the point of losing

#### b. In the following sentences out of the four alternatives ONE is INCORRECT. Your task is to find this incorrect answer.

- 1 As soon as Katie ... the poem, she can go out and play in the garden.  
 A. learns  
 B. has known  
 C. has learnt  
 D. knows
- 2 I can't stand this cat. It ... during the nights.  
 A. will whine  
 B. whines  
 C. is whining  
 D. won't stop whining.

#### c. Here is a dialogue. Please fill in the gaps by choosing the best of the four alternatives for each answer.

'(1) ... arrived? I hope they haven't lost anything.'

'Don't worry! We always have (2)... money in case something like that should happen. Besides, our suitcases are (3) ... than anybody else's, who could take them?'

'Where are (4) ... members of the group? I can't see anybody.'

'They will be waiting for us at the bus. We have (5) ... time left.'

- 1 A. Have all the luggages  
 B. Has all the luggage  
 C. Have both luggages  
 D. Has all luggage

- |   |                         |                       |
|---|-------------------------|-----------------------|
| 2 | A. a little             | C. a few              |
|   | B. little               | D. much               |
| 3 | A. so heavier           | C. so much heavier    |
|   | B. so much more heavier | D. so much more heavy |
| 4 | A. all the other        | C. all the others     |
|   | B. all of other         | D. every other        |
| 5 | A. a couple of          | C. plenty of          |
|   | B. lot of               | D. some of            |

**d. Fill in the gaps using the suitable form of the word given. There is an example in the beginning.**

Adolescents experience rapid rates of (0) **growth (GROW)** and (1) \_\_\_\_\_ (**MATURE**) of the reproductive organs and glands. Together, these physical changes accomplish the (2) \_\_\_\_\_ (**BIOLOGY**) task of transforming a child into an adult. Rapid change tends to make adolescents extremely sensitive to their (3) \_\_\_\_\_ (**APPEAR**). At no other time in life are feelings about the self (self-esteem) so closely tied to feelings about the body (body image). These changes also (4) \_\_\_\_\_ (**EFFECT**) their social relations and emotions. That is why a pimple or being ahead or behind a classmate in (5) \_\_\_\_\_ (**DEVELOP**) can be so (6) \_\_\_\_\_ (**STRESS**) to the teens' emotions.

**e. Fill in the gaps with the most suitable word that fits the sentence.**

Everyone \_\_\_\_\_ (1) a place which he remembers most from his childhood, and \_\_\_\_\_ (2) do I. One of the places I remember from my childhood is a farm in the country \_\_\_\_\_ (3) my parents owned in Abruzzo, a region of Italy. I spent my summers in that place \_\_\_\_\_ (4) I was a teenager.

**f. Fill in the gaps with the most suitable word from the list that fits the sentence. There is a word that you do not need.**

Abraham Lincoln \_\_\_\_\_ (1) born in 1809 and \_\_\_\_\_ (2) a lawyer in 1836. He then \_\_\_\_\_ (3) to go into politics and joined the Republican Party in 1856 to start his fight \_\_\_\_\_ (4) slavery. He was \_\_\_\_\_ (5) popular, and his views were so \_\_\_\_\_ (6) expressed, that he was \_\_\_\_\_ (7) the Republican nominee for President in 1860.

- well
- was
- moved
- made
- decided
- against
- became
- so

**g. Rewrite each sentence using the word given so that the meaning stays the same. Remember that you must not change the word in any way.**

- Living under so much pressure is going to have a bad effect on your health. GOOD  
If you live under so much pressure, it's \_\_\_\_\_ to your health.

- 2 He was so shocked he couldn't even stand up to make a phone call. PREVENTED  
Being in such a shock \_\_\_\_\_ making a phone call.

**h. Read the text below, and fill in the gaps from the list below and write the letters in the boxes under the numbers. There is an extra letter you do not need. There is an example given.**

No more nine to five

Long hours, low pay and a crushing lack of job security... In Britain, it seems, \_\_\_\_\_ (0). However, most of us have \_\_\_\_\_ (1). Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, child delinquency, the decline of local neighbourhoods, rudeness, suicide, a mere shortlist of \_\_\_\_\_ (2) of the postmodern malaise. The cause of all our woes? Enter, stage right, \_\_\_\_\_ (3) – work. Wicked, wicked work.

Countless surveys, polls and expert commentaries show that we all work too long, too hard, that \_\_\_\_\_ (4), that we are insecure and afraid. You know all this stuff. We seem to be workers \_\_\_\_\_ (5).

- A we love to complain about work
- B on the verge of a nervous breakdown
- C some of the symptoms
- D some of the advantages
- E the prime suspect
- F never had it so good
- G our bosses are beastly

0	1	2	3	4	5
A					

**Read the text below.**

An endangered species is a species whose population is so small that it is in danger of becoming extinct. Many countries have laws offering special protection to these species (forbidding hunting, banning their habitats from development, etc.) to prevent this. The conservation status of a species is an indicator of the likelihood of that endangered species continuing to survive. Many factors are taken into account when assessing the conservation status of a species: not simply the number remaining, but the overall increase or decrease in the population over time, breeding success rates, known threats, and so on. The following conservation status categories are based on the IUCN categories. Extinct: the last remaining member of the species had died, or is presumed to have died beyond reasonable doubt. Examples: Thylacine, Dodo. Extinct in the wild: captive individuals survive, but there is no free-living, natural population. Examples: Dromedary, Przewalski's Horse. Critical or critically endangered: faces an extremely high risk of extinction in the immediate future. Endangered: faces a very high risk of extinction in the near future. Vulnerable: faces a high risk of extinction in the medium-term. Secure or lower risk: no immediate threat to the survival of the species.



(This task type used to appear in entrance exams in the past as a discrete point testing of grammatical knowledge but it is very confusing because learners sometimes choose the least likely correct solution. For washback, this is not an ideal task type.)

**c. Here is a dialogue. Please fill in the gaps by choosing the best of the four alternatives for each answer.**

‘(1) ... arrived? I hope they haven’t lost anything.’

‘Don’t worry! We always have (2)... money in case something like that should happen. Besides, our suitcases are (3) ... than anybody else’s, who could take them?’

‘Where are (4) ... members of the group? I can’t see anybody.’

‘They will be waiting for us at the bus. We have (5) ... time left.’

- |   |   |                           |
|---|---|---------------------------|
| 1 | A. Have all the luggages  | C. Have both luggages     |
|   | B. <b>Has all the luggage</b>   | D. Has all luggage        |
|   | (we are talking about someone’s luggage, concrete but uncountable)  |                           |
| 2 | A. <b>a little</b>  | C. a few                  |
|   | B. little   | D. much                   |
|   | (‘a little’ has a positive connotation + it is used with uncountable nouns)                                   |                           |
| 3 | A. so heavier   | C. <b>so much heavier</b> |
|   | B. so much more heavier   | D. so much more heavy     |
|   | (so much + the adjective in comparative)  |                           |
| 4 | A. <b>all the other</b>   | C. all the others         |
|   | B. all of other   | D. every other            |
|   | (‘all the’ because it refers to specific people and ‘other’ because it is followed by a noun)                 |                           |
| 5 | A. a couple of  | C. <b>plenty of</b>       |
|   | B. lot of   | D. some of                |
|   | (‘plenty of’ can be used with uncountable nouns, as well as with ‘of’ structures, lot would need ‘a’ or lots) |                           |

(This task type appears in a lot of exams and tests integrative knowledge of use of English and reading together.)

**d. Fill in the gaps using the suitable form of the word given. There is an example in the beginning.**

Adolescents experience rapid rates of (0) **growth (GROW)** and (1) MATURITY (NOUN) (**MATURE**) of the reproductive organs and glands. Together, these physical changes accomplish the (2) BIOLOGICAL (ADJECTIVE) (**BIOLOGY**) task of transforming a child into an adult. Rapid change tends to make adolescents extremely sensitive to their (3) APPEARANCE (NOUN) (**APPEAR**). At no other time in life are feelings about the self (self-esteem) so closely tied to feelings about the body (body image). These changes also (4) AFFECT (VERB) (**EFFECT**) their social relations and emotions. That is why a pimple or being ahead or behind a classmate in (5) DEVELOPMENT (NOUN) (**DEVELOP**) can be so (6) STRESSFUL (ADJECTIVE) (**STRESS**) to the teens’ emotions.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests depth of word knowledge (the knowledge of word families). Integrative testing.)

**e. Fill in the gaps with the most suitable word that fits the sentence.**

Everyone HAS/KNOWS (1) a place which he remembers most from his childhood, and SO (2) do I. One of the places I remember from my childhood is a farm in the country THAT/WHICH (3) my parents owned in Abruzzo, a region of Italy. I spent my summers in that place WHEN (4) I was a teenager.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests integrative skills as well. Learners need to be able to guess the missing word from context so it might test collocational knowledge or syntax (e.g., the use of prepositions).

**f. Fill in the gaps with the most suitable word from the list that fits the sentence. There is a word that you do not need.**

Abraham Lincoln WAS (1) born in 1809 and BECAME (2) a lawyer in 1836. He then DECIDED (3) to go into politics and joined the Republican Party in 1856 to start his fight AGAINST (4) slavery. He was SO (5) popular, and his views were so WELL (6) expressed, that he was MADE (7) the Republican nominee for President in 1860.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests integrative skills as well. Learners need to be able to select the missing word based on context so it might test collocational knowledge or syntax (e.g., the use of prepositions).

**g. Rewrite each sentence using the word given so that the meaning stays the same. Remember that you must not change the word in any way.**

- 1 Living under so much pressure is going to have a bad effect on your health. **GOOD**  
If you live under so much pressure, it's NOT GOING TO DO GOOD to your health.
- 2 He was so shocked he couldn't even stand up to make a phone call. **PREVENTED**  
Being in such a shock PREVENTED HIM FROM STANDING UP AND making a phone call.

This is a very complex integrative task type, which tests rephrasing skills (part of FCE, CAE and CPE).

**h. Read the text below, and fill in the gaps from the list below and write the letters in the boxes under the numbers. There is an extra letter you do not need. There is an example given.**

No more nine to five

Long hours, low pay and a crushing lack of job security... In Britain, it seems, \_\_\_ we love to complain about work \_\_\_ (0). However, most of us have \_\_\_ never had it so good \_\_\_ (1). Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, child delinquency, the decline of local neighbourhoods, rudeness, suicide, a mere shortlist of \_\_\_ some of the symptoms \_\_\_ (2) of the postmodern malaise. The cause of all our woes? Enter, stage right, \_\_\_ the prime suspect \_\_\_ (3) – work. Wicked, wicked work.

Countless surveys, polls and expert commentaries show that we all work too long, too hard, that \_\_\_ our bosses are beastly \_\_\_ (4), that we are insecure and afraid. You know all this stuff. We seem to be workers \_\_\_ on the verge of a nervous breakdown \_\_\_ (5).

0	1	2	3	4	5
A	F	C	E	G	B

(This task type, which appears in most exams, tests reading skills. Test takers need to understand the context as well as syntax to select the right solution from the list of options.)

Read the text below.

An endangered species is a species whose population is so small that it is in danger of becoming extinct. Many countries have laws offering special protection to these species (forbidding hunting, banning their habitats from development, etc.) to prevent this. The conservation status of a species is an indicator of the likelihood of that endangered species continuing to survive. Many factors are taken into account when assessing the conservation status of a species: not simply the number remaining, but the overall increase or decrease in the population over time, breeding success rates, known threats, and so on. The following conservation status categories are based on the IUCN categories. Extinct: the last remaining member of the species had died, or is presumed to have died beyond reasonable doubt. Examples: Thylacine, Dodo. Extinct in the wild: captive individuals survive, but there is no free-living, natural population. Examples: Dromedary, Przewalski's Horse. Critical or critically endangered: faces an extremely high risk of extinction in the immediate future. Endangered: faces a very high risk of extinction in the near future. Vulnerable: faces a high risk of extinction in the medium-term. Secure or lower risk: no immediate threat to the survival of the species.

**i. Decide which of the following statements are true (write T) and which statements are false (write F).**

- 1 A vulnerable species is in more danger than an endangered one. FALSE (THE OTHER WAY AROUND)
- 2 Dodos are in great danger of extinction. FALSE (THEY ARE ALREADY EXTINCT)
- 3 The conservation status of a species depends on several factors. TRUE

(Although they test reading skills, true-false answers are tricky, especially when there is a third option of 'NOT STATED'. Exams available in Hungary do use this task type.)

**j. Answer the questions in English.**

What are endangered species? It is a species whose population is so small that it is in danger of becoming extinct.

How are endangered species protected? Many countries have laws to protect them.

List the categories for the conservation status of different species. Extinct, extinct in the wild, critical or critically endangered, endangered, vulnerable, secure or lower risk.

(Answering questions about a text is typically part of every exam, it tests reading and sometimes summary or paraphrasing skills (if the candidates are asked to use their own words.)

(The last task type tests writing integratively. Content (communicative achievement), organization (linking), vocabulary (spelling) and grammar can all be assessed with this type of task.)

#### 4. melléklet – nyelvi tesztelés (diák kivonata)

- Language Testing
- Purpose of testing
- Why?
  - Get information about people's abilities
  - Be able to make predictions about future performance

- Types of assessment
  - Formative assessment
    - ♦ Checks progress of students, information can be used to modify teaching
  - Summative assessment
    - ♦ Measures what has been achieved
  - Alternative assessment
    - ♦ Instead of traditional tests uses portfolios, projects, etc.
  - Self-assessment
    - ♦ Students can also assess their own performance
- Backwash
- The effect of testing on teaching is called backwash
- Types of backwash
  - Negative
    - ♦ When test content and testing techniques are at variance with the objectives of the course
  - Positive
  - Supportive of good teaching and where necessary exerts a corrective influence on bad teaching
    - ♦ Test methods 1
- Performance tests
  - Language skills are assessed in acts of communication
  - Mostly used for productive skills (speaking, writing)
- Paper-and-pencil tests
  - Form: examination paper
  - Used for assessing separate components of language knowledge (grammar, vocabulary), or receptive understanding (listening, reading comprehension)
  - Test methods 2
  - Direct testing
  - Requires the candidate to perform the skill we wish to measure
  - Easier with productive skills like: speaking, writing
  - Easy to elicit and interpret performance, likely to have positive backwash
- Indirect testing
  - Attempts to measure abilities that underlie skills in which we are interested
  - Problem: relationship between performance on indirect test and performance of skills is usually weak and uncertain
- Test methods 3
- Discrete point testing
- Testing one element at a time, item by item
  - Tends to be an indirect way of testing
- Integrative testing
- Requires candidate to combine many language elements in the completion of a task
  - Tends to be a direct way of testing
  - Can be exceptions
    - ♦ Cloze test (integrative and indirect)
    - ♦ Test types based on purpose 1



- Proficiency tests
  - Designed to measure people’s ability in a language regardless of any training they may have had
- Achievement tests
- Designed to establish how successful students have been in achieving objectives
  - Objectives of testing can vary
    - ♦ Syllabus content approach
      - Fair to students (as it tests course content) but if course was designed badly, can be misleading
    - ♦ Course objectives approach
      - Compels course designers to be explicit about course objectives, likely to have more beneficial backwash
  - Types of achievement tests
    - ♦ final achievement test
    - ♦ progress achievement test
  - Test types based on purpose 2
  - Diagnostic tests
- Identify learners’ strengths and weaknesses
  - Ascertain what learning still needs to take place
  - Proficiency tests may be adequate for this purpose
- Placement tests
- Help place students at the stage of teaching programme most appropriate for the learner
  - Should be tailor-made for specific institutions/situations
- Item types
- Fixed response format/Closed items
  - Multiple choice
  - True/false
  - Ordering
  - Open response format/Open items
  - Fill in the blank
  - Transformation
  - Short answer
  - Writing tasks
  - Speaking tasks
  - Translation tasks
  - Methods of scoring
  - Objective testing
    - Correct responses can be unambiguously identified
    - E.g. Scoring multiple choice items
- Subjective testing
  - Judgement is called for in interpreting the responses
  - E.g. Scoring compositions
- Objective scoring is usually preferred because it tends to be more reliable, but there are ways of increasing the reliability of subjective scores too!
- Interpreting performance on tests

- Norm-referenced testing
  - Relating candidate's performance to that of other candidates
  - E.g. candidate scored in top 10%, did better than 60% of those who took the test, etc.
  - No information about what the candidate is actually capable of doing
- Criterion-referenced testing
  - We learn what the candidate can actually do, whether they can perform certain tasks successfully
  - No information about how individual performance compares to that of others
  - Beneficial backwash
  - Important concepts
  - Validity
  - Whether the test measures what it is supposed to measure
    - ◆ Construct
    - ◆ Content
- Reliability
  - Whether the test measures consistently, sources of consistency:
    - ◆ test takers' performance
    - ◆ scoring
- Relationship of validity and reliability
  - Possible to have a reliable test that is not valid, but not the other way around (i.e. Validity assumes reliability as well!)
- Increasing test reliability (Hughes 2003, pp 44–50)
- Take enough samples of behaviour
- Exclude items that do not discriminate well between weaker and stronger students (too easy/too difficult items)
- Do not allow candidates too much freedom
- Write unambiguous items
- Provide clear and explicit instructions
- Ensure that tests are well laid out and perfectly legible
- Make candidates familiar with format and testing techniques
- Provide uniform and non-distracting conditions of administration
- Use items that permit scoring which is as objective as possible
- Make comparisons between candidates as direct as possible
- Provide a detailed scoring key
- Train scorers
- Agree acceptable responses and appropriate scores at outset of scoring
- Identify candidates by number not name
- Employ multiple, independent scoring
- Common European Framework of Reference for Languages (CEFR)
- Created by the Council of Europe, applies to all languages
- Contains guidelines for describing the achievements of learners of foreign languages
- Describes six reference levels
  - A: Basic user
    - ◆ A1: Breakthrough or beginner
    - ◆ A2: Way stage or elementary

- B: Independent user
  - ◆ B1: Threshold or intermediate
  - ◆ B2: Vantage or upper intermediate
- C: Proficient user
  - ◆ C1: Effective operational proficiency or advanced
  - ◆ C2: Mastery or proficiency

## Sources

Hughes, Arthur (2003): Testing for language teachers (2<sup>nd</sup> ed.). Cambridge, UK. Cambridge University Press.

McNamara, Tim (2000): Language testing. Oxford, UK. Oxford University Press.

CEFR available at: [http://www.coe.int/t/Dg4/Linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/Dg4/Linguistic/Source/Framework_EN.pdf).

## 5. melléklet: nyelvvizsgaelemzési feladat

### Language test analysis task

NAME:

Besides creating tests for their own courses, language teachers are often required to assist their students in choosing language tests that are appropriate for their students' purposes. In the following task, you will be required to provide an overview of an existing language test with the help of a presentation that you can prepare either individually or in pairs. In your presentation, you should consider the following issues:

- test methods
- test purpose
- skill areas covered
- item types
- methods of scoring
- interpretation of test scores
- information (if there is any available), and your impressions about the test's validity and reliability
- possible backwash effects
- placing the test in the CEFR framework
- anything else that you judge to be important/interesting

Please remember that besides providing the basic facts, you are also required to offer a critical evaluation of the test.

Select one test from the links below, and good luck with the task :-)

Links to tests

CAE: <http://www.cambridgeenglish.org/exams/advanced/>

IELTS: <http://www.cambridgeenglish.org/exams/ielts/>

First Certificate: <http://www.cambridgeenglish.org/exams/first/>

Cambridge Young learners: <http://www.cambridgeenglish.org/exams/young-learners-english/>

Origo exams: <http://www.itk.hu/>

BME exams: <http://www.bmenyelvvizsga.bme.hu/>

TELC: <http://telc.hu/>

ECL: <http://ecl.hu/>

DEexam: <http://www.dexam.hu/>

## 6. melléklet: notebookszoftverből készített magyarázat kivonata

PAST	PRESENT	FUTURE
<p><b>DID</b> (with time words) happened once or was regular</p> <p>I did my homework <b>yesterday/two days ago/last week/in 1989/the other day/when we were .../at the party.</b></p> <p><b>When</b> did you <b>last</b> do your homework?</p> <p>I went to school <b>when</b> I was a child.</p> <p>Some experts doubt that Shakespeare wrote all those plays.</p>	<p><b>DO/DOES</b> (permanent and regular)</p> <p>I go to school. (regularly) Do you? Does she?</p> <p><b>ALWAYS, MOST OF THE TIME, OFTEN, FREQUENTLY, MORE OFTEN THAN NOT, GENERALLY, REGULARLY, SOMETIMES, EVERY SO OFTEN, ONCE IN A WHILE, EVERY NOW AND THEN, EVERY NOW AND AGAIN, OCCASIONALLY, RARELY, HARDLY EVER, SELDOM, NEVER</b></p> <p>During the week, we <b>seldom</b> go out.</p> <p><b>Every now and again</b> we email each other.</p> <p>I live in Bp. (permanent)</p>	<p><b>AM/IS/ARE DOING:</b> near future, time is given (e.g. this weekend, tonight):</p> <p>I'm baking a cake for my friend <b>tonight.</b></p> <p>I'm going abroad <b>next week.</b></p> <p>We're moving to NY <b>at the end of this year.</b></p>
<p><b>Extra: USED TO/ DIDN'T USE TO</b> (=a long time ago)</p> <p><b>Did you use to...?</b></p> <p>I <b>used to eat</b> a lot of chocolate. (actions)</p> <p>I <b>used to like</b> pop music. (states or feelings)</p> <p><b>WOULD</b> (memories)</p> <p>When we were children, we <b>would</b> get up in the morning and go for a walk. (only for actions)</p>	<p><b>Extra: WILL</b> (with a present meaning)</p> <p>Every day when I come home from work <b>I'll have</b> a coffee. (= I have a coffee)</p> <p>(only for actions)</p>	<p><b>GOING TO DO:</b> a. it's decided, b. prediction because we see sth:</p> <p>a. I'm going to save some money <b>next year.</b></p> <p>b. She looks strange. I think she is going to faint.</p>
<p><b>WAS/WERE+ING</b> (at a certain point or temporary)</p> <p>I was talking on the phone <b>when</b> I met Joe.</p> <p>I met Joe <b>while</b> I was going to school.</p> <p><b>That week</b> I was staying at my aunt's house.</p> <p>It was getting dark when we got home.</p> <p>She <b>was always losing</b> her keys (for annoying habits).</p>	<p><b>AM/IS/ARE DOING</b> (now or temporary)</p> <p>I'm talking on the phone (now).</p> <p><b>This week/Nowadays/These days/At the moment</b> I'm staying at my aunt's house. (temporary)</p> <p>It's getting dark. (changes)</p> <p>She <b>is always losing</b> her keys (for annoying habits).</p>	<p><b>WILL:</b> a. more distant future (with words like I'm sure, I hope, I believe, I think) b. promises requests, threats, offers), we come up with the idea as we speak:</p> <p>a. <b>I think/hope/believe</b> I will find out the truth one day.</p> <p>b. Don't worry, I'll help you out.</p>

PAST	PRESENT	FUTURE
<p><b>HAVE/HAS DONE</b> (in the past but no exact time is given)</p> <p>I have done my homework. (I'm not telling you when)</p> <p>I haven't met him yet. (<i>never-ever; already-yet; just, up to now, up till now, up until now, by now, so far, recently, lately</i>)</p> <p>He has lost his hair. (it's over, he is bald)</p> <p>I'm tired. I have been working <i>all day</i>.</p>	<p><b>HAVE DONE/HAVE BEEN DOING</b></p> <p>I <i>have been living</i> here <i>since 1989/for 9 y.</i></p> <p>I <i>have lived</i> here <i>since 1989/for 9 years.</i> (no difference between the two sentences)</p> <p><i>This is the first/second time that I have danced</i> salsa.</p> <p>He has been losing his hair. (not finished yet, he still has hair)</p> <p>(How long/Since when have you been reading this book?)</p> <p>How many pages/How much have you read?)</p> <p><i>Lately/Recently</i> I've been interested in art films. (=these days)</p> <p><i>In the past/last few days</i> I've been busy.</p> <p><i>During the past/last week</i> I've been busy.</p>	<p><b>WILL BE DOING:</b> fixed time in the future, at a given time:</p> <p><i>This time tomorrow</i> she'll be flying to London.</p> <p>He'll be waiting for you at the airport.</p>
<p><b>HAD DONE</b> (until a certain point in the past)</p> <p>I had done my homework <i>by the time/before</i> I saw Joe. (before sth)</p> <p>I went shopping and bought everything when I <b>realized that I had left</b> my wallet at home.</p>	<p><i>Lately/Recently</i> I've been interested in art films. (=these days)</p> <p><i>In the past/last few days</i> I've been busy.</p> <p><i>During the past/last week</i> I've been busy.</p>	<p><b>WILL HAVE DONE: BY</b></p> <p><i>By this time next year</i> she will have given birth.</p> <p><i>By 2020</i> people will have been using computers for more than 40 years.</p>
<p><b>HAD BEEN DOING</b> (a longer action before sth)</p> <p>I had been doing my homework <i>for two hours</i> when I met Joe.</p>	<p><i>During the past/last week</i> I've been busy.</p>	<p><b>DO/DOES</b> fixed events, timetables (train, flight, theatre etc.):</p> <p>Let's hurry. The play <i>starts</i> at 7.</p>
		<p><b>Other ways of expressing the future</b></p> <p>a. <i>Be (just) about to</i> and <i>be on the point of</i> refer to the nearest future:</p> <p>She <i>is just about to leave</i> but if you hurry, you can still catch her.</p> <p>She <i>is on the point of crying</i>, can't you see?</p> <p>b. <i>be to</i> refers to formal events in the future:</p> <p>The two presidents <i>are to meet</i> in New York next week.</p> <p>c. <i>be due to</i> is for dates:</p> <p>Their new album <i>is due to come out</i> in May.</p> <p>d. for less likely events we might use the following structures:</p> <p><i>He is likely/certain to</i> become a leading force in politics. OR</p> <p><i>It is likely/certain that he will</i> become a leading force in politics.</p> <p><i>They are sure/bound to</i> embarrass themselves in some way.</p>



## Pedagogical grammar course

### English test task

#### a. Choose the answer that best fits the sentences.

- 1 Wait until... the whole questionnaire before you read the analysis.
 

A. you have completed	C. you don't complete
B. you completed	D. you haven't completed
- 2 When I first met her, ... as a waitress in a restaurant for years.
 

A. she used to work	C. would work
B. was working	D. had been working
- 3 She ... her temper when I called her from the office that I would be late.
 

A. was about losing	C. was on the point to lose
B. was to have lost	D. was on the point of losing

#### b. In the following sentences out of the four alternatives ONE is INCORRECT. Your task is to find this incorrect answer.

- 1 As soon as Katie ... the poem, she can go out and play in the garden.
 

A. learns	C. has learnt
B. has known	D. knows
- 2 I can't stand this cat. It ... during the nights.
 

A. will whine	C. is whining
B. whines	D. won't stop whining.

#### c. Here is a dialogue. Please fill in the gaps by choosing the best of the four alternatives for each answer.

'(1) ... arrived? I hope they haven't lost anything.'

'Don't worry! We always have (2)... money in case something like that should happen. Besides, our suitcases are (3) ... than anybody else's, who could take them?'

'Where are (4) ... members of the group? I can't see anybody.'

'They will be waiting for us at the bus. We have (5) ... time left.'

- 1
 

A. Have all the luggages	C. Have both luggages
B. Has all the luggage	D. Has all luggage
- 2
 

A. a little	C. a few
B. little	D. much
- 3
 

A. so heavier	C. so much heavier
B. so much more heavier	D. so much more heavy
- 4
 

A. all the other	C. all the others
B. all of other	D. every other
- 5
 

A. a couple of	C. plenty of
B. lot of	D. some of

**d. Fill in the gaps using the suitable form of the word given. There is an example in the beginning.**

Adolescents experience rapid rates of (0) **growth (GROW)** and (1) \_\_\_\_\_ (**MATURE**) of the reproductive organs and glands. Together, these physical changes accomplish the (2) \_\_\_\_\_ (**BIOLOGY**) task of transforming a child into an adult. Rapid change tends to make adolescents extremely sensitive to their (3) \_\_\_\_\_ (**APPEAR**). At no other time in life are feelings about the self (self-esteem) so closely tied to feelings about the body (body image). These changes also (4) \_\_\_\_\_ (**EFFECT**) their social relations and emotions. That is why a pimple or being ahead or behind a classmate in (5) \_\_\_\_\_ (**DEVELOP**) can be so (6) \_\_\_\_\_ (**STRESS**) to the teens' emotions.

**e. Fill in the gaps with the most suitable word that fits the sentence.**

Everyone \_\_\_\_\_ (1) a place which he remembers most from his childhood, and \_\_\_\_\_ (2) do I. One of the places I remember from my childhood is a farm in the country \_\_\_\_\_ (3) my parents owned in Abruzzo, a region of Italy. I spent my summers in that place \_\_\_\_\_ (4) I was a teenager.

**f. Fill in the gaps with the most suitable word from the list that fits the sentence. There is a word that you do not need.**

Abraham Lincoln \_\_\_\_\_ (1) born in 1809 and \_\_\_\_\_ (2) a lawyer in 1836. He then \_\_\_\_\_ (3) to go into politics and joined the Republican Party in 1856 to start his fight \_\_\_\_\_ (4) slavery. He was \_\_\_\_\_ (5) popular, and his views were so \_\_\_\_\_ (6) expressed, that he was \_\_\_\_\_ (7) the Republican nominee for President in 1860.

- a. well
- b. was
- c. moved
- d. made
- e. decided
- f. against
- g. became
- h. so

**g. Rewrite each sentence using the word given so that the meaning stays the same. Remember that you must not change the word in any way.**

- 1 Living under so much pressure is going to have a bad effect on your health. **GOOD**  
If you live under so much pressure, it's \_\_\_\_\_ to your health.
- 2 He was so shocked he couldn't even stand up to make a phone call. **PREVENTED**  
Being in such a shock \_\_\_\_\_ making a phone call.

**h. Read the text below, and fill in the gaps from the list below and write the letters in the boxes under the numbers. There is an extra letter you do not need. There is an example given.**

No more nine to five

Long hours, low pay and a crushing lack of job security... In Britain, it seems, \_\_\_\_\_ (0). However, most of us have \_\_\_\_\_ (1). Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, child delinquency, the decline of local neighbourhoods, rudeness, suicide, a mere shortlist of

\_\_\_\_\_ (2) of the postmodern malaise. The cause of all our woes? Enter, stage right, \_\_\_\_\_ (3) – work. Wicked, wicked work.

Countless surveys, polls and expert commentaries show that we all work too long, too hard, that \_\_\_\_\_ (4), that we are insecure and afraid. You know all this stuff. We seem to be workers \_\_\_\_\_ (5).

- A we love to complain about work
- B on the verge of a nervous breakdown
- C some of the symptoms
- D some of the advantages
- E the prime suspect
- F never had it so good
- G our bosses are beastly

0	1	2	3	4	5
A					

**Read the text below.**

An endangered species is a species whose population is so small that it is in danger of becoming extinct. Many countries have laws offering special protection to these species (forbidding hunting, banning their habitats from development, etc.) to prevent this. The conservation status of a species is an indicator of the likelihood of that endangered species continuing to survive. Many factors are taken into account when assessing the conservation status of a species: not simply the number remaining, but the overall increase or decrease in the population over time, breeding success rates, known threats, and so on. The following conservation status categories are based on the IUCN categories. Extinct: the last remaining member of the species had died, or is presumed to have died beyond reasonable doubt. Examples: Thylacine, Dodo. Extinct in the wild: captive individuals survive, but there is no free-living, natural population. Examples: Dromedary, Przewalski's Horse. Critical or critically endangered: faces an extremely high risk of extinction in the immediate future. Endangered: faces a very high risk of extinction in the near future. Vulnerable: faces a high risk of extinction in the medium-term. Secure or lower risk: no immediate threat to the survival of the species.

**i. Decide which of the following statements are true (write T) and which statements are false (write F).**

- 1 A vulnerable species is in more danger than an endangered one.
- 2 Dodos are in great danger of extinction.
- 3 The conservation status of a species depends on several factors.

**j. Answer the questions in English.**

What are endangered species?

How are endangered species protected?

List the categories for the conservation status of different species.

**k. Write an informal letter of 200-250 words to a friend about a film/play that you have just seen. Tell him/her where you saw it and who with, what it was about, why you liked or disliked it, etc.**





## Pedagogical grammar course

### English test task – key

#### a. Choose the answer that best fits the sentences.

- 1 Wait until... the whole questionnaire before you read the analysis.  
**A. you have completed** C. you don't complete  
 B. you completed D. you haven't completed  
 (no negatives and no past tense with a future references)
- 2 When I first met her, ... as a waitress in a restaurant for years.  
 A. she used to work C. would work  
**B. was working** D. had been working  
 (at that time so past continuous is the best option)
- 3 She ... her temper when I called her from the office that I would be late.  
 A. was about losing C. was on the point to lose  
 B. was to have lost **D. was on the point of losing**  
 (correct structure)

(This task type appears in BME or Origo as a discrete point testing of grammatical knowledge. From the point of view of washback, this is not the best testing item.)

#### b. In the following sentences out of the four alternatives ONE is INCORRECT. Your task is to find this incorrect answer.

- 1 As soon as Katie ... the poem, she can go out and play in the garden.  
 A. learns C. has learnt  
**B. has known** D. knows  
 (learn is an action verb so it is okay to use it in the present tense as well as in present perfect to talk about the action)
- 2 I can't stand this cat. It ... during the nights.  
 A. will whine C. is whining  
 B. whines D. won't stop whining.  
 (is whining would typically be used with 'always' to express annoyance)

(This task type used to appear in entrance exams in the past as a discrete point testing of grammatical knowledge but it is very confusing because learners sometimes choose the least likely correct solution. For washback, this is not an ideal task type.)

#### c. Here is a dialogue. Please fill in the gaps by choosing the best of the four alternatives for each answer.

'(1) ... arrived? I hope they haven't lost anything.'

'Don't worry! We always have (2)... money in case something like that should happen. Besides, our suitcases are (3) ... than anybody else's, who could take them?'

‘Where are (4) ... members of the group? I can’t see anybody.’

‘They will be waiting for us at the bus. We have (5) ... time left.’

- 1 A. Have all the luggages  
B. **Has all the luggage**  
(we are talking about someone’s luggage, concrete but uncountable)
- 2 A. **a little**  
B. little  
(‘a little’ has a positive connotation + it is used with uncountable nouns)
- 3 A. so heavier  
B. so much more heavier  
(so much + the adjective in comparative)
- 4 A. **all the other**  
B. all of other  
(‘all the’ because it refers to specific people and ‘other’ because it is followed by a noun)
- 5 A. a couple of  
B. lot of  
(‘plenty of’ can be used with uncountable nouns, as well as with ‘of’ structures, lot would need ‘a’ or lots)

(This task type appears in a lot of exams and tests integrative knowledge of use of English and reading together.)

**d. Fill in the gaps using the suitable form of the word given. There is an example in the beginning.**

Adolescents experience rapid rates of (0) **growth (GROW)** and (1) MATURITY (NOUN) (**MATURE**) of the reproductive organs and glands. Together, these physical changes accomplish the (2) BIOLOGICAL (ADJECTIVE) (**BIOLOGY**) task of transforming a child into an adult. Rapid change tends to make adolescents extremely sensitive to their (3) APPEARANCE (NOUN) (**APPEAR**). At no other time in life are feelings about the self (self-esteem) so closely tied to feelings about the body (body image). These changes also (4) AFFECT (VERB) (**EFFECT**) their social relations and emotions. That is why a pimple or being ahead or behind a classmate in (5) DEVELOPMENT (NOUN) (**DEVELOP**) can be so (6) STRESSFUL (ADJECTIVE) (**STRESS**) to the teens’ emotions.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests depth of word knowledge (the knowledge of word families). Integrative testing.)

**e. Fill in the gaps with the most suitable word that fits the sentence.**

Everyone HAS/KNOWS (1) a place which he remembers most from his childhood, and SO (2) do I. One of the places I remember from my childhood is a farm in the country THAT/WHICH (3) my parents owned in Abruzzo, a region of Italy. I spent my summers in that place WHEN (4) I was a teenager.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests integrative skills as well. Learners need to be able to guess the missing word from context so it might test collocational knowledge or syntax (e.g., the use of prepositions).

**f. Fill in the gaps with the most suitable word from the list that fits the sentence. There is a word that you do not need.**

Abraham Lincoln WAS (1) born in 1809 and BECAME (2) a lawyer in 1836. He then DECIDED (3) to go into politics and joined the Republican Party in 1856 to start his fight AGAINST (4) slavery. He was SO (5) popular, and his views were so WELL (6) expressed, that he was MADE (7) the Republican nominee for President in 1860.

(This task type is usually part of the final exam, as well as FCE, CAE and CPE and tests integrative skills as well. Learners need to be able to select the missing word based on context so it might test collocational knowledge or syntax (e.g., the use of prepositions).

**g. Rewrite each sentence using the word given so that the meaning stays the same. Remember that you must not change the word in any way.**

- 1 Living under so much pressure is going to have a bad effect on your health. **GOOD**  
If you live under so much pressure, it's NOT GOING TO DO GOOD to your health.
- 2 He was so shocked he couldn't even stand up to make a phone call. **PREVENTED**  
Being in such a shock PREVENTED HIM FROM STANDING UP AND making a phone call.

This is a very complex integrative task type, which tests rephrasing skills (part of FCE, CAE and CPE).

**h. Read the text below, and fill in the gaps from the list below and write the letters in the boxes under the numbers. There is an extra letter you do not need. There is an example given.**

No more nine to five

Long hours, low pay and a crushing lack of job security... In Britain, it seems, \_\_\_ we love to complain about work \_\_\_ (0). However, most of us have \_\_\_ never had it so good \_\_\_ (1). Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, child delinquency, the decline of local neighbourhoods, rudeness, suicide, a mere shortlist of \_\_\_ some of the symptoms \_\_\_ (2) of the postmodern malaise. The cause of all our woes? Enter, stage right, \_\_\_ the prime suspect \_\_\_ (3) – work. Wicked, wicked work.

Countless surveys, polls and expert commentaries show that we all work too long, too hard, that \_\_\_ our bosses are beastly \_\_\_ (4), that we are insecure and afraid. You know all this stuff. We seem to be workers \_\_\_ on the verge of a nervous breakdown \_\_\_ (5).

0	1	2	3	4	5
A	F	C	E	G	B

(This task type, which appears in most exams, tests reading skills. Test takers need to understand the context as well as syntax to select the right solution from the list of options.)

Read the text below.

An endangered species is a species whose population is so small that it is in danger of becoming extinct. Many countries have laws offering special protection to these species (forbidding hunting, banning their habitats from development, etc.) to prevent this. The conservation status of a species is an indicator of the likelihood of that endangered species continuing to survive. Many factors are taken into account when assessing the conservation status of a species: not simply the number remaining, but the overall increase or decrease in the population over time, breeding success rates,

known threats, and so on. The following conservation status categories are based on the IUCN categories. Extinct: the last remaining member of the species had died, or is presumed to have died beyond reasonable doubt. Examples: Thylacine, Dodo. Extinct in the wild: captive individuals survive, but there is no free-living, natural population. Examples: Dromedary, Przewalski's Horse. Critical or critically endangered: faces an extremely high risk of extinction in the immediate future. Endangered: faces a very high risk of extinction in the near future. Vulnerable: faces a high risk of extinction in the medium-term. Secure or lower risk: no immediate threat to the survival of the species.

**i. Decide which of the following statements are true (write T) and which statements are false (write F).**

- 1 A vulnerable species is in more danger than an endangered one. FALSE (THE OTHER WAY AROUND)
- 2 Dodos are in great danger of extinction. FALSE (THEY ARE ALREADY EXTINCT)
- 3 The conservation status of a species depends on several factors. TRUE

(Although they test reading skills, true-false answers are tricky, especially when there is a third option of 'NOT STATED'. Exams available in Hungary do use this task type.)

**j. Answer the questions in English.**

What are endangered species? It is a species whose population is so small that it is in danger of becoming extinct.

How are endangered species protected? Many countries have laws to protect them.

List the categories for the conservation status of different species. Extinct, extinct in the wild, critical or critically endangered, endangered, vulnerable, secure or lower risk.

(Answering questions about a text is typically part of every exam, it tests reading and sometimes summary or paraphrasing skills (if the candidates are asked to use their own words.)

(The last task type tests writing integratively. Content (communicative achievement), organization (linking), vocabulary (spelling) and grammar can all be assessed with this type of task.)



## Pedagogical grammar course

### Language test analysis task

**NAME:**

Besides creating tests for their own courses, language teachers are often required to assist their students in choosing language tests that are appropriate for their students' purposes. In the following task, you will be required to provide an overview of an existing language test with the help of a presentation that you can prepare either individually or in pairs. In your presentation, you should consider the following issues:

- test methods
- test purpose
- skill areas covered
- item types
- methods of scoring
- interpretation of test scores
- information (if there is any available), and your impressions about the test's validity and reliability
- possible backwash effects
- placing the test in the CEFR framework
- anything else that you judge to be important/interesting

Please remember that besides providing the basic facts, you are also required to offer a critical evaluation of the test.

Select one test from the links below, and good luck with the task :-)

**Links to tests**

CAE: <http://www.cambridgeenglish.org/exams/advanced/>

IELTS: <http://www.cambridgeenglish.org/exams/ielts/>

First Certificate: <http://www.cambridgeenglish.org/exams/first/>

Cambridge Young learners: <http://www.cambridgeenglish.org/exams/young-learners-english/>

Origo exams: <http://www.itk.hu/>

BME exams: <http://www.bmenyelvvizsga.bme.hu/>

TELC: <http://telc.hu/>

ECL: <http://ecl.hu/>

DExam: <http://www.dexam.hu/>

## Videóalapú feladat készítése a pedagógiai nyelvtan órán

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Videoalapú feladat készítése a pedagógiai nyelvtan órán (Creating a grammar task, based on a video)

Az óra cél- és feladatrendszere, tanulási kimenet:

A nyelvtanárnak készülő hallgatók számára elengedhetetlen készség az, hogy saját maguk tudjanak tananyagot fejleszteni jövőbeli diákjaiknak. A tananyagfejlesztés igen komplex feladat, hiszen mindig egy adott tanulói csoporthoz kell igazítani. A 21. századi nyelvtanulók napi szinten találkoznak autentikus videókkal, leginkább a Youtube-csatornán, de az interneten a közösségi oldalakon, illetve esetenként a televízióban is előfordulnak idegen nyelvű vetítések. Ennek a tananyagának az a célja, hogy a jövőbeli nyelvtanárok felfedezzék azt, hogy az autentikus videókat hogyan tudják kifejezetten a nyelvtan tanítására használni. Ehhez kapnak példát, és ehhez fognak saját maguk is tananyagot fejleszteni a modul során. A tananyag 3×90 percből áll, amelynek során a hallgatók megismerik a feltételes mód haladó használatát, majd példát kapnak egy olyan feladatsorra, amely autentikus videóra épül, és a nyelvtani szerkezetet gyakoroltatja. Végül gyakorlatban alkalmazzák a nyelvtani tanításának lépéseit, egy saját maguk által kiválasztott videós anyagon keresztül.

Az óra fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: anyanyelv, más idegen nyelvek, informatika

Felhasznált források: szakirodalom, digitális (interaktív táblás) és papíralapú tananyag

### Bevezetés

A videók nyelvórai használata már igen régi módszernek számít, hiszen a nyelvtanárok egyet-értenek abban, hogy a videó egy olyan kommunikációs forma, amelynek során megjelennek a beszélők arcvonásai, mimikája, a gesztusok, a szemek – amelyek mind információt hordoznak a kommunikációs szituációról. A videó alkalmas arra, hogy a vizuális információk alapján a nyelvtanulók következtessenek a környezetre, hogy háttérismereteiket felhasználva könnyebben megértsék a kommunikációs szándékot (Cannin-Wilson 2000).

