

تنها چیزی که معلم نیاز دارد تغییر نگرش است!

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درس، چه در دوره‌ی متوسطه و چه در کلاس‌های دانشگاهی، استفاده می‌کنم. فاصله نگرفتن از مطالعه و خواندن مجلات تخصصی، به مهارت‌های حرفه‌ای بنده کمک کرده است.

□ به نظر شما «رشد آموزش زبان» چه اهدافی را باید دنبال کند؟ به عبارت دیگر به عنوان معلم زبان، مجله‌ای که در آموزش و پرورش چاپ می‌شود، چگونه می‌تواند انتظارات شما را برآورده سازد؟

● رشد آموزش زبان می‌تواند رابط بین معلمان سراسر کشور باشد. با وجود این که بین معلمان فاصله‌ی مکانی زیادی است و هرکدام در گوشه‌ای از کشور مشغول خدمت هستند، درج تجربیات، الگوهای تدریس و پیشنهادهای کوچک معلمان از سراسر کشور، حلقه‌ی ارتباطی خوبی می‌توانند باشند. خوب است شیوه‌های ارزش‌یابی و روش‌های تدریس موفق درج شوند. با ارائه‌ی چارچوبی منظم و سیستماتیک که توسط متخصصان ارائه می‌شود، می‌توان معلمان را به سوی روش‌های صحیح و جذاب هدایت کرد.

□ چه بخش‌هایی از مجله را مفید ارزیابی می‌کنید و برای معلمان کاربردی‌تر می‌دانید؟

● قسمت‌هایی که عملی‌تر هستند. بنده شخصاً مخالف مقالات نظری و تئوریک هستم. از بخش «English Through Fun» سر کلاس‌ها استفاده می‌کنم. بخش مصاحبه‌ها را نیز فرصتی برای انعکاس نظرات همکاران می‌دانم که بسیار مفید است.

□ به نظر شما، رشد آموزش زبان به چه زمینه‌هایی از آموزش زبان بیش‌تر پرداخته است و به چه زمینه‌هایی کمتر؟

● به نظر بنده، ترجیح دارد مقالات به زبان فرانسه و

آقای فرهاد مظلوم زوارق ۳۳ ساله، دبیر زبان انگلیسی شهرستان مراغه، با ۹ سال سابقه‌ی تدریس در سطوح متفاوت از راهنمایی و دبیرستان تا دانشگاه است. وی دوره‌ی کارشناسی زبان انگلیسی خود را در دانشگاه تربیت معلم حصارک و کارشناسی‌ارشد را در دانشگاه تربیت مدرس گذرانده و اکنون در دانشگاه تربیت معلم دانشگاه تهران در دوره‌ی دکترا مشغول تحصیل است.

□ به نظر شما معلم زبان باید از چه صلاحیت‌های حرفه‌ای برخوردار باشد؟

● به نظر من باید به مؤلفه‌هایی مثل فن و هنر تدریس، داشتن دانش تخصصی مربوط به رشته‌ی خود، آشنا بودن با مبانی روان‌شناسی و رویکرد روان‌شناختی در تدریس و آموزش، و هم‌چنین، آگاه بودن از تفاوت‌های فردی دانش‌آموزان توجه داشته باشد.

□ ویژگی‌های اخلاقی و شخصیتی وی چگونه باید باشد؟

● همان‌طور که می‌دانید، معلم برای دانش‌آموزان از ابعاد گوناگون رفتاری، اخلاقی، علمی و... الگوست. معلم جدا از ماده‌ی درسی که تدریس می‌کند، با صبور بودن، دلسوز بودن، آزاده بودن و در عین حال محکم بودن، نه تنها در دوره‌ای کوتاه، بلکه در طول زندگی می‌تواند روی دانش‌آموز تأثیر بگذارد.

