



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ХАЛҚ ТАЪЛИМИ ВАЗИРЛИГИ

НИЗОМИЙ НОМИДАГИ ТОШКЕНТ
ДАВЛАТ ПЕДАГОГИКА УНИВЕРСИТЕТИ
ХУЗУРИДАГИ ХАЛҚ ТАЪЛИМИ
ХОДИМЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА
УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ
ХУДУДИЙ МАРКАЗИ

4.1
МОДУЛ

ХОРИЖИЙ ТИЛНИ ЎҚИТИШДА ЗАМОНАВИЙ
ЁНДАШУВЛАР ВА ИННОВАЦИЯЛАР

ЎҚУВ – УСЛУБИЙ МАЖМУА



ТОШКЕНТ-2018

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ХАЛҚ ТАЪЛИМИ ВАЗИРЛИГИ**

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МАЛАКАСИНИ ОШИРИШ ҲУДУДИЙ МАРКАЗИ**

**“ ХОРИЖИЙ (ИНГЛИЗ) ТИЛНИ
ЎҚИТИШДА ЗАМОНАВИЙ
ЁНДАШУВЛАР ВА
ИННОВАЦИЯЛАР”**

модули бўйича

Ў Қ У В – У С Л У Б И Й М А Ж М У А

Малака тоифаси: хорижий (инглиз) тили ўқитувчилари

**Тингловчилар
контингенти: умумий ўрта таълим мактабларининг
хорижий (инглиз) тили ўқитувчилари**

Тошкент – 2018

Мазкур ўқув-услубий мажмуа Халқ таълими вазирлигининг 2018 йил _____даги _____-сонли буйруғи билан тасдиқланган хорижий (инглиз) тили ўқитувчиларининг малакасини ошириш тоифа йўналиши ўқув режаси ва дастури асосида тайёрланди

Тузувчилар: *Ш.Юлдашев, С.Исраилова, С.Санакулова, М.Юсупова, А.Ембергенова* - Низомий номидаги ТДПУ хузуридаги халқ таълими ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш ҳудудий маркази “Тилларни ўқитиш методикаси” кафедраси ўқитувчилари

Такризчилар: З.Абдужаббарова - Низомий номидаги ТДПУ, “Инглиз тили назарияси ва ўқитиш методикаси” кафедраси доценти, педагогика фанлари номзоди
И.Ўсаров - Ўзбекистон давлат жаҳон тиллари Университети, “Инглиз тили назарияси ва амалиёти” кафедраси, филология фанлари номзоди

Ўқув-услубий мажмуа А.Авлоний номидаги Халқ таълими тизими раҳбар ва мутахассис ходимларини қайта тайёрлаш ва малакасини ошириш институти илмий кенгашининг 2018 йил _____даги _____-сонли баённомаси билан маъқулланган ва нашрга тавсия этилган.

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Кириш

Ўқув дастури Ўзбекистон Республикаси Президентининг 2018 йил 5 сентябрдаги “Халқ таълимини бошқариш тизимини такомиллаштириш бўйича кўшимча чора-талбирлар тўғрисида”ги ПФ-5538-сонли Фармони, Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли Фармони, 2017 йил 26 сентябрдаги “Педагог кадрларни тайёрлаш, халқ таълими ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-3289-сонли Қарори, шунингдек Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 6 апрелдаги “Умумий ўрта ва ўрта махсус, касб-хунар таълимининг давлат таълим стандартларини тасдиқлаш тўғрисида”ги 187-сонли Қарори ва 2012 йил 10 декабрдаги “Чет тил ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли Қарорда белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар асосида хорижий (инглиз) тил ўқитувчилари малакасини ошириш жараёнларининг мазмунини такомиллаштириш ҳамда уларнинг касбий компетентлигини оширишни назарда тутди.

“Хорижий (инглиз) тилни ўқитишда замонавий ёндашувлар ва инновациялар” модулининг ишчи ўқув дастури хорижий тил ўқитувчилари малакасини ошириш курсининг ўқув дастури асосида тузилган бўлиб, у инглиз тили ўқитувчиларига таълимда замонавий ёндашувлар ва инновацияларнинг мазмун ва моҳиятини очиқ беради.

Модулнинг мақсади ва вазифалари

Модулнинг мақсади: умумий ўрта таълим мактаблари инглиз тили ўқитувчиларининг таълим-тарбия жараёнида замонавий ёндашувлар ва инновацияларни қўллаш компетенцияларини ривожлантириш.

Модулнинг вазифалари:

- тингловчиларда хорижий (инглиз) тил ўқитишда замонавий ёндашувларни татбиқ қилиш, инновациялардан фойдаланиш учун зарур бўлган билим ва кўникмаларни шакллантириш;

- инглиз тили дарсларида замонавий таълим воситалардан фойдаланиш кўникмаларини ривожлантириш;

- замонавий талаблар асосида инглиз тили дарсларини самарали ташкил қилиш йўллариини ўргатиш;

- инглиз тилини ўқитишда замонавий ёндашувлар ва инновацияларни қўллаш имкониятларини ўргатиш.

Модул бўйича тингловчиларнинг билим, кўникма, малака ва компетенцияларига қўйиладиган талаблар

Хорижий (инглиз) тил фанининг мақсади ўрганувчиларнинг кўп маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция (*унинг таркибий қисмлари*

ҳисобланувчи лингвистик, соціо-лингвистик, прагматик ва бошқа компетенциялари)ни шакллантиришдан иборат.

Компетенция – коммуникация (мулоқот) иштирокчилари томонидан таълимнинг аниқ мақсадларига қаратилган нутқ фаолиятини ривожлантиришга имкон берадиган билим, кўникма, малака ва шахсий фазилатлар йиғиндисини ифодалайди.

“Хорижий (инглиз) тил ўқитишда замонавий ёндашувлар ва инновациялар” модули бўйича тингловчилар:

- “Таълим тўғрисида”ги қонун, Кадрлар тайёрлаш миллий дастури ва “Чет тили ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли қарорнинг мазмун-моҳиятини;

- хорижий тил ўқитишда замонавий ёндашувлар ва инновацияларни қўллашнинг аҳамиятини;

- таълим мазмунини модернизациялашнинг назарий асосларини;

- хорижий тил ўқитишда қўйиладиган ҳозирги замон талабларини

билиши;

- хорижий тил ўқитиш мазмуни, воситалари, методлари ва шаклларининг узвийлиги ва изчиллигини таъминлаш;

- илғор тажрибаларни ўз фаолиятида қўллаш олиш **кўникмасига;**

- фани бўйича синф ва синфдан ташқари ишларни замонавий ёндашувлар ва инновацияларни татбиқ этган ҳолда ташкил этиш;

- анъанавий, ноанъанавий дарслар, дарс тизими, дарс типи ва дарс турларини бир биридан фарқлай олиш ва тўғри танлай олиш **малакасига;**

- таълимдаги инновация ва замонавий ёндашувларнинг моҳияти ва аҳамиятини англаган ҳолда амалиётга жорий этиш;

- хорижий тил ўқитишда ўқувчиларни ҳамкорликда ишлашга ва фаоллаштиришга ундовчи интерфаол шакл ва воситаларни қўллаш;

- фанни ўқитишда хорижий тажрибалардан фойдалана олиш **компетенцияларига** эга бўлишлари лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Хорижий (инглиз) тил ўқитишда замонавий ёндашувлар ва инновациялар” модули маъруза ва амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик технологиялар ва ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

- замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

- Назарий машғулотларда тақдимот дастурида тайёрланган материаллар, доска ва флипчарт, кўргазмали материаллардан ҳамда видео ва аудиоёзувлардан фойдаланилади.

- Амалий машғулотларда техник воситалар, тарқатмали воситалар, ақлий ҳужум, гуруҳли фикрлаш ва кичик гуруҳларда ишлаш ва бошқа интерактив усулларни қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан

боғлиқлиги ва узвийлиги

Модул мазмуни ўқув режадаги “Таълим жараёнларида ахборот коммуникация технологияларини қўллаш”, “Таълим-тарбия технологиялари ва педагогик маҳорат” блоклари ва “Хорижий (инглиз) тилни ўқитиш методикаси” модули билан узвий боғланган ҳолда педагогларнинг касбий педагогик тайёргарлик даражасини орттиришга хизмат қилади.

Модулнинг услубий жиҳатдан узвий кетма-кетлиги

Мазкур модул “Ўзбекистонда таълим-тарбия жараёнларининг ҳуқуқий-меъёрий асослари”, “Таълим-тарбия технологиялари ва педагогик маҳорат” ва “Таълим жараёнларида ахборот-коммуникация технологияларини қўллаш” блокларидан кейин ўрганилади. Унда юқоридаги блокларда ўрганилган мазмун йўналишлари ва услубий жиҳатларини хорижий тилни ўқитишга татбиқ этиш имкониятлари очиқ берилади.

Модулнинг таълимдаги ўрни

Тингловчиларни инглиз тилини ўқитишда замонавий ёндашувлар ва инновациялар билан таништириш, амалда қўллаш ва шу орқали таълим самарадорлигини таъминлаш.

Модул бўйича соатлар тақсимооти

№	Модул мавзулари	Ҳаммаси	Ўқув Жами юқламаси	Жумладан			Мустақил таълим
				назарий	амалий	қўчма машғулот	
1.	Нутқ фаолияти турларини ривожлантиришда замонавий ёндашувлар ва инновациялар	8	6	2	4	-	2
2.	Лексикани ўргатишда инновацион технологиялар	2	2	-	2	-	-
3.	Хорижий (инглиз) тил грамматикасини ўргатишда ноанъанавий ёндашув	2	2	-	2	-	-
4.	Бошланғич синфларда хорижий (инглиз) тил ўқитишда замонавий ёндашувлар	2	2	2	-	-	-

5.	Хорижий (инглиз) тил дарсларида замонавий диктант турлари	2	2	2	-	-	-
6.	Хорижий (инглиз) тилини ўргатишда ахборот-коммуникация технологияларидан фойдаланиш	2	2	-	2	-	-
7.	Замонавий талаблар асосида интеграцион дарслар(CLIL)ни ташкил этиш	2	2	2	-	-	-
8.	Инглиз тили дарсларида таълим жараёнини бошқариш технологиялари	2	2	-	2	-	-
9.	Талаффузни ўргатишда инновацион технологиялар	2	2	-	2	-	-
10.	Хорижий (инглиз) тил дарсларида дарс режасининг муҳим компонентларини тўғри ташкил қилиш. Кўчма машғулот	4	4	-	-	4	-
Жами		28	26	8	14	4	2

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-Мавзу: Нутқ фаолияти турларини ривожлантиришда замонавий ёндашувлар ва инновациялар (2 соат)

Нутқ фаолияти турлари ва инновациялар. Ўқув материали мавзусини ўқувчиларга тушуниш (*тинглаб-тушуниш, гапириш, ўқиш ва ёзув*) ни ривожлантиришда замонавий ёндашувлар роли ва қулай етказишга ёрдам берувчи интерфаол услубларни дарс жараёнида қўлланилиши. Инглиз тили дарслари учун ўқув материални тайёрлаш, ўқувчиларга етказишда янги ёндашув.

2-Мавзу: Бошланғич синфларда хорижий (инглиз) тил ўқитишда замонавий ёндашувлар (2 соат)

Бошланғич синфларда самарали ўқув муҳитини яратишда ўқитувчига ёрдам берувчи услуб ва йўллари аниқлаш. Ўқув хонаси ва жиҳозлардан самарали фойдаланиш бўйича тажриба алмашиш. Ўқитувчилар дуч келиши мумкин бўлган муаммоларни аниқлаш ва уни баргараф этиш йўллари аниқлаш усуллари.

Бошланғич синфларда инглиз тилини ўқитишда кўшиқ ва ролли ўйинларнинг ўрни ва роли. Мавзуга мос ўйинларни танлаш йўллари. Дарсларда талаффуз ва оҳангни тўғри қўллашга қаратилган турли кўшиқ (чанг)лардан фойдаланиш.

3-мавзу: Хорижий (инглиз) тил дарсларида замонавий диктант турлари (2 соат)

Хорижий тилларни ўрганишда диктант турлари ва улардан унумли фойдалиниш усуллари. Мавзуга мос таълимий ва назорат учун бериладиган матнлардан тўғри фойдаланиш. Ўқувчиларнинг умумий савиясини, уларнинг саводхонлигини оширувчи, инглиз тилига оид билим, кўникма, малакаларини ривожлантирувчи, фикрлаш қобилиятини ва нутқ маданиятини ўстирувчи ўйинларни танлаш йўллари.

4- мавзу: Замонавий талаблар асосида интеграцион дарслар(CLIL)ни ташкил этиш. (2 соат)

Хорижий тилларни ўргатишда интеграцион методлардан фойдаланиш усуллари. Ўқувчиларга инглиз тилини бошқа фанлар (география, математика, физика, тарих, она тили ва бошқалар) орқали ўргатиш ва бу орқали ўқувчиларнинг коммуникатив компетенцияларини ривожлантириш. Ўқувчиларнинг тарбиявий ва таълимий салоҳиятини оширувчи дарсларни ташкил этиш.

АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-Мавзу: Нутқ фаолияти турларини ривожлантиришда замонавий ёндашувлар ва инновациялар (4 соат)

Тинглаб тушунишга доир замонавий машқ турлари билан таништириш, тингловчини билим, кўникма ва малакасини ривожлантириш Гапиришга ўргатишда pre, while, post машқлар тизимини яратишга ўргатиш. Гапириш ва талаффузни ўргатишнинг самарали усуллари. Дарсда ўқитувчининг инглизча талаффузи. 2- 4-синф хорижий тили дарсликлари ёрдамида тўғри талаффузни ўргатиш машқлари таҳлили ва улар билан ишлаш методикаси. гапириш малакаларини ривожлантирувчи ўйинлар.

Ўқитувчилар билан тил ўрганувчиларнинг турли “Beginner”, “Elementary”, “Intermecdiate” (A1. A2, B1. B2) даражасига мўлжалланган матнларни ўқиш ва унинг турлари (scanning, scimming, spread reading) бўйича берилган матнларни ўқиб, ўқиш кўникма ва малакаларини ривожлантиришга йўналтирилган усуллар ёрдамида берилган топшириқларни таҳлил қилиш. Ўқиш техникасини ривожлантиришнинг

турли йўллари.

Баён ва иншо ёзиш кенг қўламда машқ қилинади. Уйда ўқилган матнлар мазмунини ёзма шаклда баён этишга алоҳида эътибор берилади. Имло ва тиниш белгиларини тўғри ёзиш кўникмалари ривожлантирилади. Талаб этилган актив лексикаси ёзувда қўлланади. Ўз фикр-мулоҳазаларини, таассурот ва ҳис-туйғуларини ёзма ифодалаш, конспект, маъруза ёзиш кабиларга кўпроқ эътибор қаратилади.