Az autentikus videók használata már nagyobb vitákat vált ki a szakmán belül, hiszen vannak olyanok, akik szerint az autentikus tananyagok leginkább a haladó nyelvtanulók számára nyújtanak fejlődési lehetőséget, míg a kezdők számára kifejezetten a nyelvtanulóknak készített, mesterséges párbeszédet tartalmazó videókat tartják megfelelőnek. Egyre elfogadottabb ugyanakkor az a nézet, hogy az autentikus, azaz a nem nyelvtanulók számára készült videók szinte bármely szinten

hasznosak a nyelvórán (Sherman 2003). A nyelvtanulókat általában érdekli a célnyelvi beszélők viselkedése, kultúrája, a hírek, a reklámok vagy akár a filmek is. Az interneten, különösen a YouTube-csatornán már egész fiatalon találkoznak ezekkel a nyelvtanulók, tehát valamennyire ismerik is már ezt a műfajt. Sherman (2003) hozzáteszi, hogy a beszélt nyelv megértéséhez igen előnyös az autentikus tananyagok használata, hiszen ezeken a videókon többféle kontextusban, műfajban hallhatják és láthatják a célnyelv beszélőit; tipikusan olyan helyzetekben, amelyekkel a való életben is találkozhatnak. Az autentikus videók rengeteg kulturális háttérinformációt is adnak az adott országról, akár hétköznapi szokásokkal kapcsolatban is, mint például az étkezések, a közlekedési helyzetek vagy az udvariassági formulák. Ezek a videók gyakran hatnak motiválón a nyelvtanulóra (Cannin-Wilson 2000), a szereplők viselkedése vagy a helyszínek további beszélgetéshez, vitához, vagy írott feladathoz adhatnak anyagot.

A nyelvórán alkalmazható autentikus videók műfaját tekintve az alábbiakat különböztetjük meg:

- dráma (film, sitcom, szappanopera)
- dokumentumfilmek
- híradás, időjárás-jelentés
- interjú
- reklámok
- sportközvetítés
- beszélgetős műsor
- vetélkedők
- oktatófilmek
- rajzfilmek

Ezeket egyben is le lehet játszani a nyelvórán, illetve egy-egy kiragadott részlet is elég lehet ahhoz, hogy valamilyen nyelvi vagy kulturális ismeretet merítsünk belőle. Az autentikus videó használatának többféle célja lehet a nyelvórán. Fejleszthetjük vele a tanuló hallás utáni megértését, használhatjuk szóbeli modellként, kulturális információk miatt, de esetleg csak azért, hogy valamilyen jópofa, 1-2 perces szórakoztató anyagot vigyünk be a tanórára.

Egy-egy autentikus videó nyelvi nehézségi fokát több tényező is befolyásolja. Egyrészt függ a nyelvi tömörségtől, azaz attól, hogy egy adott mennyiségű képi információhoz mennyi nyelvi anyag tartozik. Ezért nehéz megérteni sokszor egy Woody Allen-filmet például, mert kevés cselekményhez viszonylag sok szöveg társul (Sherman 2003). Általában nehezebb a nyelvtanulóknak a rajzfilmeket megérteni, mivel ott a beszélők szájmozgása nem segíti a megértést, míg a valódi szereplőkkel felvett jelenetek során az emberi mimika sok információt hordoz a nyelvi jelentésre vonatkozóan is. Nehezebb megérteni azokat a videókat, amelyekben a szereplők valamilyen speciális tájnyelven vagy akcentussal beszélnek. Az angol nyelvénél ilyen lehet az erős ír, skót vagy ausztrál akcentus például vagy akár egy-egy társadalmi réteg beszélde (pl. cockney).

A videók megértését megkönnyítheti, ha eseménydús, és kevés szöveget tartalmazó jelenetet választunk, vagy ha a videóban megjelenő történet valamilyen szempontból ismerős a tanuló számára. Ilyenkor a kontextusból könnyebben következtetnek a nyelvi fordulatokra is. Több Youtube-videónál elérhető akár anyanyelvi, akár célnyelvi feliratozás, amely igencsak segítheti a nyelvtanulót. Ezek használata attól függ, milyen céllal és milyen nyelvi szinten tervezzük a videó használatát. Egy-egy nyelvtani szerkezet megtanításhoz azt javasoljuk, hogy rövid, maximum 3 perces autentikus videót használjon a tanár, amelyben az adott szerkezet többször és hangsúlyosan fordul elő.

## Szakirodalom

Canning-Wilson Christine (2000): Practical Aspects of Using Video in the Foreign Language Classroom. The Internet TESL Journal 6/11.

<http://iteslj.org/Articles/Canning-Video.html>

Sherman Jane (2003): Using Authentic Video in the Language Classroom. Cambridge: Cambridge University Press.

## Ajánlott irodalom

Keddie Jamie (2014): Bringing Online video into the classroom. Oxford: Oxford University Press.

### 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár kivetíti a Mini quizt, amely bevezeti a hallgatókat a nyelvtani témába.	A hallgatók először egyénileg, majd párban megpróbálják eldönteni, hogy a kvízben szereplő mondatok helyesek-e.	ráhangelődés, bemelegítés	kvízkérdések	egyéni, majd pármunka	1. melléklet <a href="http://metodika.btk.elte.hu/file/felteteles.notebook">http://metodika.btk.elte.hu/file/felteteles.notebook</a> – 1. oldal	Ha nem áll rendelkezésre interaktív tábla, az 1. mellékletet digitálisan el lehet küldeni, vagy ki kell nyomtatni annyi példányban, ahány hallgató van a csoportban.
5 perc	A tanár a notebookfájl 1. oldalán a kérdőjelekre kattintva mutatja meg a megoldásokat.	A hallgatók elmondják tippjeiket, majd összehasonlítják a megoldásokat.	ellenőrzés, nyelvtani téma előkészítése	ellenőrzés, magyarázat	frontális	<a href="http://metodika.btk.elte.hu/file/felteteles.notebook">http://metodika.btk.elte.hu/file/felteteles.notebook</a> – 1. oldal vagy 2. melléklet	
15 perc	Tanári magyarázat: a feltételes mód fajtái – 0., 1., 2., 3. feltételes mód, vegyes feltételes mód.	A hallgatók megtekinthetik a nyelvtani magyarázat videóját, jegyzetelnek.	tanári magyarázat	videó megnézése	egyéni munka	<a href="http://metodika.btk.elte.hu/file/felt.mp4">http://metodika.btk.elte.hu/file/felt.mp4</a> – 4–6. dia	



Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár kivetíti a notebookfájl 4. oldalán található gyakorló interaktív feladatot.	A hallgatók egyénileg megoldják a feladatokat, lejegyzetelik maguknak.	nyelvtani gyakorlás	gyakorlás	egyéni munka	<a href="http://metodika.btk.elte.hu/file/felteteles.notebook">http://metodika.btk.elte.hu/file/felteteles.notebook</a> – 4. oldal vagy 3. melléklet	
5 perc	A tanár követi a feladatok megoldását, probléma, kérdés esetén segít, magyaráz. Fontos, hogy a megoldást az interaktív táblánál ne a tanár oldja meg, hanem a hallgatók.	A hallgatók egyenként kimennek az interaktív táblához, és a mondatokat ellenőrzik úgy, hogy az első feléhez hozzáillesztik a másodikat.	ellenőrzés, magyarázat	frontális csoportmunka	egyéni munka, csoportmunka	<a href="http://metodika.btk.elte.hu/file/felteteles.notebook">http://metodika.btk.elte.hu/file/felteteles.notebook</a> – 4. oldal vagy 4. melléklet	Amennyiben nem áll rendelkezésre interaktív tábla, az ellenőrzést a hallgatók párban végzik, a tanár szükség esetén segít.
5 perc	A tanár felírja a táblára azt a szót, hogy <i>DESTINY</i> (Végzet). Megkérdezi a hallgatókat, hogy mi jut erről a szóról eszükbe. A hallgatók által említett szavakat a tanár felírja a szófelhőbe a táblára.	A hallgatók ötletrohammal asszociálnak a szóra.	előkészítés	ötletroham (brainstorming)	csoportos munka	tábla vagy interaktív tábla	
10 perc	A tanár megkérdezi, ki látta a <i>Sliding doors</i> című filmet (magyarul: A nő kétszer). Ebben a filmben sok sorsszerű esemény van. Ezután kivetíti a szöveget az interaktív táblán.	A hallgatók elolvassák a szöveget, és az interaktív táblán egyenként megjelölik benn a feltételes szerkezeteket.	a feltételes mód gyakorlása	felismertetés	egyéni munka, csoportmunka	<a href="http://metodika.btk.elte.hu/file/felteteles.notebook">http://metodika.btk.elte.hu/file/felteteles.notebook</a> – 5. oldal vagy 5. melléklet	Ha nincs interaktív tábla, akkor a szöveg nyomtatva vagy digitálisan is kiadható.

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár levetíti a film rövid bemutatóját (trailer).	A hallgatók figyelik a jeleneteket, megpróbálják megjegyezni, hogy a főhős élete hogyan fog megváltozni.	hallás utáni megértés	videó nézése	csoporthalmaz	Notebookfájl 5. oldal <a href="http://www.imdb.com/title/tt0120148/">http://www.imdb.com/title/tt0120148/</a>	Az óra előtt a tanár ellenőrizzék a linkeket!
10 perc	A tanár kioszt páronként egy-egy útvonalat, a fele csoportnak az 1. útvonalat, a másik felének a 2. útvonalat.	A hallgatók párokban láncmondatokat írnak feltételes módban a filmben bemutatott történések alapján.	feltételes mód gyakorlása írásban	nyelvtani láncmondatok írása	pármunka	6. melléklet	
10 perc	A párokat összekeveri tanár, és újabb párokat alkot úgy, hogy az új párokban egy 1., illetve egy 2. útvonalat feldolgozó hallgató kerüljön.	A hallgatók párokban összehasonlítják a két történetet és megpróbálják kitalálni, hogy mi lehet a film vége.	feltételes mód gyakorlása szóban	írásban előkészített mondatok szóbeli felidézése	pármunka	6. melléklet	
5 perc	A tanár levetíti a film utolsó 3 perces jelenetét, ezzel megadva a választ a hallgatók találgatásaira.	A hallgatók megnézik a jelenetet, majd összehasonlítják saját verziójukkal.	feloldás, hallás utáni megértés	videó megnézése	egyéni munka	kivetítő vagy interaktív tábla 7. melléklet A videó linkje: <a href="https://www.youtube.com/watch?v=4u7akRL-nGyk">https://www.youtube.com/watch?v=4u7akRL-nGyk</a>	Ha nincs erre idő, házi feladatnak is megadhatjuk a linket.  Az óra előtt a tanár ellenőrizzék a linkeket!

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár minden diáknak ad egy kérdést, amellyel a feltételes mód valamelyik formáját gyakorolhatják.	A hallgatók elolvassák a rájuk vonatkozó kérdést, körbejárnak a teremben, és kérdeznek egymástól. Ha a társuk a kérdést megválaszolta, akkor kérdést cserélnek, és új párt keresnek.	gyakorlás	csopartos párbeszéd	csoportmunka	8. melléklet kérdései felvágva	
5 perc		A hallgatók leülnek, és a legérdekesebb válaszokat elmondják egymásnak.	gyakorlás, nyelvten ismétlése	összegzés	csoportmunka	8. melléklet kérdései	
10 perc	A tanár emlékezteti a hallgatókat az előző órán végzett feladatra, ami egy rövid videóra épült. Megkéri a hallgatókat, hogy írják le, milyen lépései voltak a feladatnak, és mik a nyelvten tanítás szempontjából jó videó ismérvei.	A hallgatók visszaidézik a feladat lépéseit, és a nyelvten tanításra használt videó ismérveit.	felkészülés a feladat készítésre.	ötletbörze	pármunka	az előző óra mellékletei, a hallgatók jegyzetei	
5 perc	A tanár megkér egy hallgatót, hogy az interaktív táblán jegyeztesse le, amit a társai a videóról, illetve a feladat lépéseiről írtak.	A hallgató lediktálják munkájukat társuknak, közben megvitatják a lépéseket.	összegzés	ötletbörze	csoportmunka	interaktív tábla	A válaszok sokfélék lehetnek, fontos, hogy a lépések elkülönüljenek egymástól.
20 perc	A tanár megkéri a hallgatókat, hogy tervezzenek egy hasonló feladatot, amely egy rövid videóra épül, és egy nyelvten szerkezetet gyakoroltat. Első lépésként egy megfelelő videót kell keresniük. A keresés közben a tanár körbejár, tanácsot ad, segít, válaszol a kérdésekre.	A hallgatók páronként egy tabletgépen dolgozva keresnek egy rövid (max. 3 perces) videót, amelyet egy nyelvten szerkezet gyakorlásához tudnak használni. Erre különösen alkalmasak a reklámok, rövid filmismertető, könyvismertető, autentikus kisfilmek, rajzfilmek.	videokeresési technikák tudatosítása	keresés gyakorlása	pármunka	tabletek, internet-elérés	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
25 perc	A tanár kiosztja a pároknak a feladat sablonját, lehetőleg digitális formában.	A hallgatók megtervezik a feladatot és annak lépéseit a sablon alapján.	feladat készítése nyelvtani gyakorláshoz	önálló tervező munka	pármunka		
5 perc	A tanár összefoglalja a nyelvtan tanításához szükséges tudnivalókat. Ha a párok nem végeztek a feladat megoldásával, akkor otthoni munkában fejezik be.	A hallgatók felkészülnek arra, hogy a következő órán bemutassák egymásnak a tananyagaikat.	felkészülés bemutatóra	önálló tervező munka	pármunka	9. melléklet	

### 3. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár felvágja a mellékletben található mondatokat 5-5 részre, és kiosztja a hallgatók között. Az azonos mondatához tartozók egy csapatban lesznek. A felvágott mondatrészek számát a csoport létszámához kell igazítani.	A hallgatók megkeresik a csoportjaikat a mondatok alapján.	csoportalakítás	csoportalakítás	csoportmunka	10. melléklet	
60 perc	A tanár megkéri a csapattagokat, hogy mutassák be egymásnak a feladataikat. Minden csapatban legyen egy tag, aki az időt méri, egy ember maximum 10 percet kap. Minden bemutató után lehet kérdezni, de értékelni nem kell.	A hallgatók bemutatják a videójukat, és a hozzá elkészített feladatokat egymásnak, maximum 10 percben. Válaszolnak a kérdésekre a bemutató után.	tananyag módszertani bemutatása	bemutató	csoportmunka	a hallgatók által készített feladatok, tabletek, internet	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár megkéri a csoportokat, hogy értékeljék egymás munkáját, válasszák ki a legjobban sikerült tananyagokat. A tanár körbejár, segít, válaszol a kérdésekre.	A hallgatók visszajelzést adnak egymás munkájára, javaslatokat tesznek változtatásra, továbbgondolásra.	értékelés, visszajelzés	egymás értékelése	csoportmunka	a hallgatók által készített anyagok	
10 perc	A tanár összefoglalja a 3 tanegység célját és az elkészült produktumokat. Értékeli a párok munkáját.	A hallgatók hozzászólhatnak, kérdezhetnek, elmondhatják véleményüket.	összefoglalás	értékelés	frontális munka	a tanár által készített jegyzetek, megfigyelések	A feladatokra szükség szerint osztályzatot is lehet adni.

## MELLÉKLETEK

### A melléklet tartalma

1. melléklet – Mini quiz
2. melléklet – Mini quiz megoldása
3. melléklet – Feltételes mód gyakorlása
4. melléklet – Feltételes mód gyakorlása: megoldás
5. melléklet – Filmscript
6. melléklet – Megoldás a szöveghez
7. melléklet – A két útvonal
8. melléklet – The ending of *Sliding doors*
9. melléklet – Conditional questions
10. melléklet – Sablon a nyelvtani videós feladathoz

### 1. melléklet – Mini quiz

Decide if the following sentences are correct or not. If not, correct the error(s).

	Correct or not?
1 If he should call me, I will tell him to visit you.	
2 If she has been waiting for a long time, she will be angry.	
3 I'd like to use the computer now unless you don't need it.	
4 If you knew me better, you would not have done that.	
5 Suppose you had lost your keys, what would you have done?	
6 Supposing you won the lottery, what will you do?	
7 He was then released, on the condition that he will go into exile.	
8 But for Jack, she would never have been in this position.	

## 2. melléklet – Mini quiz megoldása

	Correct or not?
1 If he should call me, I will tell him to visit you.	correct
2 If she has been waiting for a long time, she will be angry.	correct
3 I'd like to use the computer now unless you don't need it.	unless you need...
4 If you knew me better, you would not have done that.	correct
5 Suppose you had lost your keys, what would you have done?	correct
6 Supposing you won the lottery, what will you do?	not really used (we don't usually mix first and second conditionals)
7 He was then released, on the condition that he will go into exile.	he would go
8 But for Jack, she would never have been in this position.	correct

## 3. melléklet – Feltételes mód gyakorlása

Rewrite the following sentences using the words given.

- 1 If your friend had not disturbed us, we could have finished the project. **BUT...**  
\_\_\_\_\_
- 2 If your son happens to be at school, please tell him to come and see me. **SHOULD...**  
\_\_\_\_\_
- 3 What would you have said if he had proposed to you? **SUPPOSING...**  
\_\_\_\_\_
- 4 If his mother hadn't helped him out, he would have been in deep trouble. **HAD...**  
\_\_\_\_\_
- 5 I would like to take the car if you don't need it. **UNLESS...**  
\_\_\_\_\_
- 6 You can stay at Joe's overnight but only if you promise to call me first thing in the morning. **LONG**  
\_\_\_\_\_
- 7 If I had that kind of money, it's possible that you could borrow some of it. **MIGHT**  
\_\_\_\_\_

Translate the following sentences using the words given.

1. Ha tényleg ismernél, nem mondtál volna ilyet. **WOULD**  
\_\_\_\_\_
2. Ha elmondták volna mi az igazság, lehet, hogy meggondoltam volna magam. **HAD...**  
\_\_\_\_\_

3. Ha többet beszélgettél volna a főnököddel, akkor most te lennél az igazgató. **HAD**

---

4. Ha a barátja lennék, nem engedném, hogy ilyet csináljon. **WERE...**

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5. Ha mindent megtettem volna, sikerülnie kellett volna. **IF...**

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6. És ha megvette volna a lottószelvényt, rengeteg pénzt nyerhetett volna. **SUPPOSING**

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#### 4. melléklet – Feltételes mód gyakorlása: megoldás

- 1 **But** for your friend, we could have finished the project.
- 2 **Should** your son be at school/If your son **should** be at school, please tell him to come and see me.
- 3 **Supposing** he had proposed to you, what would you have said?
- 4 **Had** his mother not helped him/If his mother **hadn't** helped him, he would have been in deep trouble.
- 5 I would like to take the car **unless** you need it.
- 6 You can stay at Joe's overnight **as long as** you promise to call me first thing in the morning.
- 7 If I had that kind of money, you **might** borrow some of it.

#### Fordítás:

- 1 If you knew me, you wouldn't have said something like this.
- 2 If the truth had been told to me, I might have changed my mind. OR Had I been told...
- 3 If you had talked more to your boss, you would be the director now.
- 4 If I were his friend, I wouldn't let him do something like this. OR Were I...
- 5 If I had done everything, I would/should have succeeded.
- 6 And if he had bought the lottery ticket, he could have won a lot of money.

#### 5. melléklet – Film script

##### Sliding doors (1998) – a film about destiny

##### 4 Find the conditional structures in the text.

From time-to-time, everyone thinks about the roads not taken in life, and how things might have turned out if the choice had been different. Perhaps it's even more shocking is to think about how a seemingly minor action – catching a train, for example – could have an equally deep, yet less obvious, impact. Maybe that's where you met your significant other, and, had you reached the platform just a few seconds later, who knows what would have happened and how life would be now? Writer/director Peter Howitt expands upon both possible fates of a character after she just misses/catches a train and as her separate destinies separate and then meet again, she becomes two completely different individuals.

## 6. melléklet – Megoldás a szöveghez

### Sliding doors (1998) – a film about destiny

Find the conditional structures in the text.

From time-to-time, everyone thinks about the roads not taken in life, and **how things might have turned out if the choice had been different**. Perhaps it's even more shocking is to think about how a seemingly minor action – catching a train, for example – could have an equally deep, yet less obvious, impact. Maybe that's where you met your significant other, and, **had you reached the platform** just a few seconds later, who knows **what would have happened** and **how life would be** now? Writer/director Peter Howitt expands upon both possible fates of a character after she just misses/catches a train and as her separate destinies separate and then meet again, she becomes two completely different individuals.

## 7. melléklet: A két útvonal

Road #1	Road #2
GETS FIRED	GETS FIRED.
GETS TO THE STATION IN TIME – CATCHES TRAIN	DOESN'T GET TO THE STATION IN TIME – MISSES TRAIN
MEETS JAMES, FIRST ANNOYED BY HIM, THEN APOLOGIZES	GOES TO CATCH A TAXI
GOES HOME TO FIND HER BOYFRIEND, GERRY IN BED WITH ANOTHER WOMAN	A MUGGER TRIES TO TAKE HER BAG, SHE FALLS AND HITS HER HEAD
BREAKS UP	TAXI DRIVER TAKES HER TO CASUALTY
GOES TO LIVE WITH HER BEST FRIEND, CHANGES HER OUTLOOK (BECOMES BLONDE HELEN)	GETS HOME TO FIND HER BOYFRIEND, GERRY ALONE
STARTS HER OWN BUSINESS	HAS TWO JOBS TO PAY THE BILLS
STARTS DATING JAMES, GERRY WANTS TO WIN HER BACK	UNHAPPY, THINKS THAT GERRY IS HAVING AN AFFAIR
DISCOVERS SHE IS PREGNANT WITH JAMES' CHILD	DISCOVERS SHE IS PREGNANT WITH GERRY'S CHILD
URNS OUT JAMES IS MARRIED	DISCOVERS GERRY'S AFFAIR
HAS AN ACCIDENT, TAKEN TO HOSPITAL	HAS AN ACCIDENT, TAKEN TO HOSPITAL



## 8. melléklet: The ending of *Sliding doors*

In the first timeline (in which she catches the train), she dies in the arms of her new-found love. In the second, she recovers (still oblivious to her dual timeline) in the hospital and tells Gerry to leave for good. In the final scene (in the second timeline), James is leaving the hospital after visiting his mother, and Helen is leaving after ending her relationship with Gerry. Helen drops an earring in the elevator and it is picked up by James. (This mirrors the start of the film, where James picks up Helen's earring on the elevator after Helen is fired from her job. Before the doors close, James tells Helen to cheer up, and repeats his line, „You know what the Monty Python boys say...” Helen (who, in the beginning of the film, assumed the rejoinder to be „always look on the bright side of life.”) says, „Nobody expects the Spanish Inquisition.” She and James stare at one another surprised by her response as the doors close, leaving the audience to speculate the outcome.) (from Wikipedia)

## 9. melléklet – Conditional questions

If I gave you 1,000 pounds, would you do my washing up for a month?

If I gave you 1,000 pounds, would you take an exam for me?

What would you do if you had four legs?

What would you do if you had four eyes?

What would you do if flood waters cut your house off?

What would you do if all electronic communication permanently broke down?

If you were given one superpower, what would it be?

If you didn't have this class now, where would you be?

If you saw that the person sitting next to you had a gun in their belt, what would you do?

Under what circumstances would you buy a gun?

If you were an animal, which one would you like to be?

If you were a vegetable, which one would you like to be?

How would life be different if everyone in the world received the same salary?

How would the world be a different place if you had never been born?

What would your life be like if you had been born the opposite sex?

If you were in a bar and a person offered you \$50 to kiss a complete stranger on the cheek without saying anything first, would you do it?

What would you do if you won free flights for a year?

If your doctor told you that you had one year to live, how would you change your life?

If you could invite any four people--living or dead--to dinner, who would you invite and why?

## 10. melléklet – Sablon a nyelvtani videós feladathoz

### Title

Age of learners:
Level:
Structure:
Video used:

### Exercises before watching the video

Time	Teacher's tasks	Students' task	Goals	Materials

### Exercises while watching the video

Time	Teacher's tasks	Students' task	Goals	Materials

### Exercises after watching the video

Time	Teacher's tasks	Students' task	Goals	Materials

## 11. melléklet – Mondatok csoportok alakításához

He was then	released,	on the condition	that he will	go into exile
If he	should call me,	I will	tell him	to visit you
If his	mother hadn't	helped him out,	he would have been	in deep trouble
I would	like to	take the car	if you	don't need it

## Task sheet



## Conditionals – Advanced

## Mini test

1 Decide if the following sentences are correct or not. If not, correct the error(s).

	Correct or not?
1 If he should call me, I will tell him to visit you.	
2 If she has been waiting for a long time, she will be angry.	
3 I'd like to use the computer now unless you don't need it.	
4 If you knew me better, you would not have done that.	
5 Suppose you had lost your keys, what would you have done?	
6 Supposing you won the lottery, what will you do?	
7 He was then released, on the condition that he will go into exile.	
8 But for Jack, she would never have been in this position.	

2 Rewrite the following sentences using the words given.

1 If your friend had not disturbed us, we could have finished the project. **BUT...**

\_\_\_\_\_

2 If your son happens to be at school, please tell him to come and see me. **SHOULD...**

\_\_\_\_\_

3 What would you have said if he had proposed to you? **SUPPOSING...**

\_\_\_\_\_

4 If his mother hadn't helped him out, he would have been in deep trouble. **HAD...**

\_\_\_\_\_

5 I would like to take the car if you don't need it. **UNLESS...**

\_\_\_\_\_

6 You can stay at Joe's overnight but only if you promise to call me first thing in the morning. **LONG**

\_\_\_\_\_

7 If I had that kind of money, it's possible that you could borrow some of it. **MIGHT**

\_\_\_\_\_

3 Translate the following sentences using the words given.

1. Ha tényleg ismernél, nem mondtál volna ilyet. **WOULD**

\_\_\_\_\_

2. Ha elmondták volna mi az igazság, lehet, hogy meggondoltam volna magam. **HAD...**

\_\_\_\_\_

## Task sheet



3. Ha többet beszélgettél volna a főnököddel, akkor most te lennél az igazgató. **HAD**
- 
4. Ha a barátja lennék, nem engedném, hogy ilyet csináljon. **WERE...**
- 
5. Ha mindent megtettem volna, sikerülnie kellett volna. **IF...**
- 
6. És ha megvette volna a lottószelvényt, rengeteg pénzt nyerhetett volna. **SUPPOSING**
- 

### Sliding doors (1998) – a film about destiny

#### 4 Find the conditional structures in the text.

From time-to-time, everyone thinks about the roads not taken in life, and how things might have turned out if the choice had been different. Perhaps it's even more shocking is to think about how a seemingly minor action – catching a train, for example – could have an equally deep, yet less obvious, impact. Maybe that's where you met your significant other, and, had you reached the platform just a few seconds later, who knows what would have happened and how life would be now? Writer/director Peter Howitt expands upon both possible fates of a character after she just misses/catches a train and as her separate destinies separate and then meet again, she becomes two completely different individuals.

<p><b>Road #1</b>            GETS FIRED            GETS TO THE STATION IN TIME –            CATCHES TRAIN            MEETS JAMES, FIRST ANNOYED BY            HIM, THEN APOLOGIZES            GOES HOME TO FIND HER BOYFRIEND,            GERRY IN BED WITH ANOTHER WOMAN            BREAKS UP            GOES TO LIVE WITH HER BEST FRIEND,            CHANGES HER OUTLOOK (BECOMES            BLONDE HELEN)            STARTS HER OWN BUSINESS            STARTS DATING JAMES, GERRY WANTS            TO WIN HER BACK            DISCOVERS SHE IS PREGNANT WITH            JAMES' CHILD            TURNS OUT JAMES IS MARRIED            HAS AN ACCIDENT, TAKEN TO HOSPITAL</p>	<p><b>Road #2</b>            GETS FIRED.            DOESN'T GET TO THE STATION IN TIME            – MISSES TRAIN            GOES TO CATCH A TAXI            A MUGGER TRIES TO TAKE HER BAG,            SHE FALLS AND HITS HER HEAD            TAXI DRIVER TAKES HER TO CASUALTY            GETS HOME TO FIND HER BOYFRIEND,            GERRY ALONE            HAS TWO JOBS TO PAY THE BILLS            UNHAPPY, THINKS THAT GERRY IS            HAVING AN AFFAIR            DISCOVERS SHE IS PREGNANT WITH            GERRY'S CHILD            DISCOVERS GERRY'S AFFAIR            HAS AN ACCIDENT, TAKEN TO            HOSPITAL</p>
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## Task sheet



## Conditionals – Advanced

## Key

## Mini test

1 Decide if the following sentences are correct or not. If not, correct the error(s).

	Correct or not?
1 If he should call me, I will tell him to visit you.	correct
2 If she has been waiting for a long time, she will be angry.	correct
3 I'd like to use the computer now unless you don't need it.	unless you need...
4 If you knew me better, you would not have done that.	correct
5 Suppose you had lost your keys, what would you have done?	correct
6 Supposing you won the lottery, what will you do?	not really used (we don't usually mix first and second conditionals)
7 He was then released, on the condition that he will go into exile.	he would go
8 But for Jack, she would never have been in this position.	correct

## 2

- 1 But for your friend, we could have finished the project.
- 2 **Should** your son be at school/If your son **should** be at school, please tell him to come and see me.
- 3 **Supposing** he had proposed to you, what would you have said?
- 4 **Had** his mother not helped him/If his mother **hadn't** helped him, he would have been in deep trouble.
- 5 I would like to take the car **unless** you need it.
- 6 You can stay at Joe's overnight **as long as** you promise to call me first thing in the morning.
- 7 If I had that kind of money, you **might** borrow some of it.

## 3

- 1 If you knew me, you wouldn't have said something like this.
- 2 If the truth had been told to me, I might have changed my mind. OR Had I been told...
- 3 If you had talked more to your boss, you would be the director now.
- 4 If I were his friend, I wouldn't let him do something like this. OR Were I...
- 5 If I had done everything, I would/should have succeeded.
- 6 And if he had bought the lottery ticket, he could have won a lot of money.

## Task sheet



## Sliding doors (1998) – a film about destiny

## 4. Find the conditional structures in the text.

From time-to-time, everyone thinks about the roads not taken in life, and **how things might have turned out if the choice had been different**. Perhaps it's even more shocking is to think about how a seemingly minor action – catching a train, for example – could have an equally deep, yet less obvious, impact. Maybe that's where you met your significant other, and, **had you reached the platform** just a few seconds later, who knows **what would have happened** and **how life would be** now? Writer/director Peter Howitt expands upon both possible fates of a character after she just misses/catches a train and as her separate destinies separate and then meet again, she becomes two completely different individuals.

## Grammar points

## a. Variations on the basic conditional structures

1<sup>st</sup>: If I **know** the answer, I **will/may** tell you.

Other options: If she **has arrived**, she **will be waiting** for you.

2<sup>nd</sup>: If I **knew** the answer, I **would/might/could** tell you.

Other options: If you **failed** the test, you **ought to/should** try it again.

3<sup>rd</sup>: If they **had paid** attention, they **wouldn't/might not/needn't have failed**.

Other options: If they **had paid** attention, they **would/could/might/should have passed**.

## b. Mixed conditionals

If you **knew** me better, you **would not have done** that. (2,3)

If I **had worked** hard at school, I **would be** a doctor now. (3,2)

## c. If's friends

Supposing you saw a crime, what would you do?

**Supposing, Suppose, Imagine** = If (in questions)

I'll lend you my car, provided that you give it back tomorrow.

**provided (that), as long as, on (the) condition that** = azzal a feltétellel, hogy...

Assuming no one was looking, I'd take it. **assuming, provided** =if (feltéve, hogy, in statements)

I'd like to use the computer now unless you need it. **unless** = if not (no negation after it)

## d. Inversion

**If I should** see him, I'll tell him to call you. – **Should I** see him, I'll tell him to call you.

**If I were** in his position, I wouldn't hesitate. – **Were I** in his position, I wouldn't hesitate.

**If they had been** given the opportunity, they could have developed. – **Had they been** given...

**If she hadn't been** there, she might not have noticed. – **Had she NOT been** there... (no contraction)

## e. But for / If it weren't for / If it hadn't been for

**But for you**, I **won't pass/wouldn't pass/wouldn't have passed** the exam. (nélküled)

**If it weren't for** this project, she **might be** bored. (Inversion: Were it not for...)

**If it hadn't been for** this project, she **wouldn't/couldn't/might not have been** promoted. (Inversion: **Had it not been for**...)

## Task sheet



## Design a grammar task

Teaching grammar does not have to be boring, it is not necessarily solving multiple choice questions. You can make learning grammar interesting for example by using authentic materials: pictures, videos or games.

Your next task here on the pedagogical grammar course is going to involve designing a grammar task using authentic materials.

You will be required to find an appropriate video on [Youtube.com](https://www.youtube.com) with a grammar focus and design a task in which your future students can practice that particular structure. Create a handout for the task in which you specify the target group (age, level), the targeted grammar structure, add the URL of the video, and min. two exercises (possibly one structured and one creative).

**Here is an example of what I have in mind:**

Sliding doors (1998) – a film about destiny

Age of learners: 16 – adults

Level: intermediate

Structure: conditionals

Videos used:

1 Trailer:

**Exercise 1 Underline the conditional structures in the text.**

From time-to-time, everyone thinks about the roads not taken in life, and how things might have turned out if the choice had been different. Perhaps it's even more shocking to think about how a seemingly minor action – catching a train, for example – could have an equally deep, yet less obvious, impact. Maybe that's where you met your significant other, and, had you reached the platform just a few seconds later, who knows what would have happened and how life would be now? Writer/director Peter Howitt expands upon both possible fates of a character after she just

## Task sheet



misses/catches a train and as her separate destinies separate and then meet again, she becomes two completely different individuals.

What aspects of her life are about to change? List three possibilities using the conditionals:

- 1 If she missed the train, \_\_\_\_\_
- 2 If she met \_\_\_\_\_
- 3 If she decided to \_\_\_\_\_

Watch the trailer and see if your predictions were right. What other aspects come up in the film?

### Exercise 2 Make a conditional chain (3<sup>rd</sup>), using parts of the plot for both scenarios.

Example: If she had not caught the train, she would not have met James. If she hadn't caught the train, she wouldn't have found Gerry in bed with another woman. If she hadn't found Gerry ....

Road #1	Road #2
gets fired	
<ul style="list-style-type: none"> <li>- - catches train</li> <li>- - meets James, first annoyed by him, then apologizes</li> <li>- - goes home to find her boyfriend, Gerry in bed with another woman</li> <li>- - breaks up</li> <li>- - goes to live with her best friend, changes her outlook (becomes blonde helen)</li> <li>- - starts her own business</li> <li>- - starts dating James, Gerry wants to win her back</li> <li>- - discovers she is pregnant with James' child</li> <li>- - turns out James is married</li> </ul>	<ul style="list-style-type: none"> <li>- - misses train</li> <li>- - goes to catch a taxi</li> <li>- - a mugger tries to take her bag, she falls and hits her head</li> <li>- - taxi driver takes her to casualty</li> <li>- - gets home to find her boyfriend, Gerry alone</li> <li>- - has two jobs to pay for bills</li> <li>- - unhappy, thinks that Gerry is having an affair</li> <li>- - discovers she is pregnant with Gerry's child</li> <li>- - discovers Gerry's affair</li> </ul>
has an accident, taken to hospital	

**Exercise 3. Guess the ending for both roads. Check your solution by watching the ending of the film (or reading about it).**



Tartsayné Németh Nóra

## Weboldalelemzés és -értékelés

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Weboldalelemzés és -értékelés (Website analysis and evaluation)

Az óra cél- és feladatrendszere, tanulási kimenet:

A nyelvtanárnak készülő hallgatók számára elengedhetetlen készség az, hogy az interneten fellelhető anyagokat saját céljaikra tudják használni. Ugyanakkor tisztában kell lenniük azzal is, hogy rengeteg hamis információ is fellelhető a világhálón, ezért mint tanároknak tisztában kell lenniük azokkal a technikákkal, amelyekkel el tudják dönteni egy-egy weboldal megbízhatóságát. Ennek a tananyagnak az a célja, hogy a jövőbeli nyelvtanárok megismerjék azokat az internetes tartalmakat, amelyeket az angol nyelvtan tanításához használhatnak a nyelvórákon, illetve hogy a weboldalak értékelési szempontjait egyéb oldalak értékelésekor is használni tudják. A tananyag 3×90 percből áll, amelynek során a hallgatók megismerik a segédigék haladó használatát, majd példát kapnak egy olyan feladatsorra, amely az internetes weboldalak megbízhatóságát vizsgálja. Végül gyakorlatban alkalmazzák a nyelvtan tanításának lépéseit, egy saját maguk által kiválasztott weboldal elemzésével.

Az óra fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: anyanyelv, más idegen nyelvek, informatika

Felhasznált források: szakirodalom, digitális és papíralapú tananyag

### Bevezetés

Előbb vagy utóbb minden tanárjelöltnek szembe kell néznie azzal, hogy diákjai az interneten böngészve is szert tesznek különféle ismeretekre. Azt azonban elég gyakran tapasztalják, hogy a különféle weboldalakon található információk nem minden esetben megbízhatóak, viszont a diákok hajlamosak azt hinni, hogy az interneten publikált információkat nyugodtan használhatják. A nyelvtan tanításához is számtalan olyan weboldal létezik, amelyekre a diákok rábukkanhatnak, ezért jó, ha a tanár tisztában van vele, milyen nyelvtani gyakorló oldalak léteznek, és azokat milyen szempontok szerint lehet elemezni, illetve a megbízhatóságukat ellenőrizni.

A weboldalak megbízhatóságának ellenőrzésére a szakirodalom (Neely 2006) egy sor kérdés megválaszolását javasolja. Ezek a kérdések az weboldalakot az alábbi szempontokból vizsgálják:

- a weboldal kidolgozottsága
- navigálhatóság
- tartalmi megbízhatóság
- nyelvi megbízhatóság

- az oldal frissítésnek feltüntetése
- URL megbízhatósága, az oldal tulajdonosa
- reklámok jelenléte
- egyéb hasznos információk közlése

A nyelvoktatás során is fontos, hogy ezeket az ismereteket a tanárok egyrészt saját maguk miatt megismerjék és alkalmazni tudják, másrészt az is, hogy továbbadják az ismereteket a diákoknak, méghozzá azok korosztályi sajátosságainak megfelelően.

Ez a 3×90 perces egységből álló tananyag azt célozza meg, hogy a jövődöbéli nyelvtanárok megismerjék azokat az internetes tartalmakat, amelyeket az angol nyelvtan tanításához használhatnak a nyelvórákon, illetve hogy a weboldalak értékelési szempontjait egyéb oldalak értékelésekor is használni tudják.

## Szakirodalom

Curran Ben–Wetherbee Neil (2014): Engaged, connected, empowered: Teaching and learning in the 21<sup>st</sup> century. New York: Routledge.

Neely, T. Y. (2006): Information literacy assessment: Standards-based tools and assignments. American Library Association.

## Ajánlott irodalom

Greenstein Laura (2012): Assessing 21<sup>st</sup> century skills: A guide to evaluating mastery and authentic learning. California: Sage Publications.

## 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár felírja a táblára (vagy kivetíti) a következő mondatot: My favourite website in my teaching is.	A hallgatók egyenként befejezik a mondatot, ismeretük a többiekkel kedvenc weboldalukat.	bevezető, ráhangolás	körkérdés	csoportmunka	–	
15 perc	A tanár kiosztja az 1. mellékletet, majd megkéri a hallgatókat, hogy keressék meg, mi a közös bennük. MEGOLDÁS: az 5 oldal mindegyike hamis (hoax) oldal.	A hallgatók párban egy-egy tableten dolgoznak, megnézik az oldalakat, és kitalálják, mi a közös bennük.	ráhangoló-dás, elemzés	kreatív elemzés	pármunka	1. melléklet	Egy darabig eltarthat, amíg rájönnek a hallgatók, mi a probléma az oldalakkal, először általában érzik, hogy valami furcsa – adjunk időt nekik. Az óra előtt a tanár ellenőrizze a linkeket.