□ به نظر شما چه عواملی در رشد مهارت‌های حرفه‌ای

شما به عنوان یک دبیر زبان بیش‌تر مؤثر بوده است؟

● شما می‌دانید که علم پویایی خودش را دارد. با گذشت زمان، اطلاعات ما کهنه می‌شود. معلمان باید خود را به‌روز نگاه‌دارند. بنده خودم از اینترنت بسیار استفاده می‌کنم مطالبی را نیز از سایت‌های مربوط به معلم می‌گیرم و در کلاس



آلمانی، به طور جداگانه در مجله‌ی دیگری چاپ شوند. به مقاله‌هایی که انعکاس‌دهنده‌ی واقعیت‌های کلاس زبان هستند، بیش‌تر پردازی. مثلاً در شماره‌های قبلی، مقاله‌ی «Pre-university Reading Activities Under Close Inspection» کار مشترک خانم‌ها دکتر آرشیبا کیوانفر و رحمانی، برای دبیران پیش‌دانشگاهی بسیار مفید بود. هم‌چنین، مقاله‌ی «Current Misconceptions in language Teaching in Classes in Iran» کاری از آقای خدامرادی؛ به جنبه‌های کاربردی خوبی پرداخته بود و اطلاعات بسیار مفیدی در اختیار دبیران قرار می‌داد.

تحلیل محتوای کتاب‌های درسی نیز می‌تواند بسیار ثمربخش باشد. تام لینسن^۱ فهرست واری (چک‌لیست) مناسبی برای تحلیل و ارزش‌یابی کتاب‌های درسی دارد که معرفی آن می‌تواند برای معلمان مفید باشد.

□ از چه راه یا راه‌هایی می‌توان فرهنگ مطالعه‌ی منابع تخصصی را بین دبیران زبان اشاعه داد؟

● فرهنگ عموم معلمان در آموزش و پرورش عملاً دچار روزمرگی شده است. روش و شیوه‌ی کار معلم به‌روز نیست. حتی می‌توانم بگویم دید علمی تغییر یافته است. تنها چیزی که معلم نیاز دارد، تغییر نگرش است. تغییر نگرش باعث خواهد شد، معلمان خود به‌دنبال مطالب علمی مورد نیازشان بروند.

□ به تغییر نگرش اشاره کردید. چگونه می‌توان دید معلم و نگرش وی را تغییر داد؟

● این مقوله به جنبه‌های روان‌شناسی و فلسفی برمی‌گردد. یعنی معلم به محض انتخاب این شغل، باید بدانند کار بسیار سختی پیش‌رو دارد که نیازمند صبر، حوصله و دانش‌افزایی مستمر است. اگر این نگرش در معلم ایجاد شود، کمتر گلايه می‌کند و به جنبه‌های مثبت کار خود نیز توجه خواهد داشت.

□ جایگاه مجله‌ی رشد آموزش زبان خارجی در ارتقای مهارت‌های حرفه‌ای و شغلی شما چگونه بوده است؟

● بی‌تردید تأثیرگذار بوده است. شیوه‌های متنوع تدریس و به‌خصوص ارزش‌یابی که در رشد آموزش زبان معرفی می‌شوند، آن را به یک منبع مطالعاتی مفید برای دبیران تبدیل کرده و در کار بنده نیز مؤثر بوده است. مثلاً در یکی از شماره‌ها، روش‌های گوناگون توسعه‌ی دامنه‌ی واژگان معرفی شده بود. متوجه شدم که کاربرد راهکارهای ارائه‌شده در کلاس درس، می‌تواند مفید باشد و خود نیز بهره‌بردم. بدین ترتیب، اگر معلمان بخش‌های گوناگون مجله را، از جمله فعالیت‌های کلاس درس، معرفی کتاب، کارهایی

که خود معلمان انجام داده‌اند، و حتی «مطالعه‌ی چکیده» را بخوانند، در کارشان بسیار مؤثر خواهد بود.

□ آیا در زمینه‌های آموزش و یادگیری زبان خارجی تألیفاتی داشته‌اید؟

● بله مقاله‌ی اولم در مورد یادگیری زبان اول، در دانشگاه آنکارا در ترکیه چاپ شد و مقاله‌ی دوم در مورد نحوه‌ی ارزش‌یابی سؤالات درک مطلب در دوره‌ی متوسطه، در مجله‌ی زبان‌شناسی کاربردی تربیت‌معلم به چاپ رسید. مقاله‌ی سوم نیز تحت عنوان «New Task for Old Texts» در شماره‌ی ۹۱- تابستان ۱۳۸۸- مجله‌ی رشد آموزش زبان چاپ شد.