3-Мавзу: Лексикани ўргатишда инновацион технологиялар (2 соат)

Ўқув материали мавзусини ўқувчиларга тушунарли ва қулай етказишга ёрдам берувчи интерфаол услубларни дарс жараёнида қўлланилиши. Инглиз тили дарслари учун ўқув материални тайёрлаш, ўқувчиларга етказишда янги ёндашув. Лексик материаллар устида ишлаш методикаси билан танишиш. Луғатни ўргатишда турли услублардан фойдаланиш. Ўқувчиларга ўрганилган янги сўз ва ибораларни ўз нутқида ишлата олиш имкониятини яратиш йўллари.

4-Мавзу: Хорижий (инглиз) тил грамматикасини ўргатишда ноанъанавий ёндашув (2 соат)

Грамматикани ўқитишда замонавий ёндашувлар ва методларни қўллашни ҳамда ўқувчиларни мотивациясини оширишга йўналтирилган ўйинлар ва видео лавҳалардан ўринли фойдаланишга ўргатиш.

5- мавзу: Хорижий (инглиз) тилини ўргатишда ахборот-коммуникация технологияларидан фойдаланиш (2 соат)

Инглиз тилини ўргатишда ахборот-коммуникация воситаларининг роли жуда катта. Уларни қўллаш имкониятлари қўлами кундан-кунга кенгайиб, техник воситалар ўқув жараёнининг ажралмас қисмига айланиб бормоқда. Ёшларга инглиз тилини компьютер орқали ўргатиш учун биринчи навбатда ўқитувчининг ўзи компьютер технологияларидан профессионал даражада фойдалана оладиган бўлиши керак.

Бу даражадаги фойдаланишга нафақат компьютернинг мавжуд имкониятларидан тўлиқ фойдалана олиш, балки у асосида янги ўқув дастурларини ташкил эта олиш ҳам киради. Бундай даражадаги педагог бўлиш учун ҳар бир чет тили ўқитувчиси замонавий технологиялар соҳаси бўйича ўз устида кўпроқ ишлаши зарур. Инглиз тилини компьютер ёрдамида ўргатишнинг анъанавий ўргатиш усулларига нисбатан бир неча устунлик жиҳатлари бор. Биринчи навбатда, компьютер асосида инглиз тилини ўрганаётган ўқувчида тилнинг тўрт йўналишида (гапириш, тинглабтушуниш, ёзишваўқиш) ўз кўникмаларини синондан ўтказиш

имкони бўлади. Ҳозирги вақтда ривожланган дастурлар ёрдамида бунинг имкони бор. Фақат бу усулдаги таълимга ўқувчини тўғри йўналтира олиш керак.

6- мавзу: Инглиз тили дарсларида таълим жараёнини бошқариш технологиялари (2 соат)

Инглиз тилини ўргатишда таълим жараёнини тўғри ташкиллаштириш технологиялари билан таништириш ва улардан самарали фойдаланиш. Дарс жараёнида инновацион технологияларни қўллаш ўқувчиларда илмий изланишга қизиқишни уйғатади, ижодкорлик ва бунёдкорлик қобилиятини ривожантиради. Натижада эгаллаган билим, кўникма ва малакалар амалий фаолиятда тадбиқ этилади, ўзлаштириш сифати ошади. Бунинг учун ўқитувчи маҳоратли бўлиши ва мавзуларнинг мазмунига қараб дарсни тўғри режалаштириши, маўғулот давомида барча ўқувчиларни фаол ва онгли ишлашларига эришмоғи лозим.

7- мавзу: Талаффузни ўргатишда инновацион технологиялар(2 соат)

Хорижий тил ўқитишда тўғри талаффузнинг аҳамияти ва моҳиятини очиб бериш. Ўқувчиларнинг талаффузи устида ишлаш жараёнида учрайдиган қийинчиликларни аниқлаш ҳамда уларни бартараф этишда қўлланадиган сўнгги назариялар билан таништириш, берилган маълумотларни амалий машғулотларда мустаҳкамлаш.

8- Мавзу: Кўчма машғулот (4 соат)

Хорижий тил ўқитишда замонавий ёндашувлар ва инновациялар ҳамда ишлаб чиқаришга қўлланиши бўйича тадқиқотлар билан танишиш. Кўчма машғулот “Хорижий тил ўқитишда замонавий ёндашувлар ва инновациялар” модули доирасида, талаб даражасидаги моддий-техника базага эга ва илмий-услубий жиҳатдан тажрибали профессор-ўқитувчилар ва мутахассислар фаолият кўрсатаётган олий таълим муассасаларининг мутахассислик кафедралари, умумий ўрта таълим мактаблари, ижтимоий соҳа объектлари ва бошқа муассасаларда ташкил этилади.

МУСТАҚИЛ ТАЪЛИМ МАЗМУНИ

Модулга оид ўрганилган материаллар асосида “Хорижий тил ўқитишда замонавий ёндашувлар ва инновациялар” мавзусида мустақил иш бажарилади.

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидадан фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);

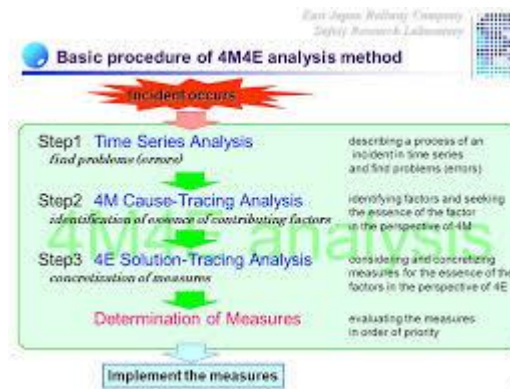
- давра суҳбатлари (кўрилаётган топшириқлар ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);

- баҳс ва мунозаралар (топшириқлар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ

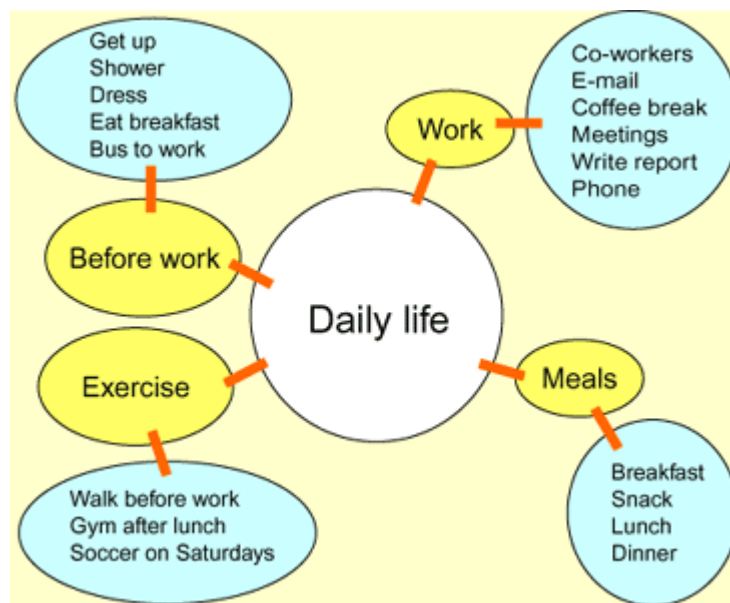
INCIDENT PROCESS

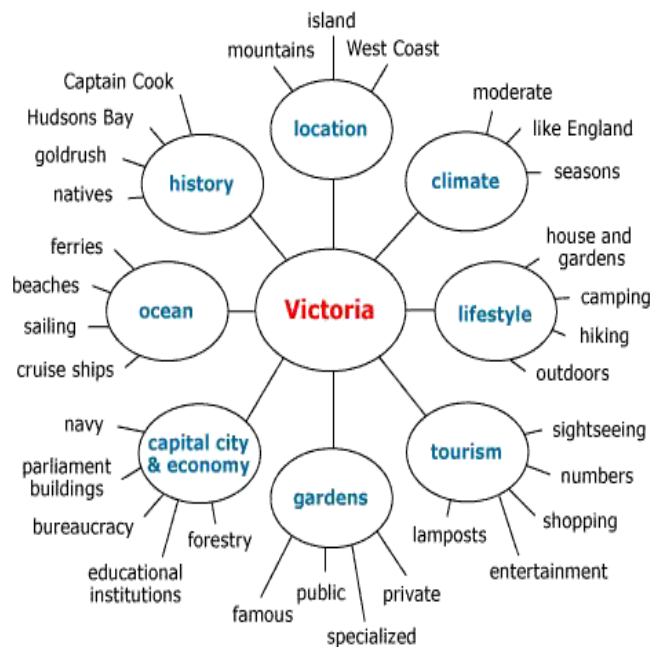
This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution.



CLUSTER

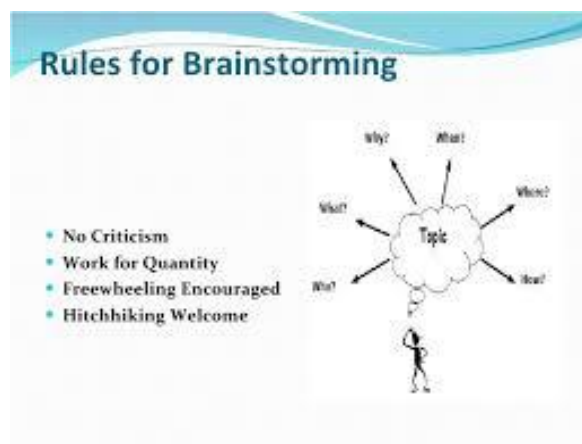
is the task of grouping a set of objects in such a way that objects in the same group (called a cluster) are more similar (in some sense or another) to each other than to those in other groups (clusters).





BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for 9 another activity.



CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing _the case history_ of a single participant or group of individuals (such as a school class or a specific social group)

Case Study #1



Rashon, African American male, age 5

- Attends an urban elementary school.
- Fidgets constantly and stares out the window.
- Doesn't seem to master curricular content.
- Above average intelligence.
- Significant gaps in acquired/basic skills.
- Talks a lot and interrupts classmates.
- Behaviors occurring at home and school.
- His father had a similar school experience and wants to help his son avoid a cycle of failure.

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INFORMATION GAP ACTIVITY

an activity in which a pair or two groups of pupils hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Name: _____
Date: _____

1. Homelife and family
.....
.....

2. Hobbies and interests
.....
.....

3. Health and fitness
.....
.....

4. Work or study
.....
.....

5. Relaxation
.....
.....

6. Friends
.....
.....

7. Spirituality
.....
.....

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.




ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

4 Cs to Break the Ice

Requirements



1. Distribute one to each student.
2. Ask each one to write his/her favorite **C**olor, **C**ountry, **C**uisine, or **C**haracter.
3. Collect the cards; shuffle and redistribute.
4. Ask each one to read aloud, and guess who wrote it.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.



TRUE-FALSE ACTIVITY

It is a strategy of teaching pupils, where a teacher allows pupils to compare two different historical perspectives to the same question. It allows pupils to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

Sulfur dioxide produces sulfuric acid because of oxidation.

Select one:

- True
 False

Question 2 of 10

True or False?:

Human babies should always be fed whole live goats, like a T-Rex.

False: human babies do not like to eat live goats. The hooves and hair are hard to digest. Feed them milk & gross mashed vegetables instead.

TRUE

FALSE

THINK, PAIR AND SHARE

Establish a problem or a question. Pair the pupils. Give each pair sufficient time to form a conclusion. Permit each participant to define the conclusion in his or her personal voice. You can also request that one pupil explain a concept while the other pupil evaluates what is being learned. Apply different variations of the process.



Think



Pair



Share

A. Think B. Pair C. Share

Energise your class with this activity
Hint – keep it short and sweet

A. 1 Minute - Think

Think about these questions.

Jot some notes if you wish. They will not be collected.

B. 2 Minutes – Pair (Discuss)

Discuss your thoughts with one or two people sitting near you. Were there some interesting similarities among your individual thoughts? Any interesting differences? Identify someone in your group willing to report a few of your conclusions.

C. 2 Minutes – Share (Report back)

Report one or two of your findings. If someone from another group announces one of your findings, don't report that one.

Q&A SESSIONS

On the heels of every topic introduction, but prior to formal lecturing, the teacher requires pupils to jot down questions pertaining to the subject matter on 3×5 index cards. The lecture begins after the cards are collected. Along the route, the teacher reads and answers the pupil-generated questions. Some tips for a good session are as follows:

Randomize — Rather than following the order of collection or some alphabetical name list, establish some system that evokes pupil guesswork concerning the order of pupil involvement.

Keep it open-ended — If necessary, rephrase pupil questions so that participants must analyze, evaluate and then justify the answers.

Hop it up — Gradually increase the speed of the Q & A. At some point, you should limit the responses to a single answer, moving faster and faster from question to question.



НАЗАРИЙ МАТЕРИАЛЛАР

LESSON 1: MODERN APPROACHES AND INNOVATIONS TO DEVELOPMENT OF LANGUAGE SKILLS

Plan:

1. Communicative language teaching
2. The Audiolingual approach
3. Constructive Approach

1.1. Communicative language teaching

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

The communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audiolingual method).

Learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in what has been labelled an 'eclectic approach'. Teachers select techniques from various approaches according to the different needs of their learners. Most coursebooks mix methods and techniques in this way.

The development of language learning or teaching from form-based to a meaning-based approach, the move towards the eclectic approach from a rigid method, the shift from teacher centered to learner centered classes, are all subsumed under the broad term communicative approach. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the pupils to communicate his ideas in a better way. The socio linguists Dell Hymes propagated this approach. According to him the purpose of teaching language is the communicative competence. The following materials are used in this approach; different functions such as requesting, informing, expressing likes and dislikes; notions of time, location and duration etc.; using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers have known that their aim is to get pupils communicating successfully outside the classroom.

Communicative competence not only applies the grammatical rules of a language in order to form a grammatically correct sentence, but also to know when and where to use these sentences- in other words, to use them appropriately.

Characteristics of the approach

The communicative approach aim to make all the learner attain communicative competence i.e. use language accurately and appropriately. The prime focus is on learner and teacher is just a facilitator. It is based upon need

analysis and planning to prepare communicative curricular and syllabuses. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and emphasis on language in use rather than language as structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the pupils may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools.

Merits of communicative approach:

1. The merits of communicative approach is to develop the speech ability among the pupils.
2. It teaches of different ways of expression.
3. This approach is based on the practical utility.
4. It lays more stress on the functional value of language.
5. It enables the pupils to communicative their ideas both inside and outside the class-room.

Demerits of communicative approach:

1. This approach ignores grammar and structures.
2. It is not properly and scientifically developed as yet.
3. It is a new approach and it is to be used and tested in our schools for language teaching.
4. Practical utility of this approach is yet to be confirmed.
5. Trained teachers are not available in this approach to teach English language.
6. Pupils don't get proper environment for communication.

In communicative approach techniques such as information gap tasks are used. An information gap occurs in a situation where one person knows something which other person do not. Information gap task used in the classroom are language games, role play, ret reeving text order etc.

In this approach the teacher is no longer regarded as sole arbiter and controller of what goes in the language classroom. The independent status of learner is fully accepted. The communicative approach has implications for the classroom teacher in terms of their way of teaching and attitude. Thus communicative approach can be the effective way of developing language competence among learners.