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár megkéri a csoportot, hogy gyűjtsék ki, melyek voltak azok a szempontok, amelyek segítettek nekik észrevenni, hogy nem valódi oldalakat néznek. Az instrukciók közben a tanár figyeljen arra, hogy sok és változatos segédigét használjon (might/could/would).	A hallgatók közösen elemzik a szempontokat, amelyek a weboldalak elemzéséhez szükségesek.	elemzés	szempontsor kidolgozása	csoporthalmaz	2. melléklet	
10 perc	A tanár kivetíti a Mini quizt, amely bevezeti a hallgatókat a nyelvtani témába.	A hallgatók először egyénileg, majd párban megpróbálják eldönteni, hogy a kvízben szereplő mondatok helyesek-e.	ránavigálás, bemelegítés	kvízkérdések	egyéni, majd párhalmaz	<a href="http://metodika.btk.elte.hu/file/modals.mp4">http://metodika.btk.elte.hu/file/modals.mp4</a> – 1. dia 3. melléklet	
5 perc	A tanár kivetíti a megoldásokat, majd megbeszéli a nyelvtani szabályokat.	A hallgatók elmondják tippjeiket, majd összehasonlítják a megoldásokat.	ellenőrzés, nyelvtani téma előkészítése	ellenőrzés, magyarázat	frontális	4. melléklet PPT 2. dia	
15 perc	Tanári videomagyarázat: a segédigék használata haladó nyelvtan.	A hallgatók megtekintik a nyelvtani magyarázat videóját, jegyzetelnek.	tanári magyarázat	videó megnézése	egyéni munka	<a href="http://metodika.btk.elte.hu/file/modals.mp4">http://metodika.btk.elte.hu/file/modals.mp4</a> 5. melléklet	
15 perc	A tanár kivetíti a 6. mellékletben található gyakorlófeladatokat	A hallgatók egyénileg megoldják a feladatokat, lejegyzetelik maguknak.	nyelvtani gyakorlás	gyakorlás	egyéni munka	6. melléklet	
10 perc	A tanár követi a feladatok megoldását, probléma, kérdés esetén segít, magyaráz. Fontos, hogy a megoldást ne a tanár adja meg, hanem a hallgatók.	A hallgatók egyenként kimennek az interaktív táblához, és a mondatokat ellenőrzik.	ellenőrzés, magyarázat	frontális csoportmunka	egyéni munka, csoportmunka	7. melléklet	

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár kiosztja a 8. melléklet mondatait a hallgatóknak, és megkéri őket, hogy egészítsék ki úgy a mondatokat, hogy azok rájuk nézve igazak legyenek. Utána párban megbeszélnek.	A hallgatók először kiegészítik a mondatokat, majd párban elmondják egymásnak, mi igaz rájuk nézve.	ráhangolódás, nyelvtani szerkezet ismétlése	gyakorlás	egyéni munka pármunka	8. feladatlap	
10 perc	A tanár megkéri a hallgatókat, hogy a legérdekesebb mondatokat osszák meg a csoporttal.	A hallgatók megosztják az egymásról megtudott legérdekesebb információkat, miközben a segédigék használatát gyakorolják.	gyakorlás	körkérdés	csoportmunka	8. melléklet	
5 perc	A tanár felvezeti a modul célját és feladatát: a nyelvtanításban használható nyelvtani weboldalak keresése és értékelése, kiosztja a 9. feladatlapot.	A hallgatók szükség esetén kérdéseket tehetnek fel, megismerkednek a 9. feladatlappal.	cél- és feladatrendszer ismertetése	tanári prezentáció	frontális	9. feladatlap	
25 perc	A tanár körbejár, szükség esetén segít, tanácsot ad, továbblandíti a párok munkáját.	A hallgatók párban végzik a böngészést és értékelést, kidolgozzák az értékeléshez szükséges szempontrendszert.	értékelési szempontok kidolgozása	internetes böngészés, keresés	pármunka	9. feladatlap 1 tablet vagy számítógép diákonként	Ha nem áll rendelkezésre megfelelő számú eszköz, a feladat elvégezhető egy interaktív táblával is, ebben az esetben a csoport közösen nézi végig az oldalakat.
5 perc	A tanár ismerteti a feladatot: egy vagy két nyelvtan tanító weboldal kiválasztása, elemzése tanári szempontból.	A hallgatók szükség esetén kérdezhetnek.	nyelvtan tanító weboldalak elemzése, ismertetése, PPT készítése	tanári prezentáció	frontális munka	10. feladatlap	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
25 perc	A tanár körbejár, segít, motivál, tanácsot ad, szükség esetén továbbblendíti a munkát.	A hallgatók egyénileg kiválasztanak egy vagy két nyelvtant tanító weboldalt, és a feladatlap, valamint az eddigiekben megállapított szempontrendszer szerint elemzik ezeket. Erről PPT-bemutatót készítenek.	nyelvtant tanító weboldalak elemzése, ismertetése, PPT készítése	böngészés, elemzés	egyéni munka	10. sz feladatlap  1 tablet hallgatónként	
10 perc	A tanár felhívja a hallgatók figyelmét a jellemző problémákra, veszélyekre, értékeli az eddigi munkájukat.	A hallgatók kérdésekkel készülnek a következő órai bemutatóra.	értékelés, visszajelzés	összegzés	csoporthoz	a hallgatók által összeállított bemutatók	

### 3. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár elmondja a TeachMeet szabályait: minden hallgató 5 percben összefoglalja a weboldalt és annak elemzését, majd közös megbeszélés következik.	A hallgatók megismerik a TeachMeet szabályrendszerét.	felkészítés a feladatra	tanári prezentáció	frontális		
40 perc	TeachMeet első forduló, a tanár méri az időt, és figyel, jegyzetel, de nem szól közbe.	A hallgatók prezentálják a munkájukat maximum 5 percben, a többiek jegyzetelnek, de kérdéseket nem tehetnek fel.	prezentációk tartása, weboldalak ismertetése	TeachMeet	egyéni munka	a hallgatók által készített bemutatók	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
30 perc	TeachMeet második forduló: a tanár a csoportot megkéri, hogy álljanak fel, és beszéljék meg egymással, amiket hallottak. A tanár körbejár, kérdez, figyeli az értékeléseket.	A hallgatók körbejárnak, és megkeresik azokat az előadókat, akik valamilyen szempontból fontos előadást tartottak. Megbeszélnek a szempontokat, értékelik egymás munkáját, kérdeznek, válaszolnak egymásnak.	tudásmegosztás	TeachMeet	csoportmunka	a hallgatók által készített jegyzetek	
15	A tanár értékeli a bemutatásokat, kiemeli a legfontosabb tanulságokat és problémákat, levonja a következtetéseket. Értékeli a tanegység céljainak megvalósulását is.	A hallgatók visszajelzést adnak a feladatról és annak hasznosságáról, értékelik egymás munkáját.	értékelés, visszajelzés	egymás értékelése	csoportmunka	a hallgatók által készített anyagok	

## MELLÉKLETEK

### A melléklet tartalma:

1. melléklet – Weboldal értékelése – 1. feladatlap
2. melléklet – Weboldal értékelése – 2. feladatlap
3. melléklet – Mini quiz
4. melléklet – Mini quiz megoldása
5. melléklet – Segédigék magyarázata
6. melléklet – Segédigék, gyakorlófeladatok
7. melléklet – Segédigék, gyakorlófeladatok megoldása
8. melléklet – Segédigék gyakorlófeladat 1 – pármunka
9. melléklet – Weboldal elemzése – szempontrendszer kidolgozása
10. melléklet – Weboldal-értékelés

### 1. melléklet – Weboldal értékelése – 1. feladatlap

#### Website Evaluation Task Sheet 1

**1 Look at the following websites and find out ONE thing that is COMMON for all sites!**

- 1 All About Explorers – <http://allaboutexplorers.com/>
- 2 Dihydrogen Monoxide Research Division – <http://www.dhmo.org/>

- 3 Pacific Northwest Tree Octopus – <http://zapatopi.net/treeoctopus/>
- 4 British Stick Insect Foundation – [http://www.brookview.karoo.net/Stick\\_Insects/](http://www.brookview.karoo.net/Stick_Insects/)
- 5 Republic of Molossia – <http://www.molossia.org/countryeng.html>

**Write your solution here:**

**What helped you come to this conclusion?**

## 2. melléklet – Weboldal értékelése – 2. feladatlap

### Website Evaluation Task Sheet 2

**Choose one of the websites from Task Sheet 1 and analyse the website according to these criteria:**

WHO created the page?

Is there an About section?

Are the credentials given?

Who is the intended audience?

WHAT type of information does the website contain?

Can the information be verified?

What is the language used like? Are there any language mistakes?

Are there any advertisements?

WHEN was the website last updated?

Is the information current?

WHERE is the website located?

What is the URL like?

What is the domain like?

WHY has this site been created?

## 3. melléklet – Mini quiz

**Look at these sayings and decide which option is correct. (Then you can discuss which one(s) you like best.)**

- 1 Living on Earth **maybe/may be** expensive: but it includes an annual free trip around the Sun.
- 2 Why attack God? He **may/can** be as miserable as we are.
- 3 Forgive me now. Tomorrow I **would/may** not feel guilty anymore.
- 4 Be careful of health books. You **may/should** die of a misprint.

- 5 Be careful of your thoughts; they **might/will** become words at any moment.
- 6 The doctor **can/must** have put my pacemaker in wrong. Every time my husband kisses me, the garage door goes up.
- 7 **Maybe/May be** I'm lucky to be going so slowly because I **maybe/may be** going in the wrong direction.
- 8 We **may/can** not have it all together, but together we have it all.

#### 4. melléklet – Mini quiz megoldása

##### Key

- 1 Living on Earth **may be** expensive: but it includes an annual free trip around the Sun.
- 2 Why attack God? He **may** be as miserable as we are.
- 3 Forgive me now. Tomorrow I **may** not feel guilty anymore.
- 4 Be careful of health books. You **may** die of a misprint.
- 5 Be careful of your thoughts; they **might** become words at any moment.
- 6 The doctor **must** have put my pacemaker in wrong. Every time my husband kisses me, the garage door goes up.
- 7 **Maybe** I'm lucky to be going so slowly because I **may be** going in the wrong direction.
- 8 We **may** not have it all together, but together we have it all.

#### 5. melléklet – Segédigék magyarázata

##### MODALS 1

##### 1 Possibility

- a. We can express certainty (bizonyosság) and possibility/probability (valószínűség) in the **present** like this:  
 He **must be** a businessman – he looks so elegant.  
 He **can't be** a rocker – he is too elegant for that.  
 He **may/might be** a businessman, but I'm not sure.  
 He **may/might not be** working now.  
 He **could be** a politician, but I doubt it.  
 Note: *will* is correct in some cases in the present: 'Who's that?' 'It **will be** the postman.'
- b. Possibility in the **future** can be expressed like this:  
 He **may/might/could become** president one day.  
 He **may/might not come** with us tomorrow.  
 You **should/ought to get** an answer soon.
- c. Possibility in the **past** can be expressed this way:  
 They **must have left** the house, the lights are off.  
 They **can't/couldn't have gone** by car, it's parked in front of the house



They **may/might have gone** on holiday, but I'm not sure.  
 They **may/might not have decided** where to go before they left.

d. In questions we use:

**Who can/could** that be on the phone?

**Who could have phoned** so late?

*May* and *might* are only used in indirect questions:

**Do you think I may/might** have left the mobile in the taxi?

## 2 May be and maybe

What is the difference between maybe and may be? Here is a hint.

**Maybe he is coming.** = Perhaps he is coming. (=talán, itt a *may* határozószó)

**He may be coming.** (=lehet+ige, itt a *may* segédige, a *be* pedig az ige)

## 3 Can't have ... and couldn't have...

Finally, look at the difference between these two sentences:

He **can't have won** because his face is so sad. – bizonyára nem nyert

He **couldn't have won without** his trainer. – nem nyerhetett volna

## MODALS 2

Obligation – KELL	KELLETT	KELLETT VOLNA
I <b>must</b> get up early tomorrow. (belső kényszer)	We <b>had to</b> clean the room after the party. (and we did)	We <b>should have</b> cleaned the room. (but we didn't)
I <b>have to</b> get up early because I have an appointment with the doctor. (külső kényszer)	I <b>needed to</b> leave early. (and we did)	We <b>ought to have</b> cleaned the room. (but we didn't)
<b>KELLENE/JÓ LENNE</b>		
I <b>should</b> leave now.		
I <b>ought to</b> leave now.		
I <b>had better</b> leave now.		
I <b>need to</b> leave early.		

No obligation – NEM KELL	NEM KELLETT	NEM KELLETT VOLNA
You <b>needn't/don't have to/</b> <b>don't need to</b> wait for me, I can go home alone.	We <b>didn't have to</b> do the washing up.  I <b>didn't need to</b> wait long, luckily. (and I didn't)	We <b>needn't/shouldn't have</b> <b>waited</b> for so long! (but we did)

<b>Prohibition – NEM SZABAD</b>	<b>NEM VOLT SZABAD/ NEM LEHETETT</b>	<b>NEM LETT VOLNA SZABAD</b>
You <b>can't/mustn't</b> cross the road when the lights are red.	We <b>weren't allowed to/couldn't</b> use a dictionary at the examination. (and we didn't)	We <b>couldn't/shouldn't have used</b> a dictionary ... (but we did)

<b>Permission – SZABAD/LEHET</b>	<b>SZABAD VOLT/ LEHETETT</b>	<b>LEHETETT VOLNA</b>
You <b>are allowed to/can</b> go home now.	We <b>were allowed to/could</b> stay up late when we were kids. (and we did.)	I <b>could have stayed</b> up late last night but I didn't because I was tired.

### Ability

We can use, *can* in the present, *could* in the past, and *be able to*: I **can** ski.

I **could** ski as early as 5 years of age. (and I did)

BUT: I **could have skied** when I was 5. (but I didn't)

I **have never been able to** study longer than an hour at a go.

I **was able to** climb Mont Blanc. /I **managed to** climb/**succeeded in** climbing Mont Blanc. (legyőzte az akadályt vagy sikerült EGYSZER)

## 6. melléklet – Segédigék gyakorlófeladatok

### 1 Rewrite the sentences beginning as shown.

- It's not a good idea to drink coffee just before you go to bed.  
You...
- It's possible that it will be cold this weekend.  
It...
- It's impossible that they took the car without asking me.  
They...
- It's essential for all students to register by Wednesday 11.  
All students...
- It really wasn't necessary for you to put up those shelves. But I'm glad you did.  
You...
- Perhaps they didn't realize how late it was.  
They...
- It wouldn't be a good idea to book the flight until you are sure you can go.  
You...
- Isn't it necessary to switch the heating on manually? It doesn't have a timer.  
Don't you...

- i. I had the opportunity to go to Spain last summer but I didn't go.  
I...
- j. It was wrong of her to call me all those names.  
She...

## 2 Which modal verb suits the sentence best?

- a. Unlikely as it \_\_\_\_\_ sound, I didn't go to the game yesterday.
- b. I arrived early so that we \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ get a good seat.
- c. We arrived early in order that we \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ miss anything.
- d. We decided to call them in advance lest we \_\_\_\_\_ / \_\_\_\_\_ lost.
- e. I jotted down her number for fear that I \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ forget it.
- f. They must be aware of the dangers, \_\_\_\_\_ they?
- g. '\_\_\_\_\_ she be learning at such a late hour?' 'I doubt it.'
- h. I wish they \_\_\_\_\_ have told me earlier even though I know it's not their fault.
- i. \_\_\_\_\_ you run into Jane, give her this letter, please.
- j. It's strange that we \_\_\_\_\_ have stayed at the same hotel and never met each other.
- k. He ought to pay more attention, \_\_\_\_\_ he?
- l. You never listen, I \_\_\_\_\_ as well be talking to a brick wall.
- m. If you \_\_\_\_\_ speak to me like that, I'll just stand up and leave.
- n. Wait here, \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ you?
- o. It's typical of him that he \_\_\_\_\_ be late just when it's a matter of life and death for us to get there.
- p. You'll get used to it, she \_\_\_\_\_ criticize anybody any time.

## 7. melléklet – Segédigék, gyakorlófeladatok megoldása

### 1

- 1 You shouldn't drink coffee just before you go to bed.
- 2 It may be cold this weekend.
- 3 They can't have taken the car without asking me.
- 4 All students have to/must register before Wednesday 11.
- 5 You needn't (shouldn't) have put up those shelves.
- 6 They may/might not have realized how late it was.
- 7 You shouldn't book a flight until you are sure you can go.
- 8 Don't you have to/need to switch on the heating manually?
- 9 I could have gone to Spain last summer but I didn't go.
- 10 She shouldn't have called me all those names.

### 2

- a. Unlikely as it may sound, I didn't go to the game yesterday.
- b. I arrived early so that we would/could/might/should get a good seat.

- c. We arrived early in order that we would not/did not/should not miss anything.
- d. We decided to call them in advance lest we might get/should get lost.
- e. I jotted down her number for fear that I might/would/should forget it.
- f. They must be aware of the dangers, mustn't they?
- g. 'Can/Could she be learning at such a late hour?' 'I doubt it.'
- h. I wish they could have told me earlier even though I know it's not their fault.
- i. Should you run into Jane, give her this letter, please.
- j. It's strange that we should have stayed at the same hotel and never met each other.
- k. He ought to pay more attention, shouldn't he?
- l. You never listen, I might as well be talking to a brick wall.
- m. If you will speak to me like that, I'll just stand up and leave.
- n. Wait here, will/would/could you?
- o. It's typical of him that he will be late just when it's a matter of life and death for us to get there.
- p. You'll get used to it, she will criticize anybody any time.

## 8. melléklet – Segédigék, gyakorlófeladat 1 – pármunka

Fill in the gaps with a suitable word or expression so that they are true for you. Then work in pairs and tell each other your sentences. Ask follow-up questions.

- 1 I should have \_\_\_\_\_ last week, but I didn't.
- 2 I shouldn't have \_\_\_\_\_ last week, but I did.
- 3 I didn't have/need to \_\_\_\_\_ yesterday so I was happy.
- 4 I needn't have \_\_\_\_\_ yesterday but I did.
- 5 I would like to be able to \_\_\_\_\_ one day.
- 6 When I was a child I couldn't \_\_\_\_\_.
- 7 Last week I was able to \_\_\_\_\_.
- 8 I couldn't have \_\_\_\_\_ without \_\_\_\_\_.
- 9 I saw an interesting-looking man/woman the other day. He/she might \_\_\_\_\_.
- 10 My mother must have \_\_\_\_\_ when she was young.

## 9. melléklet – Weboldal elemzése – szempontrendszer kidolgozása

Look at the following website with your partner and evaluate them.

- 1 English4U – <http://www.english-4u.de>
- 2 English Club – <https://www.englishclub.com/grammar/>
- 3 Grammar Monster – <http://www.grammar-monster.com>
- 4 Grammar Quizzes – <http://www.grammar-quizzes.com>

5 Anglomaniacy – <http://www.anglomaniacy.pl/grammar.htm>

**List 5 aspects on the basis of which the grammar-focussed websites can be evaluated.**

Title of website	1	2	3	4	5

## 10. melléklet – Weboldal-értékelés

### Website review task

**Choose two sites that deal with English grammar learning/teaching. The sites may be specifically designed for teachers, or specifically designed for students, or both.**

**Next lesson in the form of a mini presentation, you'll be asked to give a short summary followed by a brief critical review of both sites.**

7 guidelines for evaluating grammar-related websites:

- 1 First impressions (e.g., layout and colours etc.)
- 2 Navigation
- 3 Content (accuracy and appropriacy, that is, are the explanations or tasks the right level and difficulty, is the material relevant?)
- 4 Attractors (e.g., special features)
- 5 Findability (e.g., the name of the site)
- 6 Making contact with users; user satisfaction
- 7 Other useful information

### Some guiding questions to consider:

- How user-friendly is it? – ease of navigation, comfortable interface
- What age group/levels is it targeted towards? Which age group/level is best served by it?
- How reliable is it? How formal? What academic standards does it meet? Or is it a more casual social site?
- Are there forums on the site; if so, are they useful and easy to use, structurally and content-wise?
- Is there a 'Links' page? If so, how useful are the links given?
- What are the drawbacks/limitations of the site?
- Any other relevant aspects to share?

Below is an example from a student from last year, just to give you an idea of what the task is like.

<http://www.teachingenglish.org.uk/>, hosted and maintained by the British Council, is my favourite TESL website. It is very well structured, and easy to search and browse (site directory). It offers a variety of teaching aids for all levels and age groups, and you can search for separate activities (for whichever aim, age group, or level) or for complete lesson plans – all free

to download. Besides the detailed descriptions (written by experienced ESL teachers from all over the world) of activities the site provides e. g. a gap-fill generator and a flashcard maker; and there are activities not only for regular classes but also for business English.

[Teachingenglish.org](http://Teachingenglish.org) also offers a variety of teacher development opportunities like research articles; seminars and webinars are also available via this site. Conferences and other upcoming events are also announced here, and a collection of useful links can also be found. Last but not least, almost every article (including the activities) can be commented upon, so should you have any questions, there is a good chance that some fellow teachers will be able to help you.

## Task sheet



## Modals

**1 Look at these sayings and decide which option is correct. (Then you can discuss which one(s) you like best.)**

- 1 Living on Earth **maybe/may be** expensive: but it includes an annual free trip around the Sun.
- 2 Why attack God? He **may/can** be as miserable as we are.
- 3 Forgive me now. Tomorrow I **would/may** not feel guilty anymore.
- 4 Be careful of health books. You **may/should** die of a misprint.
- 5 Be careful of your thoughts; they **might/will** become words at any moment.
- 6 The doctor **can/must** have put my pacemaker in wrong. Every time my husband kisses me, the garage door goes up.
- 7 **Maybe/May be** I'm lucky to be going so slowly because I **maybe/may be** going in the wrong direction.
- 8 We **may/can** not have it all together, but together we have it all.

**2 Fill in the gaps with a suitable word or expression so that they are true for you. Then work in pairs and tell each other your sentences. Ask follow-up questions.**

- 1 I should have \_\_\_\_\_ last week, but I didn't.
- 2 I shouldn't have \_\_\_\_\_ last week, but I did.
- 3 I didn't have/need to \_\_\_\_\_ yesterday so I was happy.
- 4 I needn't have \_\_\_\_\_ yesterday but I did.
- 5 I would like to be able to \_\_\_\_\_ one day.
- 6 When I was a child I couldn't \_\_\_\_\_.
- 7 Last week I was able to \_\_\_\_\_.
- 8 I couldn't have \_\_\_\_\_ without \_\_\_\_\_.
- 9 I saw an interesting-looking man/woman the other day. He/she might \_\_\_\_\_.
- 10 My mother must have \_\_\_\_\_ when she was young.

**3 Rewrite the sentences beginning as shown.**

- 1 It's not a good idea to drink coffee just before you go to bed.  
You...
- 2 It's possible that it will be cold this weekend.  
It...
- 3 It's impossible that they took the car without asking me.  
They...
- 4 It's essential for all students to register by Wednesday 11.  
All students...
- 5 It really wasn't necessary for you to put up those shelves. But I'm glad you did.  
You...

## Task sheet



- 6 Perhaps they didn't realize how late it was.  
They...
- 7 It wouldn't be a good idea to book the flight until you are sure you can go.  
You...
- 8 Isn't it necessary to switch the heating on manually? It doesn't have a timer.  
Don't you...
- 9 I had the opportunity to go to Spain last summer but I didn't go.  
I...
- 10 It was wrong of her to call me all those names.  
She...
- 4 Which modal verb suits the sentence best?
- a. Unlikely as it \_\_\_\_\_ sound, I didn't go to the game yesterday.
- b. I arrived early so that we \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ get a god seat.
- c. We arrived early in order that we \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ miss anything.
- d. We decided to call them in advance lest we \_\_\_\_\_ / \_\_\_\_\_ lost.
- e. I jotted down her number for fear that I \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ forget it.
- f. They must be aware of the dangers, \_\_\_\_\_ they?
- g. '\_\_\_\_\_ she be learning at such a late hour?' 'I doubt it.'
- h. I wish they \_\_\_\_\_ have told me earlier even though I know it's not their fault.
- i. \_\_\_\_\_ you run into Jane, give her this letter, please.
- j. It's strange that we \_\_\_\_\_ have stayed at the same hotel and never met each other.
- k. He ought to pay more attention, \_\_\_\_\_ he?
- l. You never listen, I \_\_\_\_\_ as well be talking to a brick wall.
- m. If you \_\_\_\_\_ speak to me like that, I'll just stand up and leave.
- n. Wait here, \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ you?
- o. It's typical of him that he \_\_\_\_\_ be late just when it's a matter of life and death for us to get there.
- p. You'll get used to it, she \_\_\_\_\_ criticize anybody any time.



## Task sheet



## Modals

## Key

## 1

1 may be, 2 may, 3 may, 4 may, 5 might, 6 must, 7 Maybe, may be, 8 may

## 3

- 1 You shouldn't drink coffee just before you go to bed.
- 2 It may be cold this weekend.
- 3 They can't have taken the car without asking me.
- 4 All students have to/must register before Wednesday 11.
- 5 You needn't (shouldn't) have put up those shelves.
- 6 They may/might not have realized how late it was.
- 7 You shouldn't book a flight until you are sure you can go.
- 8 Don't you have to/need to switch on the heating manually?
- 9 I could have gone to Spain last summer but I didn't go.
- 10 She shouldn't have called me all those names.

## 4

- a. Unlikely as it *may* sound, I didn't go to the game yesterday.
- b. I arrived early so that we *would/could/might/should* get a good seat.
- c. We arrived early in order that we *would not/did not/should not* miss anything.
- d. We decided to call them in advance lest we *might get/should get* lost.
- e. I jotted down her number for fear that I *might/would/should* forget it.
- f. They must be aware of the dangers, *mustn't* they?
- g. '*Can/Could* she be learning at such a late hour?' 'I doubt it.'
- h. I wish they *could* have told me earlier even though I know it's not their fault.
- i. *Should* you run into Jane, give her this letter, please.
- j. It's strange that we *should* have stayed at the same hotel and never met each other.
- k. He ought to pay more attention, *shouldn't* he?
- l. You never listen, I *might* as well be talking to a brick wall.
- m. If you *will* speak to me like that, I'll just stand up and leave.
- n. Wait here, *will/would/could* you?
- o. It's typical of him that he *will* be late just when it's a matter of life and death for us to get there.
- p. You'll get used to it, she *will* criticize anybody any time.

## Task sheet



## MODALS 1

## 1 Possibility

- a. We can express certainty (bizonyosság) and possibility/probability (valószínűség) in the **present** like this:  
 He **must be** a businessman – he looks so elegant.  
 He **can't be** a rocker – he is too elegant for that.  
 He **may/might be** a businessman, but I'm not sure.  
 He **may/might not be** working now.  
 He **could be** a politician, but I doubt it.  
 Note: *will* is correct in some cases in the present: 'Who's that?' 'It **will be** the postman.'
- b. Possibility in the **future** can be expressed like this:  
 He **may/might/could become** president one day.  
 He **may/might not come** with us tomorrow.  
 You **should/ought to get** an answer soon.
- c. Possibility in the **past** can be expressed this way:  
 They **must have left** the house, the lights are off.  
 They **can't/couldn't have gone** by car, it's parked in front of the house  
 They **may/might have gone** on holiday, but I'm not sure.  
 They **may/might not have decided** where to go before they left.
- d. In questions we use:  
**Who can/could** that be on the phone?  
**Who could have phoned** so late?  
*May* and *might* are only used in indirect questions:  
**Do you think I may/might** have left the mobile in the taxi?

## 2 May be and maybe

What is the difference between maybe and may be? Here is a hint.

**Maybe he is coming.** = Perhaps he is coming. (=talán, itt a *may* határozószó)

**He may be coming.** (=lehet+ige, itt a *may* segédige, a *be* pedig az ige)

## 3 Can't have ... and couldn't have...

Finally, look at the difference between these two sentences:

He **can't have won** because his face is so sad. – bizonyára nem nyert

He **couldn't have won without** his trainer. – nem nyerhetett volna

## Task sheet



## MODALS 2

Obligation – KELL	KELLETT	KELLETT VOLNA
I <b>must</b> get up early tomorrow. (belső kényszer) I <b>have to</b> get up early because I have an appointment with the doctor. (külső kényszer) <b>KELLENE/JÓ LENNE</b> I <b>should</b> leave now. I <b>ought to</b> leave now. I <b>had better</b> leave now. I <b>need to</b> leave early.	We <b>had to</b> clean the room after the party. (and we did) I <b>needed to</b> leave early. (and we did)	We <b>should have</b> cleaned the room. (but we didn't) We <b>ought to have</b> cleaned the room. (but we didn't)
No obligation – NEM KELL	NEM KELLETT	NEM KELLETT VOLNA
You <b>needn't/don't have to/don't need to</b> wait for me, I can go home alone.	We <b>didn't have to</b> do the washing up. I <b>didn't need to</b> wait long, luckily. (and I didn't)	We <b>needn't/shouldn't have waited</b> for so long! (but we did)
Prohibition – NEM SZABAD)	NEM VOLT SZABAD/NEM LEHETETT	NEM LETT VOLNA SZABAD
You <b>can't/mustn't</b> cross the road when the lights are red.	We <b>weren't allowed to/couldn't</b> use a dictionary at the examination. (and we didn't)	We <b>couldn't/shouldn't have used</b> a dictionary ... (but we did)
Permission – SZABAD/LEHET	SZABAD VOLT/LEHETETT	LEHETETT VOLNA
You <b>are allowed to/can</b> go home now.	We <b>were allowed to/could</b> stay up late when we were kids. (and we did.)	I <b>could have stayed</b> up late last night but I didn't because I was tired.

## Ability

We can use, *can* in the present, *could* in the past, and *be able to*: I **can** ski.

I **could** ski as early as 5 years of age. (and I did)

BUT: I **could have skied** when I was 5. (but I didn't)

I **have never been able to** study longer than an hour at a go.

I **was able to** climb Mont Blanc. / I **managed to** climb/**succeeded in climbing** Mont Blanc. (legyőztem egy akadályt vagy sikerült EGYSZER)

## Task sheet



## Website review task

**Choose two sites that deal with English grammar learning/teaching. The sites may be specifically designed for teachers, or specifically designed for students, or both.**

**Next lesson in the form of a mini presentation, you'll be asked to give a short summary followed by a brief critical review of both sites.**

7 guidelines for evaluating grammar-related websites:

- 1 First impressions (e.g., layout and colours etc.)
- 2 Navigation
- 3 Content (accuracy and appropriacy, that is, are the explanations or tasks the right level and difficulty, is the material relevant?)
- 4 Attractors (e.g., special features)
- 5 Findability (e.g., the name of the site)
- 6 Making contact with users; user satisfaction
- 7 Other useful information

**Some guiding questions to consider:**

- How user-friendly is it? – ease of navigation, comfortable interface
- What age group/levels is it targeted towards? Which age group/level is best served by it?
- How reliable is it? How formal? What academic standards does it meet? Or is it a more casual social site?
- Are there forums on the site; if so, are they useful and easy to use, structurally and content-wise?
- Is there a 'Links' page? If so, how useful are the links given?
- What are the drawbacks/limitations of the site?
- Any other relevant aspects to share?

Below is an example from a student from last year, just to give you an idea of what the task is like.

<http://www.teachingenglish.org.uk/>, hosted and maintained by the British Council, is my favourite TESL website. It is very well structured, and easy to search and browse (site directory). It offers a variety of teaching aids for all levels and age groups, and you can search for separate activities (for whichever aim, age group, or level) or for complete lesson plans – all free to download. Besides the detailed descriptions (written by experienced ESL teachers from all over the world) of activities the site provides e. g. a gap-fill generator and a flashcard maker; and there are activities not only for regular classes but also for business English.

[Teachingenglish.org](http://www.teachingenglish.org) also offers a variety of teacher development opportunities like research articles; seminars and webinars are also available via this site. Conferences and other upcoming events are also announced here, and a collection of useful links can also be found. Last but not least, almost every article (including the activities) can be commented upon, so should you have any questions, there is a good chance that some fellow teachers will be able to help you.

Dóczy Brigitta

## Angol nyelvkönyvek elemzése és értékelése nyelvtanítás szempontjából

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik év az osztatlan képzésben

Az óra témája, címe: Angol nyelvkönyvek elemzése és értékelése a nyelvtanítás szempontjából

Az óra cél- és feladatrendszere, tanulási kimenet: Minden tanár(jelölt) előbb-utóbb szembesül azzal, hogy diákjai számára nyelvkönyvet kell választania. A megfelelő nyelvkönyv kiválasztása azért is nehéz, mert nagyon sok különböző típusú nyelvkönyv áll rendelkezésre (legalábbis angol nyelvű biztosan). Néha persze nem mi választhatjuk ki, hogy melyik könyvből tanítunk, de még ebben az esetben is segíthet, ha tisztában vagyunk azzal, hogy milyen is az a könyv, és értékelni tudjuk adott szempontok alapján. Ez a 2×90 perces blokkból álló tananyag azt mutatja meg a hallgatóknak, hogy mely szempontokat érdemes figyelembe venni egy nyelvkönyv kiválasztásánál, jelen esetben különös hangsúlyt fektetve a nyelvtanra.

Az óra fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: más idegen nyelvek

Felhasznált források: szakirodalom, tankönyvrészletek, digitális és papíralapú tananyag, online források

### Bevezetés

Minden tanár(jelölt) előbb-utóbb szembesül azzal, hogy diákjai számára nyelvkönyvet kell választania. A megfelelő nyelvkönyv kiválasztása azért is nehéz, mert nagyon sok különböző típusú nyelvkönyv áll rendelkezésre (legalábbis angol nyelvű biztosan). Néha persze nem mi választhatjuk ki, hogy melyik könyvből tanítunk, de még ebben az esetben is segíthet, ha tisztában vagyunk, hogy milyen is az a könyv, és értékelni tudjuk adott szempontok alapján. Nincs tökéletes nyelvkönyv, de megtalálhatjuk, hogy melyik könyv az, amely éppen a legmegfelelőbb a céljaink és a tanítványaink számára.

Grant (1990) szerint egy nyelvkönyvnek három fontos feltételnek kell megfelelnie:

1. a diákok szükségleteinek, érdeklődésének és képességeinek meg kell felelnie,
2. a tanárhoz is illenie kell,
3. a hivatalos tanmenethez is illeszkednie kell.

Grant ezen kívül az alábbi szempontokat említi meg:

1. Kommunikatív módon tanít a könyv?
2. Illik a céljainkhoz?

3. Jól tanítható?
4. Van hozzá kiegészítő anyag (esetleg online vagy digitális formában)?
5. Megfelelő a szintje a diákok számára?
6. Milyen a benyomásunk a könyvvel kapcsolatban?
7. Érdekli majd a diákokat a könyv?
8. Kipróbálták már mások?

Williams (1983) azt írja, hogy nyelvtanítás szempontjából fontos, hogy egy nyelvkönyv biztosítson megfelelő és értelmes gyakorlási lehetőséget és számos technikát, hogy a diákok elsajátíthassák az éppen tanított szerkezetet. Különösen érdemes odafigyelni, hogy a nyelvkönyv mennyire hangsúlyozza a kommunikatív kompetencia fontosságát a nyelvtanítás során, mennyire ad megfelelő mintát a tanuláshoz, és milyen segítséget nyújt a gyakorláshoz (mennyire életszerűek és megoldhatók a feladatok).

Thornbury (1999) az E-faktor és az A-faktor figyelembevételét javasolja. Az E-faktor azt jelenti, hogy mennyire könnyű (easy) a tanár számára az adott anyag tanítása, hogy működik az osztályteremben, és mennyire hatékony. Az A-faktor azt jelenti, hogy mennyire helyénvaló a tananyag a tanulók korához, szintjéhez, a csoport méretéhez és az egyéb oktatási körülményekhez. Thornbury (1999) két fontos nyelvtanítási módszert említ meg. Az első a deduktív módszer, amely a nyelvtani szabály bemutatásával kezdődik, majd azt gyakoroltatja. Ezzel szemben az induktív módszer először példákat mutat be, és azokon keresztül próbálják a diákok a szabályt kitalálni.

Ez a 2×90 blokkból álló tananyag azt mutatja meg a hallgatóknak, hogy mely szempontokat érdemes figyelembe venni egy nyelvkönyv kiválasztásánál, jelen esetben különös hangsúlyt fektetve a nyelvtanra.

## Szakirodalom

Thornbury Scott (1999): How to teach grammar. Harlow: Longman.

Williams David (1983): Developing criteria for textbook evaluation. *ELT Journal* 37. 251–255.

## 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár kivetíti a főnevek című videó 2. diáját, amelyen a mondatok vannak felsorolva, és megkéri a hallgatókat, hogy oldják meg a feladatokat.  A 3. dia segítségével ellenőrzik a megoldásokat.	A hallgatók megoldják a feladatot.	bevezetés, témafelvetés, érzékenyítés	probléma bemutatása felfedezési technikával, kérdések generálása, majd megválaszolása	egyéni munka, majd pármunka	<a href="http://metodika.btk.elte.hu/file/fonevek.mp4">http://metodika.btk.elte.hu/file/fonevek.mp4</a> – 2. és 3. dia	
5 perc	A tanár lejátssza a videó magyarázatait	A hallgatók meghallgatják a nyelvtani magyarázatot, szükség szerint jegyzetelnek.	nyelvtani magyarázat	videó kivetítése	frontális	<a href="http://metodika.btk.elte.hu/file/fonevek.mp4">http://metodika.btk.elte.hu/file/fonevek.mp4</a>	
10 perc	A csoportban közösen megbeszélik, hogy volt-e a magyarázatok között újdonság, illetve nehézség	A hallgatók kérdéseket tehetnek fel.	nyelvtani ismétlés – névelők az angolban	megbeszélés	csoportmunka	<a href="http://metodika.btk.elte.hu/file/fonevek.mp4">http://metodika.btk.elte.hu/file/fonevek.mp4</a>	
15 perc	A tanár kiosztja a gyakorlófeladatot (1. melléklet).	A hallgatók egyéni munkában beírják a névelőket, majd pármunkába ellenőrzik a megoldásokat. Ha eltérést találnak a két megoldás között, akkor megpróbálják eldönteni, melyik megoldás a helyes.	főnevek helyes használatának gyakorlása	önellenőrzés, páros ellenőrzés	egyéni, majd pármunka	1. melléklet	
5 perc	A csoport közösen ellenőrzi a helyes megoldásokat	Ellenőrzik saját megoldásaikat.	főnevek helyes használatának gyakorlása	frontális munka	csoportmunka	2. melléklet – megoldás	A megoldásokat a párok is ellenőrizhetik maguknak, ez esetben minden párnak egy példányt kell másolni a megoldókulcsból.

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár megkérdezi a hallgatókat, hogy emlékeznek-e, hogy a különböző nyelvkönyvekben hogyan tanítják a főneveket.	A hallgatók megosztják a tapasztalataikat.	ráhangelődés	egyéni tapasztalatok megosztása	csoportmunka		
15 perc	A tanár kiosztja a két nyelvkönyv kivonatából készített pdf-oldalt (vagy esetleg kivetíti interaktív táblán), és megkéri a hallgatókat, hogy nézzék meg, hogy milyen témához kapcsolódik az adott nyelvtan és milyenek a feladatok és magyarázatok.	A hallgatók kis csoportokban megbeszélik a két nyelvkönyvből kivett nyelvtani részletet.	ismeretbővítés, a kiemelt készség és képesség fejlesztése	szemléltetés	kis létszámú csoportmunka	pdf fájlok a két nyelvkönyv egy-egy fejezetéből  (A 3. melléklet tartalmazza a két nyelvkönyvben található rész szövegét.)	Természetesen bármilyen más nyelvkönyv főneveket tárgyaló része nagyon jól alkalmazható ehhez a részhez, sőt minél több könyvet látnak a hallgatók, annál jobb. Nyilván akkor tovább tart a feladat, és a hallgatók akár körbe is járhatnak, és jegyzetelhetnek.
10 perc	A tanár megkérdezi a hallgatókat, hogy egy nyelvkönyv kiválasztásánál milyen szempontokat vennének figyelembe (gondoljanak vissza arra, hogy ők melyik nyelvkönyveket szerették akár és miért).	A hallgatók csoportonként összegyűjtenek legalább 5–10 szempontot.	ismeretbővítés	megbeszélés	kis létszámú csoportmunka		
10 perc	A tanár meghallgatja a diákok által összegyűjtött szempontokat, bevezeti a nyelvkönyvelemzés és -értékelés fogalmait, és kiegészíti a többi szemponttal.	A hallgatók figyelnek.	ismeretbővítés	tanári magyarázat	frontális	4. melléklet  (kivetítve vagy hand-out formájában)	



Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár kiadja házi feladatnak, hogy a hallgatók párban elemezzenek, és értékeljenek egy angol nyelvkönyvet, és töltsék ki a handouton található táblázatot.	A hallgatók elemeznek és értékelnek egy nyelvkönyvet.	házi feladat kijelölése	házi feladat	páros munka	4. melléklet alapján	Akár poszterprezentáció készíthető a táblázat alapján, úgy a következő órán a hallgatók körbejárhatnak, és megnézhetik egymás munkáját. Félidőben csere, és akkor a páros másik tagja nézelődik vagy beszél.

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc előadás-szerűként	A tanár felkéri a diákokat, hogy mutassák be az általuk választott tankönyvet (10 percen).  (A hallgatót megkéri, hogy írjanak le kérdéseket és megfigyeléseket az előadottakkal kapcsolatban.)	A diákok 10 percen ppt-diák (esetleg poszter) vagy a handout segítségével bemutatják az általuk választott tankönyvet.  (A többi diák visszajelzést ad.)	ismeretbővítés	hallgatói kiselőadás  (visszajelzés)	szóbeli csoportos munka, kooperatív tanulás  (írásbeli egyéni munka)	hallgatók ppt-diái/handoutjai/tankönyvei	
5-10 perc	A tanár felkéri a diákokat, hogy tegyenek fel kérdéseket az előadóknak a hallottakkal kapcsolatban, ő is kérdéseket tesz fel, esetleg saját élmények megosztására is sor kerülhet.	A diákok válaszolnak a kérdésekre.  (A többi diák kérdéseket tesz fel.)	megbeszélés	kérdések meghallgatása és válaszadás	frontális munka, csoportmunka		

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
		A következő csoport ugyanabban az időkeretben (10 perc előadás és 5-10 perc kérdések) a fentiek szerint jár el.	ismeretbővítés	hallgatói kis-előadás			
10 perc	A csoport összegzi a legfontosabb fogalmakat és a tankönyvekkel kapcsolatos tapasztalatokat.	Hallgatók és tanár összegeznek.	összegezés	kooperatív tanulás	csoportmunka		

### A melléklet tartalma:

1. melléklet: főnevek, gyakorlófeladatok
2. melléklet: főnevek, gyakorlófeladatok megoldása
3. melléklet: nyelvkönyvrészletek a nyelvtanítás szempontjából
4. melléklet: nyelvkönyvelemzési feladatlap
5. melléklet: a videóban szereplő nyelvtani magyarázatok kivonata

## 1. melléklet: főnevek – gyakorlófeladatok

### Nouns practice tasks

#### 1 Do you need an article (a/an) in these sentences?

- 1 She attended \_\_\_\_\_ good school and thus received \_\_\_\_\_ excellent education.
- 2 Do you think \_\_\_\_\_ education today is as important as it used to be?
- 3 I had \_\_\_\_\_ strange experience with my dog the other day. Can I tell you?
- 4 I have \_\_\_\_\_ experience in \_\_\_\_\_ teaching but I'm afraid it's not enough for this job.
- 5 Are they really planning to do \_\_\_\_\_ business in Africa?
- 6 Are they really planning to set up \_\_\_\_\_ business in Africa?
- 7 What can we do in such \_\_\_\_\_ terrible weather?
- 8 \_\_\_\_\_ youth has been charged with the murder of a security guard.

#### 2 Do you need the singular or plural form of these nouns in the following sentences?

- 1 We were about to write the test when the light\_\_\_ went out.
- 2 On which page can I find the content\_\_\_ of this book?
- 3 Does she really go running in all weather\_\_\_?
- 4 France produces the most famous wine\_\_\_ in the world.
- 5 A couple of local youth\_\_\_ have attacked an old lady.

- 6 All her clothe \_\_\_ and belonging \_\_\_ were destroyed in the fire.
- 7 Scientists are doing more research \_\_\_ on the effect of vegetable \_\_\_ and fruit \_\_\_.
- 8 We always give the proceed \_\_\_ to charity.
- 9 Have they collected fund \_\_\_ to buy the new equipment \_\_\_?
- 10 Thank \_\_\_ for the greeting \_\_\_.

### 3 Translate these sentences into English.

1. Olcsó szállásra van szükségünk a városközpontban.
2. A rendőrségnek joga van átkutatni az emberek otthonát.
3. Egyre több reklám van a tévében.
4. Ne állj meg, amíg el nem érsz egy kereszteződéshez.
5. Szükségem van egy ollóra.
6. A személyzetből két embert gyanúsítanak a lopással.
7. A politika olyasvalami, ami mindig is érdekelte.
8. Olyan nagy volt a kár, hogy az iskola nem volt hajlandó kártérítést fizetni.
9. Ez a fajta rózsza nagyon ritka.
10. Az áru még nem érkezett meg.
11. Adnál nekem egy papírt?
12. Nincs nagy különbség ezek között a házak között.
13. Kár, hogy a magyarok nem csinálnak egy új tévésorozatot.

## 2. melléklet: főnevek, gyakorlófeladatok megoldása

### Nouns practice tasks key

#### 1 Do you need an article (*a/an*) in these sentences?

- 1 She attended *a* good school and thus received *an* excellent education.
- 2 Do you think – education today is as important as it used to be?
- 3 I had *a* strange experience with my dog the other day. Can I tell you?
- 4 I have – experience in – teaching but I'm afraid it's not enough for this job.
- 5 Are they really planning to do *a* business in Africa?
- 6 Are they really planning to set up – business in Africa?
- 7 What can we do in such – terrible weather?
- 8 *A* youth has been charged with the murder of a security guard.

#### 2 Do you need the singular or plural form of these nouns in the following sentences?

- 1 We were about to write the test when the lights went out.
- 2 On which page can I find the contents of this book?
- 3 Does she really go running in all weathers?
- 4 France produces the most famous wines in the world.
- 5 A couple of local youths have attacked an old lady.
- 6 All her clothes and belongings were destroyed in the fire.

- 7 Scientists are doing more research– on the effect of vegetables and fruit–.
- 8 We always give the proceeds to charity.
- 9 Have they collected funds to buy the new equipment–?
- 10 Thanks for the greetings.

## 3

- 1 We need (some) cheap accommodation in the city centre.
- 2 The police have the right to search people’s homes.
- 3 There are more and more advertisements on TV./ There is more and more publicity on TV.
- 4 Don’t stop until you reach a crossroads.
- 5 I need a pair of scissors.
- 6 Two of the crew/staff are suspected of the theft.
- 7 Politics is something that has always interested him.
- 8 The damage was so big that the school wasn’t willing to pay damages.
- 9 This species of rose is very rare.
- 10 The goods haven’t arrived yet.
- 11 Would you give me a piece of paper?
- 12 There isn’t much difference between these houses.
- 13 It’s a pity that (the) Hungarians don’t make/produce a new TV series.

### 3. melléklet: nyelvkönyvrészletek a nyelvtanítás szempontjából

#### 1 Finals Light

Csiky, Anna–Prievara, Tibor (2008): Finals Light: Nyelvkönyv a középszintű angol érettségihez. Budapest. Karinthy Frigyes Gimnázium Kiadó.