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

● به‌طور کلی اگر نظام آموزشی بر ملاک‌های کیفی استوار باشد، می‌توان به نظام آموزشی خوش‌بین بود. برای مثال، در ارزیابی معلم ملاک‌های کیفی باید مدنظر باشد، درحالی‌که معیار ارزیابی معلمان به شیوه‌ی فعلی، اشکالات بنیادین دارد. درصد قبولی، بزرگ‌ترین ایراد در نظام ارزیابی کارکرد معلمان است. هم‌چنین، در کتاب‌های درسی کنونی، تأکید بیش‌تر بر بخش محدودی از زبان (خواندن و دستور زبان) در سه سال اول دبیرستان است، و مهارت‌های دیگر هم‌چون صحبت کردن و نوشتن، مورد بی‌توجهی قرار گرفته‌اند.

اگر هدف اصلی ما از آموزش زبان «خواندن» باشد، باید از تأثیرات مثبت دیگر مهارت‌های خواندن غافل نباشیم. به نظر بنده کتاب‌های درسی باید مورد بازبینی و تغییر قرار گیرند و از رویکردها و روش‌های جدید آموزش، متناسب با اهداف و نیازهای جامعه برخوردار باشند.

نکته‌ی آخر این که تأثیر منفی «کلاس-آزمون» (کنکور) بر محتوای آموزشی، باعث عقیم شدن برنامه‌ی درسی می‌شد و معلمان مجبورند در راستای سؤالات کنکور کار کنند تا دانش‌آموزان را به کسب رتبه‌ی بالاتر قادر سازند. این کارکرد تدریس در «راستای آزمون»، کلاس‌های درسی را از اهدافشان و انجام روش‌های صحیح دور می‌سازد. حتی تصمیمات اخیر مسئولان مبنی بر قرار دادن معدل در کنکور در سال‌های آتی، محتوای کیفی کلاس درسی را در نیل به معدل بالا تحت تأثیر قرار خواهد داد.

از این‌که در این گفت‌وگو شرکت کردید متشکریم. امیدواریم نظرات و پیشنهادهای شما در کیفیت و بهبود آموزش زبان مؤثر باشد.

پی‌نوشت

specific organization of the text must all be checked. These are points to keep in mind when writing is corrected by the writer, by a peer or by the teacher. However, the list takes into account mistakes that learners can make from very preliminary stages to very advanced stages. The items on the list should be used based upon the level of the learner and what the student writer has been taught in class. For this system to work with ease it is best to use a set of symbols characterizing different types of error (e.g., sp. for spelling error) and to familiarize students with these at the beginning of the course.

In addition students should be asked to set out assignments in such a way as to leave the reader room for commentary. It is essential to encourage students to keep all assignments in the same file. This allows for a check to be made on recurrent errors. A single paper written by a student on a given topic at a particular time cannot, as is well-known, be considered a valid basis for evaluating their achievement (Nunan, 1999).

Conclusion

Therefore, it can be concluded that writing is different for different levels and stages. In the very preliminary stage writing means to be able to write the letters of the alphabet and later to write words and very short phrases and expressions. Writing ability then matures into writing sentences. In the next stage, writing involves the

ability to write paragraphs. Paragraphs are guided to begin with and then the writer is gradually able to take over more control. In the fourth stage writing involves writing more than one paragraph with a specific organization and the writer can argue for a specific topic. Therefore, just like any other skill writing at different stages involves different tasks.

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Most literate EFL students do not need instruction in the complete range of the English spelling system. For them, diagnostic testing may be most useful

the teacher corrects the students' work. Most students are more comfortable with teacher correction and feel that this sort of correction is more accurate and reliable. However, studies show that peer correction can be extremely effective (Lundstrom and Baker, 2009) for both the student giving and the student receiving the correction. Therefore, the students will benefit more from peer correction and they should be encouraged to do so inside the class with the guidance of the teacher or outside the class as part of their writing assignment.