Check your progress

- Note:** a) Write your answer in the space provided after each item.
b) Compare your answers with those given in the end of the unit.

3. What do you understand by communicative approach of teaching English?

1.2. The Audiolingual approach

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The Audiolingual Approach to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audiolingual approach focus on grammar drills

The structural view to language is the view behind the audio-lingual method. This approach focused on examining how the elements of language related to each other in the present, that is, ‘synchronically’ rather than ‘diachronically’. It was also argued that linguistic signs were composed of two parts, a signifier (the sound pattern of a word) and a signified (the concept or meaning of the word). The study of language aims at describing the performance ,the“parole” as it is the only observable part of language. Behaviorism

Behaviorism is a philosophy of psychology based on the proposition that all things which organisms do — including acting, thinking and feeling—can and should be regarded as behaviors. It contends that leaning occurs through associations, habit formation and reinforcement. When the learner produces the desired behavior and is reinforced positively, it is likely that behavior be emitted again.

The **objective** of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the pupil. Here are some characteristics of the method:

language learning is habit-formation, mistakes are bad and should be avoided, as they are considered bad habits, language skills are learned more effectively if they are presented orally first, then in written form, analogy is a better foundation for language learning than analysis, the meanings of words can be learned only in a linguistic and cultural context. The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the pupils. Not only are the pupils expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

Advantages

It aims at developing listening and speaking skills which is a step away from the Grammar translation method

The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages

The method is based on false assumptions about language. The study of language doesn't amount to studying the "parole", the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic, and discourse competences.

The behaviorist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky ("Chomsky, Noam (1959). "A Review of B. F. Skinner's Verbal behavior") has written a strong criticism of the principles of the theory.

1.3. Constructive Approach

This view represents the shift from education based on behaviourism, to education based on cognitive theory. Thus, behaviourist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment. The primary message of constructivism is that active learning enables the pupils to construct their own knowledge and make their own meaning of what is being thought. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that pupils learn how to learn by giving them the training to take initiative for their own learning experiences.

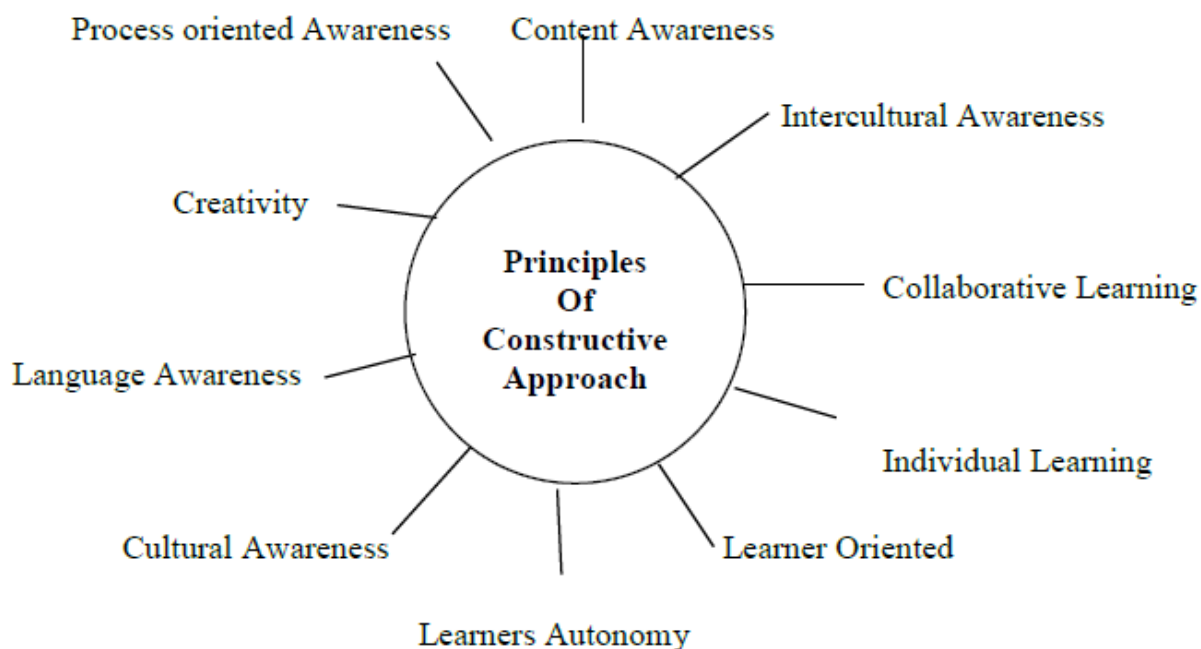
According to Reinfried constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be holistic with content oriented perspective, authentic and complex learning environment.

Principle of Constructive approach

One of the most important principles in constructivist approach to language teaching is action orientedness. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the pupil is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method. The second principle in constructive language teaching is individualisation of learning which is centred on the learner. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.

Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes

place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analysing not memorising. It also lays emphasis on understanding and applying and not repeating.



Constructivist teaching involves negotiation and scaffolding. Negotiation is an important aspect of a constructivist classroom. It unites teachers and pupils in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constrains such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and pupil performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together.

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, integrates language, content, and process.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding pupils by asking questions that will lead them to develop their own conclusions on the subject. Teaching strategies which can be used in this approach is that a teacher can use a picture from pupils' cultural background. Ask pupils to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed.

Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations,

discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Pupils can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc.

Check your progress

Note: a) Write your answer in the space provided after each item.

b) Compare your answers with those given in the end of the unit.

4. What are the basic principles of constructive approach of teaching English?

We have discussed about various approaches of teaching English. We have also discussed the principles and merits as well as demerits of teaching English using these approaches.

Language learning is such a complex process that it is impossible to offer a single solution. Perhaps the best method is the one which works, and this varies from context to context. Any method which creates conditions for learning to take place is good. It should enable the learner to acquire the strategies of learning rather than merely equipping him with knowledge. A classroom of diverse learners with diverse language backgrounds can be a great challenge for a classroom teacher. English Language Learners (ELL) presents a particular challenge to teachers as they represent such a wide range of academic abilities, English language abilities, and academic background. Thus various approaches can be applied while teaching so as to cater the diverse need of the learner.

Questions for reflection

1. What is the role of learner and teacher in structural approach?
2. Does communicative approach share any common features with the traditional method and approaches to teaching English?
3. Describe situational approach? How can this approach be used to teach pupils of higher classes?
4. What are various methods involved in constructive approach to language teaching?

Answers of check your progress

1. Communicative approach lays a great emphasis on the use of language. It enables the pupils to communicate his ideas in a better way.

2. The basic principle of constructive approach to teaching English is: it is action oriented. The second principle in constructive language teaching is individualisation of learning which is centred on the learner. Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes.

LESSON 2: MODERN APPROACHES IN TEACHING YOUNG LEARNERS

Plan:

- 1. Approaches to EFL teaching to beginners**
- 2. Psychological and cognitive concepts of EFL learning**
- 3. Differentiation method**

2.1. Approaches to EFL teaching to beginners

Interest in the teaching English to young learners has been steadily growing in recent years. Now English is offered in primary and even in pre-school education. It is worth remembering that every child has his or her own inner incentive for learning a foreign language and the teacher's task is to develop this motivation. There are a number of reasons for teaching English at the primary level. Here are the basic ones:

- The most favorable period for linguistic development can be used successfully to form a solid basis for further linguistic education;
- an early start provides maximum learning time for English as a foreign language – the earlier you start the more time you have to learn;
- children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school;
- from an early age children are exposed to the cultures of the countries where the target language is spoken;
- they grow up tolerant and sympathetic to other people;
- learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better;
- learning languages improves children's memory, thinking, perception, imagination, etc.

In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident.

They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other. An ideal pupil, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society.

A great many explanations have been put forward for taking into account the

age, level, and goals of our pupils. In this section, we shall look at young beginners, and the ways to cope with their problems. Young pupils at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are

saying, relay the information to adults, regardless of the language in which it was first received. At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk.

Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of time.

They will enjoy drawing the same picture and laugh at the way grammar can be learned.

2.2. Psychological and cognitive concepts of EFL learning

Teaching techniques and EFL methodological concepts are quite different: from those based on suggestology to cognitive ones.

Linguistic intelligence is revealed through specially designed grammar and vocabulary exercises based on pair work in dialogues. We can distinguish two stages of working with the language material: first, the teacher presents new materials when the books are closed and then pupils work on it with their books opened.

Visual intelligence is developed when pupils do exercises supported by pictures or use flash-cards. They reconstruct dialogues and stories with the help of stickers.

Musical-rhythmical intelligence is activated when children listen to and imitate intonation and rhythm, sing songs and recite verses.

Logical-mathematical intelligence is based on solving problems and puzzles, counting, analyzing elements of the whole, doing “odd one out” tasks.

Bodily-kinesthetic intelligence expresses itself in physical activities and movement: role-play, games, making posters and doing projects.

Interpersonal intelligence is necessary in pair and group work, games and team activities.

Intrapersonal intelligence is based on silent individual work and self-reflection.

Only a combination of differently-aimed activities guarantees success in developing pupils' mental abilities together with communicative skills.

The process of learning a second language, in our case English, must be similar to learning the first language, where listening goes before speaking. In this way, communicative skills are developed in a natural, spontaneous way.

However, Russian teachers who are used to explaining new structures before teaching pupils to communicate, may add, in small doses, traditional Russian activities such as introducing phonetic transcription, drilling isolated sounds, as well as learning rules.

Today, more and more attention is given to communicative approaches in EL teaching. With the emergence of universal education, and the extremely rapid development of ICT, communication became the primary goal for foreign language learners. We live in time when information technologies play a very important role in education: their use in foreign language teaching raises motivation, facilitates pupils' cognitive abilities and helps to create a favourable psychological atmosphere in the classroom. This approach gives greater flexibility for language acquisition.

2.3. Differentiation method

Teaching English to young learners has its own peculiarities based on psychophysiology of their age.

Psychologists assert that preschoolers' perception, memory and attention are involuntary. Children cannot regulate their perception and analyze an object. Schoolchildren's attention is drawn by bright objects. Their concentration lasts as long as they are interested in the activity.

Therefore, the essential methods of teaching EFL to young learners are based on 3 principles:

- 1) role plays;
- 2) communicative methods;
- 3) total physical involvement.

Learning a foreign language is a pleasant moment in a child's life. He climbs the stairs to a new level of knowledge. In an effort to teach children the basics of English phonetics, grammar and enrich their vocabulary, a teacher overshadows the individual characteristics of a child, the reaction rate, mental health [6]. Because of this, children cannot move forward in learning knowledge as the basis for successful learning is not only the traditional age principle.

Pupils might be very varied in their prior learning, motivation, learning style, and in other respects. One needs to teach in a way that accommodates these differences, which is called **differentiation**. The main goal of a **differentiation approach** is not to provide the necessary minimum in the assimilation of knowledge and skills, but to ensure the greatest possible depth in mastering the material, proper development of abilities of each pupil. Thus, differentiation involves an implementation of **developing learning**.

In elementary school, it is useful to divide most children into groups based on the basic channel of perception. This allows a greater training effect. Although, the bone of contention is the training based on the type of child's temperament. This type is considered to be impractical in a traditional lesson system. This division is more suitable for extra-curricular activities such as the preparation of the play or concert. It is possible to apply a gender perspective at any stage of the

lesson when working with any language material. Modern research shows there are quite large differences in the behavior and training of boys and girls due to a number of factors – biological, physiological, neuropsychological, social, psychological and pedagogical.

3. Use of Games in the educational process

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate, and to use the whole range of the target language in the conversation or written composition. Effort is required at every step and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and motivation. Games also help the teacher to create contexts in which language is useful and meaningful.

The contribution of drilling lies in the concentration on language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to teacher's repertoire.

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning, sequence (presentation, repetition, recombination and free use of language) and for many types of communication functions (e.g. encouraging, criticizing, agreeing; explaining).

Of the four types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. The greatest "mistake" (if oral ability is an aim) is for the learner not to speak at all!

The method of **project work** is worth mentioning too: it gives every pupil a good chance to show their creative individuality and develops their team spirit at the same time.

Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons we often prefer to organize games in pair or general class work, rather than in group work.

Learners should be motivated by a desire to succeed, to explore, to develop and to improve, not by a fear of failure. We learn by doing. Young learners feel the need for a demonstration when they are learning any language skill. This is because they want to know how they can best do it, when and where it is appropriate to make use of their skill. Most learners prefer a concrete definition of their learning task.

Conventional methods, techniques paved the way for the unified requirements for foreign language learning:

- a child should master the language consciously;
- training should not become an imitative process;
- children should master the language as a medium of communication.

The main functions of the foreign language as a subject of the school curriculum are to develop willingness to use a foreign language as a means of

communication, to familiarize with other national culture.

Today nobody is to be convinced that early language training contributes not only more durable and practical knowledge, but also carries a great intellectual, educational potential.

According to long-term observations early teaching of foreign languages:

- stimulates the language and overall development of children and, as a consequence, increases the value of comprehensive early childhood education and elementary education as the foundation of general education;
- attaches children to other cultures, thereby forming a universal consciousness;
- creates a favorable basis for mastering a foreign language , as well as for further language learning at later stages , as it prevents the formation of the psychological barriers that arise at the beginning of learning a foreign language at the age of 10-11 years old;
- improving general educational skills (e.g, ability to work with the book) by expanding their scope in the process of mastering a foreign language.

LESSON 3: THE CONTEMPORARY (MODERN) TYPES OF DICTATION IN TEACHING ENGLISH

Plan:

- 1. The potential of Dictation in language education**
- 2. The merit and demerits of Dictation**
- 3. Effectively Usage of Dictation in teaching foreign languages**

3.1 The potential of Dictation in language education

The word "dictation" comes from the Latin verb "dicto". Dictation is a variant of a written task; in which pupils write different texts for the dictation of the teacher.

Dictation has numerous uses in the ELT classroom, often involving very little preparation and a lot of creativity and interest. Used imaginatively, it can be an effective tool for working on accuracy and fluency in all four skills.

What is dictation?

Why do it?

What are the potential problems?

How can we make dictation more learner-centred?

What is dictation?

In its simplest form, dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, the aim has traditionally been for pupils to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centred.

For example, a related activity, sometimes called 'dictogloss', requires the pupils to only take notes of the key words used as they listen and then later reconstruct the text so that it has the same meaning as the original text although perhaps not exactly the same form.

There is also emphasis on accuracy, but expectations here can be increased or decreased depending on the level of the class - the main aim is that the pupils understand and then re-convey the meaning of the passage, concentrating on the communicative aspect of the activity rather than producing a grammatically perfect text.

Why do it?

There are several reasons why dictation activities work well in the classroom. From the teacher's point of view, dictations:

- Can be done with any level, depending on the text used
- Can be graded for a multi-level class (see below for more on this)
- Usually require very little preparation and photocopying

In fact, dictation can be used to decrease preparation time for other activities.

Instead of spending hours making cut-up activities such as matching vocabulary and their definitions, why not just give the pupils blank slips of paper and dictate the necessary information to them in the classroom? This also gives the pupils more listening and writing /spelling practice.