Finals Light 27. oldal kivonata – Prievara Tibor engedélyével

#### 1 Intro

How clean is your room right now?

- How neat is it usually?
- Do your parents care about it?

**2 You are going to read about how to keep a teenager’s room clean. Fill in the gaps using the suitable article (*a, an, the, –*). There is one example (0) at the beginning. Sometimes there are two options.**

It’s (0) a fact. Teenagers are messy and (1) \_\_\_\_\_ parents are never satisfied with their kid’s room. What can be done to make a teenager’s room neat? Here is some information and useful advice for everyone:

- 1 Have a bedspread on (2) \_\_\_\_\_ bed.
- 2 Make sure the bedsheets are changed twice (3) \_\_\_\_\_ month.
- 3 Put a laundry basket in (4) \_\_\_\_\_ room or closet where the dirty clothes should be kept.
- 4 (5) \_\_\_\_\_ clothes should be put back in the closet at (6) \_\_\_\_\_ end of the day.

- 5 If (7) \_\_\_\_\_ dishes are allowed in (8) \_\_\_\_\_ bedroom, they must be brought back to (9) \_\_\_\_\_ kitchen next morning.
- 6 (10) \_\_\_\_\_ cleaning a room is important once a week but you don't need the place looking like (11) \_\_\_\_\_ hotel room.
- 7 Emptying (12) \_\_\_\_\_ wastebasket when it's full is also a must and remember that no food should be thrown in there.
- 8 Even though it's not really (13) \_\_\_\_\_ fun, the furniture also needs to be dusted once in a while.
- 9 Nothing should be left on (14) \_\_\_\_\_ floor for the night.
- 10 Don't leave pieces of paper lying around, find a place for everything and keep school stuff in folders.

### 3 Work in pairs and discuss which of the ideas you

- already follow
- you like but haven't tried
- don't think important

### 4 Fill in the gaps with the suitable word.

- 1 I eat a \_\_\_\_\_ of bread and drink a \_\_\_\_\_ of coffee every morning.
- 2 Let me give you a \_\_\_\_\_ of advice.
- 3 Can I have a \_\_\_\_\_ of water?
- 4 You need half a \_\_\_\_\_ of sugar for this cake.

### 5 Fill in the gaps with a suitable article (*a, an, –*).

- 1 I've bought \_\_\_\_\_ green sofa so I have \_\_\_\_\_ new furniture in my room.
- 2 I have \_\_\_\_\_ work to do, it's \_\_\_\_\_ difficult job.
- 3 We are looking for \_\_\_\_\_ cheap accommodation for the summer holiday, it would be nice to find \_\_\_\_\_ friendly apartment in Italy.
- 4 "Can you give me \_\_\_\_\_ information about you town?" "I have \_\_\_\_\_ idea, let me show you around."
- 5 Can I take \_\_\_\_\_ small suitcase on a plane as \_\_\_\_\_ hand luggage?  
*Which of these nouns are uncountable?*

### Key:

2

1 –, 2 the, 3 a, 4 the, 5 –/The, 6 the, 7 –, 8 a/the, 9 the, 10 –, 11 a, 12 a/the, 13 –, 14 the

4

1 slice/loaf ☺, 2 piece, 3 glass/bottle, 4 kilo

5

1 a, –, 2 –, a, 3 –, a, 4 –, an, 5 a, –

Uncountable nouns: furniture, work, accommodation, information, luggage

## 2 Finals

Dóczi, Brigitta–Prievara, Tibor–Sándor, Dávid–Sándor Éva (2004). *The Finals: Nyelvkönyv az emelt szintű angol érettségihez*. Budapest. Karinthy Frigyes Gimnázium Kiadó.

Finals – 55–57. oldalak kivonata – a szerzők engedélyével

The More, the Grammar – Nouns

**Mini-test – Correct the mistakes in the sentences below. The first has been done for you.**

- 0 The United States support peacekeepers all over the world.  
The United States supports peacekeepers all over the world.
- 1 ‘When I need an advice, I can always turn to my mother.  
\_\_\_\_\_
- 2 There’s too many coffee in this cup.  
\_\_\_\_\_
- 3 I would like to go to a camping next summer.  
\_\_\_\_\_
- 4 The good news are that we can go to Portugal this summer.  
\_\_\_\_\_
- 5 He gave me an important information about the article.  
\_\_\_\_\_
- 6 Could you give me two milks please?  
\_\_\_\_\_
- 7 The Alps is covered with snow.  
\_\_\_\_\_
- 8 The tie was a nice present for president Clinton.  
\_\_\_\_\_

## Grammar Corner

### 1 Proper nouns

- a. Something or somebody who is unique, spelt with a capital letter followed by a singular or a plural verb depending on whether they refer to one thing or more.  
Yesterday **President Bush was** interview on television.  
**The Alps are** invaded by skiers in winter.
- b. Countries and cities with a plural ending take a singular verb.  
The United **States is** ....., **Brussels is** .....
- c. Nationalities are always followed by a plural verb.  
**The Spanish love** music.

### 2 Common nouns

#### a. Countable nouns

usually concrete; persons, objects, animals, groups, units of measurements, etc. They can take *a/an*:

**a book, a tiger**, etc.

have a plural form and answer the question ‘how many?’: **books, tigers**, etc.

they can be used with numbers: **five books, two tigers**

**b. Uncountable nouns**

abstract nouns, collective words, materials, activities, weather words, illnesses, languages:

**love, jewellery, water, skiing, sunshine, flu, English**

They cannot take the indefinite articles *a/an*, have no plural forms and they answer the question ‘how much?’. No numbers can be in front of them:

We didn’t have **much fun**. (NOT We had a great fun.)

Note: Words that are seemingly countable, but are actually uncountable: **accommodation, advice, equipment, fun, help, information, money, news, permission, traffic, weather, work**

**Practice**

**1 Choose the most appropriate answer from the options (a-c) for each gap in the text. There is one example (0) at the beginning.**

Most people acquire dogs impulsively and for dubious reasons: as \_\_\_\_\_ (0) for the kids, or because they saw one in a movie. Maybe they bought \_\_\_\_\_ (1) and they think the dog will match it or because they moved to the suburbs and see a dog as \_\_\_\_\_ (2) of the package.

We should gather \_\_\_\_\_ (3) before getting one; otherwise, dogs can suffer when their true hungry and messy natures are revealed. They get yelled at, hidden away in basements and back yards, or dumped at shelters, and this can cause \_\_\_\_\_ (4) for both species.

Buying a purebred is about as wrong as having a baby, when millions of poor children suffer. Getting the right dog involves not only moral but practical considerations. Acquiring \_\_\_\_\_ (5) can be incredibly rewarding, but when you adopt one, you may also acquire behavioural issues caused by \_\_\_\_\_ (6) so you may need to be prepared for even \_\_\_\_\_ (7) than usual.

Getting a dog can be best done by turning to a breeder who has \_\_\_\_\_ (8). Whoever provides the dog should be sceptical. A good breeder or experienced rescue agency wants you to prove that you’ll be \_\_\_\_\_ (9). The interrogation and screening can be annoying, but it’s also \_\_\_\_\_ (10) that you’re on the right track. A breeder ought to know if you work \_\_\_\_\_ (11) away from home, have \_\_\_\_\_ (12), have kids or other animals, or if you have \_\_\_\_\_ (13) to parks.

Buying a dog for a child is a mistake because \_\_\_\_\_ (14) that kids have short attention spans. They’ll coo over the puppy, but in \_\_\_\_\_ (15) it will be a dog. And who will be walking it at 6 a.m. \_\_\_\_\_ (16)? Don’t surprise your kids with a puppy—they really might prefer a new computer.

- |                                |                                  |                                  |
|--------------------------------|----------------------------------|----------------------------------|
| 0 a. Christmas gift            | b. <u>a Christmas gift</u>       | c. the Christmas gift            |
| 1 a. new living-room furniture | b. a new living-room furniture   | c. new living-room furnitures    |
| 2 a. a part                    | b. the part                      | c. part                          |
| 3 a. informations              | b. several piece of informations | c. several pieces of information |
| 4 a. trouble                   | b. a trouble                     | c. many troubles                 |
| 5 a. a rescue or shelter dogs  | b. a rescue or shelter dog       | c. rescue or shelter dog         |
| 6 a. previous mistreatments    | b. a previous mistreatment       | c. previous mistreatment         |
| 7 a. longer trainings          | b. longer training               | c. a longer training             |
| 8 a. experience                | b. experiences                   | c. an experience                 |
| 9 a. the capable caretaker     | b. a capable caretaker           | c. capable caretaker             |

- |                         |                         |                        |
|-------------------------|-------------------------|------------------------|
| 10 a. sign              | b. a sign               | c. signs               |
| 11 a. long hours        | b. a long hour          | c. long hour           |
| 12 a. fenced yard       | b. fenced yards         | c. a fenced yard       |
| 13 a. accesses          | b. an access            | c. access              |
| 14 a. there is evidence | b. there is an evidence | c. there are evidences |
| 15 a. in few months     | b. in a few month's     | c. in a few months     |
| 16 a. on winter morning | b. in a winter          | c. on a winter morning |

**2 First, try to fill in the gaps with a suitable word, then listen to the song and see how many of your guesses were right.**

How much do you care?

Let me give you some \_\_\_\_\_ (1) for the future

Have as \_\_\_\_\_ (2) fun as you can, oh yeah

But stop for a minute and think.

How much do you care

For yourself, the \_\_\_\_\_ (3), and the \_\_\_\_\_ (4)?

How many things do you do

A day to save the world?

Mr. President, stop the war against \_\_\_\_\_ (5), our environment;

Trees keep falling like the snow in winter.

Let the \_\_\_\_\_ (6) warm you, but be careful.

How much do you care

For the birds, for love, and the weather?

How many things do you do

A day to save the world?

We've got \_\_\_\_\_ (7), we've got \_\_\_\_\_ (8) and the air is just awful

a little \_\_\_\_\_ (9) and \_\_\_\_\_ (10) should help us sober up

So stop for a while and think:

How much do you care

For yourself, the \_\_\_\_\_ (11), or the \_\_\_\_\_ (12)?

How many things do you do

A day to save the world?

So listen to what is extinct:

the \_\_\_\_\_ (13), trust, the moa, respect, twenty \_\_\_\_\_ (14), and love.

The quagga, wisdom, the auroch, patience, ten nations, and the \_\_\_\_\_ (15).

So stop and think just for a moment.

How much do you care

For the sea, the sand, and the atmosphere?

How many things do you do

A day to save the world?

So stop!



**Key****The more, the grammar (pp. 55–57)****Mini-test**

- 1 When I need advice...
- 2 There's too much coffee...
- 3 I would like to go camping .../I would like to go to a camp...
- 4 The good news is...
- 5 He gave me important information...
- 6 Could you give me two bottles of milk, please?
- 7 The Alps are covered with snow.
- 8 The tie was a nice present for President Clinton.

**Practice****1**

0 b., 1 a., 2 c., 3 c., 4 a., 5 b., 6 c., 7 b., 8 a., 9 b., 10 b., 11 a., 12 c., 13 c., 14 a., 15 c., 16 c.

**2**

Students should understand that they are *not* expected to make correct guesses. But they should try at least before they listen to the song. Any word that is grammatically correct in the gap or which makes sense is a good guess. Students sometimes write funny things, which can also be appreciated.

1 advice, 2 much, 3 Earth, 4 Universe, 5 nature, 6 sunshine, 7 waste, 8 dirt, 9 anger, 10 knowledge, 11 French, 12 Mexicans

**4. melléklet****Evaluating a coursebook**

Choosing a coursebook is not the easiest of tasks given the wide range of possible choices available to us. On the other hand, we sometimes don't get to choose for ourselves because we're told which coursebook to use by someone else. Nevertheless, in whichever situation we may find ourselves, it helps if we can evaluate the coursebook we are using.

Naturally, there's no such thing as the perfect coursebook, but there will be one which best meets our needs as teachers as well as those of our pupils. According to Grant (1990) such a book should meet the following three conditions:

- 1 It should suit the needs, interests and abilities of your students.
- 2 It should suit *you*. (The best book in the world won't work in your classroom if you have good reason for disliking it.)
- 3 The textbook must meet the needs of official public teaching syllabuses or examinations. (p. 118)

Moreover, as classroom teachers we should be able to make our own evaluation of a coursebook, for which **CATALYST** serves as a useful mnemonic. We should ask:

Is the coursebook	<b>Communicative?</b>
Does it match our	<b>Aims?</b>
Is the course	<b>Teachable?</b>
What are the	<b>Available add-ons?</b>
Is it at the right	<b>Level</b> for your pupils?
What are	<b>Your impressions</b> overall of the course?
Will the book arouse	<b>Student interest?</b>
Has the course been	<b>Tried and tested</b> in real classrooms? Where? By whom? What were the results? (pp. 119–120)

According to Williams (1983), when it comes to grammar, a coursebook should be able to ‘offer meaningful situations and a variety of techniques for teaching structural units (GRAMMAR)’ (p. 253 capitals in the original). Specifically, we should check whether the coursebook:

- 1 stresses communicative competence in teaching structural items;
- 2 provides adequate models featuring the structures to be taught;
- 3 shows clearly the kinds of responses required in drills (e.g. substitution);
- 4 selects structures with regard to the differences between L1 and L2 cultures. (p. 255)

More recently, Thornbury (1999) advocates consideration of the E-Factor and the A-Factor. The E-Factor concerns how easy the material is for the teacher to teach and how well it works in the classroom, that is how effective it is. The A-Factor looks at how Appropriate the material is in terms of such areas as the pupils’ age, language level, educational context and group size. Thornbury also refers to two approaches to grammar teaching:

Deductive which ‘starts with the presentation of a rule and is followed by examples in which the rule is applied’ (p.29) and

- Inductive ‘which starts with some examples from which a rule is inferred’ (p. 29)

Our task is to use the template below to evaluate how a coursebook that we are using or with which we are familiar teaches grammar.

Coursebook Evaluation (based on Sheldon 1988)

Title:	
Author(s):	Publisher:
ISBN:	Price:
Level of target learner:	No. of Hours:
No. of Pages:	No. of Units/Sections/Lessons:
Colour/Black and White: YES/NO	Photographs/Line Drawings: YES/NO
Map of Book/Contents Page: YES/NO	Index: YES/NO
Vocabulary List(s): YES/NO	Grammar Reference: YES/NO
Tapescripts: YES/NO	Answer Key: YES/NO
Target Teachers:	
Is the approach to grammar COMMUNICATIVE? YES/NO Please give your reasons	
Is the approach to DEDUCTIVE, INDUCTIVE or MIXED? Please give your reasons	
Which target structures are covered? Why these structures?	
In what sequence are the target structures presented? Why in this sequence?	
How appropriate to your pupils is the overall presentation of the grammar? Please give your reasons	
What kind of extra support does the coursebook have? (website, CD-ROM, other)	
Would you recommend this coursebook to other teachers and why?	

**References:**

- Grant, Neville (1990): Making the most of your textbook. London. Longman.
- Mukundan, Jayakaran–Hajimohammadi, Reza–Nimehchisalem, Vahid (2011): Developing An English Language Textbook Evaluation Checklist. Contemporary Issues In Education Research, 4(6): 21–28.
- Sheldon, Leslie E. (1988): Evaluating ELT textbooks and materials. ELT Journal 42: 237–246.
- Thornbury, Scott (1999): How to teach grammar. Harlow: Longman.
- Williams, David (1983): Developing criteria for textbook evaluation. ELT Journal 37: 251–255.

**5. melléklet: a videóban szereplő nyelvtani magyarázatok kivonata****Quiz – What is missing?**

- 1 Do you think that a professional sportsperson has \_\_\_\_\_ unhappy childhood?
- 2 Do you have \_\_\_\_\_ funny experience to share from summer?
- 3 Is patience one of your strength \_\_\_\_\_?
- 4 What would you like to have \_\_\_\_\_ deep understanding of?
- 5 Do you believe that the news that \_\_\_\_\_ presented cover\_\_ the most important issues?
- 6 In your opinion \_\_\_\_\_ the police have too much/little power?

**Which option is better?**

- 7 The range of treatments available *has/have* expanded beyond imagination.
- 8 The demand for the most common cosmetic surgery procedures *has/have* increased by more than 400 per cent.
- 9 The number of couples contacting special institutes and clinics for information *has/have* jumped 50 percent in the last two years.
- 10 15 percent of the couples *is/are* concerned about health issues, while the rest *use/uses* it for picking a child's sex based on personal preference.

**Key**

- 1 Do you think that a professional sportsperson has *an* unhappy childhood?
- 2 Do you have *a* funny experience to share from summer?
- 3 Is patience one of your strengths?
- 4 What would you like to have *a* deep understanding of?
- 5 Do you believe that the news that *is* presented covers the most important issues?
- 6 In your opinion *do* the police have too much/little power?
- 7 The range of treatments available *has* expanded beyond imagination.
- 8 The demand for the most common cosmetic surgery procedures *has* increased by more than 400 per cent.
- 9 The number of couples contacting special institutes and clinics for information *has* jumped 50 percent in the last two years.
- 10 15 percent of the couples *are* concerned about health issues, while the rest *use/(uses)* it for picking a child's sex based on personal preference.

First of all, nouns can be divided into two groups: *proper nouns* and *common nouns*.

### 1 Typical proper nouns

- Personal names and titles, forms of address: *Charles Dickens, Bill Gates, President Obama, Dad, Uncle Tom*;
- Countries, nationalities and adjectives made from names of cities: *Britain, British, Romans, Parisians*;
- Geographical names and place names: *America, New York, Fifth Avenue, Time Square*;
- Days, months, holidays: *Sunday, January, Christmas, Easter*.  
Note: Seasons can be spelt both ways: *spring* or *Spring*.

### 2 Singular or plural verb?

- Proper nouns can be followed by a singular or plural verb, depending on whether they refer to one thing or more.

**Robinson Crusoe** was based on the adventures of a real man.

**The Alps** are covered with snow.

- Proper nouns cont.

Some cities and countries ending in *-s* and other proper nouns with a plural ending (e.g. titles) take a singular verb when they are units.

**The United Nations** has made a decision to save the people of Kosovo, which **the United States** supports.

**Algiers/Athens/Brussels/Marseilles/Naples** is a beautiful city.

**Wales** is a country that dates back to ancient history.

**Wuthering Heights** is one of my favourite novels, but I think **War and Peace** is a bit too long.

### 3 Nationalities

Nationalities are always followed by a plural verb. Normally the adjective is made into a plural noun, but the adjectives ending in *-sh*, *-ch*, *-ss* and *-ese* don't change

**The Iraqis** are constantly fighting against **the Iranians**.

**The Spanish** love dancing flamenco, don't they?

Note: Some nationalities ending in *-sh* have a different form for the whole nation: *The Danes, The Finns, The Poles, The Swedes, The Turks*.

### 4 Uncountable nouns

- abstract nouns**: *anger, applause, behaviour, chaos, courage, fun, happiness, health, knowledge, luck, nonsense, safety, violence, wealth* etc.
- activities**: *camping, cooking, dancing, shopping, training, writing (ending in -ing)* etc.
- weather words**: *lightning, rain, snow, sunshine, thunder, weather, wind* etc.
- liquids, powders and gases**: *air, dirt, mud, sand, smoke, water* etc.
- food and drink** words: *food, fruit, milk, pasta, rice* etc.
- languages**: *English, French* etc.
- materials**: *gold, oil, plastic, silver, wood* etc.

- h. **illnesses:** *flu, measles* (despite the plural ending) *backache, earache, toothache* (the exceptions are: *a cold, a headache, a sore throat*)
- i. **collective words:** *cutlery, cookery, jewellery, machinery, vocabulary* (nouns ending in *-ery, -ary*), *baggage, luggage, damage, garbage* (nouns ending in *-age*) etc.
- j. **extra** (seemingly countable, but NOT): *accommodation, advice, assistance, cash, equipment, evidence, help, information, money, music, news, permission, progress, research, traffic, transport, travel, stuff, work* etc.

### 5 Uncountable nouns with a countable form

- a. Some uncountable abstract nouns may have a countable form when they are preceded by an adjective. Some examples are *education, help, knowledge, sleep, understanding*.

To be a secretary one needs **a** thorough **knowledge** of at least two languages.

His parents wanted to provide him with **a good education**.

You've been **a great help**, thanks.

She really has **a deep understanding** of Blake's poetry, doesn't she?

- b. In some cases there is a countable noun (sometimes with a slightly different meaning) which can be used instead of an uncountable one:

Uncountable	Countable	Uncountable	Countable
<i>bread</i>	<i>a loaf</i>	<i>luggage, baggage</i>	<i>a suitcase, a bag</i>
<i>laughter</i>	<i>a laugh</i>	<i>permission</i>	<i>a permit</i>
<i>poetry</i>	<i>a poem</i>	<i>money, cash</i>	<i>a coin, a note</i>
<i>publicity</i>	<i>an advertisement</i>	<i>work</i>	<i>a job</i>

### 6 Countable nouns with different singular and plural meanings

Some countable nouns have different meanings in the singular and plural.

#### Singular

They bought cheese with **a** lower **fatcontent**.

It was **a** **custom** among Victorian ladies to wear a corset.

He broke **a** **glass** at the party.)

Have **a** **look** at the back of this book.

They lived on **a** very modest **scale**.

The sunset was **a** marvellous **spectacle**.

This is **a** **step** in the right direction.

#### Plural

You can find the list of **contents** on the fifth page.

The **customs** officer madame open my bag.

He bought a pair of dark **glasses**.

Daryl Hannah is unhappy with her **looks**.

The trouble with **bathroom scales** is that they lie.

I was watching him from behind thick **spectacles**.

She sat down on the **steps** and waited.

### 7 Nouns with a plural form and a singular verb

- a. Some nouns have only a plural form with *-s* but take a singular verb and no numbers. Examples are: *news*

**Games:** *billiards, darts, dominoes* etc.

**Illnesses:** *measles, mumps* etc.

**Sports activities:** *aerobics, athletics, gymnastics* etc.

**Subjects:** *economics, mathematics, physics, politics, statistics* etc.

The **news** was broken to Caroline's parents over their car phone.

**Gymnastics** has to be started at the age of four.

b. Nouns with only a plural form

Some nouns have only a plural form with *-s* and take a plural verb. The most common of these are: *arms, belongings, clothes, congratulations, earnings, goods (árucikkek), greetings, groceries, manners, outskirts, premises, remains, suburbs, surroundings, stairs, thanks, troops* etc.

Many **thanks** for buying the **groceries** with me.

All her **clothes** and **belongings** were damaged in the fire.

Do you like climbing **stairs**?

## 8 Collective nouns with a singular or plural verb

Some collective nouns, such as *army, audience, class, committee, company, congregation, council, crew, crowd, family, gang, government, group, jury, mob, staff, team* might be used with singular or plural verbs.

- a. When we think of them as a group, they are usually followed by a singular verb. (In this case the noun can be replaced by *'it'* and followed by the relative pronouns *that/which*.)

**The crowd was** behaving like animals. The police simply couldn't control **it**.

**The company has** launched a new product.

- b. When we think of the members in a more personal way, then these collective nouns can be followed by a plural verb.

**The jury were** unable to come to an agreement about the case.

**The congregation have** bought a birthday present for the priest and **they** are going to give it to him after mass.

- c. Naturally, if we put a number or percentage before the noun, we must use a plural verb. **Two of the family were** injured in the bus accident. **15% of the group agree** with the decision.



## Nouns practice tasks

### 1 Do you need an article (a/an) in these sentences?

- 1 She attended \_\_\_\_\_ good school and thus received \_\_\_\_\_ excellent education.
- 2 Do you think \_\_\_\_\_ education today is as important as it used to be?
- 3 I had \_\_\_\_\_ strange experience with my dog the other day. Can I tell you?
- 4 I have \_\_\_\_\_ experience in \_\_\_\_\_ teaching but I'm afraid it's not enough for this job.
- 5 Are they really planning to do \_\_\_\_\_ business in Africa?
- 6 Are they really planning to set up \_\_\_\_\_ business in Africa?
- 7 What can we do in such \_\_\_\_\_ terrible weather?
- 8 \_\_\_\_\_ youth has been charged with the murder of a security guard.

### 2 Do you need the singular or plural form of these nouns in the following sentences?

- 1 We were about to write the test when the light\_\_\_ went out.
- 2 On which page can I find the content\_\_\_ of this book?
- 3 Does she really go running in all weather\_\_\_?
- 4 France produces the most famous wine\_\_\_ in the world.
- 5 A couple of local youth\_\_\_ have attacked an old lady.
- 6 All her clothe\_\_\_ and belonging\_\_\_ were destroyed in the fire.
- 7 Scientists are doing more research\_\_\_ on the effect of vegetable\_\_\_ and fruit\_\_\_.
- 8 We always give the proceed\_\_\_ to charity.
- 9 Have they collected fund\_\_\_ to buy the new equipment\_\_\_?
- 10 Thank\_\_\_ for the greeting\_\_\_.

### 3 Translate these sentences into English.

- 1 Olcsó szállásra van szükségünk a városközpontban.
- 2 A rendőrségnek joga van átkutatni az emberek otthonát.
- 3 Egyre több reklám van a tévében.
- 4 Ne állj meg, amíg el nem érsz egy kereszteződéshez.
- 5 Szükségem van egy ollóra.
- 6 A személyzetből két embert gyanúsítanak a lopással.
- 7 A politika olyasvalami, ami mindig is érdekelte.
- 8 Olyan nagy volt a kár, hogy az iskola nem volt hajlandó kártérítést fizetni.
- 9 Ez a fajta rózsza nagyon ritka.
- 10 Az áru még nem érkezett meg.
- 11 Adnál nekem egy papírt?
- 12 Nincs nagy különbség ezek között a házak között.
- 13 Kár, hogy a magyarok nem csinálnak egy új tévésorozatot.



## Task sheet



## Nouns practice tasks key

**1 Do you need an article (a/an) in these sentences?**

- 1 She attended *a* good school and thus received *an* excellent education.
- 2 Do you think – education today is as important as it used to be?
- 3 I had *a* strange experience with my dog the other day. Can I tell you?
- 4 I have – experience in – teaching but I'm afraid it's not enough for this job.
- 5 Are they really planning to do *a* business in Africa?
- 6 Are they really planning to set up – business in Africa?
- 7 What can we do in such – terrible weather?
- 8 *A* youth has been charged with the murder of a security guard.

**2 Do you need the singular or plural form of these nouns in the following sentences?**

- 1 We were about to write the test when the lights went out.
- 2 On which page can I find the contents of this book?
- 3 Does she really go running in all weathers?
- 4 France produces the most famous wines in the world.
- 5 A couple of local youths have attacked an old lady.
- 6 All her clothes and belongings were destroyed in the fire.
- 7 Scientists are doing more research– on the effect of vegetables and fruit–.
- 8 We always give the proceeds to charity.
- 9 Have they collected funds to buy the new equipment–?
- 10 Thanks for the greetings.

**3 Translate these sentences into English.**

- 1 We need (some) cheap accommodation in the city centre.
- 2 The police have the right to search people's homes.
- 3 There are more and more advertisements on TV. / There is more and more publicity on TV.
- 4 Don't stop until you reach a crossroads.
- 5 I need a pair of scissors.
- 6 Two of the crew/staff are suspected of the theft.
- 7 Politics is something that has always interested him.
- 8 The damage was so big that the school wasn't willing to pay damages.
- 9 This species of rose is very rare.
- 10 The goods haven't arrived yet.
- 11 Would you give me a piece of paper?
- 12 There isn't much difference between these houses.
- 13 It's a pity that (the) Hungarians don't make/produce a new TV series.



## Extracts from Finals (pp. 55–57)

Dóczi, Brigitta–Prievara, Tibor–Sándor, Dániel–Sándor Éva (2004). The Finals: Nyelvkönyv az emelt szintű angol érettségihez. Budapest: Karinthy Frigyes Gimnázium Kiadó.

### The more, the grammar – nouns

**Mini-test – Correct the mistakes in the sentences below. The first has been done for you.**

- 0 The United States support peacekeepers all over the world.  
The United States supports peacekeepers all over the world.
- 1 ‘When I need an advice, I can always turn to my mother.  
\_\_\_\_\_
- 2 There’s too many coffee in this cup.  
\_\_\_\_\_
- 3 I would like to go to a camping next summer.  
\_\_\_\_\_
- 4 The good news are that we can go to Portugal this summer.  
\_\_\_\_\_
- 5 He gave me an important information about the article.  
\_\_\_\_\_
- 6 Could you give me two milks please?  
\_\_\_\_\_
- 7 The Alps is covered with snow.  
\_\_\_\_\_
- 8 The tie was a nice present for president Clinton.  
\_\_\_\_\_

### Grammar Corner

#### 1 Proper nouns

- a. Something or somebody who is unique, spelt with a capital letter followed by a singular or a plural verb depending on whether they refer to one thing or more.  
Yesterday **President Bush was** interview on television.  
**The Alps are** invaded by skiers in winter.
- b. Countries and cities with a plural ending take a singular verb.  
The United **States is** ....., **Brussels is** .....
- c. Nationalities are always followed by a plural verb.  
**The Spanish love** music.

#### 2 Common nouns

- a. Countable nouns  
usually concrete; persons, objects, animals, groups, units of measurements, etc. They can take *a/an*:

Task sheet



**a book, a tiger**, etc.

have a plural form and answer the question ‘how many?’: **books, tigers**, etc.

they can be used with numbers: **five books, two tigers**

b. Uncountable nouns

abstract nouns, collective words, materials, activities, weather words, illnesses, languages:

**love, jewellery, water, skiing, sunshine, flu, English**

They cannot take the indefinite articles *a/an*, have no plural forms and they answer the question ‘how much?’. No numbers can be in front of them:

We didn’t have **much fun**. (NOT We had a great fun.)

Note: Words that are seemingly countable, but are actually uncountable: **accommodation, advice, equipment, fun, help, information, money, news, permission, traffic, weather, work**

Practice

**1 Choose the most appropriate answer from the options (a-c) for each gap in the text. There is one example (0) at the beginning.**

Most people acquire dogs impulsively and for dubious reasons: as \_\_\_\_\_ (0) for the kids, or because they saw one in a movie. Maybe they bought \_\_\_\_\_ (1) and they think the dog will match it or because they moved to the suburbs and see a dog as \_\_\_\_\_ (2) of the package.

We should gather \_\_\_\_\_ (3) before getting one; otherwise, dogs can suffer when their true hungry and messy natures are revealed. They get yelled at, hidden away in basements and back yards, or dumped at shelters, and this can cause \_\_\_\_\_ (4) for both species.

Buying a purebred is about as wrong as having a baby when millions of poor children suffer. Getting the right dog involves not only moral but practical considerations. Acquiring \_\_\_\_\_ (5) can be incredibly rewarding, but when you adopt one, you may also acquire behavioural issues caused by \_\_\_\_\_ (6) so you may need to be prepared for even \_\_\_\_\_ (7) than usual.

Getting a dog can be best done by turning to a breeder who has \_\_\_\_\_ (8). Whoever provides the dog should be sceptical. A good breeder or experienced rescue agency wants you to prove that you’ll be \_\_\_\_\_ (9). The interrogation and screening can be annoying, but it’s also \_\_\_\_\_ (10) that you’re on the right track. A breeder ought to know if you work \_\_\_\_\_ (11) away from home, have \_\_\_\_\_ (12), have kids or other animals, or if you have \_\_\_\_\_ (13) to parks.

Buying a dog for a child is a mistake because \_\_\_\_\_ (14) that kids have short attention spans. They’ll coo over the puppy, but in \_\_\_\_\_ (15) it will be a dog. And who will be walking it at 6 a.m. \_\_\_\_\_ (16)? Don’t surprise your kids with a puppy—they really might prefer a new computer.

0 a. Christmas gift

b. a Christmas gift

c. the Christmas gift

1 a. new living-room furniture

b. a new living-room furniture

c. new living-room furnitures

2 a. a part

b. the part

c. part

3 a. informations

b. several piece of informations

c. several pieces of information

4 a. trouble

b. a trouble

c. many troubles

5 a. a rescue or shelter dogs

b. a rescue or shelter dog

c. rescue or shelter dog

6 a. previous mistreatments

b. a previous mistreatment

c. previous mistreatment

## Task sheet



- |                            |                         |                        |
|----------------------------|-------------------------|------------------------|
| 7 a. longer trainings      | b. longer training      | c. a longer training   |
| 8 a. experience            | b. experiences          | c. an experience       |
| 9 a. the capable caretaker | b. a capable caretaker  | c. capable caretaker   |
| 10 a. sign                 | b. a sign               | c. signs               |
| 11 a. long hours           | b. a long hour          | c. long hour           |
| 12 a. fenced yard          | b. fenced yards         | c. a fenced yard       |
| 13 a. accesses             | b. an access            | c. access              |
| 14 a. there is evidence    | b. there is an evidence | c. there are evidences |
| 15 a. in few months        | b. in a few month's     | c. in a few months     |
| 16 a. on winter morning    | b. in a winter          | c. on a winter morning |

**2 First, try to fill in the gaps with a suitable word, then listen to the song and see how many of your guesses were right.**

How much do you care?

Let me give you some \_\_\_\_\_ (1) for the future

Have as \_\_\_\_\_ (2) fun as you can, oh yeah

But stop for a minute and think.

How much do you care

For yourself, the \_\_\_\_\_ (3), and the \_\_\_\_\_ (4)?

How many things do you do

A day to save the world?

Mr. President, stop the war against \_\_\_\_\_ (5), our environment;

Trees keep falling like the snow in winter.

Let the \_\_\_\_\_ (6) warm you, but be careful.

How much do you care

For the birds, for love, and the weather?

How many things do you do

A day to save the world?

We've got \_\_\_\_\_ (7), we've got \_\_\_\_\_ (8) and the air is just awful

a little \_\_\_\_\_ (9) and \_\_\_\_\_ (10) should help us sober up

So stop for a while and think:

How much do you care

For yourself, the \_\_\_\_\_ (11), or the \_\_\_\_\_ (12)?

How many things do you do

A day to save the world?

So listen to what is extinct:

the \_\_\_\_\_ (13), trust, the moa, respect, twenty \_\_\_\_\_ (14), and love.

The quagga, wisdom, the auroch, patience, ten nations, and the \_\_\_\_\_ (15).

So stop and think just for a moment.

How much do you care

For the sea, the sand, and the atmosphere?

**Task sheet**



How many things do you do  
A day to save the world?

So stop!

**Key**

**The more, the grammar (pp. 55–57)**

**Mini test**

- 1 When I need advice...
- 2 There's too much coffee...
- 3 I would like to go camping .../I would like to go to a camp...
- 4 The good news is...
- 5 He gave me important information...
- 6 Could you give me two bottles of milk, please?
- 7 The Alps are covered with snow.
- 8 The tie was a nice present for President Clinton.

**Practice**

**1**

0 b., 1 a., 2 c., 3 c., 4 a., 5 b., 6 c., 7 b., 8 a., 9 b., 10 b., 11 a., 12 c., 13 c., 14 a., 15 c., 16 c.

**2**

Students should understand that they are *not* expected to make correct guesses. But they should try at least before they listen to the song. Any word that is grammatically correct in the gap or which makes sense is a good guess. Students sometimes write funny things, which can also be appreciated.

1 advice, 2 much, 3 Earth, 4 Universe, 5 nature, 6 sunshine, 7 waste, 8 dirt, 9 anger, 10 knowledge, 11 French, 12 Mexicans



## Evaluating a coursebook

Choosing a coursebook is not the easiest of tasks given the wide range of possible choices available to us. On the other hand, we sometimes don't get to choose for ourselves because we're told which coursebook to use by someone else. Nevertheless, in whichever situation we may find ourselves, it helps if we can evaluate the coursebook we are using.

Naturally, there's no such thing as the perfect coursebook, but there will be one which best meets our needs as teachers as well as those of our pupils. According to Grant (1990) such a book should meet the following three conditions:

- 1 It should suit the needs, interests and abilities of your students.
- 2 It should suit *you*. (The best book in the world won't work in your classroom if you have good reason for disliking it.)
- 3 The textbook must meet the needs of official public teaching syllabuses or examinations. (p. 118)

Moreover, as classroom teachers we should be able to make our own evaluation of a coursebook, for which **CATALYST** serves as a useful mnemonic. We should ask:

Is the coursebook	<b>Communicative?</b>
Does it match our	<b>Aims?</b>
Is the course	<b>Teachable?</b>
What are the	<b>Available add-ons?</b>
Is it at the right	<b>Level</b> for your pupils?
What are	<b>Your impressions</b> overall of the course?
Will the book arouse	<b>Student interest?</b>
Has the course been	<b>Tried and tested</b> in real classrooms? Where? By whom? What were the results? (pp. 119–120)

According to Williams (1983), when it comes to grammar, a coursebook should be able to ,offer meaningful situations and a variety of techniques for teaching structural units (GRAMMAR)' (p. 253 capitals in the original). Specifically, we should check whether the coursebook:

- 1 stresses communicative competence in teaching structural items;
- 2 provides adequate models featuring the structures to be taught;
- 3 shows clearly the kinds of responses required in drills (e.g. substitution);
- 4 selects structures with regard to the differences between L1 and L2 cultures. (p. 255)

More recently, Thornbury (1999) advocates consideration of the E-Factor and the A-Factor. The E-Factor concerns how easy the material is for the teacher to teach and how well it works in the classroom, that is how effective it is. The A-Factor looks at how Appropriate the material is in terms of such areas as the pupils' age, language level, educational context and group size. Thornbury also refers to two approaches to grammar teaching:

- Deductive which ,starts with the presentation of a rule and is followed by examples in which the rule is applied' (p. 29) and
- Inductive ,which starts with some examples from which a rule is inferred' (p. 29)

Our task is to use the template below to evaluate how a coursebook that we are using or with which we are familiar teaches grammar.

Coursebook Evaluation (based on Sheldon 1988)

Title:	
Author(s):	Publisher:
ISBN:	Price:
Level of target learner:	No. of Hours:
No. of Pages:	No. of Units/Sections/Lessons:
Colour/Black and White: YES/NO	Photographs/Line Drawings: YES/NO
Map of Book/Contents Page: YES/NO	Index: YES/NO
Vocabulary List(s): YES/NO	Grammar Reference: YES/NO
Tapescripts: YES/NO	Answer Key: YES/NO
Target Teachers:	
Is the approach to grammar COMMUNICATIVE? YES/NO Please give your reasons	
Is the approach to DEDUCTIVE, INDUCTIVE or MIXED? Please give your reasons	
Which target structures are covered? Why these structures?	
In what sequence are the target structures presented? Why in this sequence?	
How appropriate to your pupils is the overall presentation of the grammar? Please give your reasons	
What kind of extra support does the coursebook have? (website, CD-ROM, other)	
Would you recommend this coursebook to other teachers and why?	

**References:**

Grant, Neville (1990): Making the most of your textbook. London. Longman.

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Sheldon, Leslie E. (1988): Evaluating ELT textbooks and materials. *ELT Journal* 42: 237–246.

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Williams, David (1983): Developing criteria for textbook evaluation. *ELT Journal* 37: 251–255.



Dóczy Brigitta

## Szakedolgozatra felkészítés nyelvi, tartalmi és formai szempontból

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Pedagógiai nyelvtan

Évfolyam: első évfolyam idegen nyelv szakos tanári mesterképzésen, negyedik/ötödik év az osztatlan képzésben

Az óra témája, címe: Szakedolgozatra felkészítés nyelvi, tartalmi és formai szempontból (MA thesis preparation)

Az óra cél- és feladatrendszere, tanulási kimenet: Mint az összes bölcsészettudományi karon tanuló hallgató, a tanárképzésben részt vevő diákok sem kivételek az alól, hogy tanulmányaik végén szakdolgozatot kell írniuk. A szakdolgozatírás igen komplex feladat, hiszen a diákoknak be kell mutatniuk, hogy képesek egy témában elmélyedni, annak szakirodalmát megismerték, és vagy egy elméleti vagy egy empirikus kutatást elvégezve, megírják tapasztalatait. A jelen tananyag célja, hogy fejlessze a tanulók írásbeli készségeit, és segítséget nyújtson számukra nyelvi, tartalmi és formai szempontból, amelyet később majd hasznosíthatnak a szakdolgozatuk megírása során. A tananyag 3×90 percből áll, amelynek során a diákok megismerkednek a leggyakrabban előforduló formális nyelvtani szerkezetekkel, és gyakorolják ezeket, elemeznek egy empirikus cikket, és tanulmányozzák annak felépítését, majd elsajátítják vagy átismélik azokat a legfontosabb formai követelményeket, amelyek elengedhetetlenek egy szakdolgozat megírásához. Végül gyakorlatban is alkalmazzák a tanultakat egy rövid összefoglaló érvelő szöveg megírásán keresztül.

A tananyag fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlatban kipróbálás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: íráskészség

Felhasznált források: digitális és papíralapú tananyag, online források

### Bevezetés

Az érvelés, a tudományos szaknyelv és írás nagyon fontos elemei a nyelvpedagógiának és az alkalmazott nyelvészetnek. A tanár szakos hallgatók számára ezért különösen fontos, hogy megértsék ezeket a típusú szövegeket, és tanulmányaik végén esetleg maguk is végezzenek egy saját kutatást, és beszámoljanak róla. Ez a bevezetés csak a jelen tananyagban megjelenő legfontosabb alapelveket tárgyalja, és nem tér ki sok más fontos, a tudományos írásban megjelenő alaphalomra (mint az esszé vagy szakdolgozat szerkezeti egységei, koherencia és kohézió, plágium stb.). Ezekhez további forrásokat biztosítunk a további ajánlott irodalom részénél.

A tudományos írás **írófelelős, utalások, azaz referenciák** vannak benne (Tankó 2011, 2012) **tényeken alapszik**. Vonalvezetése **argumentatív**, és a tudományos közösség által meghatározott **konvencióknak megfelel**.

A tudományos szaknyelvben Tankó (2013) szerint az alábbi írásbeli képességekre van szükség: **átírás** (paraphrasing), **összegzés** (summarizing) és **szintetizálás** (synthesizing). Ahhoz, hogy valaki elkerülje a plagizálást, illetve a feleslegesen használt szó szerinti idézeteket, az első fontos képesség, hogy saját szavaival meg tudja fogalmazni az író gondolatát, amelyet átírásnak nevezünk. A második és már kissé komplexebb képesség, az összegzés, ha valaki képes a legfontosabb gondolatokat összeszedni és ezeket saját maga megfogalmazni. A legbonyolultabb képesség pedig a szintetizálás, amikor is az esszéíró képes a felhasznált forrásokat megnevezve és tömören átfoglalva a saját gondolatait alátámasztani.

Az alábbi tananyag gyakorlati feladatokon keresztül ismerteti a formális nyelvhasználat néhány tipikusan előforduló nyelvtani elemét, és gyakoroltatja őket, bemutatja, hogy mely részekből és hogyan épül fel egy tanulmány, milyen a nyelvezete, valamint hogy milyen írásbeli konvencióknak kell megfelelni, ha valaki alkalmazott nyelvészet, illetve nyelvpedagógia szakterületen kívánja megírni a szakdolgozatát (esetleg bármilyen más tanulmányt). A legutolsó feladatban a tanult részképességeket alkalmazva egy rövid írásbeli feladatot kapnak a hallgatók, amelyben az érvek beazonosítása után a források helyes használatával egy rövid érvelő szöveget készítenek.

#### Szakirodalom

Tankó Gyula (2011): Professional writing: The academic context. Budapest: Eötvös Kiadó.

Tankó Gyula (2012): Professional writing: The academic context (jav. 2. kiadás). Budapest: Eötvös Kiadó.

Tankó Gyula (2013): Paraphrasing, summarising and synthesising skills for academic writers: Theory and practice. Budapest: Eötvös Kiadó.

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Oshima Alice–Hogue Ann (2006): Writing academic [English.White](#) Plains: Pearson Education.

Oshima Alice–Hogue Ann (2007): Introduction to academic writing. White Plains: Pearson Education.

