

THE ROLE OF RESPONSIVE TEACHING IN ENGLISH
LANGUAGE CLASSES

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A number of ELT researchers emphasise the importance of responsive teaching and advocate for avoiding overplanning the language focus. They argue that we should get students to use language meaningfully and respond to students' 'emergent language' during the lesson, instead of strictly adhering to a predetermined plan. Language learning is considered to be a process where language emerges in collaborative communication amongst the students, rather than a passive acquisition of pre-determined language rules. Through meaningful, interactive communication, learners notice and internalize linguistic patterns, receive feedback, and co-construct knowledge. This perspective aligns with sociocultural and constructivist theories of language development.

The need to deal with 'emergent language' is the primary basis on which many argue for a task-based approach [4]. **Task-Based Learning (TBL)** is a natural extension of communicative language teaching. The emphasis is on the task rather than the language. Example tasks might be going shopping, visiting the doctor, making a telephone call, or ordering a taxi. A typical TBL sequence starts with a **pre-task** where students are introduced to the topic and told what the task will be. This is followed by a **task** cycle where the students plan the task, gathering language and information to do it, and then produce the piece of writing or oral performance that the task demands. In the final **post-task language focus phase**, the teacher discusses the language that was used, making corrections and adjustments, and the students practise any language that needs repair or development.

Focus on form (FonF) is a central feature of task-based language teaching. Michael Long [2] introduced this term to describe an approach where learners' attention is directed to linguistic forms as they engage in the performance of tasks. FonF instruction is responsive, addressing communication or linguistic issues that arise during the lesson. It is typically incidental, although it may be pre-planned to address specific linguistic features causing difficulties for learners. It is brief and does not overshadow the main focus on meaning or communication. It is implicit, not involving explicit metalinguistic explanations, although an explicit grammar rule may be provided in response to a problem that arises during a communicative exchange. FonF induces 'noticing' as it encourages learners to consciously notice the target linguistic forms and establish connections between form and function.

Dogme language teaching developed by Scott Thornbury encourages teaching without published textbooks ('teaching unplugged') and focuses instead on conversational communication among learners and teacher [3]. The Dogme approach gained its name from an analogy with the Dogme 95 film movement which minimizes

reliance on special effects. This approach is hostile to materials-driven lessons and 'resource heavy' teaching. The point is to restore teaching to its pre-method 'state of grace' when all there was was a room with a few chairs, a blackboard, a teacher and some students, and where learning was jointly constructed out of the talk that evolved in that simplest, most prototypical of situations.

The content and language that emerge naturally during class discussions and activities guide the direction of the lesson. Communication and comprehension take precedence over accuracy and form, with grammar and language points addressed as they arise naturally in the context of meaningful communication. For example, learners come to class discussing something that is in the news. The teacher encourages and facilitates discussion and provides answers to questions about grammar and vocabulary as they arise. There are no resources, course books, or lesson structures apart from those that learners bring. Learners and teachers co-create materials based on their interests, experiences, and language needs. The teacher involves the learners in deciding on their priorities each lesson, and takes the role of facilitator of their objectives. Learners are encouraged to negotiate meaning and clarify understanding through interaction and collaboration.

Text, Analysis, Task, Exploration (TATE) is a hybrid ('task-supported/ based') framework developed by Jason Anderson [1] that allows for both implicit and explicit learning processes to occur through the inclusion of meaning-focused tasks and post-task opportunities for 'exploration' of a range of areas related to the task. The text phase involves using written or spoken texts as a source of language input and receptive skills practice. In the analysis phase, specific features or items of lexis or grammar in the text are analyzed, either through guided discovery approaches or direct instruction. Multilingual exploration and contrastive analysis may also be included. The task phase focuses on meaningful, extensive productive skills work, written or spoken. Learners have the opportunity to apply the language focus from the analysis phase in a holistic manner. The final phase involves post-task exploration, which may include responsive focus on emergent language, learner presentations, peer-review, self-evaluation, planning for future learning, and reflection on task performance.

Jason Anderson outlines a possible continuum for teacher development: deliberate structured planning becomes freer and more responsive with experience and expertise. Responsive teaching allows for more spontaneity and flexibility in the classroom, leading to personalized and meaningful language learning experiences. It encourages active engagement and participation from learners, as their contributions and interests play a central role in shaping the direction and content of the lesson. This approach promotes authentic communication, critical thinking, and problem-solving skills by providing opportunities for learners to express themselves in meaningful interactions.

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ВИКОРИСТАННЯ ЦИФРОВИХ ОСВІТНІХ ПЛАТФОРМ ДЛЯ РОЗВИТКУ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ УЧНІВ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

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У сучасних умовах, що характеризуються активними процесами глобалізації та інтеграції, освіта постає перед новими викликами. Однією з важливих компетентностей, необхідних для гармонійної соціалізації в багатокультурному середовищі, є полікультурна компетентність. Вона полягає у здатності налагоджувати ефективну комунікацію з представниками різних культур, виявляти повагу до їхніх традицій і цінностей. Особливої ваги це набуває в умовах війни, коли освітній процес ускладнюється соціальними та політичними чинниками. У такій ситуації розвиток полікультурної компетентності сприяє збереженню соціальної єдності та підтримці миру в суспільстві.

Опанування іноземних мов відіграє важливу роль у розвитку полікультурної компетентності, адже мова є невід'ємною складовою культури. Завдяки цифровим освітнім платформам з'являються нові можливості для інтеграції культурних аспектів у навчальний процес, що підвищує його ефективність і привабливість для учнів, навіть за умов війни та нестабільної соціальної ситуації. [3, с.15]

Такі платформи пропонують широкий вибір ресурсів для вивчення мов, серед яких – автентичні тексти, інтерактивні вправи та інструменти для спілкування з носіями мови. Це дозволяє школярам глибше зануритися в культурне середовище відповідної мови, сприяючи формуванню міжкультурної обізнаності навіть за обмеженого доступу до традиційних навчальних засобів. [6, с. 576]

Наприклад, платформа Duolingo пропонує курси з різних мов, інтегруючи культурні елементи у процес навчання. Завдання супроводжуються поясненнями