In order to carry out correction, the student or teacher needs to know what points to focus on. The first step is to focus on the general neatness of the written material. In very simple words, does the paper look neat? The student writer must have observed margins. There must be a straight or justified margin on the left hand side of the paper and a ragged margin on the right hand side. All paragraphs need to be indented. The next step is the handwriting. Beauty is not of chief importance, what

should be observed is legibility. The handwriting of the student must be easy to read for anyone at any level. Teachers can read almost any kind of handwriting; therefore, their ability to read the written text is not a criterion. The next step is punctuation. The beginning of all sentences and all proper nouns should be capitalized and all sentences are supposed to end with a punctuation mark: a full stop or question mark. The sentence or text is made up of a series of words so it is essential that all words are spelled correctly; therefore, the next step is to check the spelling of all words. If the writing has been done on a word processor, the spelling of many words are corrected by the machine, however, it cannot correct all the words. Therefore, a lot of attention should be given to spelling so that any misspelled words overlooked by the machine are corrected. After this step is completed, the reader must check the grammar of the sentences or text. All sentences need to be read carefully and the grammar of all sentences along with the collocations of words must be checked for accuracy. If the writing being checked is a paragraph, the next stage is to check for items that make up a paragraph. The paragraph needs to have a topic sentence, supporting sentences and an concluding sentence. In texts of one paragraph or longer, the unity and coherence of the text have to be checked as well. If the text is more than one paragraph, the elements making up the text, such as the thesis statement, blueprint, central paragraphs, conclusion, and the

can spell accidente and rapido in Spanish only needs to learn not to include the final vowel when spelling accident and rapid in English. However, Oller and Ziahosseiny (1970) found that students whose mother tongue uses the Roman alphabet made significantly more errors than students whose native language does not use the Roman alphabet. Therefore, Iranian students who use the Arabic alphabet have an advantage in this respect. This is because errors due to transfer from the mother tongue may appear less in their spelling. Yet, the problem that Iranian students face is learning the Roman script which is very different from the Arabic script and may take a while. When the Roman script is learned, however, they will make fewer spelling mistakes than those learners whose language uses the Roman script.

Most literate EFL students do not need instruction in the complete range of the English spelling system. For them, diagnostic testing may be most useful. One approach used effectively with students beyond the early grades is the test-study method (Gates, 1931 cited in Cronell, 1979): a preliminary spelling test is given and those words misspelled are specifically studied. However, rather than simply testing and studying random lists of words, a better approach is testing words that illustrate various spellings. Then students performing poorly on specific spellings could receive instruction and practice on their problems.

All students who have a basic knowledge

of English spelling should learn to use a dictionary (a) to find the spellings of words in which there are sounds with two or more possible spellings; and (b) to check words when they are unsure of the spellings. Literate students may be familiar with dictionary use from their native language, but they may need instruction in using an English dictionary to locate spellings of unknown words. Students without experience in dictionary use will need instruction; many dictionaries for elementary school children have extensive sections on how to use a dictionary, which may be helpful for foreign language learners.

Teaching spelling is not the same as teaching composition. When the emphasis is on getting the students to write, too much concern with the spelling of individual words may inhibit their fluency and expression of ideas. Correct spelling in composition should be a concern when editing written work; then students can carefully check their spelling.

Correction

Correction can be done in three different ways, namely; self-correction, peer-correction and teacher-correction. Self-correction is when students correct their own work based on what they have been taught in class or using a check-list. Peer-correction is when peers correct each other's work. This can be done based upon a check-list or the teacher's instructions. Teacher correction is when

Stage 3:

At this stage the writing of more than one sentence is taught. The learner starts to write paragraphs. In the beginning, this is in the form of controlled writing where learners change the pronouns, grammatical features or tenses in a given paragraph. The next stage is directed writing where a paragraph is written about an interview, about a sequence of events, a story told by the teacher, report of lecture notes nor an exercise in which a series of questions are answered. Later on the students move on to guided writing where they may write situational compositions. They are informed about a detailed set of circumstances which requires a written response. For example, thanking someone for their efforts. They may be asked to reply to letters written by other students who are playing the role of different characters.

Stage 4:

At this stage the learner can produce paragraphs with topic sentences and supporting sentences. This is later on expanded into several paragraphs and the learner can write research papers. The student writer can present arguments or points view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is learned.

Different students based upon their degrees of proficiency are at different levels of writing. However, no matter where the

students are on this continuum, they need to spell words correctly.