Zemach Dorothy E.–Rumisek Lisa (2005): Academic writing from paragraph to essay. Oxford: Macmillan Education.

<http://www.charleslipson.com/How-to-write-a-thesis.htm>.

## 1. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár kivetít mondatokat, és el kell dönteni, hogy mennyire formális/semleges/informális a szerkezetük, illetve összepárosítják őket.	A hallgatók eldöntik, hogy a megadott mondatok mennyire formálisak.	ráhangolás	megbeszélés	páros, illetve kiscsoportos munka	<a href="http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4">http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4</a> és a lejátszáshoz szükséges eszköz 2. dia	
5 perc	A tanár megpróbál háttérbe húzódni, és engedi, hogy a hallgatók maguk jöjjenek rá a megoldásra.	A csoport megbeszéli a megoldást.	szabályok megállapítása	megbeszélés, egyeztetés	csoportos munka	<a href="http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4">http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4</a> – 3. dia	
10 perc	A tanár levetíti a videót, amely bemutatja a legtipikusabb formális nyelvtani szerkezeteket.	Jegyzetelnek, figyelnek.	tanári magyarázat	előadás	egyéni	<a href="http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4">http://metodika.btk.elte.hu/file/form_nyt_szerk.mp4</a> – fennmaradó része	
15 perc	A tanár megkéri a hallgatókat, hogy a feladatlapot töltsék ki.	A hallgatók előbb egyénileg kitöltik a feladatlapot, majd párban egyeztetik a megoldásait.	nyelvtani gyakorlás	egyéni feladatmegoldás	egyéni, majd páros	1. feladatlap	
5 perc	A megoldások ellenőrzése.	A hallgatók kérdéseket tehetnek fel azokkal a mondatokkal kapcsolatban, amelyek problémát okoztak.	ellenőrzés	csoportos problémafelvetés	csoportmunka	1. feladatlap 1. feladatlap megoldókulcsa	

## 2. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár megkéri a hallgatókat, hogy mindenki mondjon egy nagyon formális mondatot az előző órával kapcsolatban, az alábbi szavakat használva: <i>conclude, argument, experiment, research, revise, condition, study, essential, develop.</i>	A hallgatók visszaidézik az előző óra formális nyelvhasználatra vonatkozó nyelvtani szerkezeteit.	ismétlés, ráhangolódás	körkérdés	egyéni munka	az előző óra feladatlapjai	A szavakat a tanár kivetítheti, vagy felírhatja papírra, és minden hallgató húz egyet.
15 perc	A tanár megkéri a hallgatókat, hogy olvassák el Albert (2006) cikkét, és keressék meg a cikk részeit.	A hallgatók elolvassák a cikket.	ismeretbővítés	szakirodalom olvasása, jegyzetelés	egyéni munka	Albert (2006)-cikk kinyomtatva vagy digitálisan	Ha a hallgatóknak rendelkezésükre áll tablet vagy egyéb eszköz, akkor digitális formában olvassák el a cikket.
15 perc	A tanár kiosztja a gyakorló feladatlapot a tanulmányhoz.	A hallgatók megbeszélik párban a cikk részeit, és kitöltik a táblázatot	ismeretbővítés	felfedeztetés	pármunka	3. melléklet	
5 perc	A tanár a csoporttal közösen ellenőrzi a megoldásokat, megbizonyosodik arról, hogy a diákok értik a tudományos cikkek felépítését	Megosztják megoldásaikat, szükség szerint kérdéseket tesznek fel.	ellenőrzés, magyarázat	frontális munka	csoportmunka	3. melléklet 4. melléklet (megoldókulcs)	
10 perc	A tanár kiosztja az 5. mellékletet az APA-szabályok összefoglalásáról.	A hallgatók megismerik a szabályokat, keresnek példákat az Albert (2006)-cikkből az APA-szabályok használatára.	ismeretbővítés	önálló tanulás	egyéni munka	5. melléklet Albert (2006)-cikk	

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár elmondja, hogy a következő feladatban a szakdolgozatok nyelvezetével fognak foglalkozni. Kiosztja a 6. mellékletet.	A hallgatók megkeresik a szakdolgozat elemeihez tartozó kollokációkat.	nyelvgyakorlás	gyakoroltatás	egyéni munka	6. melléklet	
15 perc		Az Albert (2006)-cikk alapján a hallgatók párban összepárosítják a nyelvhasználatra vonatkozó táblázatot.	nyelvgyakorlás	gyakoroltatás	pármunka	6. melléklet	
5 perc	A tanár körbejár, monitorozza a munkát, szükség szerint segít, válaszol a felmerülő kérdésekre, problémákra.	A hallgatók párt cserélnek, és ellenőrzik egymás megoldásait, szükség esetén kérdeznek.	az ismeretek gyakorlása autentikus szövegen	elemzés	pármunka	6. melléklet Albert (2006)-cikk	
10 perc		A hallgatók elolvasnak egy diákmunkát, amelyben hibák vannak. A feladatuk a hibás APA-használat kijavítása.	gyakorlás	hibajavítás	egyéni munka, szükség szerint megbeszélés	6. melléklet	
5 perc	A javítások ellenőrzése, a tanár összefoglalja az óra céljait és eredményeit.	A hallgatók megosztják megoldásaikat, szükség szerint kérdéseket tesznek fel.	összegzés	frontális	csoportmunka	7. melléklet – megoldókulcs	

## 3. egység (90 perc)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár ismerteti az óra célját, az óra végére a hallgatóknak meg kell írniuk egy saját 200 szavas tudományos bekezdést (ismertetőt) az APA-szabályok betartásával. Ehhez kivetíti a bekezdés részeit: <i>Introduction, Thesis statement, Arguments, Counterarguments, Refutation, Conclusion, References.</i>	A hallgatók viszáldézik, mit jelentenek az adott kifejezések, és gyakorlatban milyen szabályokat tanultak ezekről az előző órákon.	ismétlés, ráhangolódás	frontális	csoportmunka	kivetítő vagy tábla	A tanár annyi időt szánjon az ismétlésre, amennyit elegendőnek talál ahhoz, hogy a hallgatók a feladatot meg tudják oldani.
15 perc		A hallgatók elolvassák a 3 forrást, amit használniuk kell a feladathoz, jegyzeteket készítenek belőle.	a forrásművek megismerése, jegyzetek készítése	jegyzetelés	egyéni munka	8. melléklet	
10 perc	A tanár körbejár, segít, kérdésekre válaszol, szükség esetén továbbléndíti a munkát, dicsér, motivál.	A hallgatók vázlatot készítenek a bekezdéshez, a bemelegítésnél használt részekhez, az elkészült vázlatokat párban megbeszélnek, segítenek egymásnak.	felkészülés a bekezdés megírásához	vázlatkészítés	egyéni és pármunka	8. melléklet, jegyzetek	
35 perc		A hallgatók egyénileg megírják a 200 szavas bekezdést, a 3 forrásmunka felhasználásával, APA-szabvány szerinti idézéssel és források megadásával.	a tudományos íráskészség fejlesztése	gyakorlás	egyéni munka	8. melléklet 5. melléklet	A bekezdés megírásához a hallgatók bármilyen segédanyagot használhatnak.

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc		A hallgatók párokban kicserélik a bekezdéseiket, és egymás munkájára visszajelzést, értékelést adnak.	tudatosítás, értékelés	egymás értékelése	pármunka	a megírt bekezdések, az eddig használt mellékletek	
10 perc	A tanár összefoglalja a tanulási egység céljait és kimenetelét, értékeli a csoport munkáját.	A hallgatók kérdésekkel, felvetésekkel egészítik ki az értékelést, elmondják, számukra mi jelentett nehézséget, mit tanultak, miben fejlődtek, mit kell még gyakorolniuk.	összefoglalás	ismertetés, visszajelzés	csoportmunka	a megírt produktumok és az eddigiekben használt mellékletek	Fontos, hogy ne várjon a tanár tökéletes munkát a hallgatóktól, hiszen számára ez az első megírt tudományos munka. Bátorítsa őket dicsérettel, jó példákkal, a fejlődésre utaló jelekkel.

## MELLÉKLETEK

### A mellékletek tartalma:

1. melléklet: formális nyelvtan, gyakorlófeladat
2. melléklet: formális nyelvtan, gyakorlófeladat megoldása
3. melléklet: empirikus cikk szerkezete
4. melléklet: empirikus cikk szerkezete, megoldás
5. melléklet: APA hivatkozási szabályok
6. melléklet: tanulmány, gyakorlófeladat
7. melléklet: tanulmány, gyakorlófeladat megoldása
8. melléklet: forráshasználat, feladat
9. melléklet: forráshasználat, eredeti
10. melléklet: a videóban szereplő nyelvtani magyarázatok kivonata

## 1. melléklet: formális nyelvtan, gyakorlófeladat

### Formal grammatical structures practice

**Introduction. Which of these sentences are formal and which are informal? Can you find the pairs?**

- a. The project will be completed next year.
- b. I showed that his arguments did not hold water.
- c. I wonder why he put up with those terrible conditions for so long.
- d. Five more tests will be necessary before the experiment can be concluded.
- e. I can tell you lots of reasons why we need to work on the test.
- f. It has been proved that the arguments so far are without foundation.
- g. He'll have to do another five tests before he can stop the experiment.
- h. It is not clear why such terrible conditions were tolerated for so long.
- i. There are a number of reasons why the test should be revised.
- j. We'll finish the job next year.

### 1 Can you rewrite the sentences using participle clauses?

- 1 If it's cooked slowly at a low temperature, it will be very tender.  
\_\_\_\_\_
- 2 The castle, which was built in the 16<sup>th</sup> century, is still in excellent condition.  
\_\_\_\_\_
- 3 The information which was given by the people who were interviewed was really useful.  
\_\_\_\_\_
- 4 Because the film was shot black and white, it feels quite dark at times.  
\_\_\_\_\_
- 5 As I was going into the travel agency, I noticed a very strange-looking guy.  
\_\_\_\_\_
- 6 I didn't want to appear anxious so I didn't ask her about the visa.  
\_\_\_\_\_
- 7 Because Anna hadn't lived abroad before, she was unprepared for this life.  
\_\_\_\_\_
- 8 We decided to eat out as we had no food in the fridge.  
\_\_\_\_\_
- 9 Since our company employs a lot of foreign colleagues, I need to travel a lot for meetings.  
\_\_\_\_\_
- 10 I was extremely nervous about the fact that I couldn't find my keys.  
Not \_\_\_\_\_ made \_\_\_\_\_

### 2 Can you rewrite the following news story using the structures above?

A research study published last week **reported that people do not eat** healthily. The researchers **believe that people are** confused about what and when to eat. For example, they **know** about **a man who has tried** 30 kind of diets in his life. The study also **says that people eat** more fatty food in the winter. What's more, the scientists also **presume that there is** a link between a bad



diet and depression. They **show that eating** regularly and slowly is a good start for a healthier life. Our reporters **think that the researchers are working** on a new diet, which they **suppose will be published** at the end of this year.

**3 Put each verb in brackets into an appropriate verb form. There are sometimes two correct options.**

The study suggests that words \_\_\_\_\_ (teach) with care.

It is essential that teachers \_\_\_\_\_ (select) words with care.

The results suggested that creativity \_\_\_\_\_ (develop) as early as possible.

## 2. melléklet: formális nyelvtan, gyakorlófeladat megoldása

### Formal grammatical structures practice key

#### Key

- a. The project will be completed next year. F
- j. We'll finish the job next year. I
- f. It has been proved that the arguments so far are without foundation. F
- b. I showed that his arguments did not hold water. I
- h. It is not clear why such terrible conditions were tolerated for so long. F
- c. I wonder why he put up with those terrible conditions for so long. I
- d. Five more tests will be necessary before the experiment can be concluded. F
- g. He'll have to do another five tests before he can stop the experiment. I
- i. There are a number of reasons why the test should be revised. F
- e. I can tell you lots of reasons why we need to work on the test. I

#### 1

- 1 Cooked slowly at a low temperature, it will be very tender.
- 2 The castle, built in the 16<sup>th</sup> century, is still in excellent condition.
- 3 The information given by the people interviewed was really useful.
- 4 Shot black and white, the film feels quite dark at times.
- 5 (While) Going into the travel agency, I noticed a very strange-looking guy.
- 6 Not wanting to appear anxious, I didn't ask her about the visa.
- 7 Not having lived abroad before, Anna was unprepared for this life.
- 8 Not having any food/Having no food in the fridge, we decided to eat out.
- 9 Our company employing a lot of foreign colleagues, I need to travel a lot for meetings.
- 10 Not being able to find my keys made me extremely nervous.

## 2 One possible solution

It was reported in a research study last week that people do not eat healthily. People are believed to be confused about what and when to eat. For example, a man is known to have tried 30 kind of diets in his life. It is also said that more fatty food is eaten in the winter. What's more, there is presumed to be a link between a bad diet and depression. It is shown that eating regularly is a good start for a healthier life. Researchers are thought to be working on a new diet, which is supposed to be published at the end of this year.

### 3

The study suggests that words be taught/should be taught with care.

It is essential that teachers select/should select words with care.

The results suggested that creativity should be developed as early as possible.

## 3. melléklet: empirikus cikk szerkezete

### The structure of empirical research papers

#### Exercise 1

Look at Albert's article on learner creativity. Try to identify the general structure of empirical research papers on the basis of it. Put down the relevant headings and a short summary of what each section contains.

Section	Contents
0	
1	
2	
3	
a.	
b.	
c.	
d.	
e.	
4	

Section	Contents
5	
6	

#### 4. melléklet: empirikus cikk szerkezete, megoldás

##### The structure of empirical research papers

Section	Contents
0 Abstract	optional part, but since it regularly appears in articles, students' attention should be drawn to it
1 Introduction	general introduction to topic, points out research niche, might contain research questions, may refer to structure of paper
2 Review of literature	overview of the most important topics and concepts that are relevant to the study to be carried out author's own study is not discussed here
3 Method	detailed description of methods (replicating the study should be possible based on this description)
a. Research questions	list of research questions (in some studies also hypotheses) they could also be placed in the introduction section
b. Participants	detailed description of participants relevant to the study
c. Instruments	detailed description of each instrument instruments should be provided in the appendices
d. Procedures	detailed description of how the study was carried out (steps of data collection)
e. Analysis	detailed description of steps of data analysis and measures used
4 Results and discussion	this section could also be written up in two parts, especially in quantitative studies in that case the "results" part contains numbers/figures and the "discussion" part contains interpretation of the numbers/figures in qualitative studies this is usually one part, results of the study and the author's interpretation of them are described here
5 Conclusion	contains answers to research questions points out limitations of the study (what went wrong, what could have been done differently, author's reasons for making those particular decisions) suggests possible future research directions
6 References	contains all the sources that have been referred to in the article references in the article should match the ones found here
7 Appendices	optional part, contains additional materials (e.g. instruments)

## 5. melléklet: APA hivatkozási szabályok (Tankó Gyula engedélyével)

### Brief APA citation guidelines

Based on:

American Psychological Association (2010): Publication manual of the American Psychological Association (6<sup>th</sup> edition). Washington, DC. American Psychological Association

For further details please consult the publication.

The APA format documents a paper's sources by both citing them in the text and describing them bibliographically in the paper's *References* list.

### 1 Reference citations in text: the author-date method

#### a. Integral and non-integral citation:

Integral:

Farmer (2009) found that the chicken came first.

According to Farmer (2009), the chicken came first.

The chicken-and-egg problem was solved by Farmer (2009).

Farmer and Lay (2009) showed that...

The work of Farmer and Lay (2009) demonstrates that...

Rare:

In 2009, Farmer presented his chicken-and-egg theory and...

Non-integral:

It was the chicken that came first (Farmer, 2009).

Previous research showed that it was the chicken that came first (Farmer, 2009).

The findings were confirmed later (Farmer & Lay, 2009).

#### b. One work by one author:

Farmer (2009) pointed out that the chicken-and-egg question was considered impossible to answer. Furthermore, Farmer stated that...

#### c. One work by multiple authors:

Two authors:

Farmer and Hatch (2009) compared free-range eggs...

Three or more authors:

– As first citation in text:

Framer, Hatch, and Lay (2009) advocate that...

– As subsequent first citation per paragraph thereafter:

Framer et al. (2009) furthermore explore...

– Subsequent citations after first citation within a paragraph (omit year):

Framer et al. found...

#### d. Works with no author:

The book *Free-range eggs* (2009) is...

#### e. Authors with the same surname:

A. M. Farmer (2004) and P. M. Farmer (2006) studied...

#### f. Secondary sources

Lay's observations (as cited in Farmer, 2009)...

#### g. Personal communication

A. M. Farmer (personal communication, March 21, 2009)

**h. Two or more works published in the same year and in-press works:**

Several studies (Farmer, 2006a, 2006b, 2006c; Lay, 2005, in press-a, in press-b) discuss ...

**i. Direct quotation (quotations of fewer than 40 words): incorporate into text, cite word by word, use double quotation marks, and indicate exact location.**

As Barn (2005) points out, “in the hands of an experimental scientist, the question is simple and straightforward” (p. 24).

or

Commenting on earlier research results, Barn (2005) points out that “in the hands of an experimental scientist, the question is simple and straightforward” (p. 24) and notes...

or

It has been pointed out that “in the hands of an experimental scientist, the question is simple and straightforward” (Barn, 2005, p. 24).

**j. Long quotations (usually those of 40 words or more): start on a new line, indent them about 1.27 cm from the left margin, use double spacing for the entire quotation, do not use quotation marks, put source after final punctuation mark.**

Farmer (2007) questioned the validity of the results:

Xxx xxxx xxxxxxxx xxxxxxxx xxx xxxxxxxxxxxxxxxx xxxxx xx xx x xxx xxx. XXXXXXXXXXXX  
 xxxxx xxxx xx xxxxxxxxxxxxxx xx x xxxxxxxx xx xxxxxxxx xxxxxxxxxxx xxxxxxxxxxxx  
 xx xxxx xxxxx xxx. Xx xx xxxxxxxxxxxxxx xxxxx xxx xxxxxxxx xxxxxxxxxxxxxx xxxxxxxx  
 xxxxxxxxxxx xxxxxxxx xxxxxxx xxxxxxxxxxxxxxxxxxx.  
 xx xxxxxxxxxxxxxx xx xxxxx-xxxxxxxxxxx xxxxxxxxxxx xxxxx xx xxx xxxxxxx, xxx  
 xxxxxxxxxxxxxx, xx xxxxxxxx xxxxxxxxxxxxxx. XXXXXXXX xxxxxxxxxxxxxxx xxxxx xxxxxxx xx  
 xxxxxxxxxxx xx xxxxxxxxxxx. (p. 26)

Several studies questioned the validity of the results:

Xxx xxxx xxxxxxxx xxxxxxxx xxx xxxxxxxxxxxxxxxx xxxxx xx xx x xxx xxx. XXXXXXXXXXXX  
 xxxxx xxxx xx xxxxxxxxxxxxxx xx x xxxxxxxx xx xxxxxxxx xxxxxxxxxxx xxxxxxxxxxxx  
 xx xxxx xxxxx xxx. Xx xx xxxxxxxxxxxxxx xxxxx xxx xxxxxxxx xxxxxxxxxxxxxx xxxxxxxx  
 xxxxxxxxxxx xxxxxxxx xxxxxxx xxxxxxxxxxxxxxxxxxx.  
 xx xxxxxxxxxxxxxx xx xxxxx-xxxxxxxxxxx xxxxxxxxxxx xxxxx xx xxx xxxxxxx, xxx  
 xxxxxxxxxxxxxx, xx xxxxxxxx xxxxxxxxxxxxxx. XXXXXXXX xxxxxxxxxxxxxxx xxxxx xxxxxxx xx  
 xxxxxxxxxxx xx xxxxxxxxxxx. (Farmer, 2009, pp. 25–26)

**2 List of references items**

References should be placed at the end of the paper on a new page, in a section labelled *References*, listing each source cited in the text alphabetically by the author’s name (or by a work’s title when no author is given). Double space all reference entries and use hanging indent format (indent about seven spaces or 0.7 cm). Please note that the “-” character between page numbers (see, for example, the *Book chapter, print version* entry below) is not a hyphen (“-”), a minus sign (“-”), or an em dash (—) but an en dash (–).

Entire book, print version, single author	Farmer, A. M. (2009). <i>The chicken-and-egg problem</i> . Cambridge, UK: Cambridge University Press.
Entire book, print version, joint authors	Farmer, A. M., & Farmer, P. M. (2009). <i>The chicken-and-egg problem: Mystery solved</i> (2 <sup>nd</sup> ed.). Washington, DC: Buck, Starr, & Winnipeg.
Edited book	Farmer, A. M., & Farmer, P. M. (Eds.). (2009). <i>The science of unsolvable problems</i> . New York, NY: Guilford Press.
Book chapter, print version	Mayhem, A. D. (2009). The conundrum. In A. M. Farmer & P. M. Farmer (Eds.), <i>The science of unsolvable problems</i> (pp. 25–47). New York, NY: Guilford Press.

Journal article/single author (Paginated by Volume)	Barn, I. (2006). The chicken issue revisited. <i>Annual Review of Bird Science</i> , 13, 24–36.
Journal article/single author (Paginated by Issue)	Lay, M. (2009). The egg issue revisited. <i>Bird Research</i> , 8(1), 47–58.
Journal article/multiple Authors	Farmer, P. M., & Farmer, A. M. (2007). Theoretical bases of the chicken-and-egg problem. <i>Applied Science</i> , 1(3), 1–47. Farmer, P. M., Barn, I., & Farmer, A. M. (2008). Which came first? The chicken or the egg? <i>Knowledge Management Research</i> , 2(9), 65–74.
Paper presented at a conference	Lay, M. (2007, February). <i>The chicken-and-egg debate: Which came first?</i> Paper presented at the Annual Conference of Philosophers, Denver, Colorado. Tollas, B. (2008, May). Új eredmények a tyúk vagy tojás kérdéskör genetikai hátteréről. [New results concerning the genetic basis of the chicken or egg problem.]. Paper presented at the Genetics Symposium, Madrid, Spain.
Electronic journal article (without DOI)	Farmer, P. M., & Farmer, A. M. (2007). Theoretical bases of the chicken-and-egg problem. <i>E-Journal of Applied Science</i> , 1(3), 1–47. Retrieved from <a href="http://ols.lib.xox.edu/index.php/ejas">http://ols.lib.xox.edu/index.php/ejas</a>
Electronic version of printed book	Farmer, P. M., & Farmer, A. M. (Eds.). (2007). <i>The chicken-and-egg paradox: Selected essays</i> [DX Reader version]. Retrieved from <a href="http://www.ebookstore.scimag.com/html/index.asp">http://www.ebookstore.scimag.com/html/index.asp</a> Farmer, P. M., & Farmer, A. M. (Eds.). (2007). <i>The chicken-and-egg paradox: Selected essays</i> [Adobe Digital Editions version]. doi: 10.1111/1111111111
Unpublished doctoral dissertation	Farmer, A. M. (2004). <i>Revisiting the 'Which came first – The chicken or the egg?' problem</i> (Unpublished doctoral dissertation). Massachusetts Institute of Technology, Cambridge.
Unpublished thesis	Farmer, A. M. (2004). <i>The chicken or the egg: A new perspective</i> (Unpublished master's thesis). Massachusetts Institute of Technology, Cambridge.

## 6. melléklet: tanulmány, gyakorlófeladat

### Language of research papers

#### 1 Can you match the words with their collocations?

<i>a survey</i> –	conduct, carry out, undertake, start, do ~
<i>research</i> –	give, have, show an ~ into
<i>results</i> –	conduct, carry out, undertake, make ~
<i>insight</i> –	assess, apply, collect, confirm, evaluate, examine, interpret, lead to, yield ~ are based on, challenge, raise questions about, rule out, prove

#### 2 Which heading goes with which list of words?

- |                             |                           |
|-----------------------------|---------------------------|
| a. Introduction             | e. Method – Procedure     |
| b. Review of the literature | f. Results and discussion |
| c. Method – Participants    | g. Conclusion             |
| d. Method – Instrument      |                           |

1

- The student questionnaire used in the survey consisted of ... items which were designed specifically for this population. The types of questions used were ... due to...

2

- This paper described the results of ... .
- Despite the size of the sample of the survey, the results prove that...
- The findings provide evidence for several phenomena ..., most notably... .
- It is interesting to see that ... is regarded/considered...
- The results also indicate that although ... , on average it is...
- Finally, what might be considered by many to be rather sad/promising is the fact that... .
- Of the ... , (only) ... mentioned, and ... .

3

- The participants of the survey were ... (... males; ... females) aged between ... and ... from various parts of the country. This population fitted the investigation best because...

4

One of the most common topics discussed nowadays is...

- The political, economic and social changes that started at the end of the 1980's have fundamentally altered the ... and the importance attached to it.
- One of the most significant changes is that ... has ceased to be...
- Decisions about what ... are always a source of challenge for ... in terms of ... Currently in ..., far more/fewer...
- Our research project aimed at exploring the ... patterns of...
- Interest has declined/grown...
- This research is intended to examine the various aspects of...
- This paper reports on the results of a survey which focused on... The survey was conducted by a team of ... people in the spring semester of the 2001/2002 academic year in Budapest. It involved ... participants, making it a mini-research for the reason that... In the following we will focus on the ... in terms of ... .

5

Because of the crucial importance of ..., a great deal of research has been directed at investigating it, and the ... has also been examined extensively.

- In the past ... years there has been considerable/keen/mounting/marked interest in the field of...
- For the last ... years ... have received a constantly increasing amount information about...
- this line of research has been criticized for being
- In her overview of the ..., ... (...) stated/emphasized/claimed that... (all the reporting verbs)
- The most recent model put forth by ...(...) is...
- In an attempt to define ..., ...(...) suggested that...
- Earlier research on ... set out to...
- One study that has addressed this issue is by ... (...), who...
- In a review article ... (...) summarized his own contribution to the field...
- Lately researchers have been intrigued by...
- Following the line of research started by ... (...) and Schmitt (...), a further aim was to investigate the relationships between ...  
(don't forget APA and your sources here)

6

- Table ... presents
- In order to understand what ..., a detailed analysis of the questionnaire items was carried out.
- The first of the ... factors showed... the second factor concerns ... and the third factor is related to ...
- The figures in Table ... show that there is a very consistent pattern with respect to ....
- It may be surprising that ..., which means, simply put, that...
- ... follows ... quite closely, indicating that.../which reveals that...
- Respondents/Participants/The people questioned replied...

7

- The questionnaires were filled in during... Answering the questions took the participants approximately ... minutes on average. The data obtained was coded and processed...

**3 Look at this extract from a student’s essay on vocabulary learning strategies. Correct the in-text references and the list of references where necessary, according to APA style. Use the APA style sheet to help you.**

Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners (Dóczi and Kormos, 2015) (1). Horwitz found (2) that vocabulary acquisition was considered by learners to be the most crucial part of language learning. Cohen 1998 (3) defined learning strategies as ‘learning processes which are consciously selected by the learner’ (p. 4) (4) and went on to say that they must be processes that the language learner is at least partially conscious of, although he does not necessarily need to give full attention to them. As opposed to this, in Rebecca Oxford’s view (1990) (5), strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. (p. 8) (6)

If one attempts to distinguish vocabulary learning strategies (VLS) from language learning strategies, one can claim that they are a subclass of language learning strategies. Rubin (1987, in Schmitt, 1997) (7) defined lexical strategies as “the process by which information is obtained, stored, retrieved, and used” (8), but N. Schmitt (1997) (9) argued that in the case of lexical strategies *use* should be defined as the practice of vocabulary rather than interactional communication.

#### References

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- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. (16) Boston, MA: Heinle & Heinle Publishers.
- Dóczi, B. & Kormos, J. (17) (2015). Longitudinal developments in vocabulary knowledge and lexical organization. (18) New York, NY: Oxford University Press.



## 7. melléklet: tanulmány, gyakorlófeladat megoldása

### Language of research papers – Key

#### 1 Vocabulary

*research* – conduct, carry out, undertake, start, do ~

*a survey* – conduct, carry out, undertake, make ~  
(~ brought to light, confirms, covers, deals with, demonstrates that, disclosed, indicates, points to, reveals, shows, suggests)

*insight* – give, have, show an ~ into

*results* – assess, apply, collect, confirm, evaluate, examine, interpret, lead to, yield  
~ are based on, challenge, raise questions about, rule out, prove

#### 2

1d, 2g, 3c, 4a, 5b, 6f, 7e

Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners (Dóczy&Kormos, 2015) (1). Horwitz (1988) found (2) that vocabulary acquisition was considered by learners to be the most crucial part of language learning. Cohen (1998) (3) defined learning strategies as “learning processes which are consciously selected by the learner” (p. 4) (4) and went on to say that they must be processes that the language learner is at least partially conscious of, although he does not necessarily need to give full attention to them. As opposed to this, in Oxford’s view (1990)(5), strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8) (6).

If one attempts to distinguish vocabulary learning strategies (VLS) from language learning strategies, one can claim that they are a subclass of language learning strategies. Rubin (as cited in Schmitt, 1997) (7) defined lexical strategies as “the process by which information is obtained, stored, retrieved, and used” (p. 203), but X Schmitt (1997) (8) argued that in the case of lexical strategies *use* should be defined as the practice of vocabulary rather than interactional communication.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York, NY: Longman.

Dóczy, B., & Kormos, J. (2015). *Longitudinal developments in vocabulary knowledge and lexical organization*. New York, NY: Oxford University Press.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72, 283–294.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle Publishers.

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt, & M. McCarthy (Eds.). *Vocabulary: Description, acquisition and pedagogy*. (pp. 199–227). Cambridge, England: Cambridge University Press.

## 8. melléklet: forráshasználat, feladat

### In-class Task

Write an **argumentative paragraph** (in about 200 words) **either** about the *benefits* **or** about the *drawbacks of extensive reading/extensive reading programmes*. Besides using the sources given, you are free to come up with your own ideas, but please make sure that you **refer to all three sources below** in your writing. Please use the **APA** referencing style when citing sources in the text and provide a list of references in APA format. You may put one short direct (word for word) quote in your essay, but in general, try to use paraphrases instead. Remember, this is not a summary task; you need to write a coherent argumentative paragraph about the topic. Nevertheless, solving the task will require you to use your reading, paraphrasing, summarizing, and synthesising skills, as well. Good luck! ☺

### Excerpt 1 from

Title: Why and how textbooks should encourage extensive reading

Name of journal: ELT Journal

Issue: Volume 63/3 July

Date: 2009

Author: Dale Brown

Published by Oxford University Press

Page number: 238–245

Current page: 239

A substantial body of research has shown that extensive reading has considerable benefits. Day and Bamford summarize a number of investigations into the effects of extensive reading thus, ‘Students increased their reading ability in the target language, developed positive attitudes toward reading, had increased motivation to read, and made gains in various aspects of proficiency in the target language, including vocabulary and writing’ (op. cit.: 33). Nevertheless, a number of criticisms have been made against extensive reading. One concern is extensive reading’s delayed impact on learners’ progress. Davis (1995: 330) has noted that, ‘[The benefits] do not emerge immediately in terms of straightforward examination results’ and Krashen (1993: 73) admits that, ‘Short-term projects are not as consistently successful’. However, this is less an argument against extensive reading as much as a concern that extensive reading programmes be properly conducted, and the research noted in Day and Bamford (op. cit.) attests to the benefits given sufficient time; Krashen suggests at least one school year is required.

A second concern is the unfamiliar roles that extensive reading entails for both learners and teachers; Day and Bamford (op. cit.) note that teachers like to teach. Similarly, introducing extensive reading does involve some very real practical problems (further detailed below). Again, however, these concerns are not really arguments against extensive reading, but rather issues to be overcome, and as Davis points out:

Ultimately, whether or not these problems are overcome is a matter of priorities. Teachers and education planners first have to become convinced of the enormous boost such a programme can give to their pupil’s command of the language in order to feel it worthwhile committing the resources required. (op. cit.: 331)

A far bigger challenge to extensive reading is the criticism that it is inefficient. Laufer (2003) has noted that studies of extensive reading’s impact on vocabulary have found very small gains in terms of the number of new words learnt, and she thus argues that the amount of reading required

for substantial vocabulary gains to be made is simply unrealistic, particularly in instructed second language teaching contexts. There is no doubt that for simply learning the meaning of words, direct intensive methods are far more efficient than extensive reading. However, the gains from extensive reading even in the area of vocabulary are wider than this, and Laufer herself acknowledges that extensive reading does result in vocabulary learning, while also aiding in the consolidation of partially learnt items and in deepening learners' knowledge of items. Laufer is also careful to point out that she is not arguing against reading, but against the idea that reading alone is sufficient.

Reviewing extensive reading, Davis concludes that:

Any ESL, EFL or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupil's language development as effectively as if such a programme were present. (op. cit.: 335)

### **Excerpt 2 from**

Title: Implementing extensive reading in an EAP programme

Name of journal: ELT Journal

Issue: Volume 62/3 July

Date: 2008

Author: John Macalister

Published by Oxford University Press

Page number: 248–256

Current page: 249

Ever since the report of the results of the 'book flood' experiment in Fiji (Elley and Mangubhai 1983), many EFL and ESL teachers have promoted extensive reading to their students. As Hafiz and Tudor noted (1989: 5) teachers find it 'intuitively plausible' that extensive reading will have a beneficial effect on language proficiency. Intuition has, however, been backed up by research. Various studies have identified the impact of extensive reading on different skill areas including listening, reading comprehension and speed, writing, vocabulary, examination performance, and attitudes to reading in the target language. (For a summary of twelve studies, see Day and Bamford 1998.)

Research into vocabulary acquisition (Nagy, Herman, and Anderson 1985) has also reinforced the belief that extensive reading will have a positive impact on the rate at which learners acquire the target language. As there are so many thousands of words a learner needs to 'know', particularly if the learner intends to pursue a course of academic study, it is clearly impossible for every word to be 'taught' in the classroom. Thus, most practitioners expect that vocabulary will be acquired incidentally during extensive reading. This is a view neatly captured in the reported comments of a teacher who asked that her class be included in Mohd Asraf and Ahmad's Guided Extensive Reading programme (2003): 'At least, she said, the reading would help them improve their vocabulary, and perhaps, they may gain other benefits from the program as well'.

Despite this background, however, extensive reading as a component of an English language teaching programme remains the exception rather than the rule. It tends to be present as a recommended, extra-curricular activity. Yet advocates of extensive reading need to be 'aware of the fact', as were Mohd Asraf and Ahmad (op. cit.), 'that without incorporating extensive reading as part of a class program, the students might not read English books on their own'. Students are likely to use their free time for activities other than reading. Even teachers recognizing this and wishing to incorporate extensive reading into the teaching programme may be constrained by concerns that,

for instance, silent reading is not perceived as ‘teaching’ or that reading can only have a limited role in an integrated four-skills class.

The teacher, then, is faced with a dilemma. On the one hand, there is the research and the intuitive belief that extensive reading will have beneficial effects on the learning of the language. On the other hand, however, the demands of the syllabus, the constraints of time, competition from other activities, whether curricular or extra-curricular, and possible doubts about the impact of extensive reading in a course of relatively short duration may convince the teacher that advocating extensive reading is the best that can be done. There is also, perhaps, the unspoken belief that extensive reading is most appropriately integrated into the elementary or junior secondary school teaching programmes. It is certainly the case, as Hermann (2003) remarks, that ‘[comprehensive reading] agendas seem to be rare in foreign and second-language classrooms in higher education’, presumably because ‘many language teachers at this level feel apprehensive about incorporating reading time into the course syllabus’. The time commitment is also recognized as one of the limitations on the use of extensive reading in EAP contexts by Grabe, who suggests that ‘the role of extensive reading needs to be examined more closely for its potential contributions to student success in advanced EAP settings’ (2001: 26).

### **Excerpt 3 from**

Title: Integrating extensive reading in the task-based curriculum

Name of journal: *ELT Journal*

Issue: Volume 59/4 July

Date: 2005

Author: Christopher Green

Published by Oxford University Press

Page number: 306–311

Current page: 307

Few language learning initiatives have generated more hope initially and more disappointment ultimately than extensive reading schemes. As originally conceived, extensive reading in a second language was to provide a broad-spectrum panacea for language learning ills, particularly those endemic among learners living in non-native speaking cultures. The formula is a strong one and is seen as having the power to enhance proficiency generally and automate word recognition in particular (Grabe 1991). It offers broad exposure to the target language and is second only to acquiring the language by living among its native speakers (Nuttall 1982). It motivates learners and leads to improvement in writing (Yu and Wong 1991). Input is meaningful and engaging because texts are chosen by readers in accordance with their preferences and so provide a medium for attaining individual pleasure and enlightenment (Day and Bamford 1998; Renandya and Jacobs 2002). This optimistic view is pervasive in the literature and is based on the notion that a well organized extensive reading scheme will enhance learners’ general language capacity and at the same time provide a satisfying aesthetic dimension to language learning. With such high expectations in place, it is hardly surprising that disappointment so often results when schemes are actually implemented.

A notable recent trend in extensive reading scheme design has been the incorporation of material which is relevant to learners’ lives but which may have little or no accepted literary merit; that is, literature with a small rather than large ‘l’. The principles in operation remain unchanged, however, and for most authorities extensive reading means reading for individual pleasure. (See, for example, Mason and Krashen 1997.) Krashen (1989) refers to the important role played by free individual reading in facilitating second language acquisition and increasing motivation. It is argued here, however, that schemes which emphasize individual and largely unguided activity fail to pro-

vide a clear and direct purpose for the reading and do not exploit the opportunities extensive reading presents for the dynamic processes of presenting and debating what has been read. Extensive reading left to be done silently by individuals goes against the tenets of interactionist theory and, as is the case in many Hong Kong schools, is likely to find itself marginalized in the curriculum. (pages 306–307)

## 9. melléklet: forráshasználat, eredeti

Excerpt 1 from:

Brown, D. (2009): Why and how textbooks should encourage extensive reading. *ELT Journal*, 63(3), 238–245.

Excerpt 2 from:

Macalister, J. (2008): Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248–256.

Excerpt 3 from:

Green, C. (2005): Integrating extensive reading in the task-based curriculum. *ELT Journal*, 59(4), 306–311.

## 10. melléklet: a videóban szereplő nyelvtani magyarázatok kivonata

### Participles

#### 1 same subject

Entire communities use the site, acting as a vital means of communication. (so)

Gliding along in a canoe, one gets to see the castle from a distance. (while)

Not having enough participants, they called for help. (because)

Caught locally every day, the fish is always wonderfully fresh. (because)

Later on, having analyzed the results, the conclusion was reached. (after)

Used with care, SPSS is a very useful tool for analysis. (if)

#### 2 two subjects

Her mother being divorced, she never got married. (because)

Her mother having divorced her father, she never got married.

### It, there + passive

To make a statement less direct, we can also use the passive. This is especially typical in formal and semi-formal writing.

- 1 We use the structure 'it + passive + that clause' (meaning *állítólag* in Hungarian) with the following verbs: *agree, allege, arrange, assume, believe, consider, decide, declare, discover, expect, fear, feel, find, hope, imagine, know, observe, presume, prove, report, say, show, suggest, suppose, think, understand*.

It is assumed/believed/considered/said that it is much healthier to eat slowly. = People assume that...

It was agreed that we would all go.

- 2 The structure *it* + passive + *to be* + adjective (but not noun) is also correct.  
It is reported/said to be rainy today.  
(NOT It is reported/said to be rain today.)
- 3 With some verbs *there* + passive + *to be* + noun (but not adjective) can be used: *acknowledge, allege, believe, consider, fear, feel, know, presume, report, say, suppose, think, understand*.  
There is reported to be a new species on our island.  
There was felt to be a lot of tension in the room.  
(NOT There was felt to be cold.)
- 4 The subject may move to the beginning of the sentence to form the structure ‘subject + passive + (present or past) *to* infinitive’. This is possible with: *acknowledge, allege, believe, consider, declare, know, recognise, report, say, suppose, think, understand*.

When we refer to the present in general:

It is said that people eat less fruit in winter. →

People are said to eat less fruit in winter. →

Less fruit is said to be eaten in winter.

Present continuous:

It is believed that two girls are standing at the top of the bridge. →

Two girls are believed to be standing at the top of the bridge.

When we refer to the present perfect or any past:

It is reported that three men have stolen... →

or

It is reported that three men stole it yesterday. →

Three men are reported to have stolen the car.

or

The car is reported to have been stolen by three people.

**The subjunctive** is used with verbs, such as *ask, insist, recommend, suggest* and *that* can be left out.

He insists that the participants should be informed.

He insists that the participants be informed.

He insists that the participants are informed.

He insisted that the participants were informed.

The subjunctive is also used with adjectives like *desirable, essential, important, necessary, vital*. Here *that* cannot be left out.

It is essential that any research should be conducted rigorously.

It is essential that any research be conducted rigorously.

It is essential that any research is conducted rigorously.

It is essential for any research to be conducted rigorously.

## Task sheet



## Introduction

Which of these sentences are formal and which are informal? Can you find the pairs?

- a. The project will be completed next year.
- b. I showed that his arguments did not hold water.
- c. I wonder why he put up with those terrible conditions for so long.
- d. Five more tests will be necessary before the experiment can be concluded.
- e. I can tell you lots of reasons why we need to work on the test.
- f. It has been proved that the arguments so far are without foundation.
- g. He'll have to do another five tests before he can stop the experiment.
- h. It is not clear why such terrible conditions were tolerated for so long.
- i. There are a number of reasons why the test should be revised.
- j. We'll finish the job next year.

## Formal grammatical structures practice

## 1 Can you rewrite the sentences using participle clauses?

- 1 If it's cooked slowly at a low temperature, it will be very tender.  
\_\_\_\_\_
- 2 The castle, which was built in the 16<sup>th</sup> century, is still in excellent condition.  
\_\_\_\_\_
- 3 The information which was given by the people who were interviewed was really useful.  
\_\_\_\_\_
- 4 Because the film was shot black and white, it feels quite dark at times.  
\_\_\_\_\_
- 5 As I was going into the travel agency, I noticed a very strange-looking guy.  
\_\_\_\_\_
- 6 I didn't want to appear anxious so I didn't ask her about the visa.  
\_\_\_\_\_
- 7 Because Anna hadn't lived abroad before, she was unprepared for this life.  
\_\_\_\_\_
- 8 We decided to eat out as we had no food in the fridge.  
\_\_\_\_\_
- 9 Since our company employs a lot of foreign colleagues, I need to travel a lot for meetings.  
\_\_\_\_\_
- 10 I was extremely nervous about the fact that I couldn't find my keys.  
Not \_\_\_\_\_ made \_\_\_\_\_

## 2 Can you rewrite the following news story using the structures above?

A research study published last week **reported that people do not eat** healthily. The researchers **believe that people are** confused about what and when to eat. For example, they **know** about a **man** who **has tried** 30 kind of diets in his life. The study also **says that people eat** more fatty

food in the winter. What's more, the scientists also **presume that there is** a link between a bad diet and depression. They **show that eating** regularly and slowly is a good start for a healthier life. Our reporters **think that the researchers are working** on a new diet, which they **suppose will be published** at the end of this year.

**3 Put each verb in brackets into an appropriate verb form. There are sometimes two correct options.**

The study suggests that words \_\_\_\_\_ (teach) with care.

It is essential that teachers \_\_\_\_\_ (select) words with care.

The results suggested that creativity \_\_\_\_\_ (develop) as early as possible.



## Task sheet

**Formal grammatical structures practice key****1**

- 1 Cooked slowly at a low temperature, it will be very tender.
- 2 The castle, built in the 16<sup>th</sup> century, is still in excellent condition.
- 3 The information given by the people interviewed was really useful.
- 4 Shot black and white, the film feels quite dark at times.
- 5 (While) Going into the travel agency, I noticed a very strange-looking guy.
- 6 Not wanting to appear anxious, I didn't ask her about the visa.
- 7 Not having lived abroad before, Anna was unprepared for this life.
- 8 Not having any food/Having no food in the fridge, we decided to eat out.
- 9 Our company employing a lot of foreign colleagues, I need to travel a lot for meetings.
- 10 Not being able to find my keys made me extremely nervous.

