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РОЛЬ СОЗНАТЕЛЬНОГО ПОДХОДА ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

THE ROLE OF EXPLICIT INSTRUCTION IN THE ENGLISH LANGUAGE CLASSROOM

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Аннотация: В статье рассматривается сознательный подход при обучении английскому языку. Суть данного подхода заключается в повышении сознательности обучающихся на занятиях по английскому языку с помощью стратегии «скаффолдинга», концептом которой является «угасающая помощь». Во время сознательного подхода обучающиеся ставят цели занятий, выявляют необходимость развития определенного навыка, а также получают мгновенную обратную связь от преподавателя. В статье сознательный подход противопоставляется коммуникативному методу. Автор рассматривает принципы, этапы и формы знания сознательного подхода при обучении английскому языку. Автор статьи использует следующие теоретические методы: сбор, изучение и детальный анализ литературы. В конце статьи приводятся преимущества и недостатки сознательного подхода при обучении английскому языку.

Annotation: The author of this article considers the concept of explicit instruction as a teaching approach in the English Language Classroom. The concept of explicit

instruction lies in developing students' awareness with the usage of scaffolding techniques, which are aimed at providing students with "fading help". During explicit instruction students set learning goals and outcomes, define the importance of developing the particular skill and get immediate affirmative and corrective feedback. The author of the article opposes explicit instruction in the English Language Classroom to implicit one. In the article the following theoretical methods are applied: search of literature and analysis of these materials. At the end of the article benefits and restraints of explicit instruction are outlined.

Ключевые слова: сознательный подход, имплицитный подход, стратегия скаффолдинга, формы знания.

Key words: explicit instruction, implicit instruction, scaffolding techniques, forms of knowledge.

Introduction

One of the debatable issues in SLA theory is the question of operationalizing explicit and implicit language knowledge [3]. Some research works show that the learner's communicative ability, such as the capacity for fluent speech, is considered to be evidence of implicit language knowledge [3]. On the other hand, the role of explicit knowledge and explicit instruction (the form-focused instruction in its nature) is currently being revisited. It is proved that explicit formal instruction is useful for L2 development but the question of its appropriate application remains.

Literature review

Starting from the early 1990s, the term "explicit instruction" has become applied in teaching for an instructional design and delivery approach and described as unambiguous, systematic, structured and scaffolded approach [4].

The concept of explicit instruction is to provide students with a series of instructional supports and scaffolds, which subsequently are reduced [1]. It is essential to sequence material/skills logically [10]. During explicit instruction the teacher introduces easier skills before harder ones. Moreover, the teacher can divide complex material into easier parts [10].

Explicit instruction is contrasted with implicit instruction, in which it is possible to learn students not focusing on students' awareness. Implicit instruction correlates with *intuitive knowledge*, where students induce rules from the meaning [2].

According to Richards & Renandya implicit understanding can transfer into explicit learning. For instance, students are not able to understand the rule implicitly after several attempts, the teacher can apply explicit instruction, presenting the rule [7].

Principles of explicit instruction

Explicit instruction implies that students are encouraged to *activate schemata* at the beginning of the class [5-6]. Convincing students that they have prerequisite skills can facilitate the subsequent learning due to the fact that prior material/skill is revised/ retaught.

When beginning a lesson, the teacher should provide students with information about *goals and expectations* [9].

Explicit instruction implies not only setting goals at the beginning of the class, but also *explaining the importance of learning the particular topic/ developing the particular skill* [1]. It can be added that goals should be measurable, observable, short-term and specific.

For instance, during the lesson the teacher, can ask students why it is important to use discourse markers in writing essay.

Besides asking "why", instructors pay attention to such question as "when" the new skill can be applied. In order to answer the question "when" the teacher can encourage students to set learning outcomes. For instance, by the end of the semester students will be able to deepen knowledge in terms of 'For and against essay' and improve writing skills with the respects of written discourse competence (coherence and cohesion, thematic development, flexibility). Being curious and answering these questions every class can promote developing awareness and consciousness with respect to the writing procedures. Furthermore, explicit instruction can deepen knowledge in terms of writing.

Stages of explicit instruction

The model of explicit instruction includes three main stages: demonstration of the content/explanation, providing students with prompted or guided practice (support and scaffolds), independence practice [1].

On the demonstrative stage the teacher presents material: *explains, models and demonstrates it.* Teaching talking time prevails. Questions are mainly initiated by the teacher. On this stage the teacher pays attention to concept development, where the question "what it is" is covered. During presentation stage it is important to *provide students with examples and non-examples* [8]. Non-examples can deduce the possibility that students will apply particular skill inappropriately. Moreover, the teacher can present class both examples and non-examples and students will define what is acceptable in writing or not.

On the next stage (prompted or guided practice) the teacher monitors and guides students while they are practicing [1]. This stage allows students to feel more confident and prepares the for the next stage (independence practice). In case students acquire material fast the teacher can increase task difficulty.

For raising students' awareness, it is accepted to *require frequent responses from students.* The teacher can often ask questions as "why, when, where, how, how often, etc." in order to facilitate students' concentration on the lesson content, assist them in checking understanding.

After students' responses the teacher can *provide immediate affirmative and corrective feedback.* It will contribute to reduce the usage of errors during the next stage.

Forms of knowledge during explicit instruction

Explicit instruction addresses different forms of knowledge: *declarative knowledge* (answering "what it is"), *procedural knowledge* (relates to "how to do sth"), *conditional knowledge* (answering "when" or "when not" to use particular strategy or skill) [2].

Declarative knowledge is the first level of knowledge, also called as "factual-level" knowledge.

Below are some examples of *declarative knowledge* tasks: - give the definition of discourse markers, - present the concept and the structure of "For and against" essay, -

answer the question about register (formal/informal, semi-formal) in the “For and against” essay.

The second stage of knowledge is called *procedural*, where students have to be aware of steps which take place during particular processes. For instance, students are encouraged to write “For and against” essay and name stages of it. Then, the teacher can ask students about each paragraph in details. Considering main body students will be aware of writing advantages and disadvantages on particular topic and give their own examples.

Examples of *conditional knowledge* are the following: - writing on the required topic; -following register depending on genre; - knowing when to finish main part of the essay and start conclusion.

Methods

During the research theoretical methods were applied. Theoretical methods include search of literature and analysis of these materials.

Discussion

According to above mentioned theory the following *benefits* of explicit instruction are formulated: activating prior knowledge, raising students’ awareness and conscientious, scaffolding techniques, students get examples and non-examples.

Despite above-mentioned benefits it is essential to highlight *drawbacks:* presenting material and explaining rules is not always needed as students are able to deduce meaning from the context individually.

To sum up, one of the modes of explicit instruction application is to permit form-focused instruction before communicative activity and after activity to provide language awareness feedback. If explicit and implicit instruction approaches are modified and interrelated, they offer considerable promises.

Conclusion

In this article the concept and principles of explicit instruction were presented. Explicit instruction includes three stages: presenting material, guided practice, independence practice. It can be added that explicit instruction explicit instruction

addresses to three forms of knowledge: declarative, procedural and conditional. Finally, the benefits and drawbacks of explicit instruction are outlined.

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