Spelling

One of the important components of writing is spelling. Unless the words that make up the actual text are spelled correctly, the text may lose its meaning and communicative ability. As to all areas of language learning there are no simple solutions to this issue. The approach to teaching spelling depends on the learner's background. For the illiterate learner, instruction might be similar to that used for English-speaking children. For children learning English, a regular elementary school spelling series may be appropriate; however, a series should be selected which adequately reflects the nature of English spelling (Cornell, 1971 cited in Cornell, 1979).

For the literate beginning learner, many particular features of English will need to be mastered. However, the teacher may be able to take advantage of the student's native-language knowledge of the nature of spelling, particularly when the student can write a European language. For example the German speaker who can spell *Hand* in German should have little difficulty spelling *hand* in English; the French speaker who can spell *air* and *nation* in French should be able to spell *air* and *nation* in English. Often the relations between systems of spelling in two languages are less direct, but could be used in spelling instruction. For example, the Spanish speaker who

piece of writing evolves, while dictation is a well known example of integrating listening with writing. The teacher can also use writing to provide a break for himself as it is difficult to maintain an unflagging pace through lesson after lesson in which both students and teacher are constantly active.

The teacher may also use writing as a testing device, not necessarily to grade the students, but rather to provide feedback on what the students have learned. A written exercise or a composition will be completed without the potential distraction and hidden prompting which can occur with spoken language practice, while the teacher also has the opportunity of reading and marking the work in relative tranquility. Student writing can provide useful evidence of successes and failures in learning, of confusions, and errors, and the teacher can diagnose individual as well as general problems on the basis of such written work.

Finally, writing requires thought, discipline, and concentration. Writing involves committing something to a relatively permanent form. It is a record by which we are judged by whoever reads what we have written (Raimes, 1983). Quite apart from matters such as handwriting, spelling, and grammar, our reader will judge us by style and the content and logic of what we have written. So writing demands care thought. For this reason alone it merits a place in the syllabus (Kroll, 2001).

Levels of Writing

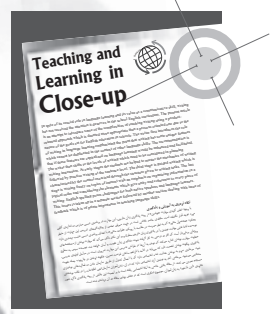
Rivers (Rivers and Temperley, 1978) and Chastain (1988) have both claimed that there are different stages in writing. In Iran where English is taught as a foreign language it is also possible to pose four stages in teaching writing.

Stage1:

This is the very beginning stage and the learner should learn how to form the letters in the alphabetic system. The next stage is for the learner to learn to copy or transcribe familiar words or phrases and reproduce some from memory. He should be able to write simple fixed expressions, to write names, numbers, dates, nationality, and other simple autobiographical information as well as some short phrases and simple lists. At this stage the learner needs to learn about penmanship.

Stage2:

The second stage starts with the learner being able to meet limited practical writing needs. The material the learner produces consists of learned vocabulary and structures organized in simple sentences. The student can answer reading comprehension questions in short sentences, the content of which is taken from the text. He can unscramble sentences and combine them to scope of limited language experience. The learner should learn to write short messages, postcards, and take down simple notes, such as telephone messages.



The Writing Skill

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Introduction

As one of the four skills, writing has traditionally occupied a place in most English language syllabuses. Even so, arguments are sometimes put forward for not teaching students to write because it is felt that a command of the spoken language and of reading is more important. For many students, this may be true, but today, given the importance of English as an international language, more people need to learn to write in English for occupational or academic purposes. Thus in terms of student needs, writing may be seen to occupy an equal position side along the other language skills (Harmer, 2004).

There are other reasons why writing merits a place in the language syllabus. To begin with, writing remains the commonest

way of examining student performance in English. Virtually all public examinations include a composition, while even gap-filling tests require some competence in the written language. Consequently, the ability to write remains a key to examination success (Brown, 2001). Furthermore, in the eyes of both parents and students, ability to write may be associated with evidence of having learned the language. Writing is tangible, parents and students can see what has been done and what has been achieved. So it has high "face validity".

In the classroom, writing may be used as one of the techniques to add variety and interest to the lesson. In addition, writing lends itself to integration with other activities in the classroom; thus, a reading activity may lead into discussion from which a