**2 One possible solution**

It was reported in a research study last week that people do not eat healthily. People are believed to be confused about what and when to eat. For example, a man is known to have tried 30 kind of diets in his life. It is also said that more fatty food is eaten in the winter. What's more, there is presumed to be a link between a bad diet and depression. It is shown that eating regularly is a good start for a healthier life. Researchers are thought to be working on a new diet, which is supposed to be published at the end of this year.

**3**

The study suggests that words be taught/should be taught with care.

It is essential that teachers select/should select words with care.

The results suggested that creativity should be developed as early as possible.



## The structure of empirical research papers

### Exercise 1

Look at Albert's article on learner creativity. Try to identify the general structure of empirical research papers on the basis of it. Put down the relevant headings and a short summary of what each section contains.

Section	Contents
0	
1	
2	
3	
a.	
b.	
c.	
d.	
e.	
4	
5	
6	

## The structure of empirical research papers – Key

### Exercise 1

Look at Albert's article on learner creativity. Try to identify the general structure of empirical research papers on the basis of it. Put down the relevant headings and a short summary of what each section contains.

Section	Contents
0 Abstract	optional part, but since it regularly appears in articles, students' attention should be drawn to it
1 Introduction	general introduction to topic, points out research niche, might contain research questions, may refer to structure of paper
2 Review of literature	overview of the most important topics and concepts that are relevant to the study to be carried out author's own study is not discussed here
3 Method	detailed description of methods (replicating the study should be possible based on this description)
a. Research questions	list of research questions (in some studies also hypotheses) they could also be placed in the introduction section
b. Participants	detailed description of participants relevant to the study
c. Instruments	detailed description of each instrument instruments should be provided in the appendices
d. Procedures	detailed description of how the study was carried out (steps of data collection)
e. Analysis	detailed description of steps of data analysis and measures used
4 Results and discussion	this section could also be written up in two parts, especially in quantitative studies in that case the "results" part contains numbers/figures and the "discussion" part contains interpretation of the numbers/figures in qualitative studies this is usually one part, results of the study and the author's interpretation of them are described here
5 Conclusion	contains answers to research questions points out limitations of the study (what went wrong, what could have been done differently, author's reasons for making those particular decisions) suggests possible future research directions
6 References	contains all the sources that have been referred to in the article references in the article should match the ones found here
7 Appendices	optional part, contains additional materials (e.g. instruments)



## Brief APA citation guidelines

Based on:

American Psychological Association (2010): Publication manual of the American Psychological Association (6<sup>th</sup> edition). Washington, DC. American Psychological Association

For further details please consult the publication.

The APA format documents a paper's sources by both citing them in the text and describing them bibliographically in the paper's *References* list.

### 1 Reference citations in text: the author-date method

#### a. Integral and non-integral citation:

Integral:

Farmer (2009) found that the chicken came first.  
 According to Farmer (2009), the chicken came first.  
 The chicken-and-egg problem was solved by Farmer (2009).  
 Farmer and Lay (2009) showed that...  
 The work of Farmer and Lay (2009) demonstrates that...

Rare:

In 2009, Farmer presented his chicken-and-egg theory and...

Non-integral:

It was the chicken that came first (Farmer, 2009).  
 Previous research showed that it was the chicken that came first (Farmer, 2009).  
 The findings were confirmed later (Farmer & Lay, 2009).

#### b. One work by one author:

Farmer (2009) pointed out that the chicken-and-egg question was considered impossible to answer. Furthermore, Farmer stated that...

#### c. One work by multiple authors:

Two authors:

Farmer and Hatch (2009) compared free-range eggs...

Three or more authors:

- As first citation in text:  
Framer, Hatch, and Lay (2009) advocate that...
- As subsequent first citation per paragraph thereafter:  
Framer et al. (2009) furthermore explore...
- Subsequent citations after first citation within a paragraph (omit year):  
Framer et al. found...

#### d. Works with no author:

The book *Free-range eggs* (2009) is...

#### e. Authors with the same surname:

A. M. Farmer (2004) and P. M. Farmer (2006) studied...

#### f. Secondary sources

Lay's observations (as cited in Farmer, 2009)...

**g. Personal communication**

A. M. Farmer (personal communication, March 21, 2009)

**h. Two or more works published in the same year and in-press works:**

Several studies (Farmer, 2006a, 2006b, 2006c; Lay, 2005, in press-a, in press-b) discuss ...

**i. Direct quotation (quotations of fewer than 40 words): incorporate into text, cite word by word, use double quotation marks, and indicate exact location.**

As Barn (2005) points out, “in the hands of an experimental scientist, the question is simple and straightforward” (p. 24).

or

Commenting on earlier research results, Barn (2005) points out that “in the hands of an experimental scientist, the question is simple and straightforward” (p. 24) and notes...

or

It has been pointed out that “in the hands of an experimental scientist, the question is simple and straightforward” (Barn, 2005, p. 24).

**j. Long quotations (usually those of 40 words or more): start on a new line, indent them about 1.27 cm from the left margin, use double spacing for the entire quotation, do not use quotation marks, put source after final punctuation mark.**

Farmer (2007) questioned the validity of the results:

Xxx xxxx xxxxxxxx xxxxxxxx xxx xxxxxxxxxxxxxxxx xxxxx xx xx x xxx xxx. Xxxxxxxxxxxxx  
 xxxxx xxxx xx xxxxxxxxxxxxxx xx x xxxxxxxx xx xxxxxxxx xxxxxxxx xxxxxxxxxxxxxx  
 xx xxxx xxxxx xxx. Xx xx xxxxxxxxxxxxxx xxxxx xxx xxxxxxxx xxxxxxxxxxxxxx xxxxxxxx  
 xxxxxxxxxxx xxxxxxxx xxxxxxx xxxxxxxxxxxxxxxxxxx.

xx xxxxxxxxxxxxxx xx xxxxx-xxxxxxxxxxx xxxxxxxx xxxxx xx xxx xxxxxxx, xxx  
 xxxxxxxxxxxxxx, xx xxxxxxxx xxxxxxxxxxxxxx. Xxxxxxxxx xxxxxxxxxxxxxx xxxxxxx xxxxxxx xx  
 xxxxxxxxxxx xx xxxxxxxxxxx. (p. 26)

Several studies questioned the validity of the results:

Xxx xxxx xxxxxxxx xxxxxxxx xxx xxxxxxxxxxxxxxxx xxxxx xx xx x xxx xxx. Xxxxxxxxxxxxx  
 xxxxx xxxx xx xxxxxxxxxxxxxx xx x xxxxxxxx xx xxxxxxxx xxxxxxxx xxxxxxxxxxxxxx  
 xx xxxx xxxxx xxx. Xx xx xxxxxxxxxxxxxx xxxxx xxx xxxxxxxx xxxxxxxxxxxxxx xxxxxxxx  
 xxxxxxxxxxx xxxxxxxx xxxxxxx xxxxxxxxxxxxxxxxxxx.

xx xxxxxxxxxxxxxx xx xxxxx-xxxxxxxxxxx xxxxxxxx xxxxx xx xxx xxxxxxx, xxx  
 xxxxxxxxxxxxxx, xx xxxxxxxx xxxxxxxxxxxxxx. Xxxxxxxxx xxxxxxxxxxxxxx xxxxxxx xxxxxxx xx  
 xxxxxxxxxxx xx xxxxxxxxxxx. (Farmer, 2009, pp. 25–26)

**2 List of references items**

References should be placed at the end of the paper on a new page, in a section labelled *References*, listing each source cited in the text alphabetically by the author’s name (or by a work’s title when no author is given). Double space all reference entries and use hanging indent format (indent about seven spaces or 0.7 cm). Please note that the “-” character between page numbers (see, for example, the *Book chapter; print version* entry below) is not a hyphen (“-”), a minus sign (“-”), or an em dash (—) but an en dash (–).

Entire book, print version, single author	Farmer, A. M. (2009). <i>The chicken-and-egg problem</i> . Cambridge, UK: Cambridge University Press.
Entire book, print version, joint authors	Farmer, A. M., & Farmer, P. M. (2009). <i>The chicken-and-egg problem: Mystery solved</i> (2 <sup>nd</sup> ed.). Washington, DC: Buck, Starr, & Winnipeg.
Edited book	Farmer, A. M., & Farmer, P. M. (Eds.). (2009). <i>The science of unsolvable problems</i> . New York, NY: Guilford Press.

Book chapter, print version	Mayhem, A. D. (2009). The conundrum. In A. M. Farmer & P. M. Farmer (Eds.), <i>The science of unsolvable problems</i> (pp. 25–47). New York, NY: Guilford Press.
Journal article/single author (Paginated by Volume)	Barn, I. (2006). The chicken issue revisited. <i>Annual Review of Bird Science</i> , 13, 24–36.
Journal article/single author (Paginated by Issue)	Lay, M. (2009). The egg issue revisited. <i>Bird Research</i> , 8(1), 47–58.
Journal article/multiple Authors	Farmer, P. M., & Farmer, A. M. (2007). Theoretical bases of the chicken-and-egg problem. <i>Applied Science</i> , 1(3), 1–47. Farmer, P. M., Barn, I., & Farmer, A. M. (2008). Which came first? The chicken or the egg? <i>Knowledge Management Research</i> , 2(9), 65–74.
Paper presented at a conference	Lay, M. (2007, February). <i>The chicken-and-egg debate: Which came first?</i> Paper presented at the Annual Conference of Philosophers, Denver, Colorado. Tollas, B. (2008, May). Új eredmények a tyúk vagy tojás kérdéskör genetikai hátteréről. [New results concerning the genetic basis of the chicken or egg problem.]. Paper presented at the Genetics Symposium, Madrid, Spain.
Electronic journal article (without DOI)	Farmer, P. M., & Farmer, A. M. (2007). Theoretical bases of the chicken-and-egg problem. <i>E-Journal of Applied Science</i> , 1(3), 1–47. Retrieved from <a href="http://ols.lib.xox.edu/index.php/ejas">http://ols.lib.xox.edu/index.php/ejas</a>
Electronic version of printed book	Farmer, P. M., & Farmer, A. M. (Eds.). (2007). <i>The chicken-and-egg paradox: Selected essays</i> [DX Reader version]. Retrieved from <a href="http://www.ebookstore.scimag.com/html/index.asp">http://www.ebookstore.scimag.com/html/index.asp</a> Farmer, P. M., & Farmer, A. M. (Eds.). (2007). <i>The chicken-and-egg paradox: Selected essays</i> [Adobe Digital Editions version]. doi: 10.1111/1111111111
Unpublished doctoral dissertation	Farmer, A. M. (2004). <i>Revisiting the 'Which came first – The chicken or the egg?' problem</i> (Unpublished doctoral dissertation). Massachusetts Institute of Technology, Cambridge.
Unpublished thesis	Farmer, A. M. (2004). <i>The chicken or the egg: A new perspective</i> (Unpublished master's thesis). Massachusetts Institute of Technology, Cambridge.

## Task sheet



## Language of research papers

## 1 Can you match the words with their collocations?

<i>a survey</i> –	conduct, carry out, undertake, start, do ~
<i>research</i> –	give, have, show an ~ into
<i>results</i> –	conduct, carry out, undertake, make ~
<i>insight</i> –	assess, apply, collect, confirm, evaluate, examine, interpret, lead to, yield ~ are based on, challenge, raise questions about, rule out, prove

## 2 Which heading goes with which list of words?

- |                             |                           |
|-----------------------------|---------------------------|
| a. Introduction             | e. Method – Procedure     |
| b. Review of the literature | f. Results and discussion |
| c. Method – Participants    | g. Conclusion             |
| d. Method – Instrument      |                           |

1

- The student questionnaire used in the survey consisted of ... items which were designed specifically for this population. The types of questions used were ... due to...

2

- This paper described the results of ... .
- Despite the size of the sample of the survey, the results prove that...
- The findings provide evidence for several phenomena ..., most notably...
- It is interesting to see that ... is regarded/considered...
- The results also indicate that although ... , on average it is...
- Finally, what might be considered by many to be rather sad/promising is the fact that...
- Of the ... , (only) ... mentioned, and ... .

3

- The participants of the survey were ... (... males; ... females) aged between ... and ... from various parts of the country. This population fitted the investigation best because...

4

One of the most common topics discussed nowadays is...

- The political, economic and social changes that started at the end of the 1980's have fundamentally altered the ... and the importance attached to it.
- One of the most significant changes is that ... has ceased to be...
- Decisions about what ... are always a source of challenge for ... in terms of ... Currently in ..., far more/fewer...
- Our research project aimed at exploring the ... patterns of...
- Interest has declined/grown...
- This research is intended to examine the various aspects of...

- This paper reports on the results of a survey which focused on... The survey was conducted by a team of ... people in the spring semester of the 2001/2002 academic year in Budapest. It involved ... participants, making it a mini-research for the reason that... In the following we will focus on the ... in terms of ... .

5

Because of the crucial importance of ..., a great deal of research has been directed at investigating it, and the ... has also been examined extensively.

- In the past ... years there has been considerable/keen/mounting/marked interest in the field of...
- For the last ... years ... have received a constantly increasing amount information about...
- this line of research has been criticized for being
- In her overview of the ..., ... (...) stated/emphasized/claimed that... (all the reporting verbs)
- The most recent model put forth by ... (...) is...
- In an attempt to define ..., ... (...) suggested that...
- Earlier research on ... set out to...
- One study that has addressed this issue is by ... (...), who...
- In a review article ... (...) summarized his own contribution to the field...
- Lately researchers have been intrigued by...
- Following the line of research started by ... (...) and Schmitt (...), a further aim was to investigate the relationships between ... (don't forget APA and your sources here)

6

Table ... presents

- In order to understand what ..., a detailed analysis of the questionnaire items was carried out.
- The first of the ... factors showed... . the second factor concerns ... and the third factor is related to ... .
- The figures in Table ... show that there is a very consistent pattern with respect to ....
- It may be surprising that ..., which means, simply put, that...
- ... follows ... quite closely, indicating that.../which reveals that...
- Respondents/Participants/The people questioned replied...

7

The questionnaires were filled in during... Answering the questions took the participants approximately ... minutes on average. The data obtained was coded and processed...

**3 Look at this extract from a student's essay on vocabulary learning strategies. Correct the in-text references and the list of references where necessary, according to APA style. Use the APA style sheet to help you.**

Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners (Dóczy and Kormos, 2015) (1). Horwitz found (2) that vocabulary acquisition was considered by learners to be the most crucial part of language learning. Cohen 1998 (3) defined learning strategies as 'learning processes which are consciously selected by the learner' (p. 4) (4) and went on to say that they must be processes that the language learner is at least partially conscious of, although he does not necessarily need to give full attention to them.



As opposed to this, in Rebecca Oxford's view (1990) (5), strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". (p. 8) (6)

If one attempts to distinguish vocabulary learning strategies (VLS) from language learning strategies, one can claim that they are a subclass of language learning strategies. Rubin (1987, in Schmitt, 1997) (7) defined lexical strategies as "the process by which information is obtained, stored, retrieved, and used" (8), but N. Schmitt (1997) (9) argued that in the case of lexical strategies *use* should be defined as the practice of vocabulary rather than interactional communication.

#### References

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- Oxford, R. L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. (16) Boston, MA. Heinle & Heinle Publishers.
- Dóczi, B. – Kormos, J. (17) 2015. *Longitudinal developments in vocabulary knowledge and lexical organization*. (18) New York, NY. Oxford University Press.

## Pedagogical Grammar

### Language of research papers

#### Key

#### 1 Vocabulary

RESEARCH – conduct, carry out, undertake, start, do –

A SURVEY – conduct, carry out, undertake, make –

(– brought to light, confirms, covers, deals with, demonstrates that, disclosed, indicates, points to, reveals, shows, suggests)

INSIGHT – give, have, show an – into

RESULTS – assess, apply, collect, confirm, evaluate, examine, interpret, lead to, yield

– are based on, challenge, raise questions about, rule out, prove

#### 2

1d, 2g, 3c, 4a, 5b, 6f, 7e

#### 3

Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses insurmountable difficulties for language learners (Dóczi & Kormos, 2015) (1). Horwitz (1988) found (2) that vocabulary acquisition was considered by learners to be the most crucial part of language learning. Cohen (1998) (3) defined learning strategies as “learning processes which are consciously selected by the learner” (p. 4) (4) and went on to say that they must be processes that the language learner is at least partially conscious of, although he does not necessarily need to give full attention to them. As opposed to this, in Oxford’s view (1990) (5), strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8) (6).

If one attempts to distinguish vocabulary learning strategies (VLS) from language learning strategies, one can claim that they are a subclass of language learning strategies. Rubin (as cited in Schmitt, 1997) (7) defined lexical strategies as “the process by which information is obtained, stored, retrieved, and used” (p. 203) but N. Schmitt (1997) (8) argued that in the case of lexical strategies use should be defined as the practice of vocabulary rather than interactional communication.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York, NY: Longman.

Megjegyzés [81]: in brackets always use &

Megjegyzés [82]: date needs to be provided

Megjegyzés [83]: dates are typically provided in brackets

Megjegyzés [84]: double quotation marks are needed with direct quotations, keep single ones for quotes within quotations

Megjegyzés [85]: no first names are needed

Megjegyzés [86]: full stops come at the very end of sentences

Megjegyzés [87]: secondary sources are given with the term: as cited in

Megjegyzés [88]: the page number is missing

Megjegyzés [89]: no need for initials of first names unless there are two authors with the same family name

Megjegyzés [810]: references should be written in the alphabetical order of the author’s family names

Megjegyzés [811]: the abbreviation of the state should be included

Dóczi, H., & Kormos, J. (2015). *Longitudinal developments in vocabulary knowledge and lexical organization*. New York, NY: Oxford University Press.

Megjegyzés (B12): there should be a comma after the name of the first author

Megjegyzés (B13): the title of the book should be in italics

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72, 283-294.

Megjegyzés (B14): the issue number should be in italics

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle Publishers.

Megjegyzés (B15): the pages should be given without pp. in the case of journals

Megjegyzés (B16): Only first words of the title and subtitle should be capitalized

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy*. (pp.199-227). Cambridge, England: Cambridge University Press.

Megjegyzés (B17): In the case of edited books, the name of the editors should be written like this: the initials of their first names should precede the family names (unlike in the case of the authors)

Megjegyzés (B18): With edited books pp. must be given before the actual page numbers

## Task sheet



## In-class Task

Write an **argumentative paragraph** (in about 200 words) **either** about the *benefits* **or** about the *drawbacks of extensive reading/extensive reading programmes*. Besides using the sources given, you are free to come up with your own ideas, but please make sure that you **refer to all three sources below** in your writing. Please use the **APA** referencing style when citing sources in the text and provide a list of references in APA format. You may put one short direct (word for word) quote in your essay, but in general, try to use paraphrases instead. Remember, this is not a summary task; you need to write a coherent argumentative paragraph about the topic. Nevertheless, solving the task will require you to use your reading, paraphrasing, summarizing, and synthesising skills, as well. Good luck! ☺

**Excerpt 1 from:**

Title: Why and how textbooks should encourage extensive reading

Name of journal: ELT Journal

Issue: Volume 63/3 July

Date: 2009

Author: Dale Brown

Published by Oxford University Press

Page number: 238–245

Current page: 239

A substantial body of research has shown that extensive reading has considerable benefits. Day and Bamford summarize a number of investigations into the effects of extensive reading thus, ‘Students increased their reading ability in the target language, developed positive attitudes toward reading, had increased motivation to read, and made gains in various aspects of proficiency in the target language, including vocabulary and writing’ (op. cit.: 33). Nevertheless, a number of criticisms have been made against extensive reading. One concern is extensive reading’s delayed impact on learners’ progress. Davis (1995: 330) has noted that, ‘[The benefits] do not emerge immediately in terms of straightforward examination results’ and Krashen (1993: 73) admits that, ‘Short-term projects are not as consistently successful’. However, this is less an argument against extensive reading as much as a concern that extensive reading programmes be properly conducted, and the research noted in Day and Bamford (op. cit.) attests to the benefits given sufficient time; Krashen suggests at least one school year is required.

A second concern is the unfamiliar roles that extensive reading entails for both learners and teachers; Day and Bamford (op. cit.) note that teachers like to teach. Similarly, introducing extensive reading does involve some very real practical problems (further detailed below). Again, however, these concerns are not really arguments against extensive reading, but rather issues to be overcome, and as Davis points out:

Ultimately, whether or not these problems are overcome is a matter of priorities. Teachers and education planners first have to become convinced of the enormous boost such a programme can give to their pupil’s command of the language in order to feel it worthwhile committing the resources required. (op. cit.: 331)

A far bigger challenge to extensive reading is the criticism that it is inefficient. Laufer (2003) has noted that studies of extensive reading’s impact on vocabulary have found very small gains in

## Task sheet



terms of the number of new words learnt, and she thus argues that the amount of reading required for substantial vocabulary gains to be made is simply unrealistic, particularly in instructed second language teaching contexts. There is no doubt that for simply learning the meaning of words, direct intensive methods are far more efficient than extensive reading. However, the gains from extensive reading even in the area of vocabulary are wider than this, and Laufer herself acknowledges that extensive reading does result in vocabulary learning, while also aiding in the consolidation of partially learnt items and in deepening learners' knowledge of items. Laufer is also careful to point out that she is not arguing against reading, but against the idea that reading alone is sufficient.

Reviewing extensive reading, Davis concludes that:

Any ESL, EFL or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupil's language development as effectively as if such a programme were present. (op. cit.: 335)

**Excerpt 2 from:**

Title: Implementing extensive reading in an EAP programme

Name of journal: ELT Journal

Issue: Volume 62/3 July

Date: 2008

Author: John Macalister

Published by Oxford University Press

Page number: 248–256

Current page: 249

Ever since the report of the results of the 'book flood' experiment in Fiji (Elley–Mangubhai 1983), many EFL and ESL teachers have promoted extensive reading to their students. As Hafiz and Tudor noted (1989: 5) teachers find it 'intuitively plausible' that extensive reading will have a beneficial effect on language proficiency. Intuition has, however, been backed up by research. Various studies have identified the impact of extensive reading on different skill areas including listening, reading comprehension and speed, writing, vocabulary, examination performance, and attitudes to reading in the target language. (For a summary of twelve studies, see Day–Bamford 1998.)

Research into vocabulary acquisition (Nagy–Herman–Anderson 1985) has also reinforced the belief that extensive reading will have a positive impact on the rate at which learners acquire the target language. As there are so many thousands of words a learner needs to 'know', particularly if the learner intends to pursue a course of academic study, it is clearly impossible for every word to be 'taught' in the classroom. Thus, most practitioners expect that vocabulary will be acquired incidentally during extensive reading. This is a view neatly captured in the reported comments of a teacher who asked that her class be included in Mohd Asraf and Ahmad's Guided Extensive Reading programme (2003): 'At least, she said, the reading would help them improve their vocabulary, and perhaps, they may gain other benefits from the program as well'.

Despite this background, however, extensive reading as a component of an English language teaching programme remains the exception rather than the rule. It tends to be present as a recommended, extra-curricular activity. Yet advocates of extensive reading need to be 'aware of the fact', as were Mohd Asraf and Ahmad (op. cit.), 'that without incorporating extensive reading as part of a class program, the students might not read English books on their own'. Students are likely to use their free time for activities other than reading. Even teachers recognizing this and wishing to

## Task sheet



incorporate extensive reading into the teaching programme may be constrained by concerns that, for instance, silent reading is not perceived as ‘teaching’ or that reading can only have a limited role in an integrated four-skills class.

The teacher, then, is faced with a dilemma. On the one hand, there is the research and the intuitive belief that extensive reading will have beneficial effects on the learning of the language. On the other hand, however, the demands of the syllabus, the constraints of time, competition from other activities, whether curricular or extra-curricular, and possible doubts about the impact of extensive reading in a course of relatively short duration may convince the teacher that advocating extensive reading is the best that can be done. There is also, perhaps, the unspoken belief that extensive reading is most appropriately integrated into the elementary or junior secondary school teaching programmes. It is certainly the case, as Hermann (2003) remarks, that ‘[comprehensive reading] agendas seem to be rare in foreign and second-language classrooms in higher education’, presumably because ‘many language teachers at this level feel apprehensive about incorporating reading time into the course syllabus’. The time commitment is also recognized as one of the limitations on the use of extensive reading in EAP contexts by Grabe, who suggests that ‘the role of extensive reading needs to be examined more closely for its potential contributions to student success in advanced EAP settings’ (2001: 26).

**Excerpt 3 from:**

Title: Integrating extensive reading in the task-based curriculum

Name of journal: ELT Journal

Issue: Volume 59/4 July

Date: 2005

Author: Christopher Green

Published by Oxford University Press

Page number: 306–311

Current page: 307

Few language learning initiatives have generated more hope initially and more disappointment ultimately than extensive reading schemes. As originally conceived, extensive reading in a second language was to provide a broad-spectrum panacea for language learning ills, particularly those endemic among learners living in non-native speaking cultures. The formula is a strong one and is seen as having the power to enhance proficiency generally and automate word recognition in particular (Grabe 1991). It offers broad exposure to the target language and is second only to acquiring the language by living among its native speakers (Nuttall 1982). It motivates learners and leads to improvement in writing (Yu–Wong 1991). Input is meaningful and engaging because texts are chosen by readers in accordance with their preferences and so provide a medium for attaining individual pleasure and enlightenment (Day–Bamford 1998; Renandya–Jacobs 2002). This optimistic view is pervasive in the literature and is based on the notion that a well organized extensive reading scheme will enhance learners’ general language capacity and at the same time provide a satisfying aesthetic dimension to language learning. With such high expectations in place, it is hardly surprising that disappointment so often results when schemes are actually implemented.

A notable recent trend in extensive reading scheme design has been the incorporation of material which is relevant to learners’ lives but which may have little or no accepted literary merit; that is, literature with a small rather than large ‘l’. The principles in operation remain unchanged, however, and for most authorities extensive reading means reading for individual pleasure. (See, for example,

## Task sheet



Mason–Krashen 1997.) Krashen (1989) refers to the important role played by free individual reading in facilitating second language acquisition and increasing motivation. It is argued here, however, that schemes which emphasize individual and largely unguided activity fail to provide a clear and direct purpose for the reading and do not exploit the opportunities extensive reading presents for the dynamic processes of presenting and debating what has been read. Extensive reading left to be done silently by individuals goes against the tenets of interactionist theory and, as is the case in many Hong Kong schools, is likely to find itself marginalized in the curriculum.  
(pages 306–307)

## Task sheet



## In-class Task

Write a **one-paragraph argumentative essay** (in about 200-250 words) **either** about the *benefits* **or** about the *drawbacks of extensive reading/extensive reading programmes*. Besides using the sources given, you are free to come up with your own ideas, but please make sure that you **refer to all three sources below** in your essay. Please use the **APA** referencing style when citing sources in the text; however, there is no need to provide a list of references as I did that for you already (i.e. I gave the sources in APA). You may put one short direct (word for word) quote in your essay, but in general, try to use paraphrases instead. Remember, this is not a summary task; you need to write a coherent argumentative essay about the topic. Nevertheless, solving the task will require you to use your reading, paraphrasing, and summary skills, as well. Good luck! ☺

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A second concern is the unfamiliar roles that extensive reading entails for both learners and teachers; Day and Bamford (op. cit.) note that teachers like to teach. Similarly, introducing extensive reading does involve some very real practical problems (further detailed below). Again, however, these concerns are not really arguments against extensive reading, but rather issues to be overcome, and as Davis points out:

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## Task sheet



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Research into vocabulary acquisition (Nagy–Herman–Anderson 1985) has also reinforced the belief that extensive reading will have a positive impact on the rate at which learners acquire the target language. As there are so many thousands of words a learner needs to 'know', particularly if the learner intends to pursue a course of academic study, it is clearly impossible for every word to be 'taught' in the classroom. Thus, most practitioners expect that vocabulary will be acquired incidentally during extensive reading. This is a view neatly captured in the reported comments of a teacher who asked that her class be included in Mohd Asraf and Ahmad's Guided Extensive Reading programme (2003): 'At least, she said, the reading would help them improve their vocabulary, and perhaps, they may gain other benefits from the program as well'.

Despite this background, however, extensive reading as a component of an English language teaching programme remains the exception rather than the rule. It tends to be present as a recommended, extra-curricular activity. Yet advocates of extensive reading need to be 'aware of the fact', as were Mohd Asraf and Ahmad (op. cit.), 'that without incorporating extensive reading as part of a class program, the students might not read English books on their own'. Students are likely to use their free time for activities other than reading. Even teachers recognizing this and wishing to incorporate extensive reading into the teaching programme may be constrained by concerns that, for instance, silent reading is not perceived as 'teaching' or that reading can only have a limited role in an integrated four-skills class.

The teacher, then, is faced with a dilemma. On the one hand, there is the research and the intuitive belief that extensive reading will have beneficial effects on the learning of the language. On the other hand, however, the demands of the syllabus, the constraints of time, competition from other activities, whether curricular or extra-curricular, and possible doubts about the impact of extensive reading in a course of relatively short duration may convince the teacher that advocating extensive reading is the best that can be done. There is also, perhaps, the unspoken belief that extensive reading is most appropriately integrated into the elementary or junior secondary school teaching programmes. It is certainly the case, as Hermann (2003) remarks, that '[comprehensive reading] agendas seem to be

## Task sheet



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(pages 248–249)

**Excerpt 3 from:**

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Few language learning initiatives have generated more hope initially and more disappointment ultimately than extensive reading schemes. As originally conceived, extensive reading in a second language was to provide a broad-spectrum panacea for language learning ills, particularly those endemic among learners living in non-native speaking cultures. The formula is a strong one and is seen as having the power to enhance proficiency generally and automate word recognition in particular (Grabe 1991). It offers broad exposure to the target language and is second only to acquiring the language by living among its native speakers (Nuttall 1982). It motivates learners and leads to improvement in writing (Yu–Wong 1991). Input is meaningful and engaging because texts are chosen by readers in accordance with their preferences and so provide a medium for attaining individual pleasure and enlightenment (Day–Bamford 1998; Renandya–Jacobs 2002). This optimistic view is pervasive in the literature and is based on the notion that a well organized extensive reading scheme will enhance learners' general language capacity and at the same time provide a satisfying aesthetic dimension to language learning. With such high expectations in place, it is hardly surprising that disappointment so often results when schemes are actually implemented.

A notable recent trend in extensive reading scheme design has been the incorporation of material which is relevant to learners' lives but which may have little or no accepted literary merit; that is, literature with a small rather than large 'l'. The principles in operation remain unchanged, however, and for most authorities extensive reading means reading for individual pleasure. (See, for example, Mason–Krashen 1997.) Krashen (1989) refers to the important role played by free individual reading in facilitating second language acquisition and increasing motivation. It is argued here, however, that schemes which emphasize individual and largely unguided activity fail to provide a clear and direct purpose for the reading and do not exploit the opportunities extensive reading presents for the dynamic processes of presenting and debating what has been read. Extensive reading left to be done silently by individuals goes against the tenets of interactionist theory and, as is the case in many Hong Kong schools, is likely to find itself marginalized in the curriculum.

(pages 306–307)

Albert Ágnes

## Egyéni különbségek a nyelvtanulásban – öt fontos változó

Szak: Angol Alkalmazott Nyelvészeti Tanszék

Tantárgy: Egyéni különbségek a nyelvtanulásban

Évfolyam: második évfolyam idegen nyelv szakos tanári mesterképzésen, ötödik év az osztatlan képzésben

Az óra témája, címe: Egyéni különbségek a nyelvtanulásban – öt fontos változó (Individual differences in language learning – five major variables)

Az óra cél- és feladatrendszere, tanulási kimenet: A kurzus célja, hogy megismertessen a tanárjelöltekkel néhány olyan fontos egyéni változót, amelyek alkalmazott nyelvészeti kutatások szerint a nyelvtanulás sikerességét befolyásolhatják. Az egyéni változók elméleti konstruktumai és a velük kapcsolatos kutatási eredmények rövid áttekintése mellett cél az is, hogy a tanárjelölteknek gyakorlati szempontokkal, ötletekkel szolgáljon, amelyeket a tanítás során kamatoztatni tudnak. A kurzus során igyekszünk a hallgatókat olyan fontos, de talán kevésbé ismert egyéni változókkal megismertetni, mint a **tanulói autonómia**, a **tanulói hiedelmek**, az affektív tényezők közül a **szorongás**, az életkori eltéréseken belül a **fiatal nyelvtanulók** és a tanulási nehézségek közül a **diszlexia**. (A diákok korábbi tanulmányai között minden bizonnyal szereplő nyelvkészség, motiváció, tanulási stílusok és stratégiák a kurzus bevezető órája során már csak ismétlés jelleggel jelennek meg). Az elméleti cikkek olvasásán túl a hallgatók olyan, elsősorban tanároknak szánt, empirikus kutatási beszámolókkal is megismerkednek, amelyek szintén órai feladatok kiindulópontjaiként szolgálhatnak. Továbbá ezen cikkek segítségével a hallgatók betekintést nyerhetnek a tudományos kutatások módszereibe is, és az így megszerzett tudásukat később, nyelvtanulókkal készített esettanulmányok készítése, valamint szakdolgozatuk megírása során is kamatoztathatják.

A tananyag fő didaktikai feladatai: témabevezetés, ismeretbővítés, gyakorlatban kipróbálás, ellenőrzés, összefoglalás

Tantárgyi kapcsolatok: pszichológia

Felhasznált források: digitális és papíralapú tananyagok (PowerPoint-diák, cikkek, könyvfejezetek, feladatlapok, Youtube-videók)

### Bevezetés

#### Egyéni különbségek szerepe a nyelvtanulásban

Mindenki előtt ismert tény, hogy a gyermekek könnyedén, gyorsan és tökéletesen sajátítják el anyanyelvüket, sőt amennyiben kétnyelvű családba születnek, akár többet is egyszerre. A nyelvtanároknak azonban szembe kell nézniük és meg kell birkózniuk azzal a problémával, hogy idegennyelv-tanulás esetén a nyelvtanulási folyamat sikeressége közel sem ilyen biztos, és a nyelvtanulók által elért tudásszintben is minden bizonnyal nagy különbségek fognak mutatkozni. Sokféle magyarázat kínálkozik arra, hogy miért van ekkora különbség az anyanyelv és egy idegen nyelv elsajátítása

között. A magyarázatok egy csoportja az egyének, jelen esetben a nyelvtanulók, között fennálló kognitív, affektív, illetve egyéb eltérésekben, azaz egyéni különbségekben véli felfedezni az okokat.

Az egyéni különbségek szerepe a nyelvtanításban az alkalmazott nyelvészet kedvelt és sokat kutatott témája. Mivel a témával kapcsolatban már eddig is rengeteg tanulmány és könyv született (e.g. Dörnyei 2005; Dörnyei–Skehan 2003; Ellis 2004; Kontráné 2004; Larsen-Freeman–Long 1991; Oxford–Ehrman 1993; Skehan 1989), így ebben a rövid bevezetőben a teljesség igénye nélkül pusztán ízelítőt szeretnék adni a témából. Bár az alkalmazott nyelvészeti kutatásokban vizsgált egyéni változók köre elég tág, mégis van néhány, amit a témával foglalkozó szinte összes szerző tárgyal. Éppen ezért, ebben a bevezetőben szeretném röviden áttekinteni azokat a legfontosabbnak tartott egyéni változókat, amelyek éppen széles körű ismertségük miatt csak ismétlés jelleggel szerepelnek az itt bemutatott kurzusban (ezek az életkor, motiváció, nyelvérzék, tanulási stílusok, és tanulási stratégiák). Mivel a kurzus anyagában szereplő egyéni különbségek mindegyikéhez részletes elméleti áttekintést adnak a megjelölt források, ezért ezen változók bemutatásától itt eltekintünk.

A nyelvtanulók között fennálló egyéni különbségek közül az egyik leginkább szembevető az életkor, tehát hogy mikor is kezdte az adott nyelvtanuló a nyelvelsajátítást. A témával kapcsolatos írássok száma oly nagy, illetve az életkori változásokkal összefüggő implikációk köre oly szereteágazó, hogy egyes szerzők nem is tárgyalják ezt a változót mikor az egyéni különbségekről írnak (Dörnyei 2005; Ellis 2004). Az életkorral kapcsolatos vitatott kérdések közé tartoznak: a gyermek és felnőtt nyelvtanulók által használt tanulási folyamatok hasonlóságai illetve eltérései, illetve maga a **kritikus periódus hipotézis** (critical period hypothesis CPH) elmélete és ennek implikációi. Bár a legtöbb szerző egyetért abban, hogy a felnőttek és a gyermekek máshogy tanulnak nyelvet (Krashen 1982), az eltérések magyarázatát mégis más tényezőkben látják. Az eltérésekre adott magyarázatok négy fő csoportba oszthatók (Ellis 1994; Larsen-Freeman–Long 1991).

A magyarázatok első csoportja szerint eltérő kognitív folyamatok jutnak szerephez gyermekek és felnőttek esetében. Míg a gyermekek az anyanyelv elsajátítás során is használt, úgynevezett Nyelvelsajátítási Eszköz (Language Acquisition Device) segítségével tanulnak akár további nyelveket is (Johnson–Newport 1989; Krashen 1982), a felnőttek az általános problémamegoldás során alkalmazott kognitív folyamatokra támaszkodnak. A neurológiai magyarázat szerint a gyermekek és felnőttek nyelvtanulásában mutatkozó különbségek a lateralizáció és az agyi érés következtében jelentős mértékben csökkentő agyi plaszticitásra vezethetők vissza (Scovel 1988). Azt állítják, hogy a pubertás környékén bekövetkező, az agy neurológiai struktúráját érintő változások hatással vannak a kiejtés és nyelvtan elsajátításának képességére. Egy következő elmélet a gyermekeket és felnőtteket körülvevő nyelvi környezet eltéréseire, a gyermekeket és felnőtteket érő input különbségeire helyezi a hangsúlyt (Snow 1983). A gyerekek sokkal több "itt-és-most" típusú inputban részesülnek, ami megkönnyíti számukra a szabályszerűségek felfedezését, míg a felnőtteket sokkal bonyolultabb nyelvi input éri, ami megnehezíti a dolgukat. A negyedik fajta magyarázat szociálpszichológiai jellegű, és azt állítja, hogy a felnőttek általában azért tartják meg akcentusukat és nem sajátítják el az anyanyelvi beszélőkre jellemző kiejtést, mert identitástudatuk egy másik nyelv (a saját anyanyelvük) beszélőjeként már megszilárdult (Brown 1987). Így inkább beszélnek akcentussal, mint anélkül, hiszen ezáltal is kifejezésre juttathatják identitásukat.

A fent tárgyalt életkoron túl a többi egyéni változót általában két csoportra: a **kognitív** és az **affektív** változók csoportjára szokás bontani (Gardner–MacIntyre 1992, 1993). A kognitív változók közül a legismertebbek a nyelvkészség, a tanulási stílusok és a tanulási stratégiák, míg a legfontosabb affektív változónak a motivációt tartják. Bár az egyéni változók kognitív és affektív csoportra való bontása vonzó megközelítésnek tűnhet, nem szabad elfelejtenünk, hogy vannak az életkoron túl is olyan további egyéni változók, amelyek nem egykönnyen sorolhatók be a fenti két csoportba. Ide tartoznak például: a biológiai nem, a szociokulturális tapasztalatok, a személyiségvonások (pl. az extravertió és introvertió), a tanulói hiedelmek vagy éppen a kreativitás.

A legfontosabb affektív tényezőnek a nyelvtanulási **motivációt** tartják, amelynek kétség kívül óriási szerepe van a nyelvtanulásban, hiszen lehet valaki akármilyen tehetséges vagy intelligens, e nélkül nem fog elköteleződni a tanulási folyamat mellett. Gardner és Lambert (1959, 1972), kanadai kutatók voltak azok, akik a nyelvtanulási motiváció első átfogó modelljét megalkották. Bár maga a modell elég összetett és a motiváció különféle aspektusai mellett szerepet kap benne a nyelvtanuló érdeklődése és különféle attitűdjei is, legtöbbször mégis csak a nyelvtanulási motiváció két lehetséges forrását jelölő **integratív** és **instrumentális** motiváció szembeállításaként hivatkoznak rá (Dörnyei 2005). Az integratív motiváció azt jelenti, hogy a nyelvtanuló azonosulni kíván és integrálódni szeretne a célnyelvi közösségbe, míg az instrumentális motiváció által mozgatott nyelvtanuló csupán a nyelvtudásból fakadó gyakorlati előnyöket (pl. több pénz, jobb munkahely) szeretné kihasználni. Az elmélet megalkotása óta eltelt évek, az újabb, kognitív és személyiségpszichológiában gyökerező elméletek térnyerése mellett, egyben perspektívaváltást is jelentettek a motiváció kutatásban. A motiváció konstruktumának statikus szemlélete helyett Dörnyei és Ottó (1998) nyomán egyre inkább a motiváció folyamatának **dinamikus jellege** lett hangsúlyos.

Dörnyei (2005) legújabb elmélete a nyelvtanulási motivációról, a **Második nyelvi motivációs én-rendszer** (L2 Motivational Self System), szintén dinamikus folyamatként írja le a jelenséget. Ebben az elméletben a nyelvtanulási motiváció háttérben három tényező áll, ezek közül az egyik az **Ideális második nyelvi én** (Ideal L2 self), amely a második nyelvvel kapcsolatban elérendő ideált vetíti előre. Az ideális én azokat az ideálokat és vágyakat tartalmazza, amelyeket az egyén el szeretne érni. Nyelvtanulás esetében tehát a sikeresség záloga az, hogy a nyelvtanuló saját magát a jövőben nyelveket jól beszélő embernek lássa. A nyelvtanulási motivációt szintén befolyásolhatja az úgynevezett **Szükséges második nyelvi én** (Ought-to L2 self), amely bár kihat az egyén cselekedetire, mégsem magából az egyén személyiségéből, hanem inkább külső hatások és elvárások (szülők, tanárok) nyomán fakad. Az elmélet harmadik összetevője a **Nyelvtanulási élmények** (Language learning experiences) komponense, amely az adott nyelvtanulási helyzetből és környezetből fakadó hatások közvetítője. A modell alkalmazhatóságát több empirikus kutatás is alátámasztani látszik (Csizér 2007; Kormos–Csizér 2008).

A nyelvtanulás sikerét döntően meghatározó affektív változó, a motiváció mellett, az egyéni különbségek kognitív változói körül általában hasonlóan nagy szerepet tulajdonítanak a **nyelvérzéknek**. A nyelvérzék, amellyel, hogy az egyik legrégebben vizsgált egyéni különbségnek számít, általában igen jól korrelál a nyelvtanulási sikerességgel (a korrelációk általában  $r=0,2$  és  $r=0,6$  között mozognak), így bátran kijelenthetjük, hogy az életkor és motiváció mellett valóban a nyelvtanulás sikerének egyik legjobb előrejelzőjével van dolgunk (Dörnyei 2005).

Bár a nyelvérzéssel kapcsolatos kutatások egészen az 1920-as évekig nyúlnak vissza, a nyelvérzék mai értelemben vett tudományos kutatása John B. Carroll és Stanley Sapon nevéhez köthető, kik 1959-ben pszichometriai megközelítést alkalmazva alakították ki az úgynevezett **Modern Nyelvérzékmérő Tesztet** (Modern Language Aptitude Test, MLAT, Carroll–Sapon 1959). A remekül működő, de megalkotása pillanatában elméletileg kevésbé megalapozott teszt később elméleti háttérrel is kapott: Carroll (1981) faktoranalitikus kutatások alapján a nyelvérzék konstruktumának négy tényezőjét azonosította.