To save time, the class can be divided into two groups and the words/phrases dictated quickly with each group required to write down only half the words given.

For example, the teacher says 'group 1: apple' 'group 2: potato' 'group 1: cucumber' 'group 2: carrot' - the pupils only write down the words given for their group. The pupils can then be paired up so that each pair has one person with each list of words and the matching activity can continue as normal.

For the pupils, dictations:

Can focus on both accuracy (form) as well as meaning - e.g. in the dictogloss activity described above.

Can develop all four skills - speaking and pronunciation can be developed if the pupils do the dictating rather than the teacher.

Give pupils the opportunity to notice features of pronunciation such as weak forms, linking and elision.

Additionally, dictation activities where pupils compare their version of the text to the original can increase their ability to notice aspects of the language which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person 's', etc. The comparison also helps pupils to become better at identifying errors in their own written work.

What are the potential problems?

Boredom

One problem that definitely needs to be addressed is the perception that pupils may have of doing a dictation activity. Some pupils (and teachers!) may have developed an aversion to dictation. It's important, therefore, to ensure that we vary the ways that we do dictation in class and encourage the pupils to focus on meaning as well as accuracy.

All sorts of texts can be dictated, from single words of a vocabulary list to sentences from a dialogue to full paragraphs. These can also be dictated in the 'wrong' order, requiring pupils to unscramble them once it's finished. Using dictated texts as a precursor to further activities like this will help pupils to see them as an integrated part of the learning process. It is important that we and the pupils see these activities as learning experiences rather than as simply testing their ability to listen and copy words and sentences.

3.2. The merit and demerits of Dictation

Dictation makes the pupils and the teacher aware of the pupils' comprehension errors-phonological, grammatical, or both. In English, typical errors include the frequent omissions of bound morphemes such as: The -s plural

The -'s possessive

The -s third person singular

The -ed ending for regular past participles.

- dictation shows pupils the kinds of spelling errors they are prone to make;
- dictation gives pupils practice in comprehending and transcribing clear English prose. Note: I find this important because we have all encountered awkward sentences in textbooks that are not good models of English writing, or raise grammatical, syntactic, or semantic questions that are not the point of the exercise to begin with. One example from a rather famous source: "When you receive a request like that, you cannot fail to obey it." This was in a textbook for a pre-intermediate class and came without a footnote to aid the pupil;
- dictation gives pupils valuable practice in notetaking. ESL college pupils may already be in courses in which they must take notes of lectures delivered in English at normal speaking speed. While no one should take lecture notes that are exact transcriptions, learning to write spoken language quickly is an essential college skill;
- dictation gives practice in correct forms of speech. Note: We have all read pupil compositions with grammatically correct sentences that are not correct forms, for example She is a surgeon of hearts or He is a good cooker;
- dictation can help develop all four language skills in an integrative way;
- dictation helps to develop short-term memory. Pupils practice retaining meaningful phrases or whole sentences before writing them down;
- dictation can serve as an excellent review exercise;
- dictation is psychologically powerful and challenging;
- dictation fosters unconscious thinking in the new language;
- if the pupils do well, dictation is motivating;

- dictation involves the whole class, no matter how large it is;
- during and after the dictation, all pupils are active. Correction can be done by the pupils;
- dictation can be prepared for any level;
- the pupils, as well as the teacher, can get instant feedback if desired;
- dictation can be administered quite effectively by an inexperienced teacher;
- while dictating, the teacher can (in fact should) move about, giving individual attention;
- dictation exercises can pull the class together during the valuable first minutes of class;
- dictation can provide access to interesting texts;
- knowing how to take dictation is a skill with "real world" applications. Many jobs demand accurate understanding of spoken orders (phone agents, dispatchers, administrative assistants, etc.);
- dictation can be a good indicator of overall language ability. (For its use in testing, the research of John W. Oller, Jr. is particularly useful.);
- dictation is a valuable language learning device that has been used for centuries. Although linguists have not completely understood how it facilitates language acquisition--it would be extremely difficult to isolate the language competencies that are employed--many have attested to its pedagogical value. One of the 20th century's most influential linguists, Leonard Bloomfield, strongly endorsed the use of dictation as a learning device. Today, many methodologists are at least inclined to agree with Finocchiaro's summary of its value: "[Dictation] ensures attentive listening; it trains pupils to distinguish sounds; it helps fix concepts of punctuation; it enables pupils to learn to transfer oral sounds to written symbols; it helps to develop aural comprehension; and it assists in self-evaluation."

Difficulty

A common problem is that some pupils may find dictation more difficult than others, especially if you are teaching a multi-level class. One way of combating this is to think about how much of the dictation we expect our pupils to produce. We can give weaker pupils skeleton versions of the text to be dictated, with gaps for them to fill in as they go along, rather than a blank sheet of paper. Incidentally, this can be a useful approach for practising 'noticing' specific parts of speech - e.g. all the pupils can be required to listen for only the prepositions or articles needed to fill in the gaps.

Accuracy when checking

Pupils often aren't very good at looking for mistakes in what they have written when comparing it to the original text. It can often be easier to check the

errors in someone else's text rather than in our own. Also, it might be an idea to leave some time between completing the dictation and checking the text against a correct version as pupils are often better able to find their errors with 'fresh' eyes. Doing this will also be good training for pupils, giving them strategies for checking their own written work.

How can we make dictation more learner-centred?

Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus off the teacher and onto the pupils themselves. Using the pupils as the 'dictators' has the added benefit of focusing on pupils' pronunciation and, in a multilingual class, giving pupils further exposure to different non-native accents.

Cut the text up and distribute one line to each of the pupils. They then take turns dictating their sentence while the other pupils listen and write it down. Then give them a copy of the full text to compare with their own.

Divide the class into pairs and ask them to choose one person to be the 'writer' and another to be the 'runner'. Stick the text to be dictated up at one end of the room. The runners have to go to the text and return to their partners having memorised the first line of the text, which they dictate. They keep returning to the text until they have dictated the full text to their partner. The roles can be swapped halfway through. Their text is then compared to a correct version and corrected. This activity requires only a short text.

Do the dictation yourself but let the pupils control the speed that you speak at and the amount of repetition you do. Tell the pupils that they need to pretend that you are no longer a teacher but you have turned into a human tape recorder. As you read the text, they call out instructions such as 'Stop', 'Rewind', 'Play', 'Decrease speed' etc.

Dictation doesn't work for everything or for everyone, but by looking again at this traditional method we can add to our classroom techniques a touch of the familiar with a little innovation.

Dictation is seen by many teachers as somewhat old-fashioned, a relic of the grammar-translation method that dominated language teaching until the last couple of decades of the 20th century. For many people it brings back unhappy memories of dull, uncommunicative and often difficult lessons, where the focus was fairly and squarely on accuracy of language.

However, if you reflect for a moment on what dictation actually does, then you will see that it can be an extremely versatile activity. It practises first and foremost listening and writing skills and within the latter a range of sub-skills from letter formation to spelling, punctuation and lay-out. It can also be argued that it practises vocabulary, syntax, grammar and, when the writer reviews his or her work, reading. In short, it gives practice in almost everything. The one

skill absent from this list is speaking, but this too can be practised if the dictation is approached in a slightly different way.

Point one

First of all, consider who dictates the message. Traditionally it has always been the teacher but why not get the pupils to do it? There are a number of ways of doing this. First of all, you can ask a pupil or pupils to dictate the text to the rest of the class. Or you can get pupils to work in small groups with each person in the group dictating a section of the text to the rest of the group. This encourages the learners to listen to each other, highlights the importance of clear pronunciation and, in an ideal world, helps to promote the use of English in a monolingual class.

Point two

An alternative is to use the well-known 'running dictation' technique. Used sparingly (in other words, not in every lesson), this can be a very motivating and fun lesson for the pupils.

Take a short text that is appropriate to the level, rich in vocabulary and/or illustrative of a grammar point you are working on. (Some teachers like to use the opening paragraph of a text they intend to work on, using this technique as a means of introducing the topic).

Make two or three copies of the text and stick them to the notice-board or on the classroom wall in such a way that the pupils cannot read them from their desks.

Divide the pupils into groups and ask each group to nominate a messenger. It is then the task of the messenger to go up to the text, read it and memorize a chunk of the text.

He or she then returns to his or her group and dictates the chunk. The others write it down.

The messenger then repeats this process until the whole text has been written down. You can turn this activity into a race, which adds to the fun, but be careful it can be dangerous if the pupils get carried away! When all the groups have completed the dictation, they can check their versions with the original text.

Point three

Another pupil-centred dictation is to use the jumbled story technique where each person in the group gets a sentence from the text in random order. They then have to dictate their sentence to the rest of the group and the group then has to decide on the correct order for the sentences.

Point four

Dictation can also be used to promote the skill of inferring from context. Take a short text and remove eight to ten words from it. These could be random

or you could focus on a particular class of word, verbs for example. Read the dictation to the class in the usual way, but when you reach a gapped word, say 'gap'. The pupils then have to use the context to think of a suitable word that will fill each gap.

In terms of writing skills, try dictating a text without punctuation and then asking the pupils to work in groups to punctuate the text appropriately. This is not as easy as it sounds!

Point five

Finally, there is the variation on dictation called 'dictogloss'. In this activity you ask the pupils not to write anything as you read the dictation (normally a single sentence but varying in length and complexity according to the level of the group). Read the sentence twice, even three times. Then ask them to write. In this activity it is important not that they replicate the original sentence word for word but that they produce a piece of English that closely reflects the sense of the original and that is in line with the structure or structures used in the original. One way to follow up is to ask them to pool their ideas in groups until they come up with a composite answer they are all happy with. Some teachers find this technique useful as a means of contrasting tenses – past simple vs past continuous for Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value. Davis and Rinvoluceri write that "Decoding the sounds of English and recoding them in writing is a major learning task" and Frodesen writes that dictation can be "an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English.... Dictation can help pupils to diagnose and correct these kinds of errors as well as others." Montalvan writes that "as pupils develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.

Despite claims such as these from respected methodologists, dictation is not widely used in ESL programs. Likewise, it has long been ignored in most teacher-training programs. The purpose of this paper is to re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner. As a testing method, dictation has been confirmed to be reliable and valid by many researchers. Based on the summary of empirical studies, Oller, for example, considers dictation to be a type of integrative test, a test which requires a learner to use several language skills at the same time). Heaton says, "the integrated skills involved in tests of dictation include auditory discrimination, the auditory memory span, spelling, the recognition of sound segments, a familiarity with the grammatical and lexical

patterning of the language, and overall textual comprehension", and claims, "dictation tests can prove good predictors of global language ability".

Dictation is, in a sense, an established means of testing. As a teaching method, however, dictation lacks sound empirical grounds. Harris, for example, insists that dictation can be a useful pedagogical device but offers little empirical support. Davis and Rinvolutri also mention that dictation is an effective measure of teaching, and provide us with various methods of dictation. However, empirical support for their claim of effectiveness is slight. One example of empirical data was provided by Yoshida. He found statistically significant positive correlations between dictation and the results of listening tests, and, based on these findings, claims that dictation can be a good teaching device. His findings do indicate that dictation is a good predictor of learners' listening ability. However, a good predictor does not necessarily turn out to be a good teaching device. The literature as a whole, therefore, shows that dictation has been utilized by foreign language teachers for teaching with precarious empirical support.

3.3. Effectively Usage of Dictation in teaching foreign languages

In all cases, dictations must be selected according to the pupils' abilities, and the usage and style should be similar to what the pupils are expected to produce on their own in the class, both verbally and in writing. A useful source for dictations at all levels is the class textbook itself. By using the textbook, the teacher will avoid selecting material that is too different from the language norms the pupils have been learning. By the same token, the selected material will have (or should have) good examples of the language aspects the class is dealing with in terms of grammar, vocabulary, spelling, and punctuation. A good time to deliver a dictation is at the beginning of class. The reasons are to focus the pupils on English right away, calm them down, and ensure punctuality.

Before beginning the dictation, the teacher writes on the board any proper nouns, abbreviations (etc., e.g., i.e., and so on), acronyms, or foreign or specialized words within the dictation that he or she has not previously explained. The teacher also writes on the board the chosen spelling for any word that is commonly spelled in more than one way (e.g., rock and roll/rock'n'roll).

To begin the exercise, the teacher reads the dictation through once, at normal speaking speed. As stated earlier, it is recommended that the teacher select a passage from the class textbook with which the pupils are already familiar (e.g., part of an essay, short story, or article). During this first reading, the pupils should only listen.

The teacher then reads the dictation through a second time, at a slightly slower speed. The pupils begin transcribing. The teacher stops after each phrase

or meaningful unit and also calls out punctuation, which the pupils must include in their transcriptions. Occasionally a pupil will ask for a word or phrase to be repeated; The teacher then reads the dictation through a third time at normal speaking speed, again including punctuation. During this reading, the pupils check their work and make any last changes.

After finishing the dictation and allowing the pupils a minute or two for final corrections, the teacher instructs the pupils to stop. They then take out the source material for the dictation and self-correct their transcriptions. Alternatively, the teacher can have the pupils correct each other's dictations. Whatever the case, the corrections should be in ink, in order to distinguish them from the transcriptions. There are a lot of other types of dictation

1. Learner to learner dictation is running dictation- Someone has got a piece of paper where is written a reader, someone' got a write. Get a pair, in each pair should be one reader and one writer.

Instructions- who is a reader , you run and read sentences only on a green piece of paper, then you come back to your partner .

The writer writes what you say.

-When the reader finishes reading all “green sentences”. You swap the roles, now the writer run and dictates ‘PINK SENTENCES”.

2) One of the collaborative types of dictation is **dictogloss**.(to write on the board). Dictogloss is less teacher-centered and supposes pupil’s work in pairs or group. -Listen once(the teacher is dictating a story) and choose the best title for this story. Do not write anything. -Listen twice and write only some notes. Do not write the whole sentences.

- In pairs reconstruct the story using your notes and write.

3) **Shouting dictation** refers to learner to learner type(to write on the board)

-To divide the participants in 2 groups .

Instructions

-You have got a passage with gaps. Your partner has got the appropriate words. You read it loudly, your partner listens to you carefully and helps you to fill the gaps. Then swap the roles.

4) **Tape-recorder dictation** refer teacher to learner independent type(to write on the board)

Imagine I am a tape-recorder(to draw on the board the buttons). I am dictating you the text, If you want me to pause you say “pause”, if you want me to continue you say “play”, If you want me to stop you say “stop”.

5) **Sound-effects dictation** refers computer to learner type, which is used most of the times by major of teacher.(to write on the board)

INSTRUCTIONS;

1. You are listening to some interesting sounds.
2. First time you just listen
3. While listening second time you are writing some notes. Do not write whole sentences.
4. -create a story in a group

6) **Picture dictation** refers to learner to learner dictation.

To divide pupils in pairs "A" "B".

-Sit back to back. Describe your partner a picture, a partner should write. You've got 4 minutes each, then swap the roles.

7. **Wild dictation** refers teacher to learner independent type.