Az egyik ilyen tényező a **fonetikai kódolás** képessége, amely azt írja le, hogy valaki képes-e a hangokat hallás után azonosítani, a hangot és az azt jelölő szimbólum közötti kapcsolatot megtalálni és ezt az összefüggést megjegyezni. A második tényező egy mechanikus **memorizálási képesség**, amely valójában asszociatív tanulást, az idegen nyelvi hangok és jelentésük gyors és hatékony megtanulásának és elraktározásának képességét takarja. A **nyelvtan iránti fogékonyság** abban segíti a nyelvtanulót, hogy helyesen ismerje fel a nyelvi elemek mondatszerkezetben betöltött szerepét. Végül az **induktív tanulás képessége** azt takarja, hogy az egyén képes-e arra alkal-

mas nyelvi mintából szabályszerűségeket levonni, szabályokat alkotni (Carroll 1981). Az utóbbi két készségkomponens Skehan (1989) szerint valójában egyetlen mögöttes készség, az úgynevezett **nyelvi készség** megnyilvánulásaként fogható fel.

A MLAT sok további, többek között az Ottó István által kifejlesztett **Magyar Egységes Nyelvérzékmérő Teszt** (MENYÉT) alapjául is szolgált. Ottó (2002) immár a nyelvérzék elméleti konstruktumából kiindulva alkotta meg tesztjét, ami a nyelvérzék Carroll (1981) által definiált négy komponensét méri négy részfeladat segítségével. Az első a **Rejtőző Hangok** nevet viseli, és a fonetikai kódolási képességet méri fel. A második alteszt, a **Nyelvi Elemzés**, az induktív nyelvtanulási képességet teszteli. A **Szavak Szerepe a Mondatban** részfeladat célja a nyelvi érzékenység feltérképezése, míg a negyedik tesztkomponens, a **Szótanulás**, az asszociatív memóriát vizsgálja. A tesztnek létezik fiatal nyelvtanulók részére adaptált változata is (Kiss–Nikolov 2005).

Szintén a kognitív változók körébe tartoznak a **tanulási stílusok**, mely fogalom az egyénnek az információ felvétele, feldolgozása és elraktározása során alkalmazott természetes, szokásos és általa előnyben részesített módzataira utal (Reid 1995). A stílusok nagy része felfogható egy ellentétpár két végpontjaként, bár a legtöbb személy valójában az ezeket a végpontokat összekötő skála mentén helyezkedik el. Az alkalmazott nyelvészeti irodalom a tanulási stílust az egyén viszonylag állandó jellegzetességének tekinti, amit bár lehetséges némileg alakítani, de teljesen átformálni mégsem lehet (Kontra 2004), éppen ezért, egyik végpont sem tekinthető jobbnak vagy értékesebbnek a másiknál. A tudattalan, de az információfeldolgozás során mégis konzekvensen megnyilvánuló működés az, ami elsősorban megkülönbözteti a tanulási stílusokat a tanulási stratégiáktól (Dörnyei 2005).

A **tanulási stratégiák** leírása a jó nyelvtanuló tulajdonságainak kutatásával kapott lendületet. A tanulási stratégiákat, a tanulási stílusoktól eltérően, tudatos választás eredményének ezért megváltoztathatóknak is tartják (Cohen 1998). A tanulási stratégiákat általában taxonómiákba rendezik: a leggyakrabban leírt kategóriák a **kognitív** (ide tartozik minden olyan stratégia, amely a megtanulandó anyag manipulációjával, transzformációjával, elemzésével kapcsolatos), a **metakognitív** (ide tartozik minden olyan stratégia, amely a tanulási folyamat szervezésével, tervezésével, önértékeléssel, önellenőrzéssel kapcsolatos), az **affektív** (ide tartozik minden olyan stratégia, amely a tanulási folyamattal járó érzelmi állapotok kontrollálására irányul) és a **szociális** (ide tartozik minden olyan stratégia, amely az interperszonális kapcsolatokban rejlő lehetőségek kiaknázását célozza) stratégiák címkét kapják (Hsiao–Oxford 2002). A stratégiakutatás annyiban nem váltotta be a hozzá fűzött reményeket, hogy kiderült, az adott stratégia „jósága” mindig kontextusfüggő, így pusztán a „helyes” stratégiák megtanulása által senki sem válhat automatikusan jó nyelvtanulóvá, hiszen önmagukban „helyes” stratégiák nem léteznek (Dörnyei 2005).

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6×90 perc-es tanórának megfelelő képzés:

**1. egység (90 perc)**

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár megkérdezi, hogy milyen egyéni különbségeket ismernek a tanárjelöltek, és megkéri, hogy gyűjtsék össze ezeket.	A diákok csoportokban összegyűjtik az általuk ismert egyéni különbségeket.	ráhangelődés	feladatmegoldás	kooperatív csoportmunka		
10 perc	A tanár megkéri a diákokat, hogy rendezzék táblázatba az összegyűjtött egyéni különbségeket aszerint, hogy: fontosnak tartják / nem tartják fontosnak a nyelvtanulás szempontjából, valamint bontsák tovább a fontosnak tartott egyéni különbségeket aszerint, hogy szeretnének-e többet tudni róla, vagy úgy érzik, eleget foglalkoztak már vele.	A diákok táblázatba rendezik az egyéni különbségeket aszerint, hogy: fontosnak tartják / nem tartják fontosnak a nyelvtanulás szempontjából, a fontosnak tartott egyéni különbségeket tovább bontják aszerint, hogy szeretnének-e többet tudni róla, vagy úgy érzik eleget foglalkoztak már vele.	ráhangelődés	feladatmegoldás	kooperatív csoportmunka	táblázat	
5 perc	A tanár a táblára rajzolja a táblázatot, beírja a diákok által összegyűjtött egyéni változókat a megfelelő oszlopokba.	A diákok bediktálják a különböző változókat a táblázat megfelelő oszlopába.	összefoglalás	megbeszélés	frontális munka	tábla	
15 perc	A tanár ismerteti a félév követelményeit, felkéri a diákokat, hogy az érdeklődésüknek megfelelő témakörből rövid empirikus cikket válasszanak.	A diákok az érdeklődésüknek megfelelő témakörből rövid empirikus cikket választanak, kérdéseket tesznek fel a követelményekkel kapcsolatban.	ismertetés, döntéshozatal	megbeszélés	egyéni munka	kurzusleírás, cikkek, értékelési szempontok	



Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár kioszt 3 rózsaszínű és 3 sárga színű post-it cédulát minden diáknak, és megkéri őket, hogy a rózsaszínekre írjanak fel olyan dolgokat, amikkel kapcsolatban pozitív érzéseik vannak, amik elé várakozással tekintenek a félév során, a sárgákra pedig 3 olyan dolgot, amitől félnek és szorongással tölti el őket.	A diákok egyénileg felírják a 3-3 dolgot a cédulákra.	gyakorlás	feladatmegoldás	egyéni munka	post-it cédulák 2 színben	gyakorlati feladat az érzelmek motiváló erejével kapcsolatban  (TASK 1 a mellékletben)
10 perc	A tanár megkéri a diákokat, hogy ragasszák fel a cédulákat a fal egymástól távolabbi részére, egy helyre a sárga cédulákat, és egy másikra a rózsaszínűeket.  Majd a tanár két csoportra osztja a diákokat, és megkéri őket, hogy rendezzék csoportokba a felragasztott cédulákat. Az egyik csoport a pozitív érzéseket, a másik a negatív érzéseket kiváltó cédulákkal dolgozik.	A diákok felragasztják a cédulákat.  A diákok csoportmunka keretében válogatják szét a cédulákra írt dolgokat.	gyakorlás	megbeszélés	kooperatív csoportmunka		
5 perc	A tanár felkéri a diákokat, hogy mutassák be a létrehozott csoportokat, ötleteket kér a negatív érzelmek kiváltóival való megküzdéshez.	A diákok bemutatják a létrehozott csoportokat, a negatív érzelmeket kiváltó dolgokkal kapcsolatban javaslatokat tesznek arra, hogyan lehetne ezekkel a helyzetekkel megküzdeni.	összefoglalás	feladatmegoldás	frontális munka		

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár megkérdezi a diákokat, hogy szerintük melyik egyéni változóhoz kapcsolódott a feladat (válasz: motiváció), röviden beszélnek az érzelmek motiváló erejéről és a feladat esetleges tantermi adaptációjáról.	A diákok megosztják véleményüket a feladatról egymással és a tanárral.	értékelés	megbeszélés	frontális munka		
25 perc	PPT-diák segítségével a tanár összefoglalja a leggyakrabban tárgyalt és a diákok által legjobban ismert egyéni változókat, a diák megbeszélése interaktív formában történik, az ismétlés mellett a diákok tudásának feltérképezése is a cél. (változók: nyelvkészség, tanulási stílusok, tanulási stratégiák, motiváció).	A diákok meghallgatják az előadást, válaszolnak a tanár kérdéseire.	összefoglalás/ ismeretbővítés	tanári előadás	frontális munka	<a href="http://metodika.btk.elte.hu/file/egyeni_kulonb_ism.pptx">http://metodika.btk.elte.hu/file/egyeni_kulonb_ism.pptx</a>	Ha nincs idő az összes dia megbeszélésére, akkor az affektív változók megvitatása átkerülhet az affektív változók/szorongás témakörét megvitató órára.
5 perc	A tanár ismerteti a házi feladatot, ami egy elméleti cikk olvasása, valamint az azzal kapcsolatos kérdések megválaszolása.  A következő témához kapcsolódó empirikus cikkek közül választó tanulók a megbeszélte feladatnak megfelelően készülnek következő órára.	Diákok felírják a házi feladatot.  Kiselőadást választó diákoknak plusz feladat (hagyományos vagy poszter prezentáció készítése).	házi feladat kijelölése	házi feladat	egyéni munka		

## 2. egység (90 perc): Tanulói autonómia

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszer-tani megjegyzések
I. Elméleti áttekintés a házi feladat olvasmánya alapján 25 perc feldolgozásra javasolt cikk: Finch, A. (2001): Autonomy: Where are we? Where are we going? In A. S. Mackenzie–E. McCafferty (eds.): Proceedings of the JALT CUE Conference 2001: Developing Autonomy. Shizuoka, Japan: Tokai University. 15–31.							
10 perc	A tanár felkéri a diákokat, hogy párban hasonlítsák össze a cikk elolvasása után otthon kitöltött feladatlapjaikat, beszéljék meg a problémákat, illetve gyűjtsék össze a csoport által megvitatásra érdemesnek tartott kérdéseket.	A diákok párban összehasonlítják a cikk elolvasás után otthon kitöltött feladatlapjaikat. Megbeszélnek a problémákat, illetve összegyűjtik az csoport általi megvitatásra érdemesnek tartott kérdéseket.	házi feladat ellenőrzése, összefoglalás	kooperatív tanulás	páros munka	feladatlap	
15 perc	A tanár összegyűjti a problémás kérdéseket, ezeket próbálja elmagyaráztatni a csoport más tagjaival, illetve ő maga elmagyarázza ezeket. A tanár a diákok számára igyekszik a témát tágabb kontextusba helyezni (pl. rámutat a kapcsolatokra a most tanult egyéni változó és már ismert változók között, összefüggéseket tár fel).	A diákok válaszolnak a tanár kérdéseire, meghallgatják a magyarázatot, jegyzetelnek.	összefoglalás, ismeretbővítés	diák- és tanári magyarázat	frontális munka	tábla	
II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján – 1. változat 30 perc feldolgozásra javasolt cikkek: Bhattacharya, A.–Chauhan, K. (2010): Augmenting learner autonomy through blogging. ELT Journal 64: 376–384. Cetin, Y. and Flamand, L. (2013): Posters, self-directed learning, and L2 vocabulary acquisition. ELT Journal 67: 52–61. Cotterall, S. (2000): Promoting learner autonomy through the curriculum: Principles for designing language courses. ELT Journal 54: 109–117. Kemp, J. (2010): The Listening Log: Motivating autonomous learning. ELT Journal 64: 385–395.							

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
10 perc	A tanár felkéri a diákat, hogy mutassa be az általa választott empirikus cikket 10 percben. (A hallgatóságot megkéri, hogy írjanak le kérdéseket és megfigyeléseket az előadottakkal kapcsolatban.)	A diák 10 percben kinyomtatott vázlat vagy kivetített diák segítségével bemutatja az általa olvasott empirikus cikket. (A többi diák visszajelzést ad.)	ismeretbővítés	hallgatói kiselőadás  (visszajelzés)	szóbeli egyéni munka  (írásbeli egyéni munka)	kiosztandó vázlat vagy kivetítendő diák	
5 perc	A tanár felkéri a diákokat, hogy tegyenek fel kérdéseket az előadónak a cikkel kapcsolatban, ő is kérdéseket tesz fel.	A diák válaszol a kérdésekre. (A többi diák kérdéseket tesz fel.)	megbeszélés	kérdések és válaszok	frontális munka		
A következő hallgató ugyanebben az időkeretben (10 perc előadás és 5 perc kérdések), a fentiek szerint jár el.							
II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján – 2. változat 30 perc							
20 perc	A tanár felkéri a diákokat, akik a témával kapcsolatos empirikus cikkeket választottak, hogy a házi feladatként elkészített posztereket tegyék ki a falra, maradjanak az általuk készített poszter mellett, és válaszoljanak diáktársaik kérdéseire. A többi diákot megkéri, hogy menjenek körbe, nézzék meg a kitett posztereket, és tegyenek fel kérdéseket velük kapcsolatban.	A diákok kiteszik a posztereket, mellettük maradnak, és válaszolnak diáktársaik kérdéseire.  (A többi diák körbejár, megnézi a posztereket, és kérdéseket tesz fel a poszterek készítőinek)	ismeretbővítés	feladatmegoldás	csoporthmunka	poszterek	A cikkek feldolgozásának ezen módja általában kevesebb időt vesz igénybe mint az egyéni kiselőadások, és változatosabbá teszi a cikkek feldolgozását.
10 perc	A tanár megkérdezi a diákok véleményét a kitett poszterekről és az azokon bemutatott kutatásokról, valamint ő is értékeli a posztereket és a bemutatott kutatásokat.	A diákok véleményét mondják és meghallgatják a tanár értékelését.	értékelés	megbeszélés	frontális munka		
Gyakorlati alkalmazás – Az adott egyéni változó osztálytermi vonatkozásai 30 perc – Tanulói autonómia							

<b>Időkeret</b>	<b>Az oktató tevékenysége, tanári instrukciók</b>	<b>A hallgatók tevékenysége</b>	<b>Részcélok, didaktikai feladatok</b>	<b>Módszerek</b>	<b>Hallgatói munkaformák</b>	<b>Eszközök, diák</b>	<b>Módszer-tani megjegyzések</b>
10 perc	A tanár kioszt minden diáknak egy A5 méretű papírlapot, és megkéri őket, hogy egyik oldalán válaszoljanak arra kérdésre, hogy jelen pillanatban milyen tulajdonságaik, illetve tevékenységeik miatt érezhetik magukat „autonóm tanulónak” (ki lehet emelni, hogy nem csak nyelvtanulóra gondolhatnak a hallgatók). Ha elkészültek, a lap másik oldalán arra a kérdésre kell válaszolniuk, hogy a jövőben milyen tulajdonságokkal szeretnének rendelkezni, illetve milyen tevékenységeket szeretnének végezni, melyekkel növelhetnék tanulói autonómiájukat.	A diákok válaszolnak a kérdésekre.	gyakorlat	feladatmegoldás	egyéni munka	A5 méretű papírlapok	A gyakorlat célja, hogy a tanárjelölteket reflexióra ösztönözze saját tanulói és tanári autonómiájukkal kapcsolatban. (TASK 2 a mellékletben)
15 perc	A tanár összeszedi a lapokat, majd újra kiosztja őket úgy, hogy senki ne a saját lapját kapja. A tanár megkéri a diákokat, hogy olvassák el, amit a diáktársuk írt, és próbálják értelmezni. „Félreértés” esetén a szöveg írója segíthet, ha akar. A tanár a diákok által felolvasott válaszokat a táblára írja, a diákok segítségével az azonos témakört érintő válaszokat egy helyre csoportosítja.	A diákok felolvassák diáktársuk autonómiával kapcsolatos állítását, és megpróbálják értelmezni. A szöveg írója segíthet, ha akar. A diákok segítenek a tanárnak a különféle témakörökhöz tartozó állítások összerendezésében, csoportosításában.	gyakorlás	megbeszélés	frontális munka		
5 perc	A tanár megkéri a diákokat, hogy segítsenek neki értelmezni a táblán létrehozott csoportokat. Megbeszélnek a feladat tanórán való alkalmazásának lehetőségeit.	A diákok segítenek a tanárnak a csoportok értelmezésében, felcímkézésében. Megbeszélnek a feladat tanórán való alkalmazásának lehetőségeit.	összefoglalás	megbeszélés	frontális munka		

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár ismerteti a házi feladatot, ami egy elméleti cikk olvasása, valamint az azzal kapcsolatos kérdések megválaszolása. A következő témához kapcsolódó empirikus cikkek közül választó tanulók a megbeszéltek feladatnak megfelelően készülnek következő órára.	Diákok felírják a házi feladatot.  Kiselőadást választó diákoknak plusz feladat (hagyományos vagy poszter prezentáció készítése).	házi feladat kijelölése	házi feladat	egyéni munka		

### 3. egység (90 perc): Tanulói hiedelmek

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
I. Elméleti áttekintés a házi feladat olvasmánya alapján (lásd a fenti táblázatnál) 25 perc feldolgozásra javasolt cikk: Gabillon, Z. (2005): L2 Learners' beliefs: An overview. <i>Journal of Language and Learning</i> 3: 233–260.							
II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján (lásd a fenti táblázatnál) 30 perc feldolgozásra javasolt cikkek: Albert Á. (2004): Az örök próbálkozó esete: A nyelvtanulási sikertelenség vizsgálata. In Kontráné H. E. – Kormos J. (szerk.): <i>A nyelvtanuló: Sikerek, módszerek, stratégiák</i> . Budapest: Okker Kiadó. 49–63. Mercer, S. – Ryan, S. (2010): A mindset for EFL: learners' beliefs about the role of natural talent. <i>ELT Journal</i> 64: 436–444. Tse, L. (2000): Student perceptions of foreign language study: A qualitative analysis of foreign language autobiographies. <i>The Modern Language Journal</i> 84: 69–84. McGrath, I. (2006): Teachers' and learners' images for coursebooks, <i>ELT Journal</i> 60: 171–180.							
Gyakorlati alkalmazás – Az adott egyéni változó osztálytermi vonatkozásai 30 perc – Tanulói hiedelmek							

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
20 perc	A tanár az óra előtt elkészít néhány posztert (A0 méretű csomagolópapíron), melyekre nyelvtanulással kapcsolatos hiedelmeket ír. Megkéri a diákokat, hogy hármassával válasszanak egy posztert, olvassák el a ráírt hiedelmet, vitassák meg, és írják fel rá hármójuk reakcióját egy adott színű filctollal. Ha végeztek egy poszterrel menjenek a következőhöz, és lássák el megjegyzéseikkel azt is, majd sorban az összes posztert (mivel különböző színű tollakat használnak, a folyamat jól követhető).	A diákok csoportokat alkotnak, körbejárnak, megbeszélik az egyes poszterekre írt állításokat és felírják megjegyzéseiket.	gyakorlat	feladatmegoldás	csoportmunka	A0 méretű csomagolópapírok és különböző színű filctollak	A gyakorlat célja, hogy a tanárjelölteket reflexióra ösztönözze saját tanulói és tanári hiedelmeikkel kapcsolatban. (TASK 3 a mellékletben)
5 perc	A tanár megkéri a csoportokat, hogy térjenek vissza kiinduló poszterükhöz, és olvassák el, valamint beszéljék meg a rajta szereplő hiedelemhez fűzött megjegyzéseket.	A csoportok visszatérnek kiinduló poszterükhöz, és elolvassák, valamint megbeszélik a rajta szereplő hiedelemhez fűzött megjegyzéseket.	gyakorlás	megbeszélés	csoportmunka		
5 perc	A tanár megkéri a diákokat, hogy a csoportból egy fő foglalja össze az egész csoport adott hiedelemmel kapcsolatos reakcióit. Felhívja a figyelmet a nyelvtanulói (és nyelvtanári) hiedelmek fontosságára. Megbeszélik a feladat tanórán való alkalmazásának lehetőségeit.	Minden csoportból egy diák összefoglalja a poszterükön szereplő állításra adott reakciókat. Megbeszélik a feladat tanórán való alkalmazásának lehetőségeit.	összefoglalás	megbeszélés	frontális munka		
5 perc – házi feladat (lásd a fenti táblázatnál)							

#### 4. egység (90 perc): Affektív változók (szorongás)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
<p>I. Elméleti áttekintés a házi feladat olvasmánya alapján (lásd a fenti táblázatnál) 25 perc feldolgozásra javasolt cikk: MacIntyre, P. D. (2002): Motivation, anxiety and emotion in second language acquisition. In P. Robinson (ed.): Individual differences and instructed language learning. Amsterdam, The Netherlands: John Benjamins. 45–68.</p>							
<p>II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján (lásd a fenti táblázatnál) 30 perc feldolgozásra javasolt cikkek: Gregersen, T. – Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. The Modern Language Journal 86: 562–570. Lee, W. – Ng S. (2010): Reducing student reticence through teacher interaction strategy, ELT Journal 64: 302–313. Mezei G. – Csizér K. (2005): Második nyelvi motivációs stratégiák használata az osztályteremben: Egy esettanulmány eredményeinek leírása. Iskolakultúra XV(12): 30–42. Wisniewska, D. (2013): Interest and interest-enhancing strategies of adolescent EFL learners. ELT Journal 67: 210–219.</p>							
<p>Gyakorlati alkalmazás – Az adott egyéni változó osztálytermi vonatkozásai 30 perc – Szorongás</p>							
15 perc	A tanár az óra előtt elkészít néhány posztert (A0 méretű csomagolópapíron), amelyekre szorongást illetve ennek hiányát kifejező állításokat ír. Megkéri a diákokat, hogy járjanak körbe, olvassák el a posztereken szereplő állításokat, és „iratkozzanak fel” minden olyan állításnál, amit igaznak éreznek saját magukkal kapcsolatban. A feliratkozás után lehetőség van javaslatokat tenni, hogy hogyan lehetne csökkenteni adott helyzetben a szorongást vagy fenntartani a magabiztosságot.	A diákok körbejárnak, feliratkoznak a rájuk jellemző állításoknál és javaslatokat tesznek adott helyzetben a szorongás csökkentésére vagy a magabiztosság fenntartására.	gyakorlás	feladatmegoldás	egyéni munka	A0 méretű csomagolópapírok és filctollak	A gyakorlat célja, hogy a tanárjelöltek feltérképezzék a szorongást okozó helyzeteket, erőt merítsenek abból, hogy nincsenek egyedül az érzéseikkel, módszereket találjanak a szorongással való megküzdéshez. (TASK 4 a mellékletben)



Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
15 perc	A tanár megkér egy olyan diákat, akinek a neve szerepel az adott állításnál, hogy olvassa fel a feliratkozottak nevét, valamint a szorongás leküzdésére és a magabiztosság fenntartására irányuló javaslatokat is. A csoport megvitatja a felmerült javaslatokat. Megbeszéljük a feladat tanórán való alkalmazásának lehetőségeit.	A felszólított diák felolvassa a poszteren szereplő neveket, valamint a szorongás leküzdésére és a magabiztosság fenntartására irányuló javaslatokat is. A csoport megvitatja a felmerült javaslatokat. Megbeszéljük a feladat tanórán való alkalmazásának lehetőségeit.	összefoglalás	megbeszélés	frontális munka		A szorongás leküzdésével kapcsolatos gyakorlati tippek összegyűjtésénél cél az is, hogy a tanulók rádöbbenjenek, nincsenek egyedül esetleges negatív érzéseikkel.
5 perc – házi feladat (lásd a fenti táblázatnál)							

## 5. egység (90 perc): Fiatal nyelvtanulók (életkor szerepe)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
I. Elméleti áttekintés a házi feladat olvasmánya alapján (lásd a fenti táblázatnál)							
25 perc	feldolgozásra javasolt cikk: Cameron, L. (2001): Teaching language to young learners. Chapter 1: Children learning a foreign language. Cambridge, The UK: Cambridge University Press. 1–20.						
II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján (lásd a fenti táblázatnál)							
30 perc	feldolgozásra javasolt cikkek: Ahlquist, S. (2013): 'Storyline': A task-based approach for the young learner classroom. <i>ELT Journal</i> 67: 41–51. Butzkamm, W. (2011): Why make them crawl if they can walk? Teaching with mother tongue support. <i>RELC Journal</i> 42: 379–391. Coyle, Y.–Garcia, R. G. (2014): Using songs to enhance L2 vocabulary acquisition in preschool children. <i>ELT Journal</i> 68: 284–290. Linse, C. (2007): Predictable books in the children's EFL classroom. <i>ELT Journal</i> 61: 46–54.						
Gyakorlati alkalmazás – Az adott egyéni változó osztálytermi vonatkozásai							
30 perc	– Fiatal nyelvtanulók						

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
30 perc	A tanár összegyűjt néhányat a Youtube-on fellelhető számos gyerekdal/gyerekvers közül. A diákokat párokra osztja, minden párnak 2 videó linkjét adja meg. A diákok számítógépük (vagy tabletek) segítségével megnézik az anyagokat, majd megtervezik, hogy milyen korcsoportba tartozó gyermekeknek, milyen feladatot készíthetnének a videó segítségével. A feladat összeállítása során felhasználják a gyermekek nyelvtanulásával kapcsolatos elméleti ismereteiket, valamint ötleteket meríthetnek a diáktársaik által bemutatott empirikus cikkekből is.	A diákok párokban megnézik a kiosztott Youtube videókat, kiválasztják az egyiket, majd a tanár által megadott szempontok szerint gyerekeknek szánt feladatot készítik belőle.	gyakorlás	feladatmegoldás	páros munka	számítógép vagy tablet és internetelés	A cél, hogy felhívjuk a diákok figyelmét arra, hogy rengeteg fiatal nyelvtanulóknak használható anyag érhető el a videomegosztó oldalakon (pl. Youtube). A tanár megismerteti a diákokat a legismertebb versekkel, dalokkal és rajzfilmsorozatokkal. (TASK 5 a mellékletben)
5 perc	A tanár megkéri a diákokat, hogy az elkészült anyagokat töltsék fel az órán használt e-learning felületre, hogy diáktársaik is megtekinthessék őket.	A diákok az elkészült feladatot feltöltik az óra e-learning felületére.	feladat bemutatása	személtetés	páros munka	e-learning felület	A feladathoz online fórum is létrehozható, ahol a diákok visszajelzést adhatnak egymás feladataival kapcsolatban.
5 perc – házi feladat (lásd a fenti táblázatnál)							

## 6. egység (90 perc): Tanulási nehézségek (diszlexia)

Idő-keret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
I. Elméleti áttekintés a házi feladat olvasmánya alapján (lásd a fenti táblázatnál) 25 perc feldolgozásra javasolt cikk: Kormos, J. – Smith, A. M. (2012): Teaching languages to students with specific learning differences. Chapter 2: What is dyslexia. Bristol, The UK. Multilingual Matters.19–39.							
II. Az elmélet alkalmazása empirikus kutatásokban – diákok által feldolgozott cikkek alapján (lásd a fenti táblázatnál) 30 perc feldolgozásra javasolt cikkek: Kormos, J. – Kontra, E. (2008): Hungarian teachers' perceptions of dyslexic language learners. In J. Kormos. – E. H. Kontra (eds.): Language learners with special needs: An international perspective . Bristol, The UK: Multilingual Matters. 189–213. Kormos, J. – Sarkadi, Á. – Csizér, K. (2009): The language learning experiences of students with dyslexia: Lessons from an interview study. Innovation in Language Learning and Teaching 3: 115–130. Millrood, R. (2002): Teaching heterogenous classes. ELT Journal 56: 128–136. Reid, G. (2011): Dyslexia: A complete guide for parents and those who help them (2 <sup>nd</sup> ed.) Chapter 8: Attention difficulties. Chichester, UK: Wiley-Blackwell. 121–130.							
Gyakorlati alkalmazás – Az adott egyéni változó osztálytermi vonatkozásai 30 perc – Diszlexia							
5 perc	A tanár otthon ki-nyomtatja és felvágja a diszlexiás tanulók nyelvórai akkomodációjának lehetséges módozatait leíró kártyákat, amit a DysTEFL honlapjáról (self-study materials: Unit 5, Task 2, Step 1) lehet letölteni, Link: <a href="http://www.dystefl.eu/index.php?id=89&amp;L=3%27">http://www.dystefl.eu/index.php?id=89&amp;L=3%27</a> . A diákokat 3 csoportra osztja, és csoportonként 11-12 kártyát ad nekik. Megkéri a diákokat, hogy válasszanak ki 3 (max. 4) olyan könnyítést/segítséget, ami szerintük a hazai nyelvtanítási keretek között is könnyen megvalósítható.	A diákok közösen kiválasztanak 3 (max. 4) olyan dolgot, amellyel könnyebbé tehetik a csoportjukban tanuló diszlexiás diákok nyelvtanulását.	ismeretszerzés	feladatmegoldás	csoportos munka	a DysTEFL honlapjáról letöltött, lehetséges nyelvórai akkomodációkat tartalmazó kártyák (self-study materials: Unit 5, Task 2, Step 1, Link: <a href="http://www.dystefl.eu/index.php?id=89&amp;L=3%27">http://www.dystefl.eu/index.php?id=89&amp;L=3%27</a> )	A gyakorlat célja, hogy a tanárjelöltek ismereteit bővítsük az irányba, hogy ők maguk milyen lépéseket tehetnek annak érdekében, hogy megkönnyítsék a diszlexiás tanulók részvételét a nyelvórákon. (TASK 6, Step 1 a mellékletben)

Időkeret	Az oktató tevékenysége, tanári instrukciók	A hallgatók tevékenysége	Részcélok, didaktikai feladatok	Módszerek	Hallgatói munkaformák	Eszközök, diák	Módszertani megjegyzések
5 perc	A tanár minden csoportból felkér egy diákot, hogy mutassa be a többieknek a csoportja által kiválasztott 3 akkomodációt.	A csoportból egy diák tájékoztatja a többi diákot a csoportja által kiválasztott akkomodációról.	ismeretbővítés	magyarázat	frontális munka		
15 perc	A tanár megkéri a csoportokat, hogy a diszlexiáról szerzett ismereteiket „mind map” formájában összegezzék. Ez történhet a tanulók laptopján vagy tableteken például a <a href="https://bubbl.us/">https://bubbl.us/</a> oldal segítségével, vagy hagyományos módon A0 méretű csomagolópapírra filctollal.	A diákok csoportjukban elkészítik a „mind map” összefoglalókat	összefoglalás	megbeszélés	csoportmunka	számítógép vagy tablet (esetleg A0 méretű csomagolópapírok és filctollak)	A feladat részletesebb leírását lásd a mellékletben (TASK 6, Step 2 a mellékletben).
5 perc	A tanár megkéri a tanulókat, hogy tekintsek meg a többiek által elkészített mind map összefoglalókat is.	A diákok körbejárnak, megtekintik egymás mind map összefoglalóit.	összefoglalás	értékelés	csoportmunka		Amennyiben a mind mapek laptopon/tableteken készülnek, úgy azok az óra után feltölthetők a kurzus e-learning felületére.
5 perc – házi feladat (lásd a fenti táblázatnál)							

**MELLÉKLET****A melléklet tartalma:**

1. melléklet: táblázat az eddig tanult egyéni különbségek áttekintéséhez
2. melléklet: Az egyéni különbségek szerepe a nyelvtanulásban kurzus tanmenete
3. melléklet: TASK 1 – gyakorlati feladat a „motiváció” témaköréből
4. melléklet: ppt-bemutató kivonata a korábban tanult egyéni különbségek átismétléséhez
5. melléklet: kérdések a „tanulói autonómia” olvasmány otthoni feldolgozásához
6. melléklet: TASK 2 – gyakorlati feladat a „tanulói autonómia” témaköréből
7. melléklet: kérdések a „tanulói hiedelmek” olvasmány otthoni feldolgozásához
8. melléklet: TASK 3 – gyakorlati feladat a „tanulói hiedelmek” témaköréből
9. melléklet: kérdések az „affektív változók/szorongás” olvasmány otthoni feldolgozásához
10. melléklet: TASK 4 – gyakorlati feladat az „affektív változók/szorongás” témaköréből
11. melléklet: kérdések a „fiatal nyelvtanulók” olvasmány otthoni feldolgozásához
12. melléklet: TASK 5 – gyakorlati feladat a „fiatal nyelvtanulók” témaköréből
13. melléklet: kérdések a „tanulási nehézségek/diszlexia” olvasmány otthoni feldolgozásához
14. melléklet: TASK 6 – gyakorlati feladat a „tanulási nehézségek/diszlexia” témaköréből

**1. melléklet:****Táblázat az eddig tanult egyéni különbségek áttekintéséhez**

ID variables relevant to language learning		ID variables irrelevant to language learning
ID variables I would still like to learn about	ID variables I have learnt enough about	

## 2. melléklet:

### Az egyéni különbségek szerepe a nyelvtanulásban kurzus tanmenete

#### Individual differences in language learning

#### Course syllabus

**Course code:**

**Instructor:**

**Time:**

#### Consultation:

This course will aim to look at individual variables from a language teacher's perspective. We will particularly focus on language learning beliefs, autonomy, affective factors, special needs, young learners and creativity. Poster presentations of empirical research papers conducted within these areas will provide students with insight into the nature of individual differences. Besides the poster presentations, course requirements include week-to-week readings and conducting a case study of a language learner. Finally, course participants will present their findings to the group.

#### Requirements:

- attendance (*if you miss more than 3 classes you will not receive a credit for this class*)
- reading articles/chapters on the topics to be discussed and answering comprehension check questions related to the chapters
- active participation in discussions about the readings
- preparing a poster based on a short article related to one of the topics and discussing it in class
- taking a test based on the readings
- conducting a case study and presenting it in class

#### Assessment is based on:

- in-class presentation of the results of the case study
- poster presentation of a research article
- a test on the reading assignments
- participation (completion of homework assignments, participation in class, preparing tasks)

#### Guidelines for the presentations:

- Poster presentation – Format: A3 size (at least)
  - Include information about
    - ♦ source of article using APA and Title (of poster)
    - ♦ background (in keywords)
    - ♦ research question(s)/hypotheses
    - ♦ methods (participants, instrument, procedure)
    - ♦ results/discussion(what the results mean)/implications

Youtube video on preparing academic posters:

<https://www.youtube.com/watch?v=k6FzrwW3oKQ>

Online tutorial of University of Leicester: <https://connect.le.ac.uk/posters>

– Case study presentation

- presentation of case studies should be approximately 15-20 minutes long
- PowerPoint slides can be prepared if you like, or you can use handouts **but make sure that you prepare one or the other!**
- Make sure that you include the following in your presentation:
  - ♦ Brief reference to the theoretical background
  - ♦ Research question(s)
  - ♦ Description of methods (participant, instruments, procedure, analysis)
  - ♦ Main results of your case study and their interpretation
  - ♦ What you as a language teacher benefitted from conducting this case study and any pedagogical implications

Weeks	Topic	Assigned readings/tasks for the class
1	<b>Introduction</b>	
2	<b>Autonomy</b>	<p><b>Finch, A. (2001): Autonomy: Where are we? Where are we going? In A. S. Mackenzie–E. McCafferty (eds.): Proceedings of the JALT CUE Conference 2001: Developing Autonomy (pp.15–31), Shizuoka, Japan: Tokai University.</b></p> <p>Bhattacharya, A.–Chauhan, K. (2010): Augmenting learner autonomy through blogging. <i>ELT Journal</i> 64: 376–384.</p> <p>Cetin, Y.–Flamand, L. (2013): Posters, self-directed learning, and L2 vocabulary acquisition. <i>ELT Journal</i> 67: 52–61.</p> <p>Cotterall, S. (2000): Promoting learner autonomy through the curriculum: Principles for designing language courses. <i>ELT Journal</i> 54: 109–117.</p> <p>Kemp, J. (2010): The Listening Log: Motivating autonomous learning. <i>ELT Journal</i> 64: 385–395.</p>
3	<b>Beliefs</b>	<p><b>Gabillon, Z. (2005): L2 Learners’ beliefs: An overview. <i>Journal of Language and Learning</i> 3: 233–260.</b></p> <p><b>(Hancock, D. R.–Algozzine, B. [2006]: <i>Doing case study research: A practical Guide for beginning researchers. Chapters 1–3, pp. 3–25</i>).</b></p> <p>Albert Á. (2004): Az örök próbálkozó esete: A nyelvtanulási sikertelenség vizsgálata. In Kontráné H. E.–Kormos J. (szerk.): <i>A nyelvtanuló: Sikerek, módszerek, stratégiák</i>. Budapest: Okker Kiadó. 49–63.</p> <p>Mercer, S.–Ryan, S. (2010): A mindset for EFL: learners’ beliefs about the role of natural talent. <i>ELT Journal</i> 64: 436–444.</p> <p>Tse, L. (2000): Student perceptions of foreign language study: A qualitative analysis of foreign language autobiographies. <i>The Modern Language Journal</i> 84: 69–84.</p> <p>McGrath, I. (2006): Teachers’ and learners’ images for coursebooks, <i>ELT Journal</i> 60: 171–180.</p>

Weeks	Topic	Assigned readings/tasks for the class
4	The affective dimension	<p><b>MacIntyre, P. D. (2002): Motivation, anxiety and emotion in second language acquisition. In P. Robinson (ed.): Individual differences and instructed language learning. Amsterdam, The Netherlands: John Benjamins. 45–68.</b></p> <p><b>(Hancock, D. R. – Algozzine, B. [2006]: Doing case study research: A practical Guide for beginning researchers. Chapters 4–5, pp. 26–38.)</b></p> <p>Gregersen, T.–Horwitz, E. K. (2002): Language learning and perfectionism: Anxious and non-anxious language learners’ reactions to their own oral performance. <i>The Modern Language Journal</i> 86: 562–570.</p> <p>Lee, W.–Ng S. (2010): Reducing student reticence through teacher interaction strategy, <i>ELT Journal</i> 64: 302–313.</p> <p>Mezei, G.–Csizér, K. (2005): Második nyelvi motivációs stratégiák használata az osztályteremben: Egy esettanulmány eredményeinek leírása. <i>Iskolakultúra</i> XV(12): 30–42.</p> <p>Wisniewska, D. (2013): Interest and interest-enhancing strategies of adolescent EFL learners. <i>ELT Journal</i> 67: 210–219.</p>
5	Special needs students	<p><b>Kormos, J.–Smith, A. M. (2012): Teaching languages to students with specific learning differences. Chapter 2: What is dyslexia. Bristol, The UK: Multilingual Matters. 19–39.</b></p> <p><b>(Hancock, D. R. – Algozzine, B. [2006]: Doing case study research: A practical Guide for beginning researchers. Chapters 6–8, pp. 39–55.)</b></p> <p>Kormos, J.–Kontra, E. (2008): Hungarian teachers’ perceptions of dyslexic language learners. In J. Kormos.–E. H. Kontra (eds.): <i>Language learners with special needs: An international perspective</i>. Bristol, The UK: Multilingual Matters. 189–213.</p> <p>Kormos, J.–Sarkadi, Á.–Csizér, K. (2009): The language learning experiences of students with dyslexia: Lessons from an interview study. <i>Innovation in Language Learning and Teaching</i> 3: 115–130.</p> <p>Millrood, R. (2002): Teaching heterogenous classes. <i>ELT Journal</i> 56: 128–136.</p> <p>Reid, G. (2011): <i>Dyslexia: A complete guide for parents and those who help them</i> (2<sup>nd</sup> ed.) Chapter 8: Attention difficulties. Chicester, UK: Wiley-Blackwell. 121–130.</p>
6	Young learners	<p><b>Cameron, L. (2001): Teaching language to young learners. Chapter 1: Children learning a foreign language. Cambridge, The UK: Cambridge University Press. 1–20.</b></p> <p><b>(Hancock, D. R. – Algozzine, B. [2006]: Doing case study research: A practical Guide for beginning researchers. Chapters 9–11 (pp. 56–68). New York, NY: Teachers College Press.)</b></p> <p>Ahlquist, S. (2013): ‘Storyline’: A task-based approach for the young learner classroom. <i>ELT Journal</i> 67: 41–51.</p> <p>Butzkamm, W. (2011): Why make them crawl if they can walk? Teaching with mother tongue support. <i>RELC Journal</i> 42: 379–391.</p> <p>Coyle, Y.–Garcia, R. G. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. <i>ELT Journal</i> 68: 284–290.</p> <p>Linse, C. (2007). Predictable books in the children’s EFL classroom. <i>ELT Journal</i> 61: 46–54.</p>



Weeks	Topic	Assigned readings/tasks for the class
7	MID-TERM TEST / <b>Conducting case study research</b>	<b>Hancock, D. R.–Algozzine, B. (2006): Doing case study research: A practical Guide for beginning researchers. Chapters 1–11 (pp. 3–68). New York, NY: Teachers College Press.</b> HW: Prepare proposal for case study
8	Spring break	No class
9	<b>Discussion of research proposals</b>	Bring research proposal to class
10	<b>Creativity</b>	<b>Smith, J. K.–Smith, L. F. (2010): Educational creativity. In J. C. Kaufman–R. J. Sternberg (eds.): The Cambridge handbook of creativity. New York, NY: CUP. 250–264.</b> Sternberg, R. J.–Williams, W. M. (1996): How to develop student creativity. Chapters 2–5. Alexandria, VI: Association for Supervision and Curriculum Development. 11–37. Tin, T. B. (2013): Towards creativity in ELT: The need to say something new. ELT Journal 67: 386–397.
11	Presentation of Case studies	1 2 3 4
12	Presentation of Case studies	1 2 3 4
13	Presentation of Case studies	1 2 3 4
14	Evaluation	

### 3. melléklet:

#### Task 1 – gyakorlati feladat a „motiváció” témaköréből

##### Task 1

##### Motivation activity – role of emotions

##### Purpose:

explore the feelings learners bring to any learning situation

positive emotions: rely on them in creating positive atmosphere now!

negative emotions: think of ways of coping with them (in order to avoid their negative influence)

**Materials:**

3 (×2) post-it notes per student (2 different colours)

**Procedure:**

Ask the following questions

- 1 Q: what are those things that I am looking forward to in connection with this class? (things that make me happy, excited, interested)

Ask students to report their answers on the pink slips.

Then ask:

- 2 Q: what are those things that I am not looking forward to in connection with this class? (things that make me nervous, afraid, cause discomfort)

Ask students to report their answers on the yellow slips.

Students should respond by 1 idea/thought per slip

Divide students into 2 groups

Ask one group to arrange the slips invoking positive feelings and the other to arrange the slips invoking negative ones

Ask the groups to report their categories

Divide students into as many groups as the number of negative categories

Each group should come up with suggestions as to how to cope with that concern (these should be practical suggestions!)

Discuss proposed solutions with the whole class

Discuss how future expectations can influence our feelings in the present

Discuss classroom applications

**Task inspired by:**

Gregersen, T.–MacIntyre, P. D. (2014): Capitalising on language learners' individuality: From premise to practice. Bristol, UK: Multilingual Matters.

**4. melléklet:**

**PowerPoint-bemutató kivonata a korábban tanult  
egyéni különbségek átismétléséhez**

Role of individual variables in language learning

Revision

Aptitude

What is language aptitude?