-Pointing to the board to tell pupils that they are going to think of 7 words, № 1-the place ,where people might live.....

3 minutes

-I'm DICTATING you a little text. When I say number 1, you write the word which you've come up with

-For example. A car drove up to the zoo and suddenly stopped № 1 got out.

Questions:

1. What is Dictation?
2. What Types of Dictation do you know?
3. What disadvantages of teaching English through dictation are there?

Answers:

1. The word "dictation" comes from the Latin verb "dicto". Dictation is a variant of a written task; in which pupils write different texts for the dictation of the teacher.
2. There are a lot of types of dictation: running dictation, picture dictation, knocking dictation, wild dictation, sound-effects dictation, shouting dictation, dictogloss, silent dictation.
3. A common problem is that some pupils may find dictation more difficult than others, especially if you are teaching a multi-level class. One way of combating this is to think about how much of the dictation we expect our pupils to produce.

Lesson 4: Organizing integrated lessons (CLIL) based on modern requirements

Plan:

- 1. The foundation of integrated lessons of English language**
- 2. Key Dimensions in teaching English language**
- 3. Modern approaches in CLIL to teaching upper grade pupils**

4.1 The foundation of integrated lessons of English language

The aim of education should not only broaden a cultural horizon of a man, but also provide an opportunity to acquire knowledge and skills required by an international labor market. The basic communication competences include the ability to use and communicate at least in one of internationally used languages; therefore, teaching of at least one foreign language should become a common and essential part of basic education. The condition for achieving this ability within the education is the need for the introduction of integrated approaches in the process of language learning/teaching. CLIL method is a suitable method because the content of non-language subject is presented by the target foreign language.

The actuality of the approach is to explore the importance of CLIL and learn the ways and techniques of implementing appropriate CLIL lessons in all spheres of education system.

The theoretical part of the work deals with issues of CLIL lesson implementation in context and ways of developing CLIL lesson plans.

The educational success of CLIL is in the content and language-learning outcomes realized in classrooms. Schools in very different contexts across the world had been finding their own ways to enrich learning, sometimes for many years. CLIL set out to capture and articulate that not only was there a high degree of similarity in educational methodologies, but also an equally high degree of educational success. Identifying this success was one major driver within the education professions; mainstreaming the experience for a wider general public was the other.

The goal of CLIL is always some degree of bilingualism in school lessons. However, there is no simple definition of bilingualism available. There are at least three perspectives from which to look at the concept: the level of proficiency in both languages, the functions achieved by both languages in

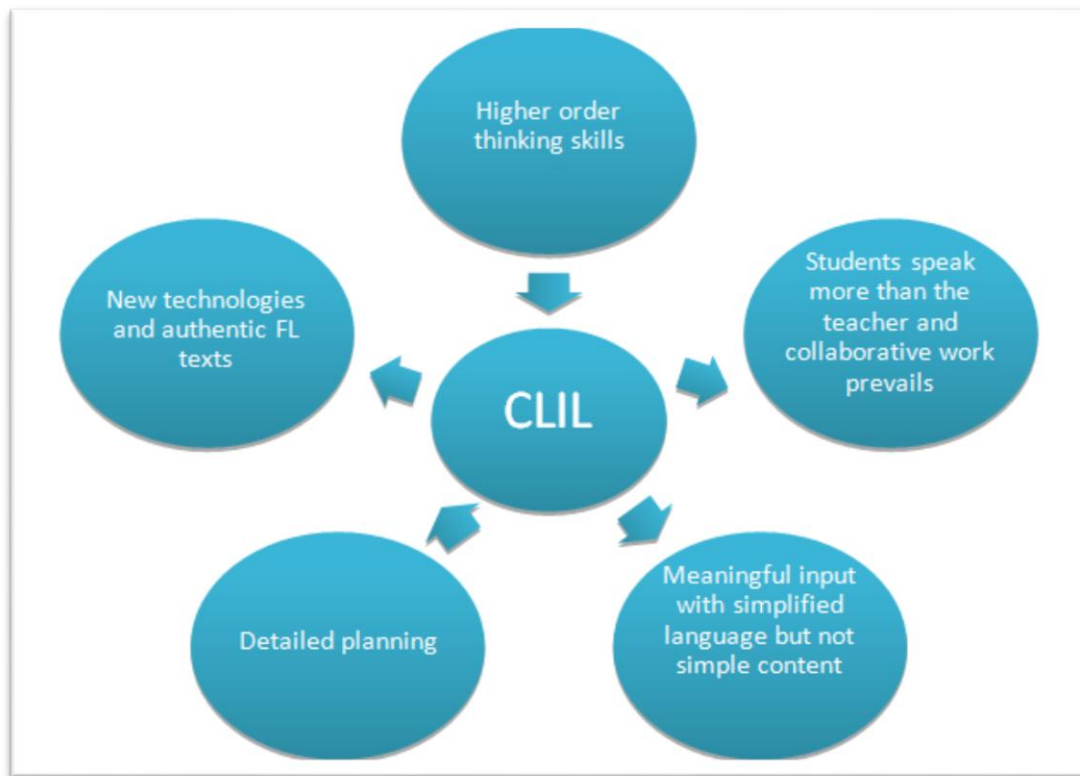
different contexts, and the bilingual person's receptive and productive abilities in both languages.

One way to define bilingualism is in terms of *proficiency* in the two languages. But which level of proficiency should bilinguals have? It is very rare for bilinguals to achieve *ambilingualism*, an equal level of proficiency in both languages. Even *balanced bilingualism* or *equilingualism* with equal competence in both languages is rare. In fact, it is more typical for bilingual people not to possess the same level or type of competence in both languages. Therefore, defining bilingualism in terms of proficiency alone is problematic. Accordingly, Butler and Hakuta define bilinguals as people who are able to communicate in two languages by speaking and writing regardless of the level of proficiency.

Another definition looks at bilingualism from a *functionalist perspective*, placing emphasis on the contexts where a bilingual person uses the two languages. Functional bilingualism can be interpreted in two ways. From the most minimalist point of view, a person is functionally bilingual if he or she can accomplish a limited set of activities in a second language (e.g. in a work context). From a maximalist point of view, a person is functionally bilingual if he or she can carry out any activity in a given linguistic context on a satisfactory level.

A third aspect draws on the receptive and productive skills in the two languages. *Receptive bilinguals* understand the spoken and/or written forms of two languages but do not necessarily use both languages themselves, whereas *productive bilinguals* understand, speak and write both languages.

Lambert makes a further distinction between *additive* and *subtractive bilingualism*. In additive bilingualism, the acquisition of a second language does not have a negative effect on first language proficiency, whereas in the latter case, the second language gradually replaces the first language in different contexts. Subtractive bilingualism may take place, for example, in the case of immigrant children if they learn the language of the majority without receiving any educational support for their first language development. However, if the society assigns positive values to both languages, the more likely result is additive bilingualism.



CLIL is regarded as the umbrella term for various types of educational models that involve a foreign language as a medium of content instruction. CLIL is also used to describe the educational model followed in Primary School where this study was conducted. The adjectives content based and ‘meaning focused’ are also used to refer to CLIL lessons and the type and focus of learning activities taking place on these lessons. The pupils attending the CLIL programme are called ‘CLIL pupils’, whereas the pupils attending the formal, instructed mainstream EFL (English as a Foreign Language) lessons are called ‘mainstream pupils’. Furthermore, the terms ‘mainstream foreign language (L2) education’, mainstream foreign language (L2) lessons and mainstream foreign language (L2) instruction’ all refer to the formal, explicit foreign language instruction that takes place on isolated lessons. The terms formal, instructed and mainstream may be used interchangeably when referring to these isolated lessons where the L2 is explicitly taught and learned as opposed to being implicitly acquired in content-based lessons.

The terms L1 (mother tongue, first language) and L2 (a learned or acquired second or foreign language) are also used to describe the pupils’ linguistic repertoire. The term ‘grammatical proficiency’ refers to the overall grammatical knowledge and skills that the pupils possess. This proficiency includes different types of knowledge, such as implicit and explicit knowledge, procedural and declarative knowledge and receptive and productive skills, both written and spoken. This study is concerned with grammatical proficiency in written L2 production.

In the following sections, we will briefly describe the general methodological outlines and goals of immersion and CLIL as well as present the CLIL programme followed in Primary School. I will start with immersion as it is

the original form of CLIL, and then carry on with CLIL.

According to the European CLIL Compendium, CLIL is a generic term that refers to “a dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content” for at least 25% of the time. Like immersion, CLIL is a generic term that allows for various educational models, methodological approaches and desired goals. The educational models differ, for example, in terms of the starting age of CLIL, the amount of exposure to the foreign language, the required linguistic background from the learners, and the linguistic environment of the classrooms (monolingual, bilingual or multilingual). CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Like in immersion, the goal of CLIL is additive and functional bilingualism.

The CLIL teachers are either bilingual or native speakers of the target language and depending on the CLIL model the school is following, the learners either have some knowledge of the target language or start from the very basics. All in all, according to the description of CLIL by the European Commission, CLIL refers to a range of diverse methodologies that are adaptable to different learning environments and purposes. The key issue is that the learner is gaining new knowledge about the non-language subject while encountering, using and learning the foreign language. The methodologies and approaches used are usually linked to the subject area with the content leading the activities. CLIL does not require extra teaching hours and it complements other subjects rather than competes with them.

4.2 Key Dimensions in teaching English language

The European CLIL Compendium has presented the various reasons for implementing CLIL under five key dimensions involving culture, environment, language, content and learning. The schools can decide freely which dimensions will be given more emphasis than others and which learning and development outcomes their CLIL programmes focus on. The dimensions of CLIL are:

The Culture Dimension: building intercultural knowledge and understanding, developing intercultural communication skills, learning about specific countries, regions and/or minority groups, introducing the wider cultural context.

The Environment Dimension: prepare for internationalization, access international certification, enhance school profile.

The Language Dimension: improve overall target language competence, develop oral communication skills, deepen awareness of both mother tongue and the target language, develop plurilingual interests and attitudes, introduce a target language, allow learners more contact with the target language.

The Content Dimension: provide opportunities to study content through different perspectives, access subject-specific target language terminology, prepare for future studies or working life.

The Learning Dimension: complement individual learning strategies, diversify methods and forms of classroom practice, increase learner motivation and confidence in both the language and the subject being taught.

Immersion and CLIL: The Main Differences

Immersion education and CLIL have similar goals and methods, but they differ in three main respects. First, a pre-requisite for successful immersion is a society that enables the learners to become functional bilinguals and in which the first language of the learners has a strong position. Basically, this applies to societies with two official or main languages. This is not a pre-requisite for CLIL. Second, in immersion education the learners learn to read and write in the immersion language, whereas in CLIL they learn to read and write in their first language. Third, in immersion classes approximately 50% of the teaching and learning discourse should take place in the immersion language while in CLIL the minimum requisite is only 25%. Moreover, immersion has well established methodological principles and goals whereas CLIL is an umbrella term for various educational models and goals, including immersion itself.

These differences considered, the term that best describes the educational model followed by the informants of this study is CLIL: the foreign language content varies between 30—50% per day and the pupils learn basic literacy skills in Uzbek.

The pupils do not need to speak or write English before commencing the programme, but their *language aptitude* is tested before they are admitted to the programme to ensure that they are able to undertake the programme. Pupils are, thus, selected on the basis of their score in the language aptitude test. Involving both an underlying language learning capacity and the capacity to handle decontextualized language, language aptitude has been found to be one of the best predictors of L2 learning. Studying in both Finnish and English typically means much extra work and challenges for the pupil as well as requires ample support from parents. Practically, all CLIL pupils speak or at least understand Finnish at the start of the programme even if their first language is something different. They also learn to read and write in Finnish on the first grade. The first-graders also practice reading, writing and spelling in English, but on a very basic level suitable for second-language learners. Many pupils continue in English-speaking or CLIL classes in the secondary level.

The bilingual classes follow the school's general curriculum and the general learning goals and principles are the same as for the mainstream Finnish-speaking classes. Pupil evaluation also follows the same general principles. It is stated in the school curriculum that the language of instruction should not affect the learning outcomes or evaluation.

The CLIL teachers in Uzbekistan are native speakers of Uzbek and have a native-like proficiency in English. The teachers have much freedom in deciding which content to teach in Finnish, in English, or in both languages, as long as approximately half of the instruction is carried out in English. Generally, some contents are more suitable to learn in Finnish, such as Finnish history and the geography of Finland and the Nordic Countries. Mathematics is taught mainly in

English, and only the most essential mathematical concepts are learned in both languages. All CLIL pupils attend Finnish as a mother tongue lessons and L2 speakers of Finnish take Finnish as a Second Language lessons once or twice a week.

English has an A1 language status in bilingual classes, meaning that besides content instruction in English, the pupils attend formal EFL lessons taught solely in the target language by a native speaker. At the time of the data collection, there was one native English-speaking teacher for the bilingual classes.

The general linguistic goal of the CLIL programme is to provide the pupil with a functional command of the English language and the ability to use it properly and concisely to convey meaning. This includes having knowledge about the language, listening attentively, talking to the point, reading with understanding, and writing fluently with accurate spelling and punctuation. The content of language learning is closely connected to the language skills needed in other academic subjects (e.g. mathematics, history and science). The pupils should learn the most essential concepts and contents in different academic subjects in both English and Finnish, so that they may continue their studies in either language.

The acquisition of L2 Grammar in CLIL

Foreign language education has adopted an increasingly communicative and intercultural emphasis during the past decades. Modern foreign language instruction draws primarily on the principles of *communicative language teaching* (CLT). The goal is to develop the pupils' *communicative competence*, which has four components: grammatical, discourse, sociolinguistic and strategic competence. *Grammatical competence* includes the knowledge of e.g. vocabulary, word formation, syntax, spelling, and pronunciation. *Discourse competence* involves knowledge of the conventions, coherence and cohesion of the language. *Sociolinguistic competence* refers to the knowledge required to use the language appropriately in different social contexts, such as form and function, registers and roles, while *strategic competence* is the skill to use efficient communication strategies.

Communicative language teaching is based on the view that language is learned primarily by taking part in meaningful interaction and carrying out authentic communicative tasks, defined by Nunan as a "piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than the form". Communicative tasks involve, for example, problem solving, group work and collaborative learning.

4.3 Modern approaches in CLIL to teaching upper grade pupils

There are a number of claims made for the advantages of CLIL, although it is difficult to substantiate them. One is that it can develop foreign language ability more effectively than conventional foreign language teaching does. What

it certainly can do is to prepare pupils for future study and the workplace where they are likely to need to operate in English.

An advantage for language teachers is that the content is ready-made. This takes away the need to spend a lot of time thinking up topics that work and engage the pupils. It is also likely that the pupils are more motivated when they are learning through English something that is part of their school learning and thinking, rather than just learning the language, which may or may not seem to them to have an obvious purpose. Only minority of young people have an interest in words for their own sake. In CLIL the language is very clearly means to an end. Many children at a very young age so that when they reach secondary school they do not want to repeat the same language lessons.

The research done by Howard Gardner into multiple intelligences is highly relevant here. When we are teaching another subject through a foreign language it is likely that we will draw on more of the intelligences and this is likely to be helpful to our learners. The linguistic intelligence, which is prevalent in language teaching, is supported by the intelligences required for particular subjects so that, for example, the musical, kinesthetic, and logical/mathematical intelligences are on a more equal footing.

However, CLIL certainly does present some problems for both the teacher and the learners. When working with subject and language teachers who teach subjects through English we often hear cries such as these:

- It is so difficult for me to explain in English.
- My pupils don't like listening to English.
- My pupils find it hard to read in English.
- I have to write most of my own materials.
- The book I've got is so boring.
- I can't get my pupils to participate in English.

In language teaching it is important to encourage and devote time to pupils producing the language rather than just learning about it in terms of its grammar and structure. This means that lessons are often highly interactive with pupils trying out various tasks in the new language. Language teachers are encouraged to reduce their talking time in order to allow for more pupil talking time. In subject teaching on the other hand it is important for pupils to take in and understand the curriculum. There may be a lot of facts and information for them to learn and the input may be highly complex. In order to cover the curriculum a teacher must devote more time to giving input and not necessarily allow so much time for the pupils to give output or to be interactive; in fact, there needs to be more teacher talking time. Subject teachers teaching through another language may have a language problem, so they need to use strategies which reduce the time spent addressing the class from the front.

In the same way, it is important for language teachers teaching a subject to use interactive activities which help the learners understand and engage their interest. If we teach a subject which pupils find difficult, boring or unappealing, and if on top of that, the pupils are being taught in a language they find difficult, then for them to learn anything I going to be a miracle.

Meyer developed the CLIL pyramid for visual support and representation of the 4Cs framework for lesson and material planning. The four components, content, communication, cognition and culture are the core elements positioned in four corners of the pyramid base. By drawing a line from each corner we would form a fifth point above the base and complete the CLIL pyramid. That of Meyer (2010) is divided into four layers, which represent the process of lesson and material planning. The base and at the same time first level is topic or content selection. The prime idea is to focus on a particular subject needs, aims and outcomes. Second level includes “study skills” and “input-scaffolding”. Firstly learning styles and learning skill have to be carefully considered and evenly distributed throughout the unit or lesson. Drawing on “input scaffolding” we encounter various tables, charts or maps. Depending on our intention to develop content it is important to decide what kind and how much of input has to be offered to pupils. Task design at the third level has to fulfil two criteria: develop higher order thinking skills and trigger communication and cooperation among pupils. The top of the pyramid is left for final product- poster, presentation or debate. The CLIL workout also “determines how much and what kind of output- scaffolding is necessary”

When teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do. This usually means that teachers need to plan what they want to do in their 9th grades rooms. A unit plan is a series of related lessons around a specific theme.

Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how pupils will move toward attaining specific objectives. It describes the teaching behavior that will result in pupil learning. Richards as cited by Farrell says that “ lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson”. Further he adds “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. As can be understood he underlines the significance of lesson planning for language teachers. In this sense, lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson. The lesson planning process is of vital importance for the successful development of the upper grades. Not many teachers enter a classroom without some kind of plan.

Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient. Above all it requires effective planning and usage of alternative ways, patience, professional support and a great amount of time. All lesson plans must have measurable objectives. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher’s role. Indeed these factors may decide upon the

successful or unsuccessful final result of a CLIL lesson. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons.

Coyle, Hood and Marsh divide a process-oriented method required for effective CLIL planning into six stages:

Concept of CLIL

When the idea of CLIL implementation to a school occurs it is necessary to set up a team of language teachers, subject teachers and school management to conduct ideas and visions and jointly agree on overall goals. By drawing on the concept of planning, Coyle shows that priority is to reach goals through discussion and brainstorming; these goals might “increase learner engagement” or “develop confident learners who use the CLIL language spontaneously in a range of settings” (ibid).

CLIL in context

Once the vision has been completed focus should switch to practice implication. The author recommends consideration of special needs a particular school has, either it is a location of school, its specialization regional and national policies, and type of school. Above-mentioned issues play an important role in determining the type of CLIL appropriate for different context.

Planning a unit

This stage describes the 4C’s conception for planning a lesson, which should be a core of every CLIL lesson. 4 C’s stands for: Content, Communication, Cognition, and Culture.

Preparing a unit

Once the teaching objectives and outcomes have been decided upon all the experience acquired in traditional teaching has to be combined with the methodology of CLIL approach in order to achieve these aims.

Evaluation and monitoring

The importance of this stage lies in understanding the process of teaching in the classroom and the ability of the teacher to use observed acumens for future lesson planning.

CLIL community

Communicate ideas and experience provides support while dealing with new challenges and difficulties. Planning a CLIL lesson might be a challenge for a teacher in early stages and so it is recommended to prepare for a lesson intensively and not to overload one in order to achieve perfection. “As confidence grows and as issues from specific contexts are addressed, then those involved become better prepared to explore tensions between visions or ideals and the realities of classroom contexts” .

CLIL planning requires a change of the traditional concepts of the lesson planning. The urgent problems in Uzbekistan seem to be:

- The majority of teachers working on CLIL programmes are not adequately trained.
- Most current CLIL programmes are experimental.

- Subject teachers may be unwilling to take on the responsibility.
- CLIL is based on language acquisition, but in monolingual situations.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence.
- Some aspects of CLIL are artificial.

CLIL teachers dealing with lesson planning need to accept that planning for primary education learners is different from planning for secondary school learners. Even stronger emphasis is put on communication, active listening, fluency is preferred over accuracy with exception of pronunciation, activities are equally allotted for all learning styles and teacher implemented physical activities such as TPR method. Planned work is always much more effective than unplanned work; therefore one of the most important things you need to do while planning is to identify your aims and objectives. You need to know what it is you expect your pupil achieve, what it is he/she will know or will be able to do at the end of the lesson.

CLIL practice is much more effective when coordination between the language teacher and the subject teacher takes place so a lesson plan would work much better if this coordination took place and an English language teacher could present the basic vocabulary and required language structures. In case coordination between the subject teacher and the English language teacher is not possible, some necessary language support for the pupils – (scaffolding) and for the subject teachers might be needed.

To design a lesson plan reflecting fundamental essence of CLIL it is advised to follow the steps proposed by experts in this field. CLIL stands on two basic pillars and that of content and a language. The prime rule is that content, a topic, and a theme lead the way, as suggested by positioning the word content before the subject. The language takes a crucial role in this approach; however it only functions as a medium or tool by which the content is presented.

CLIL is a learner centred approach what changes the role of a teacher from that of a controller of the learning process to that of a facilitator. It puts demands on teacher to monitor “the development of a unit and evaluating the processes and outcomes” that are “integral to the teaching and learning process”. Coyle further claims that it “focuses on understanding classroom processes as they evolve to gain insights which inform future planning.

In Uzbekistan, however, Internet seems to be one of the leading inspirations for teachers due to fact that no ready CLIL portfolios of lesson plans have been issued. If this is the case it takes a lot of time to produce expectable lesson plans for each lesson that have to fulfill certain criteria. Mehisto provides such criteria sectioned into 10 fundamental focus areas.

Make progress visible. Progress can be achieved in cautious planning. In general, language, content and learning skills have to be broken down into smaller unit and “long term and short term planned outcomes”. The pupils as the key element must be introduced to the set goals. It is believed that pupils need first know and understand the goal in order to achieve it. Above all only

stimulating, inspiring and thought-provoking tasks lead the way to an achievable learning outcome.

Promoting academic language proficiency. No one can expect learners to acquire whole academic or scientific language in one go. It also has to be broken down and introduced systematically. Materials should, therefore, reflect step-by-step advancement leading to short and long-term learning outcomes. The teachers and educators, consequently take the burden to provide pupils with logical and systematic academic language introduction. It can be achieved supposing pupils' attention is drawn to various language forms such as specific vocabulary, connectors, words with different meanings, and functions are in preference. Haynes approves with such revelation and adds that time and gradual introduction to a language plays a key role.

Encouragement of learner's autonomy and learning skills. Learner autonomy is not an inherited skill but rather it is a skill requiring lots of directed practice. Teachers seem to be mediators of language learning who gradually pass whole learning responsibility to pupils. Being an autonomous learner means the ability to direct one's own learning. It is a long-term process supported by pupils' intrinsic motivation and teacher leadership. Well- designed materials should above all indicate the path an autonomous learner needs to take in problem- solving tasks. Consequently, materials should help the learner to gather and improve the skills found necessary to deal with assignments. It might include tips on how to complete a given assignment. Mehisto recommends pair brainstorming, finding ways how to handle difficult texts or suggesting reading a text for different purposes.

Assessment. Any type of assessment, self, peer or other, mirrors learner's progress and achievements in learning process. It can reflect accomplished content or language objectives or progress in learning skills.

Creation of a safe learning environment. Materials overloaded with information, demanding and inappropriate language level might cause more distress for learners in all aspects and trigger a tense atmosphere. This rarely is a bonus in the learning environment, therefore when creating materials teachers should bear in mind to create safe working atmosphere. It is recommended to provide needed scaffolding if a topic is too demanding for content to be understood. Tasks demanding an answer of how the learner feels and suggesting how to cope, suggesting strategies, providing navigation and support add on the learner's confidence and positive attitude towards learning . Human beings naturally look for safety and so is the case with pupils, who need to feel secure before taking any risk. The risk in this context is a language barrier they need to overcome.

Cooperative learning. It is thought that two important criteria for defining cooperative learning must be taken into consideration only then cooperative learning can be understood. The first one positive interdependence recognizes each member of a group as a contributor to the group. In fact, learners work in a chain where one learner is dependent on another in order to complete a task. The second one individual

accountability suggests that learners are concerned not only for personal learning but also need to feel responsibility for the learning of others. Concerning CLIL materials if essential vocabulary and discourse patterns are provided, it opens doors to learners' communication and cooperation.

Authenticity. It deals mainly with a target language which needs to be incorporated into materials in such a way it not only provides authentic language but also urges learners to use it. The tasks should be oriented predominantly on everyday language, information from media and suggested Internet research to develop the topic. Personalization seems to be another tool for authentic materials. Learners might be required to present projects on how to prepare a typical meal, prepare for some competition, and learn how to measure the height of a tree without climbing it and many other tasks requiring personal involvement.

Fostering critical thinking. CLIL materials are not based on straightforward repetition of the learnt facts or recollection of those facts. In contrast, exercises are oriented to a higher order of thinking- creation, evaluation, analysis, application and understanding.

Scaffolding belongs to the number of criteria obligatory for planning either a lesson or a teaching material. Scaffolding in CLIL provides necessary support for the learners principally in three aspects, language, content and learning skills. An offered model for conveying the meaning is given to the learners on purpose. Once they are able to apply it into practice vision of a successful user of the language encourages them for further learning. One of the most common exercises to scaffold language is brainstorming related to the topic. Brainstormed words might be noted on the board, which helps learners to talk about the topic more freely and develop conversation. Other examples include description of an unknown word, providing synonyms or antonyms of less common words. Similarly, content support should make the learning easier, simpler and more enjoyable. We can use various animations, charts and tables. In fact, sectioning texts into more paragraphs gives a clearer idea. Furthermore, each paragraph having its own subheading highlights the most important sections and develops the topic. When the text is demanding underlined key words direct the learners' attention to the strategic facts.

Meaningful learning encloses the circle of criteria developed for creating a learning material. It is the general truth that interesting and meaningful knowledge tends to be memorized as one might regard it as information necessary for the future development and application in life. Therefore, learners' personal interests, life and life of community should be reflected in CLIL materials. Features as hands on activities including poster making, projects or experiments followed by meaningful communication, both illustrate interaction between content needed for language acquisition and the language needed for subject development".

A useful lesson plan involves understanding of more than just what is going to be taught – the objectives and how it will be taught - materials, equipment, and activities. The followings also need to be thought about:

- **Sequencing:** Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

- **Pacing:** Are activities the right length and varied so that learners remain engaged and enthused?

- **Difficulty:** Do the learners have enough skill and knowledge to do the planned activities? Are teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?

- **Timing:** Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material? It is important for the teacher to evaluate how the lesson went at the end of each class period.

- What went well/wrong? Why?

- What did not go as planned? Why?

- If I had it to do over again, what would I change?

- What have I learned about my pupils that I can account for in future lesson planning?

Teachers should remember a lesson plan acts as a guide for a class session. It sets an objective of the lesson and marks out the route (activities for each stage of the lesson). It is an aid for both novice and in-service teachers. Novice teachers should write down the details of each activity. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners keeps both the teacher and the learner focused on where, how, and when they arrive to the final point.

Having analyzed the certain topic we can say that, the forces of global change, converging technologies and adaptability to the subsequent Knowledge age present challenges for education. And within education as a whole, they present challenges for the teaching and learning of additional languages. This is true for the learning of English globally, and for the learning of regional, minority and heritage languages in different parts of the world. As we have previously pointed out, CLIL is not exclusive to the promotion of English as a world language but is embedded in the socio-economic, political and cultural traditions of different nations.

Content and language integrated learning (CLIL) is a dual- focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both. CLIL is closely related to, and shares some elements of a range of educational practices. The term CLIL is inclusive in that it binds together the essence of good practice found in the different environments where its principles have been adopted. It involves a range of models which can be applied in a variety of ways with diverse types of learner. Good CLIL practice is realized through methods which provide a more

holistic educational experience for the learner than may otherwise be commonly achievable.

CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to language and the content. This opens up doors on an educational experience which can be very hard to achieve in a language-learning classroom.

Putting aside the often-cited advantages which a CLIL approach offers - such as enabling learners to access subject-specific vehicular language terminology, or otherwise preparing them for future studies and working life – there is the issue of advancing a learner’s cognitive development. The ability to think in different languages, even if to a modest extent, can have a positive impact on content learning. The need to regenerate content teaching so that it closely fits the requirements of the modern age has been closely linked to the “learning brain”. To achieve this, the content teacher will need to adapt subject-specific methods so as to accommodate the additional language focus. This does not mean adopting the role of a language teacher. What it does is to open doors on alternative ways of using methodologies which can be rewarding for both teacher and learners.

IV. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

LESSON 1. : MODERN APPROACHES AND INNOVATIONS TO DEVELOPMENT OF LANGUAGE SKILLS

Objective: to introduce and explore the concept of learner-centred approaches to teaching

Activity 1 Analysing Two Activities

Objectives: to explore a teacher-centred and a learner-centred activity

Time: 25-30 min

Materials: board/flipchart, marker, handout 1

► Procedure:

☺ (10 min) Say that you want participants to experience two activities where you will show different approaches to teaching. Say that you will discuss both of them afterwards. Follow the instructions below.

Example 1

Distribute handout 1 to each participant.

Tell them to read the first sentence in chorus.

Read the underlined words (the teacher underlined them for pupils) and make participants repeat after you. Correct pronunciation.

Tell participants to copy the underlined words into their copybooks.

Tell them that their homework will be to make up 2 sentences with each word.

Example 2

Say that participants will work with the same handout.

Tell them to read the second paragraph individually.

Ask pupils to write down one short sentence to summarise the meaning of the paragraph.