„Natural ability or skill at doing something, talent” (Oxford Advanced Learner's Dictionary, 7<sup>th</sup> edition)

„**Basic abilities that are essential to facilitate foreign language learning**” (Carroll–Sapon 1959)

„Language aptitude is what language aptitude tests measure” (Dörnyei 2005: 35)

Concerns the rate of learning

Constituent abilities comprising language aptitude (Carroll 1981)

**Phonetic coding ability**

“ability to identify distinct sounds, to form associations between these sounds and symbols representing them, and to retain these associations” (Carroll 1981: 105)

coding and memorising of phonetic material

**Rote learning ability**

“ability to learn associations between sounds and meaning rapidly and effectively and to retain these associations” (Carroll 1981: 105)

the ability to memorise foreign language material

**grammatical sensitivity**

“the ability to recognise the grammatical functions of words (or other linguistic entities) in sentence structures” (Carroll 1981: 105)

**inductive language learning ability**

“the ability to infer or induce the rules governing a set of language materials, given samples of materials that permit such inferences” (Carroll 1981: 105)

These two are referred to by a single term *linguistic ability* by Skehan (1989)

Aptitude tests

Modern Language Aptitude Test (MLAT Carroll–Sapon 1959)

Number learning

Phonetic script

Spelling clues

Words in sentences

Paired associates

Other tests:

PLAB (Pimsleur 1966)

Verbal intelligence

Motivation

Auditory ability

Defense Language Aptitude Battery (Petersen–Al-Haik 1976)

Aptitude Test for Studies in Modern Languages (Trost–Bickel 1981)

VORD (Parry–Child 1990)

Hungarian Language Aptitude Test (MENYÉT or HUNLAT, Ottó 2002; Kiss–Nikolov 2005)

Hidden Sounds

phonetic coding ability

Language Analysis

inductive language learning ability

Words in Sentences

grammatical sensitivity

Vocabulary Learning

rote learning ability

Language aptitude and intelligence

It can be hypothesised that constituent components of these constructs are interrelated

Are aptitude and intelligence test scores related?

Partial separation and partial relatedness, no complete coincidence

Complex of general intelligence and complex of general language aptitude share definite commonalities but do not coincide completely

Is language aptitude related to L1 acquisition?

Study (Skehan 1989, 1991): language aptitude tests administered to 13 and 14-year old children whose L1 development had been investigated earlier (Well’s Bristol Language Project)

High correlations found between L1 developing syntax and language aptitude

Conclusion: language aptitude is a residue of L1 learning ability to some extent (But: ability to handle decontextualised language material also involved)

Language aptitude and age

Language learning abilities emerge by the age of 3.5 years (Skehan 1989).

As a result of environment or innate?

No evidence that language aptitude changes with time (Carroll–Sapon 1959; Carroll 1981)

Harley and Hart (1997) found higher correlations with language learning success

**Younger** children – **memory** components

**Older** children – **language analysis** subtests

Linguistic Coding Differences Hypothesis (Sparks–Ganschow 2001)

Capacity to learn L2 is closely related to the individual's L1 learning skills

Difficulties in learning L2 can partially be derived from native language difficulties

„linguistic coding” = L1 literacy skills, e.g. phonological/orthographic processing and word recognition/decoding

Linguistic coding ability is a primary ID variable

Working memory and language aptitude

Working memory is the „temporary storage and manipulation of information that is assumed to be necessary for a wide range of complex cognitive abilities.” (Baddeley 2003: 189)

Components of working memory

Phonological loop

Visuo-spatial sketchpad

Central executive

Episodic buffer

Sawyer and Ranta (2001) reported studies that have demonstrated strong relationships between working memory capacity and L2 proficiency

Model of Working Memory

Learning styles

Cognitive or learning style

The individual's preferred, habitual way of perceiving, remembering, organising, processing and representing information

Stable, mainly biologically determined although affective and environmental factors might also influence it

Perceptual learning styles (auditive/visual/tactile)

The person is usually placed somewhere along a continuum between the two extremes

No value judgement

E&L construct (Ehrman–Leaver 2003)

Validated theoretical construct and questionnaire

Made up of ten different style dimensions (e.g. field dependent/field independent, field sensitive/field insensitive, random/sequential, global/particular, synthetic/analytic, impulsive/reflective, etc.)

Dimensions are not independent, they suggest the existence of an underlying factor ECTASIS/

SYNOPSIS

Ectenic: needs/wants conscious control over the learning process

Synoptic: relies more on preconscious or unconscious processing

E&L construct (scales)

Learning strategies

What do successful language learners do? What can we learn from them?

Definition

specific actions, behaviors, steps, or techniques that students use to improve their own

progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. (Oxford 1999)

Aim of strategy research: identify strategies used by language learners

Main categories of learning strategies (Hsiao–Oxford 2002)

Cognitive strategies

manipulation or transformation of the learning materials/input (e.g., repetition, summarizing, using images).

Metacognitive strategies

higher-order strategies aimed at analyzing, monitoring, evaluating, planning, and organizing one's own learning process.

Social strategies

interpersonal behaviors aimed at increasing the amount of L2 communication and practice the learner undertakes (e.g., initiating interaction with native speakers, cooperating with peers)

Affective strategies

taking control of the emotional (affective) conditions and experiences that shape one's subjective involvement in learning

Main results of strategy research

There are considerable differences between learners in terms of the quality, quantity and frequency of strategy use

Women use more strategies than men

Adults use more complex strategies than children

Motivated learners use more cognitive and metacognitive strategies

Good language learners are flexible in their strategy use and use strategies in accordance with task requirements

Motivation

Wishes to explore the reasons behind the direction and intensity of human behaviour

What determines...

what people do?

how long they are willing to do it?

how much effort they put into it?

There are many factors influencing language learning: goal is to establish the most important factors

Foreign language learning motivation/social psychological period

Pioneers of L2 motivation research: Gardner and Lambert (1959)

Integrative motivation

Positive disposition towards speakers of the L2, desire to interact with and even become similar to valued members of the L2 community

Instrumental motivation

Associated with concrete benefits that language learning might bring about (higher salary, better career options, etc.)

They can be equally strong motivators in the short run, but in the long run integrative motivation has a more long-lasting effect

Research conducted in Canada, USA (L2 and not FL context!)

Socio-cultural model of L2 motivation (Gardner–Smythe 1981)

Cognitive-situated period

Linguistic self-confidence (Clement 1980)

refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently. It is a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use the language of the other speech community

Self-determination theory (Deci–Ryan 1985)

*intrinsic motivation* derives from reasons inherent in the language learning process, such as whether learning the language is fun, engaging, challenging, or competence-enhancing.

*extrinsic motivation* derives from external and internalized pressures, so it usually focuses on material or monetary rewards

Dörnyei's framework of L2 motivation (1994)

Process model of learning motivation in the L2 classroom (Dörnyei–Ottó 1998)

L2 motivational self-system (Dörnyei 2005)

Background: possible selves (Markus–Nurius 1986), self-discrepancy (Higgins 1987)

There are 3 factors influencing language learners' motivation directly:

Ideal L2 self

referring to the L2-specific facet of one's ideal self, it can be a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between the actual and ideal selves

Ought-to L2 self

referring to the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes.

Experiences in connection with language learning

which concerns situation-specific motives related to the immediate learning environment and experience

Personality traits

Extraversion – introversion

It is commonly believed that extraverts are more successful language learners, but studies conducted do not support this simple assumption

Reason: extraversion and introversion are in interaction with other variables

Extraversion: beneficial in the case of speaking skills, but not for reading/writing

Introversion: positive relationship with reading skills and tasks measuring grammatical competence

Both can have beneficial effects in language learning (but in the case of different skills, tasks, classroom environments, etc.)

Summary

Foreign language aptitude

Working memory

Learning styles

Learning strategies

Motivation

Personality traits

Extraversion/introversion

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**5. melléklet:****kérdések a „tanulói autonómia” olvasmány otthoni feldolgozásához**

**Finch, A. (2001): Autonomy: Where are we? Where are we going? In A. S. Mackenzie–E. McCafferty (eds.): Proceedings of the JALT CUE Conference 2001: Developing Autonomy (pp. 15–31), Shizuoka, Japan: Tokai University.**

- 1 What was your favourite definition of autonomy in the article? Write it here. What did you like about it?
- 2 What are the two inter-related directions of research in connection with autonomy described in the paper (one associated with Europe, the other with the US)? Describe them.
- 3 What is a possible grouping of the definitions of autonomy according to the author (and Benson and Voller)? Please describe the five categories.
- 4 What are the two steps that are involved in the acquisition of autonomy according to Holec?
- 5 Please explain what Benson means by technical, psychological, and political autonomy.
- 6 What do you think of Esch’s “negative definition” of autonomy (what’s not autonomy)? Do you think that “autonomous language learning skills” can be trained?
- 7 What did you learn about “materials for the autonomous learner” from the paper?
- 8 What did you learn about the “role of the learner” from the paper?
- 9 What did you learn about the “role of the teacher” from the paper?
- 10 What would you point out as YOUR biggest concern in connection with autonomy (out of the ones listed in the paper)?
- 11 What is the relevance of “complexity theory” to autonomy according to the author?

**6. melléklet:****Task 2 – gyakorlati feladat a „tanulói autonómia” témaköréből****Task 2****Autonomy activity – awareness raising about autonomy****Purpose:**

To raise awareness about the importance of learner autonomy and discover new ways of exercising autonomy

**Materials:**

A5 size sheets, pens

**Procedure:**

Distribute blank cards to students

Ask the students

“List some qualities you have or activities you are currently involved in that make you an autonomous learner now”

Students should list these on one side of the paper, and then turn the page over.



On the other side

“List some qualities you would like to possess or activities you could/should be involved in the future that would increase your autonomy”

Collect cards and redistribute them, each student should get someone else’s card

Learners read out the cards (not their own, but someone else’s) and try to explain what the writer meant by it

The writer of the card can help in the interpretation but does not have to

Teacher should list responses on board and together with the students they should try to group them

Groups created this way should be labelled and explained

Reflect on the importance of learner autonomy

Discuss possible classroom applications of the task

(alternatives for investigating teacher autonomy:

“List some things that you as a teacher currently do to make your learners more autonomous”

“List some things that you as a teacher could/should do to make your learners more autonomous”)

### **Task inspired by:**

Gregersen, T.–MacIntyre, P. D. (2014): Capitalising on language learners’ individuality: From premise to practice. Bristol, UK. Multilingual Matters.

## **7. melléklet:**

### **kérdések a „tanulói hiedelmek” olvasmány otthoni feldolgozásához**

**Gabillon, Z. (2005): L2 Learners’ beliefs: An overview. Journal of Language and Learning 3: 233–260.**

- 1 Why are beliefs important according to the article?
- 2 How are beliefs conceptualised in the literature? Explain the different categories briefly.
- 3 How are beliefs formed, where do they originate from according to the social psychological/ sociocultural and according to the cognitivist viewpoints?
- 4 What is the difference between “functional” and “dysfunctional” beliefs? What’s the teacher’s role in connection with them?
- 5 What did research based on mainstream cognitive approaches emphasise in connection with beliefs?
- 6 What did research based on social psychological and sociocultural approaches emphasise in connection with beliefs?
- 7 Using Figure 1 on page 260, describe the phases of belief formation as proposed by Gabillon shortly.
- 8 What is the question/issue in connection with beliefs that you might be interested in investigating?

## 8. melléklet:

### Task 3 – gyakorlati feladat a „tanulói hiedelmek” témaköréből

#### Task 3

#### Beliefs activity: investigating some learner beliefs

##### Purpose:

To raise consciousness about the existence of beliefs and their importance in language learning/teaching. The reason why it is important to clarify language learning beliefs is that these can have an influence on students' behaviour (some beliefs are beneficial, but others might be harmful).

##### Materials:

A0 size posters with beliefs on them (hung on walls), different coloured markers

##### Procedure:

Place posters with the following loaded beliefs around the room

- a. Learners' language aptitude is fixed and cannot be changed; therefore, this ID variable has no relevance for teachers.
- b. Motivation is more important in language learning than language aptitude.
- c. It is mainly the teachers' task to motivate their learners.
- d. Efforts on the learner's part should be considered more important than their overall achievement.
- e. Enhancing learner autonomy can be dangerous as learners are not experts in education, and they don't know enough about learning processes.
- f) If a high school student wants to learn a language really well, they should be prepared to hire a private tutor.
- g. Spending time in an L2 environment is the key to language learning success.
- h. Learner autonomy is not something that can be dealt with in a language class.

Divide students into small groups and give each group a different coloured marker

Ask groups to discuss the belief on the poster they are standing next to, and write down their remarks

When they have finished, they should go to next poster and repeat procedure

When they have looked at all the posters, ask them to go back to their original one and analyse the answers written by all of the groups

Ask them if they have changed any of their beliefs

Reflect on what the consequences of holding a particular belief might be

Discuss possible classroom applications of the task

some further beliefs that might be explored:

myths about vocab learning:

- a. Vocabulary is Not as Important in Learning a Foreign Language as Grammar or Other Areas
- b. It is Not Good to Use Lists of Words When Learning Vocabulary

- c. Vocabulary Should be Presented in Semantic Sets
- d. The Use of Translations is a Poor Way to Learn New Vocabulary
- e. Guessing Words From Context is as Productive For Foreign Language Learners as it is For First Language Learners
- f. The Best Vocabulary Learners Make use of Only One or Two Effective Specific Vocabulary Learning Strategies
- g. Foreign Language Learners Should Use a Monolingual Dictionary
- h. Vocabulary is Sufficiently Covered Enough in Our Curricula and Courses

### Source

Folse, K. S. (2004): Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter* 37/(2): 1–13.

and some general ones:

- a. Myth 1: Adults should learn like children
- b. Myth 2: Traditional instruction is key to success
- c. Myth 3: Developing business communication skills in English is the same as studying ESL and acquiring general English language skills
- d. Myth 4: You can't learn while you work
- e. Myth 5: Only managers need to be competent in English
- f. Myth 6: Translation tools are good enough to help me get by
- g. Myth 7: I understand English—that's good enough

### Source

Nunan, D. (2011): The 7 myths of language learning: Challenging common beliefs of language acquisition for use in business. Global English available at: [http://static.globalenglish.com/files/reports/GlobEng\\_Whitepap\\_Nunan\\_EN\\_US\\_FINAL.pdf?q=files/reports/GlobEng\\_Whitepap\\_Nunan\\_EN\\_US\\_FINAL.pdf](http://static.globalenglish.com/files/reports/GlobEng_Whitepap_Nunan_EN_US_FINAL.pdf?q=files/reports/GlobEng_Whitepap_Nunan_EN_US_FINAL.pdf)

### Task inspired by:

Gregersen, T.–MacIntyre, P. D. (2014): Capitalising on language learners' individuality: From premise to practice. Bristol, UK. Multilingual Matters.

## 9. melléklet: kérdések az „affektív változók/szorongás” olvasmány otthoni feldolgozásához

**MacIntyre, P. D. (2002): Motivation, anxiety and emotion in second language acquisition. In P. Robinson (ed.): Individual differences and instructed language learning. Amsterdam, The Netherlands: John Benjamins. 45–68.**

- 1 Please, describe Gardner's and Dörnyei's model of language learning motivation presented in the article briefly. (Just for revision : ))

- 2 What were the three factors of motivation that were identified in a study conducted by MacIntyre et al. (2001) as an attempt to study the degree of overlap among several motivational constructs? How do you interpret these factors?
- 3 What do we mean by the following concepts and what is the phenomenon that they exemplify?
  - a. the hidden cost of reward
  - b. opponent process theory
  - c. reactance theory
- 4 Tomkins outlines three lines of evidence in order to demonstrate that affects are the most basic human motives and not drives. Please, summarize these.
- 5 What is Buck's "two-system view of emotion"? Explain.
- 6 What is "anxiety"? What are different types of anxiety that you can think of?
- 7 How is anxiety related to L2 proficiency? Are there any experimental findings demonstrating the effects of anxiety on cognitive processing? What do they suggest?
- 8 According to MacIntyre, what might be the role of affect in language learning/motivation?

### 10. melléklet:

#### Task 4 – gyakorlati feladat az „affektív változók/szorongás” témaköréből

##### Task 4

##### Anxiety reducing activity: sharing feelings, suggesting coping mechanisms

##### Purpose:

To share concerns about discomfort experienced over language related issues and strategies for dealing with this feeling; the teacher also gets feedback about how they should help students who are anxious.

##### Materials:

A0 size posters with statements on them about feelings of anxiety (hung on walls), markers

##### Procedure:

Hang posters on the walls with these statements (they are modified versions of the statements found in FLCAS, Horwitz)

- a. "I worry about making language mistakes in front of my students during my teaching practice" Do you want your mentor teacher to correct you in some way, and if so, what is the best way?
- b. „I get nervous when I don't understand every word native speaker teachers at university say." What can the teacher do to help you understand more?
- c. „I don't understand why some people get so upset over their English teaching practice." What do you do that you stay so calm?
- d. „I feel very self-conscious about speaking English in front of a whole class of students in my teaching practice." What instances make you feel more or less self-conscious?
- e. „I feel confident when I speak to my students in English during my teaching practice." What instances make you more or less confident?

- f. „Some of my classes at university move so quickly that I worry about being left behind.”  
What could the teacher do that would help you stay ahead?

Students should walk around the room and sign up for statements that are true for them, and they should also add comments in response to the accompanying question

When everyone has looked at all the posters, one of the students whose name is on the sheet should read out all the names of students signed up and their comments.

Discuss comments and their implications

Point out the positive effects of sharing worries, concerns

Discuss possible classroom applications of the task

### **Task inspired by:**

Gregersen, T.–MacIntyre, P. D. (2014): Capitalising on language learners’ individuality: From premise to practice. Bristol, UK. Multilingual Matters.

## **11. melléklet:**

### **kérdések a „fiatal nyelvtanulók” olvasmány otthoni feldolgozásához**

**Cameron, L. (2001): Teaching language to young learners. Chapter 1: Children learning a foreign language. Cambridge, The UK. Cambridge University Press. 1–20.**

- 1 What is “assimilation” and “accommodation” according to Piaget?
- 2 What is the “zone of proximal development” according to Vygotsky?
- 3 What do you see as the major difference between Piaget’s and Vygotsky’s view of children?
- 4 What does Bruner mean by
  - a. “scaffolding”
  - b. “formats and routines”
  - c. “space for growth”
- 5 Please, briefly summarise Cameron’s ideas about
  - a. learning one’s first language
  - b. learning a second language
  - c. learning a foreign language
- 6 What does the “Competition Model” of linguistic performance hypothesise about the influence of the first language on the acquisition of subsequent languages?
- 7 What can be the advantages and disadvantages of starting young in language learning?
- 8 Please, explain what we can see in Figure 1 on page 19.

## 12. melléklet:

### Task 5 – gyakorlati feladat a „fiatal nyelvtanulók” témaköréből

#### Task 5

#### Designing a task for young learners using authentic materials

##### Purpose:

To draw teacher trainees attention, on the one hand, to the fact that various internet sites (e.g., Youtube) contain authentic materials (primarily created for native speaker children) that can also be used when teaching young language learners, and on the other, to familiarize students with some of these materials.

##### Materials:

The following links can be distributed to the students

Nursery rhymes and poems (from books)

There was an old lady: <https://www.youtube.com/watch?v=WzGLUINCT-g>

The gruffalo (Julia Donaldson): <https://www.youtube.com/watch?v=ayJCC8Lzwzk>

Penguin (Polly Dunbar): <https://www.youtube.com/watch?v=3CNfm32RafA>

How to catch a star (Oliver Jeffers): [https://www.youtube.com/watch?v=I3k7a\\_DO4LM](https://www.youtube.com/watch?v=I3k7a_DO4LM)

The very hungry caterpillar (Eric Carle): [https://www.youtube.com/watch?v=\\_4HI7q38VmQ](https://www.youtube.com/watch?v=_4HI7q38VmQ)

The worm that wouldn't wiggle (Steve Attewell): <https://www.youtube.com/watch?v=iDG2-bxpno0>

Crazy hair (Neil Gaiman): <https://www.youtube.com/watch?v=Oh2QqaB9syk>

Songs

The wheels on the bus: <https://www.youtube.com/watch?v=f9DLsXCXhll>

Five little ducks: <https://www.youtube.com/watch?v=1e7JHEB5Rpo>

Elephant song: <https://www.youtube.com/watch?v=yihq8BIhL9c>

Ladybug: <https://www.youtube.com/watch?v=qjhSgMqsAfM>

Going on a bear hunt: <https://www.youtube.com/watch?v=pKGCFxJLqbQ>

Maurice Sendak and Carole King: Alligators all around [https://www.youtube.com/watch?v=m\\_INPwqYfGw&list=PLPHHiFSteCa8oyeyguocUNJPG9YibQtS&index=3](https://www.youtube.com/watch?v=m_INPwqYfGw&list=PLPHHiFSteCa8oyeyguocUNJPG9YibQtS&index=3)

Maurice Sendak and Carole King: Chicken soup with rice: <https://www.youtube.com/watch?v=xSJ0FDplzjk&list=PLPHHiFSteCa8oyeyguocUNJPG9YibQtS&index=1>

Maurice Sendak and Carole King: Pierre [https://www.youtube.com/watch?v=\\_OW0glOkbX0](https://www.youtube.com/watch?v=_OW0glOkbX0)

Cartoons

Peppa pig: [https://www.youtube.com/results?search\\_query=peppa+pig+daddy+pig+puts+up+a+picture](https://www.youtube.com/results?search_query=peppa+pig+daddy+pig+puts+up+a+picture)

Maisy mouse: <https://www.youtube.com/watch?v=3AqXAYaIFes>

Curious George: <https://www.youtube.com/watch?v=2r29qRH8g0g>

Little princess: <https://www.youtube.com/watch?v=gmrKVvS83Wk>

Charlie and Lola: <https://www.youtube.com/watch?v=0Vd-0pFOFs0>

Tinga tinga tales: <https://www.youtube.com/watch?v=L3NMg06XV3E>

Arthur: <https://www.youtube.com/watch?v=Kzgfvv0UNIk>

### **Procedure:**

Arrange students in pairs and assign 3 videos (1 poem, 1 song, and one cartoon) to each pair. Ask them to watch the videos (or a part of it in the case of a longer cartoon) and select one that they would like to work with.

Students' task will be designing a learning task in connection with the video selected.

They will be required to create a handout for the task in which they specify

- the target group (age, level)
- the targeted grammar structure or vocabulary items
- the URL of the video
- and one complete task with instructions for students
- further suggestions might also be added

### **Instructions for the Students:**

Your task in connection with the topic of “young learners” is going to involve designing a learning task for children using authentic materials.

You will be required to select one Youtube video out of the three you were given (one poem, one song, and cartoon) and design a task in connection with it. Create a handout for the task in which you specify the target group (age, level), the targeted grammatical structures or vocabulary items, and the URL of the video. Give specific instructions to students and also include clear guidelines for your fellow teachers who would like to use the task. Create at least one complete task, but you can also include some further suggestions if you like.

(copy the link of one POEM, one SONG, and one CARTOON here)

## **13. melléklet: kérdések a „tanulási nehézségek/diszlexia” olvasmány otthoni feldolgozásához**

**Kormos, J.–Smith, A. M. (2012): Teaching languages to students with specific learning differences. Chapter 2: What is dyslexia. Bristol, UK. Multilingual Matters. 19–39.**

- 1 Why is the behavioural definition of dyslexia insufficient according to the authors?
- 2 Explain what is meant by
  - a. long term memory
  - b. working memory
  - c. declarative memory
  - d. procedural memory
  - e. semantic memory
  - f. episodic memory

- 3 What are the most important properties of working memory according to the text?
- 4 What is the “ACT model” and what does it attempt to explain?
- 5 What is “instance theory” and what does it attempt to explain?
- 6 What are the “lexical” and “sub-lexical” routes of word recognition?
- 7 What are the 4 stages in the acquisition of reading skills? Describe them briefly.
- 8 What are the most important behavioural manifestations and cognitive correlates of dyslexia according to the article?
- 9 What causes are hypothesised to be in the background of dyslexia according to the
  - a. phonological deficit hypothesis
  - b. double deficit hypothesis
  - c. cerebellar deficit hypothesis

## 14. melléklet:

### Task 6 – gyakorlati feladat a „tanulási nehézségek/diszlexia” témaköréből

#### Task 6

#### Learning difficulties – Dyslexia

##### Purpose:

To familiarize students with ways of accommodating learners with dyslexia in the foreign language classroom and to summarize what they have learnt about dyslexia so far with the help of mind maps.

##### Materials:

Download a set of cards with descriptions of “Ways of accommodating learners with dyslexia in the foreign language classroom” from the DystEFL homepage (self-study materials: Unit 5, Task 2, Step 1)

Link: <http://www.dystefl.eu/index.php?id=89&L=3%27>

Create an account at <https://bubbl.us/> where mind maps can be created online (or use A0 size wrapping paper and felt pens for creating mind maps on paper).

##### Procedure:

##### Step 1

Print and cut up the downloaded cards.

Divide students into three groups and give 11 (or 12) cards to each group.

Ask students to select 3 (or 4) accommodations that they think should be easy to implement in the Hungarian language teaching context.

Ask one student from each group to describe the selected accommodations to the others.

##### Step 2

Having discussed the topic of “accommodations”, ask students to create mind maps with their groups about dyslexia.



Ask students to consider what they have learnt

- from the theoretical article (behavioural manifestations, cognitive correlates, causes)
- from the empirical articles presented by students (teachers' and students' perspectives)
- and what they have just read/heard about accommodations

Students create their mind maps either on their laptops/tablets at <https://bubbl.us/> or on an A0 size paper.

Students look at the mind maps created by other students (mind maps created with the help of computers can also be uploaded to the e-learning site of the class).

Students are encouraged to visit the site: <http://www.dystefl.eu/> for further information about dyslexia and related learning difficulties



## Task 1

### Motivation activity – role of emotions

#### Purpose:

explore the feelings learners bring to any learning situation

positive emotions: rely on them in creating positive atmosphere now!

negative emotions: think of ways of coping with them (in order to avoid their negative influence)

#### Materials:

3 (×2) post-it notes per student (2 different colours)

#### Procedure:

Ask the following questions

- 1 Q: what are those things that I am looking forward to in connection with this class? (things that make me happy, excited, interested)

Ask students to report their answers on the pink slips.

Then ask:

- 2 Q: what are those things that I am not looking forward to in connection with this class? (things that make me nervous, afraid, cause discomfort)

Ask students to report their answers on the yellow slips.

Students should respond by 1 idea/thought per slip

Divide students into 2 groups

Ask one group to arrange the slips invoking positive feelings and the other to arrange the slips invoking negative ones

Ask the groups to report their categories

Divide students into as many groups as the number of negative categories

Each group should come up with suggestions as to how to cope with that concern (these should be practical suggestions!)

Discuss proposed solutions with the whole class

Discuss how future expectations can influence our feelings in the present

Discuss classroom applications

#### Task inspired by:

Gregersen, Tammy–MacIntyre, Peter D. (2014): Capitalising on language learners' individuality: From premise to practice. Bristol, UK. Multilingual Matters.

Task sheet



**Finch, A. (2001): Autonomy: Where are we? Where are we going? In A. S. Mackenzie–E. McCafferty (eds.) Proceedings of the JALT CUE Conference 2001: Developing Autonomy (pp. 15–31), Shizuoka, Japan: Tokai University**

- 1 What was your favourite definition of autonomy in the article? Write it here. What did you like about it?
  
- 2 What are the two inter-related directions of research in connection with autonomy described in the paper (one associated with Europe, the other with the US)? Describe them.
  
- 3 What is a possible grouping of the definitions of autonomy according to the author (and Benson and Voller)? Please describe the five categories.
  
- 4 What are the two steps that are involved in the acquisition of autonomy according to Holec?
  
- 5 Please explain what Benson means by technical, psychological, and political autonomy.
  
- 6 What do you think of Esch’s “negative definition” of autonomy (what’s not autonomy)? Do you think that “autonomous language learning skills” can be trained?
  
- 7 What did you learn about “materials for the autonomous learner” from the paper?
  
- 8 What did you learn about the “role of the learner” from the paper?

**Task sheet**



9 What did you learn about the “role of the teacher” from the paper?

10 What would you point out as YOUR biggest concern in connection with autonomy (out of the ones listed in the paper)?

11 What is the relevance of “complexity theory” to autonomy according to the author?

## Task sheet



### Task 2

#### Autonomy activity – awareness raising about autonomy

##### Purpose:

To raise awareness about the importance of learner autonomy and discover new ways of exercising autonomy

##### Materials:

A5 size sheets, pens

##### Procedure:

Distribute blank cards to students

Ask the students

„List some qualities you have or activities you are currently involved in that make you an autonomous learner now”

Students should list these on one side of the paper, and then turn the page over.

On the other side

„List some qualities you would like to possess or activities you could/should be involved in the future that would increase your autonomy”

Collect cards and redistribute them, each student should get someone else’s card

Learners read out the cards (not their own, but someone else’s) and try to explain what the writer meant by it

The writer of the card can help in the interpretation but does not have to

Teacher should list responses on board and together with the students they should try to group them

Groups created this way should be labelled and explained

Reflect on the importance of learner autonomy

Discuss possible classroom applications of the task

(alternatives to investigate teacher autonomy:

„List some things that you as a teacher currently do to make your learners more autonomous”

„List some things that you as a teacher could/should do to make your learners more autonomous”)

##### Task inspired by:

Gregersen, Tammy–MacIntyre, Peter D. (2014): Capitalising on language learners’ individuality: From premise to practice. Bristol, UK. Multilingual Matters.

## Task sheet



## Task 3

**Beliefs activity: investigating some learner beliefs****Purpose:**

To raise consciousness about the existence of beliefs and their importance in language learning/teaching. The reason why it is important to clarify language learning beliefs is that these can have an influence on students' behaviour (some beliefs are beneficial, but others might be harmful).

**Materials:**

A0 size posters with beliefs on them (hung on walls), different coloured markers

**Procedure:**

Place posters with the following loaded beliefs around the room

- a. Learners' language aptitude is fixed and cannot be changed; therefore, this ID variable has no relevance for teachers.
- b. Motivation is more important in language learning than language aptitude.
- c. It is mainly the teachers' task to motivate their learners.
- d. Efforts on the learner's part should be considered more important than their overall achievement.
- e. Enhancing learner autonomy can be dangerous as learners are not experts in education, and they don't know enough about learning processes.
- f. If a high school student wants to learn a language really well, they should be prepared to hire a private tutor.
- g. Spending time in an L2 environment is the key to language learning success.
- h. Learner autonomy is not something that can be dealt with in a language class.

Divide students into small groups and give each group a different coloured marker. Ask groups to discuss the belief on the poster they are standing next to, and write down their remarks. When they have finished, they should go to next poster and repeat procedure. When they have looked at all the posters, ask them to go back to their original one and analyse the answers written by all of the groups. Ask them if they have changed any of their beliefs. Reflect on what the consequences of holding a particular belief might be. Discuss possible classroom applications of the task.

Some further beliefs that might be explored:  
myths about vocab learning:

- a. Vocabulary is Not as Important in Learning a Foreign Language as Grammar or Other Areas
- b. It is Not Good to Use Lists of Words When Learning Vocabulary
- c. Vocabulary Should be Presented in Semantic Sets
- d. The Use of Translations is a Poor Way to Learn New Vocabulary
- e. Guessing Words From Context is as Productive For Foreign Language Learners as it is For First Language Learners

- f. The Best Vocabulary Learners Make use of Only One or Two Effective Specific Vocabulary Learning Strategies
- g. Foreign Language Learners Should Use a Monolingual Dictionary
- h. Vocabulary is Sufficiently Covered Enough in Our Curricula and Courses

### Source

Folse, Keith S. (2004): Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter* 37/(2): 1–13.

and some general ones:

- a. MYTH 1: Adults should learn like children
- b. MYTH 2: Traditional instruction is key to success
- c. MYTH 3: Developing business communication skills in English is the same as studying ESL and acquiring general English language skills
- d. MYTH 4: You can't learn while you work
- e. MYTH 5: Only managers need to be competent in English
- f. MYTH 6: Translation tools are good enough to help me get by
- g. MYTH 7: I understand English—that's good enough

### Source

Nunan, David (2011): The 7 myths of language learning: Challenging common beliefs of language acquisition for use in business. Global English available at: [http://static.globalenglish.com/files/reports/GlobEng\\_Whitepap\\_Nunan\\_EN\\_US\\_FINAL.pdf?q=files/reports/GlobEng\\_Whitepap\\_Nunan\\_EN\\_US\\_FINAL.pdf](http://static.globalenglish.com/files/reports/GlobEng_Whitepap_Nunan_EN_US_FINAL.pdf?q=files/reports/GlobEng_Whitepap_Nunan_EN_US_FINAL.pdf)

### Task inspired by:

Gregersen, Tammy–MacIntyre, Peter D. (2014): Capitalising on language learners' individuality: From premise to practice. Bristol, UK. Multilingual Matters.



**Gabillon, Z. (2005): L2 Learners' beliefs: An overview. Journal of Language and Learning 3: 233–260.**

1 Why are beliefs important according to the article?

2 How are beliefs conceptualised in the literature? Explain the different categories briefly.

3 How are beliefs formed, where do they originate from according to the social psychological/ sociocultural and according to the cognitivist viewpoints?

4 What is the difference between “functional” and “dysfunctional” beliefs? What’s the teacher’s role in connection with them?

5 What did research based on mainstream cognitive approaches emphasise in connection with beliefs?

6 What did research based on social psychological and sociocultural approaches emphasise in connection with beliefs?



7 Using Figure 1 on page 260, describe the phases of belief formation as proposed by Gabillon shortly.

8 What is the question/issue in connection with beliefs that you might be interested in investigating?

Task sheet



**MacIntyre, Peter D. (2002): Motivation, anxiety and emotion in second language acquisition. In P. Robinson (ed.): Individual differences and instructed language learning. Amsterdam, The Netherlands. John Benjamins. 45–68.**

1 Please, describe Gardner's and Dörnyei's model of language learning motivation presented in the article briefly. (Just for revision: )

2 What were the three factors of motivation that were identified in a study conducted by MacIntyre et al. (2001) as an attempt to study the degree of overlap among several motivational constructs? How do you interpret these factors?

3 What do we mean by the following concepts and what is the phenomenon that they exemplify?

a. the hidden cost of reward

b. opponent process theory

c. reactance theory

4 Tomkins outlines three lines of evidence in order to demonstrate that affects are the most basic human motives and not drives. Please, summarize these.

5 What is Buck's "two-system view of emotion"? Explain.

6 What is "anxiety"? What are different types of anxiety that you can think of?

7 How is anxiety related to L2 proficiency? Are there any experimental findings demonstrating the effects of anxiety on cognitive processing? What do they suggest?

8 According to MacIntyre, what might be the role of affect in language learning/motivation?

## Task sheet



## Task 4

**Anxiety reducing activity: sharing feelings, suggesting coping mechanisms****Purpose:**

To share concerns about discomfort experienced over language related issues and strategies for dealing with this feeling; the teacher also gets feedback about how they should help students who are anxious.

**Materials:**

A0 size posters with statements on them about feelings of anxiety (hung on walls), markers

**Procedure:**

Hang posters on the walls with these statements (they are modified versions of the statements found in FLCAS, Horwitz)

- a. "I worry about making language mistakes in front of my students during my teaching practice" Do you want your mentor teacher to correct you in some way, and if so, what is the best way?
- b. "I get nervous when I don't understand every word native speaker teachers at university say." What can the teacher do to help you understand more?
- c. "I don't understand why some people get so upset over their English teaching practice." What do you do that you stay so calm?
- d. "I feel very self-conscious about speaking English in front of a whole class of students in my teaching practice." What instances make you feel more or less self-conscious?
- e. "I feel confident when I speak to my students in English during my teaching practice." What instances make you more or less confident?
- f. "Some of my classes at university move so quickly that I worry about being left behind." What could the teacher do that would help you stay ahead?

Students should walk around the room and sign up for statements that are true for them, and they should also add comments in response to the accompanying question

When everyone has looked at all the posters, one of the students whose name is on the sheet should read out all the names of students signed up and their comments.

Discuss comments and their implications

Point out the positive effects of sharing worries, concerns

Discuss possible classroom applications of the task

**Task inspired by:**

Gregersen, Tamy–MacIntyre, Peter D. (2014): Capitalising on language learners' individuality: From pre-mise to practice. Bristol, UK. Multilingual Matters.

**Cameron, Lynne (2001): Teaching language to young learners. Chapter 1: Children learning a foreign language. Cambridge, The UK: Cambridge University Press. 1–20.**

1 What is “assimilation” and “accommodation” according to Piaget?

2 What is the “zone of proximal development” according to Vygotsky?

3 What do you see as the major difference between Piaget’s and Vygotsky’s view of children?

4 What does Bruner mean by

a. “scaffolding”

b. “formats and routines”

c. “space for growth”

5 Please, briefly summarise Cameron's ideas about

a. learning one's first language

b. learning a second language

c. learning a foreign language

6 What does the "Competition Model" of linguistic performance hypothesise about the influence of the first language on the acquisition of subsequent languages?

7 What can be the advantages and disadvantages of starting young in language learning?

8 Please, explain what we can see in Figure 1 on page 19.

## Task sheet



## Task 5

## Designing a task for young learners using authentic materials

## Purpose:

To draw teacher trainees' attention, on the one hand, to the fact that various internet sites (e.g. YouTube) contain authentic materials (primarily created for native speaker children) that can also be used when teaching young language learners, and on the other, to familiarize students with some of these materials.

## Materials:

The following links can be distributed to the students

Nursery rhymes and poems (from books)

There was an old lady: <https://www.youtube.com/watch?v=WzGLUINCT-g>

The gruffalo (Julia Donaldson): <https://www.youtube.com/watch?v=ayJCC8Lzwwk>

Penguin (Polly Dunbar): <https://www.youtube.com/watch?v=3CNfm32RafA>

How to catch a star (Oliver Jeffers): [https://www.youtube.com/watch?v=I3k7a\\_DO4LM](https://www.youtube.com/watch?v=I3k7a_DO4LM)

The very hungry caterpillar (Eric Carle): [https://www.youtube.com/watch?v=\\_4HI7q38VmQ](https://www.youtube.com/watch?v=_4HI7q38VmQ)

The worm that wouldn't wiggle (Steve Attewell): <https://www.youtube.com/watch?v=iDG2-bxpno0>

Crazy hair (Neil Gaiman): <https://www.youtube.com/watch?v=Oh2QqaB9syk>

Songs

The wheels on the bus: <https://www.youtube.com/watch?v=f9DLsXCXhII>

Five little ducks: <https://www.youtube.com/watch?v=1e7JHEB5Rpo>

Elephant song: <https://www.youtube.com/watch?v=yihq8BIhL9c>

Ladybug: <https://www.youtube.com/watch?v=qjhSgMqsAfM>

Going on a bear hunt: <https://www.youtube.com/watch?v=pKGCfXJLqbQ>

Maurice Sendak and Carole King: Alligators all around [https://www.youtube.com/watch?v=m\\_INPwqYfGw&list=PLPHHiFSteCa8oyeyguocUNJPXG9YibQtS&index=3](https://www.youtube.com/watch?v=m_INPwqYfGw&list=PLPHHiFSteCa8oyeyguocUNJPXG9YibQtS&index=3)

Maurice Sendak and Carole King: Chicken soup with rice: <https://www.youtube.com/watch?v=xSJ0FDplzjk&list=PLPHHiFSteCa8oyeyguocUNJPXG9YibQtS&index=1>

Maurice Sendak and Carole King: Pierre [https://www.youtube.com/watch?v=\\_OW0glOkbX0](https://www.youtube.com/watch?v=_OW0glOkbX0)

Cartoons

Peppa pig: [https://www.youtube.com/results?search\\_query=peppa+pig+daddy+pig+puts+up+a+picture](https://www.youtube.com/results?search_query=peppa+pig+daddy+pig+puts+up+a+picture)

Maisy mouse: <https://www.youtube.com/watch?v=3AqXAYaIFes>

Curious George: <https://www.youtube.com/watch?v=2r29qRH8g0g>

Little princess: <https://www.youtube.com/watch?v=gmrKVvS83Wk>

Charlie and Lola: <https://www.youtube.com/watch?v=0Vd-0pFOFs0>

Tinga tinga tales: <https://www.youtube.com/watch?v=L3NMg06XV3E>

Arthur: <https://www.youtube.com/watch?v=Kzgfvv0UNIk>

**Procedure:**

Arrange students in pairs and assign 3 videos (1 poem, 1 song, and one cartoon) to each pair. Ask them to watch the videos (or a part of it in the case of a longer cartoon) and select one that they would like to work with.

Students' task will be designing a learning task in connection with the video selected.

They will be required to create a handout for the task in which they specify

the target group (age, level)

- the targeted grammar structure or vocabulary items
- the URL of the video
- and one complete task with instructions for students
- further suggestions might also be added

**Instructions for the Students:**

Your task in connection with the topic of “young learners” is going to involve designing a learning task for children using authentic materials.

You will be required to select one Youtube video out of the three you were given (one poem, one song, and cartoon) and design a task in connection with it. Create a handout for the task in which you specify the target group (age, level), the targeted grammatical structures or vocabulary items, and the URL of the video. Give specific instructions to students and also include clear guidelines for your fellow teachers who would like to use the task. Create at least one complete task, but you can also include some further suggestions if you like.

(copy the link of one POEM, one SONG, and one CARTOON here)



**Kormos, Judit–Smith, Anne Margaret (2012): Teaching languages to students with specific learning differences. Chapter 2: What is dyslexia. Bristol, The UK. Multilingual Matters.19–39.**

1 Why is the behavioural definition of dyslexia insufficient according to the authors?

2 Explain what is meant by

- a. long term memory
- b. working memory
- c. declarative memory
- d. procedural memory
- e. semantic memory
- f. episodic memory

3 What are the most important properties of working memory according to the text?

4 What is the “ACT model” and what does it attempt to explain?

5 What is “instance theory” and what does it attempt to explain?

6 What are the “lexical” and “sub-lexical” routes of word recognition?

7 What are the 4 stages in the acquisition of reading skills? Describe them briefly.

8 What are the most important behavioural manifestations and cognitive correlates of dyslexia according to the article?

9 What causes are hypothesised to be in the background of dyslexia according to the

a. phonological deficit hypothesis

b. double deficit hypothesis

c. cerebellar deficit hypothesis

## Task sheet



## Task 6

**Learning difficulties – Dyslexia****Purpose:**

To familiarize students with ways of accommodating learners with dyslexia in the foreign language classroom and to summarize what they have learnt about dyslexia so far with the help of mind maps.

**Materials:**

Download a set of cards with descriptions of “Ways of accommodating learners with dyslexia in the foreign language classroom” from the DysTEFL homepage (self-study materials: Unit 5, Task 2, Step 1)

Link: <http://www.dystefl.eu/index.php?id=89&L=3%27>

Create an account at <https://bubbl.us/> where mind maps can be created online (or use A0 size wrapping paper and felt pens for creating mind maps on paper).

**Procedure:**

## Step 1

Print and cut up the downloaded cards.

Divide students into three groups and give 11 (or 12) cards to each group.

Ask students to select 3 (or 4) accommodations that they think should be easy to implement in the Hungarian language teaching context.

Ask one student from each group to describe the selected accommodations to the others.

## Step 2

Having discussed the topic of “accommodations”, ask students to create mind maps with their groups about dyslexia.

Ask students to consider what they have learnt

- from the theoretical article (behavioural manifestations, cognitive correlates, causes)
- from the empirical articles presented by students (teachers’ and students’ perspectives)
- and what they have just read/heard about accommodations

Students create their mind maps either on their laptops/tablets at <https://bubbl.us/> or on an A0 size paper.

Students look at the mind maps created by other students (mind maps created with the help of computers can also be uploaded to the e-learning site of the class).

Students are encouraged to visit the site: <http://www.dystefl.eu/> for further information about dyslexia and related learning difficulties

ID variables relevant to language learning		ID variables irrelevant to language learning
ID variables I would still like to learn about	ID variables I have learnt enough about	



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Az Eötvös Loránd Tudományegyetem *Digitális Bölcsész- és Művészetpedagógiai Könyvtár* című sorozatában különböző szerzők tollából a bölcsész és a művészetközvetítő tanárok képzését, valamint továbbképzését támogató digitális szakpedagógiai kiadványok, online tananyagok, képzési tematikák, tanóra- és foglalkozástervek jelennek meg. A lektorált sorozatot az ELTE BTK Szakmódszertani Központja gondozza. A sorozat hosszú távon kívánja szolgálni a tanárképzést és a pedagógus-továbbképzést.

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