Invite pupils to share their sentences in pairs or small groups.

Ask participants to underline any unfamiliar words in the paragraph

Tell them that they will have a choice of homework:

They can work in small groups and share their unknown words and decide on the strategy they will use to work out the meaning of the words.

They can write individual essays using the unknown words.

They can think of another homework for them.

Tell pupils that they will be evaluating each others' homework in the next lesson.

☺ (10 min) Say that now you want to analyse the activities with the whole group. Ask participants what differences they noticed in them. Say that one activity was an illustration of a teacher-centred approach and the second one - a learner-centred approach to teaching. Ask participants if they understood which is which (1 – teacher-centred, 2 – learner-centred).

- Put a poster with questions (see handout 2) on the board and invite the whole group to answer the questions. Put ticks in the relevant columns. Say that some of the questions refer to activities that may take place beyond the class presented by the trainer. Ask participants what they think the answers to these questions may be in the context of teacher-centred and learner-centred teaching.

- Summarise the activity by saying that very often there is an imbalance of responsibility in a traditional classroom. And often teachers seem to be working too hard. *Shouldn't pupils be more involved in teaching and learning process?*

Activity 2 Towards Common Understanding of Learner-Centredness

Objectives: to give participants an opportunity to come up with their own definition of a learner-centred approach to teaching

Time: 30 min

Materials: flipchart, markers of different colours, blue tack

► Procedure:

☺ (2 min) Say that it is very challenging to define what learner-centredness is in one clear-cut sentence because it is a very broad and diverse concept. Say that you want participants to work in small groups and come up with their own definition of the concept. Say that it can be easier to think about the definition if they imagine that they have to explain it to their colleagues back at their work place. Say that participants can use any metaphors, examples and images if they think these will help them in understanding the concept.

☺ ☺ ☺ (20 min) Distribute a flipchart to each group and tell participants to write (using any pictures/symbols) their definitions on it.

☺ (15 min) Invite groups to take turns to present their ideas.

Activity 3 Why Learner-Centredness?

Objectives: to explore the benefits of learner-centred approaches to teaching

Time: Materials:

25-30 min questions on the flipchart prepared in advance

► Procedure:

☺ ☺ ☺ (10 min) Ask participants to think about the following questions (prepared on the flipchart in advance) in groups:

Why is there a need to move from a traditional teacher-centred approach to a more modern learner-centred approach?

How can teachers benefit from adopting a LC approach to teaching?

What are the benefits of this approach for pupils?

Do you think teachers in our context might find it difficult to adopt a more learner-centred approach? Give your reasons.

☺ (15 min) Invite groups in turn to present their ideas.

Summary

Summarise the session by saying that it is a teachers' job to create conditions for learning and it is impossible to do this if he/she does not care about the learners. Refer to participants' ideas from the previous discussion.

Activity 1, Handout 1, Text Why small-group learning is so important -1-

“... Group learning is about getting people to work well together, in carefully set-up learning environments. The human species has evolved on the basis of group learning. Learning from other people is the most instinctive and natural of all the learning contexts we experience, and starts from birth. Although learning can only be done by the learner and cannot be done ‘to’ the learner, the roles of other people in accelerating and modifying that learning are vitaly important. Other people can enhance the quality of our learning and can also damage it.

-2- We hear much of collaborative learning as if it is the most natural activity in the world. But it often seems the least natural, particularly amongst strangers. Sociological research tells us repeatedly that it is human nature not to be involved with people we do not know. [...] One key to working and learning with other people is therefore the ability to lower barriers and become friends with people who had been strangers while acknowledging differences and respecting different viewpoints.”

(Taken from Race (1998) The Lecturer's Toolkit)

Activity 1, Handout 2, Who makes the decisions?

N	Question	Teacher-centred approach	Learner-Centred Approach
1.	Who decides what will be taught and learned in the classroom?		
2.	Who corrects mistakes?		
3.	Who decides on discussion topics?		
4.	Who asks most of the questions in the classroom?		
5.	Who decides on homework tasks?		
6.	Who does most of the talking in the classroom?		

7.	Who decides when pupils should speak?		
8.	Who is the ultimate authority on language issues?		
9.	Who does the marking?		
10.	Who keeps order in the classroom?		
11.	Who decides on seating and classroom organisation?		
12.	Who evaluates pupils' progress?		

LESSON 2. MODERN APPROACHES AND INNOVATIONS TO DEVELOPMENT OF LANGUAGE SKILLS

Objective: to raise participants' awareness of the communicative approach to language and teaching

Activity 1 Analysing in-programme experience

Objective: to give participants an opportunity to reflect on the communicative approach to language and teaching that underlies the current programme

Time: 20 min

Materials: handouts 1 and 2 for trainer, board, markers

► **Procedure:**

☺ (6 min) Show the pictures on handout 1 and 2 to participants. Ask the following question:

Which of the approaches to teaching how to ride a bicycle do you think is more effective? Why?

Elicit random answers and then write down the following statements on the board.

Language is a set of rules that should be learnt.

Language is a communication tool.

Ask participants to relate the statements to language teaching and ask the following question:

Which of the pictures illustrates each of the statements? Why do you think so?

Elicit random answers.

Suggested answer: Picture 1 – Statement 1; Picture 2 – Statement 2

☺(3 min) Tell participants that the approach to language a teacher believes in influences the way s/he teaches a language. Establish that learning grammar rules and vocabulary by heart might be compared to learning the names of all the parts of a bicycle, road signs, etc. but not riding itself. Often teachers only help pupils to learn everything **about** the language, but still pupils find it difficult to apply their knowledge in practice and communicate freely in real life.

Another approach to language promotes use of language for communication and therefore it can be compared to learning to ride a bicycle actually riding along the streets. A communicative approach to language teaching does not necessarily exclude knowledge about the language; on the contrary, it promotes the use of grammar and vocabulary for communicative purposes by means of improving speaking, listening, reading and writing skills.

☺☺☺ (6 min) Put participants in groups of 4 and ask participants to reflect on their experience in the programme and answer the following questions:

In your opinion which statement would the authors of this training programme agree more with? Why do you think so? Give reasons for your answer.

☺ (5 min) Collect random answers.

Establish that in this programme language is considered as a means of communication, therefore we are in favour of teaching grammar and vocabulary not in isolation but in a meaningful context. For us teaching language as communication also means integrating the skills in as authentic a way as possible.

Activity 2 Typical CLT activity

Objective: to expose participants to a typical communicative activity

Time: 20 min

Materials: handout 3 per participant

NB: Make sure that the chairs are organised in a circle or semi-circle.

► Procedure:

☺ (3 min) Ask participants the following question:

In your opinion what would be a typical communicative activity?

Accept any answers and write them on the board.

Possible answers:

Role-play

Info gap activities

Jigsaw, etc.

Tell participants that they will now experience a communicative activity known as a simulation. Explain that a simulation is an activity which reproduces a situation and which often involves dramatisation, role-play, or group discussion.

☺ (2 min) Distribute handout 3 to participants and ask them to do the task individually.

☺☺☺ (10 min) Put participants in groups of 4 and ask them to discuss the six candidates. Ask groups to come to a consensus and as a group decide on the 3 people out of 6 candidates and to be ready to justify their choice.

☺ (5 min) Ask groups to share their decisions with the whole class and to justify their choice.

Activity 3 Principles of CLT

Objective: to give participants an opportunity to reflect on the communicative activity

Time: 35 min

Materials: handouts 4 and 5 per participant, board, markers

► Procedure:

☺☺☺ (10 min) Ask participants to work in the same groups of 4 and distribute handout 4. Ask participants to reflect on the previous activity and the whole programme and answer the questions given in the handout in Task I.

Possible answers:

Yes, because the task was interesting and meaningful.

Yes, I had to make a decision so I had a purpose to communicate.

Yes, I might encounter such a situation in real life. In reality we often have to make a choice and be able to justify it.

We worked first individually, then in small groups, then in a bigger group. Individual work helped me to make my own decision and formulate my arguments. In small groups I had an opportunity to share my ideas and listen to others. If I had not thought individually before the small group interaction I might have been influenced by the opinion of others. Besides small groupwork allowed all participants to speak.

The classroom was arranged as a semi-circle; this helped us to see each other's faces and interact freely.

No, we have chosen the language ourselves, as it was spontaneous speech.

In the activity what we said was more important than how we said it.

No, the trainer did not correct our mistakes, but he/she could correct our mistakes at the end of the activity

. ☺ (5 min) Elicit random answers. Summarise the points mentioned by the participants and draw principles of CLT on the board based on the answers:

Main principles of CLT

Interactive mode of work (group work, pair work)

Natural and spontaneous (free) use of language

Meaningful communication

Meaning has primacy over form

Balance between fluency and accuracy

☺ ☺ ☺ (5 min) Ask participants to stay in the same groups as above and distribute handout 5.

☺ (5 min) Ask participants to refer back to the communicative activities written on the board. Ask participants to check these activities against the principles of CLT and decide whether they can be regarded as communicative activities. Ask participants to tick those activities which are communicative in Task II in the handout.

(10 min) Collect the answers.

Suggested answers		
Role play	<input type="checkbox"/>	All principles above apply
Simulation	<input type="checkbox"/>	All principles above apply
Pupils repeat words after the teacher		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Chain story	<input type="checkbox"/>	All principles above apply
Teacher asks pupils to read a text aloud during the class		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Information gap activities	<input type="checkbox"/>	All principles above apply
Pupils do exercises where they have to convert direct speech into indirect.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Jigsaw reading	<input type="checkbox"/>	All principles above apply
Teacher asks pupils to learn a dialogue by heart and retell it.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Teacher asks pupils to write a letter to their friends.	<input type="checkbox"/>	All principles above apply

Establish that role-plays, simulation and information gap activities are good examples of communicative activities and teachers should try to use them more often in their classrooms.

Summary

Establish that communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

Activity 1, Handout 1, Picture 1 Approaches to teaching



Activity 1, Handout 2, Picture 2, Approaches to teaching



Activity 2, Handout 3, Simulation

You have been selected for the TV programme “Survivor”. You will spend 90 days on a desert island somewhere in the Pacific. You will have to find food and shelter for yourself and survive there. YOU were nominated to choose other 3 people who will live with you out of 6 candidates. Please read their profiles and decide who the best candidates are and justify your choice.

Candidates’ profiles

Prof. Erkin Nazarov (male, 54) is an Uzbek academic from Fergana. He has carried out a research on new methods of cultivating cotton in Uzbekistan. He has been in different parts of the world and knows several languages. Besides he is a good hunter.

Karomat Sobirova (female, 21) is a biology pupil. She is not married. Good cook; has a very unpleasant character – likes to quarrel with everybody.

Shohruh Aliev (male, 38) is a pop star. He is handsome and very sociable. Enthusiastic about life and optimistic. Originally he is from a village in Surkhandarya. He served in the Navy when he was a young man.

Svetlana Pak (female, 32) is a nurse. She is interested in traditional medicine so she knows a lot about different plants. Good cook; very talkative. She is not married, hates men.

Andrey Vlasov (male, 45) is a builder. He has worked on an island in Kenya for 5 years. He knows the flora and fauna of Central Africa. He doesn’t like it when people around him are happy and joyful.

Laziza Sobirova (female, 18) is a first year pupil of medicine. She wants to become a surgeon. She is beautiful, loves life and is energetic. She is afraid of the sea.

Activity 3, Handout 4, Reflection on the communicative activity

Answer the following questions:

Did you feel motivated doing the task? If yes, why?

Did you have a clear purpose for fulfilling the task?

Is the task close to real life? Could you imagine encountering such a situation in real life?

In what modes of interaction did you work (individual, group work, pair work)? Was the mode of interaction useful? Why?

How was the classroom arranged? (Rows of tables with chairs, circle, semi-circle, etc.) What for?

Did the trainer recommend what kind of vocabulary or grammar structures to use or did you choose them yourself?

What was more important in this activity: what you said or how you said it?

Did the trainer correct your mistakes? What could a trainer do if he/she notices mistakes in your speech?

Activity 3, Handout 5

Decide whether these activities are more communicative (C) or non-communicative (NC).

Activities	C/ NC	Why?/Why not?
<i>Role play</i>		
<i>Simulation</i>		
<i>Students repeat words after the teacher</i>		
<i>Chain story</i>		
<i>Teacher asks students to read a text during the class aloud</i>		
<i>Information gap activities</i>		
<i>Students do exercises where they have to convert direct speech into indirect.</i>		
<i>Jigsaw reading</i>		
<i>Teacher asks students to learn a dialogue by heart and retell it.</i>		
<i>Teacher asks students to write a letter to their friends.</i>		

LESSON 3. INNOVATIVE WAYS IN TEACHING VOCABULARY

Objectives:

Five basic approaches to vocabulary instruction which should be used together:

- **explicit instruction** (particularly of difficult words and words that are not part of pupils' everyday experience),
- **indirect instruction** (i.e. exposure to a wide range of reading materials),
- **multimedia methods** (going beyond the text to include other medias such as visual stimulus, the use of the computer or sign language),
- **capacity methods** (focusing on making reading an automatic activity), and
- **association methods** (encouraging learners to draw connections between what they do know and unfamiliar words).

There is a solid evidence base supporting three key elements of vocabulary instruction:

- **defining and explaining** word meanings;
- arranging **frequent encounters** with new words (at least six exposures to a new word); and
- encouraging pupils' **deep and active processing** of words and meanings in a range of contexts. These kinds of activities are effective for vocabulary development and improved reading comprehension.

Help pupils to extend vocabulary through whole class and guided group work by:

- Planning for the introduction of new vocabulary. You could indicate on short term plans where and how new vocabulary will be introduced.
- Encouraging "word of the day". You and the pupils identify a new word each day and attempt to use it in context as many times as possible.
- Modelling specific reading strategies to develop vocabulary, for example drawing on analogies (rain, snow, sleet) or word families (either linked to spelling patterns or meaning).
- Exploring prediction of story and dialogue through either the use of text less picture books or the masking/covering of a specific piece of dialogue or text.
- Pre-teaching vocabulary before meeting it in a text, for example key words such as technical terms, or words in unfamiliar contexts.
- Developing the role of the class novel to enthuse and engage children in reading and to extend and introduce new vocabulary.
- Checking understanding of vocabulary meaning through targeted questioning particularly in guided reading and writing sessions.
- Providing clear objectives for developing vocabulary, for example giving pupils four words and asking them to use them during the lesson.
- Modelling a piece of writing in front of the class, explaining and verbalizing vocabulary choices as you go.

- Using guided writing sessions to support small, targeted groups to review a piece of writing and challenge vocabulary choices made.

Encourage pupils to develop vocabulary during independent tasks by:

- Promoting the use of dictionaries, thesauruses and spelling investigations to extend the range of words used.
- Giving pupils a vocabulary notebook in which to record unfamiliar or newly discovered words which can be stored until they need to use them.
- Playing word games to extend and challenge understanding of vocabulary, for example exploring words in other curriculum areas (e.g. a *foul* in sport and other meanings and usages), or identifying and focusing on words which act as more than one part of speech (e.g. address (noun) and address (verb)).
- Developing and extending independent reading experiences, for example, you have a ‘special set’ of books by the same author or text type of class novel. The pupils recommend and swap books from the set and then discuss through a reading circle.
- Encouraging reading partners/buddies to talk about books read, to ask questions and make recommendations. This could effectively be run across year groups or with targeted specific groups.
- Encouraging pupils to use the learning environment to support independence by making sure they know where to find resources and prompts.

Develop vocabulary through the use of ICT by:

- Encouraging pupils to compose and edit on screen, using word processing tools such as dictionary and thesaurus.
- Showing a short film (e.g. BFI story shorts) without sound and asking pupils to discuss what dialogue they would expect to hear.
- Showing a scene from a film without sound and asking pupils to use the facial expression to determine emotion. They could then add thought bubbles to the image on the Interactive Whiteboard.
- Using Digi-blue cameras to create a short film or take stills to produce promotional material. Pupils would be encouraged to produce a storyboard and write a script using appropriate language to the task.
- Promoting online book communities to establish the top ten reads as recommendations for the class or school.

Using talk to support vocabulary development by:

- Encouraging the use of talk or response partners whereby pupils can share and orally rehearse ideas before writing.
- Asking pupils to provide verbal feedback in response to a piece of writing or question.
- Establishing a role play/drama area to develop confidence and functional language skills, for example linked to a travel agents, café, or post office.

- Using drama to encourage pupils to use unfamiliar vocabulary in ‘safe’ situations to prompt a response and discussion of dialogue used.
- Developing STOP REWIND activities whereby pupils have a catch phrase to interrupt read aloud sessions to ask about the meaning of words and phrases.

Create a language rich environment which supports vocabulary development by:

- Providing a range of quality texts and text types that link to and extend the pupils’ interests.
- Creating interactive working walls/displays so that pupils can capture new, exciting and unusual vocabulary for later use.
- Displaying whole class vocabulary choices, for example by using images of the pupils, with speech bubbles showing good examples. This could be populated by you or the pupils and regularly updated with links to specific themes or texts.

LESSON 4. NON-TRADITIONAL APPROACHES IN TEACHING GRAMMAR

Objectives: to practice grammar teaching approaches and techniques

The deductive approach

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.

The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

Advantages of a deductive approach:

- It gets straight to the point, and can therefore be time-saving. Many rules — especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -pupils, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many pupils' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Disadvantages of a deductive approach:

- Starting the lesson with a grammar presentation may be off-putting for some pupils, especially younger ones. They may not have sufficient **metalinguage** (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of pupil involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

Inductive approach

What are the **advantages** of encouraging learners to work rules out for themselves?

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of **cognitive depth** which, again, ensures greater memorability.
- Pupils are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares pupils for greater self-reliance and is therefore conducive to learner **autonomy**.

The **disadvantages** of an inductive approach include:

- o The time and energy spent in working out rules may mislead pupils into believing that rules are the objective of language learning, rather than a means.
- o The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- o Pupils may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- o It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- o However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.
- o An inductive approach frustrates pupils who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

Functional-notional Approach

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

A notion is a concept, or idea: it may be quite specific, in which case it is virtually the same as vocabulary (dog, house, for example); or it may be very general – time, size, emotion, movement – in which case it often overlaps with the concept of “topics”. A notion may be “time past”; this may include past tenses, phrases like *a month ago, in 1990, last week*, and utterances using temporal clauses beginning with *when....., before....., after....* and so on;

A **function** is some kind of communicative act: it is the use of language to achieve a purpose, usually involving interaction at least between two people. Examples would be suggesting, promising, apologizing, greeting, inviting.

“Inviting” may include phrases like *“Would you like to....? I suggest....., How about...? Please...”*

Teaching Grammar in Situational Contexts - Using a generative situation

The generative Situation is a situation which the teacher sets up in the lesson in order to “generate” several example sentences of a structure.

Advantages:

A situational context permits presentation of a wide range of language items. The situation serves as a means of contextualizing the language and this helps clarify its meaning. At the same time the generated examples provide the learners with data for induction of the rules of form. Pupils can be involved in the development of the presentation as well as in solving the grammar 'problem': this makes it less dry than a traditional grammar explanation.

Moreover, the situation, if well chosen, is likely to be more memorable than a simple explanation. All these factors suggest that this approach rates high in terms of **efficacy**.

Disadvantages:

If pupils are in the wrong mind-set they are unlikely to do the kind of cognitive work involved in the induction of grammar rules. This kind of presentation also takes more time than an explanation. Time spent on presenting language is inevitably time spent at the expense of language practice, and it is arguable that what most pupils need is not the presentation of rules but opportunities to practise them. Thus, the generative situation loses points in terms of its **economy**. And it also requires a resourceful teacher who not only is able to conjure up situations that generate several structurally identical sentences, but who has also the means (and the time) to prepare the necessary visual aids.

Teaching Grammar through texts

If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.

Authentic texts or classroom texts?

Advocates of authentic texts argue that not only are such specially written EFL texts uninteresting - and therefore unmotivating - but they misrepresent the way the language is used in real-life contexts. On the other hand, the problems associated with authentic texts cannot be wished away, either, as any teacher who has attempted to use a dense newspaper article with low level pupils will have discovered. The linguistic load of unfamiliar vocabulary and syntactic complexity can make such texts impenetrable, and ultimately very demotivating.

Teaching Grammar through stories

Everyone loves a story. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Storytelling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool. You may even find that it is the technique that holds pupils' attention best, as well as the one they enjoy most.

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the pupils. Pupils can help create stories and impersonate characters in them. Pupils will certainly appreciate and respond to your efforts to include them in the storytelling process, but they will also enjoy learning about you through your stories.

Stories should last from one to five minutes, and the more exaggerated and bizarre they are, the more likely pupils will remember the teaching points they illustrate.

Storytelling is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses pupils' attention in a way that no other technique can. Although some teachers are better at telling stories than others, almost any of us can tell stories with energy and interest. Pupils naturally like to listen to stories, and most are remembered long after the lesson is over.

Teaching grammar through songs and rhymes

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop pupils abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through songs also provides a non-threatening atmosphere for pupils, who usually are tense when speaking English in a formal classroom setting.

Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again.

There are many **advantages** of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners knowledge of the target culture can be broadened.

In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

Teaching Procedure

There are various ways of using songs in the classroom. The level of the pupils, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

At the primary level of singing the song, the prosodic features of the language is emphasized.

At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Discuss

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching.

Lesson 5: The usage Information Communicative Technologies in teaching foreign language (English language)

Plan:

- 1. The potential of ICTs in language education**
- 2. The advantages of multimedia learning environments**
- 3. Teaching reading, writing, listening and speaking skills through ICT**
- 4. Useful internet resources for teaching English language**

5.1 The potential of ICTs in language education

This methodological complex sets out to give a general overview of the availability of technology for foreign language (FL) teaching and learning today, to outline the various uses of information and communication technologies (ICTs) in this sector, to provide a few, selected studies of best practice, illustrating meaningful deployment of these resources, and to point towards future developments and possible implementation in the coming decade. It highlights the importance and the role of the teacher in ICT-rich foreign language learning environment and shows how such environments can contribute to cross-cultural understanding.

ICTs can expand access to language programmes and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible.

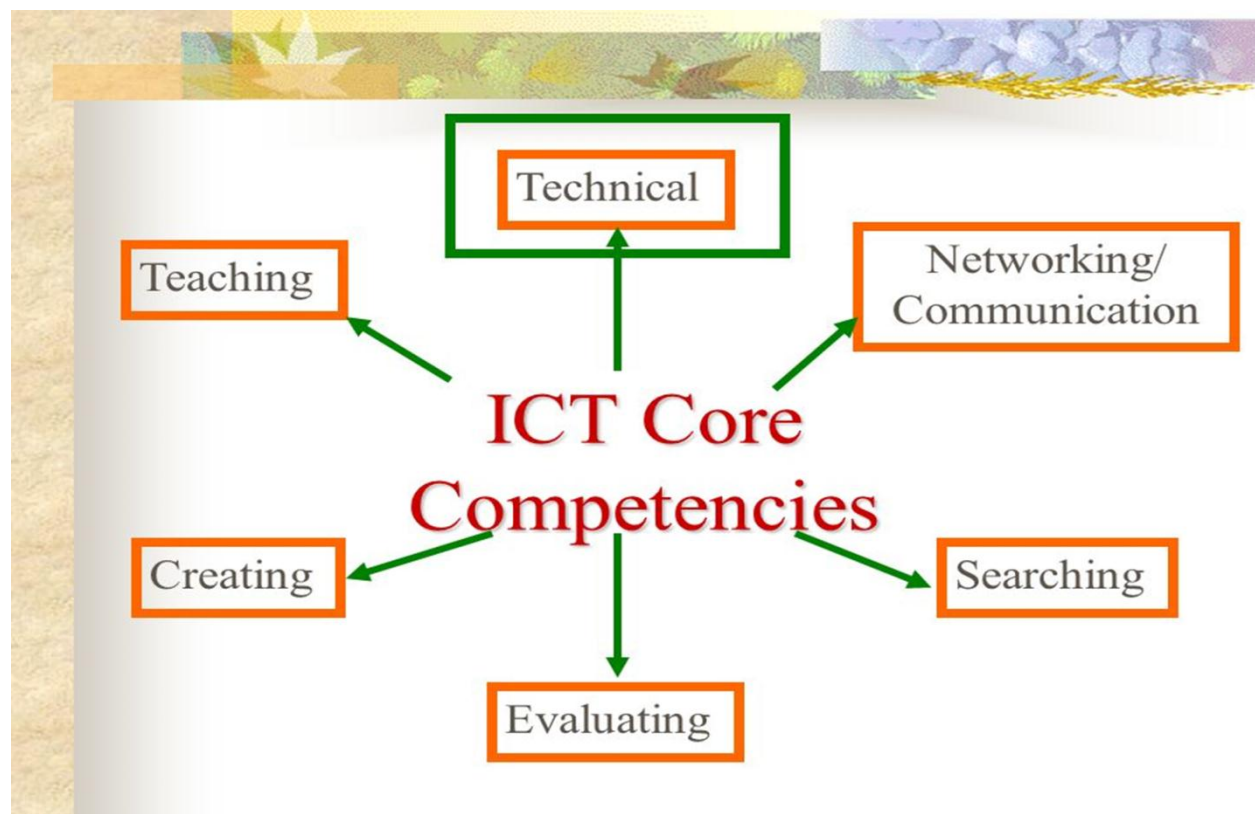
In environments where teaching staff are not able to fulfill all requirements of the curriculum with regard to the skills and knowledge required, ready-made, high quality audio-visual and other programmes may provide sufficient backup for them to offer appropriate courses without having to engage in time-consuming and expensive (re)training. Andreas Lund's article points out that there is a strong tradition of Computer Assisted Language Learning (CALL) addressing materials, software packages and technologies that aid and promote cognitive development and linguistic performance, but emphasizes that we must pay more attention to how technologies are embedded in larger social and cultural practices for them to be truly effective. The professional isolation of teachers may well be relegated to the history books, if they learn how to use the potential for networking, which ICTs offer.

The affordances and deployment of multiple media are well illustrated in the contribution by Dan E. Davidson and Maria D. Lekic, where they not only show how different exercises can offer practice in basic skills and how learners may use new information to solve problems, but also how they can bring the Russian-speaking world into the classroom.

The positive affordances of ICTs in FLT/FLL have been recognised in most educational contexts; the technology and materials are available, but ongoing training is essential if we are to reap the benefits of the rich learning environment, which ICTs offer for foreign language learning. As training and education become increasingly time and place independent, new models must be found to integrate the new media into a principled approach to teaching and

learning, which enriches and supplements traditional materials and well-tryed delivery systems in existing institutions.

The different contributions in this study show some of the potential of the new technologies for language learning and language teaching. They also warn us of being over-optimistic. Above all, they recommend careful analysis of specific needs for different educational contexts before deploying the media, and advocate conscientious planning at all stages of the introduction and implementation of new programs and programmes.



5.2 The advantages of multimedia learning environments

The authors of the above-mentioned report list the following benefits of using multimedia environments for teaching and learning:

“Multimedia can:

- enhance learning in different locations and institutions of diverse quality;
- present opportunities to pupils working at different rates and levels; provide (tirelessly, without holding up other pupils) repetition when repetition is warranted to reinforce skills and learning; and
- compensate, in the short term, for high pupil populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers’ working conditions.

Updates to content ware can ensure that teachers and pupils encounter and have the chance to work with current and authentic sources. Such encounters tie learning to the most important events of our time and underscore the general idea that knowledge itself is not fixed and finalized, that there is a universe of discoveries and a library of analyses that can be available to pupils.”

There is little to add to this in general terms, but it is worthwhile considering the particular advantages afforded to FLT/FLL by the new media.

Technological resources currently deployed in language learning

Audio devices: The most popular and most widely used devices appropriated by modern language teachers remain the CD player and the audiocassette recorder. More recently, the Web has served as an additional source of authentic listening materials thanks to the possibility of fast downloads using MP3 software.

Video: The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication: gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural contexts. And devices like DVD players, videocassettes, web sources, the laserdisc and video cameras readily supply these. Thanks to modern technology, scenes can be located, isolated and replayed at random and there is an abundance of literature suggesting how to exploit film/video sequences meaningfully. Different forms of visual support can now be offered (e.g. optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language).

Television and radio broadcasts: Both satellite and terrestrial radio and television programmes offer cheap access to contemporary, authentic, and potentially culturally rich programmes for the language learner. The immediacy of current affairs programmes ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. Linked to modern recording equipment, broadcast radio and television also offer the advantages of the audio and video devices mentioned above. A number of broadcasting companies still produce broadcasts, which are at their most effective when combined with face-to-face courses in educational institutions. Broadcasts are particularly useful for reaching sectors of the population who might not normally think of taking up language learning, but who might be wooed by attractive "taster" courses highlighting interesting or exciting elements in the target culture.

Telephone: ISDN has gone a long way to overcoming the problem of the relatively poor quality of analogue transmissions, which has so far prevented this medium from being widely used for language teaching. Audio exchanges via the Internet now also provide possibilities for real time synchronous oral communication. The principal uses of the telephone to date have been limited to supplementary tutoring for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use – including the possibility of conference calls.

Computers: With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument, which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a local machine (stand-alone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become commonplace in many teaching/learning environments, and the case studies in Graham Davies' article in this volume illustrate how teachers are making use of them. An inventory of current CALL software, including teacher evaluations of their usefulness/efficiency can be seen at web sites like the ICT4LT

(<http://www.ict4lt.org>), Lingu@net (<http://www.linguanet-europa.org>), and GrazVoll (<http://www.ecml.at/projects/voll>) home pages, which also give links to other relevant sites.

The advent of the computer

Computers have been used systematically in the teaching and learning of foreign languages (FLT/FLL) in universities since the 1960s, but it was the introduction of the personal computer (PC) in the late 1970s that made computers accessible to a wider audience. By the mid-1980s computers were in widespread use in American and European schools and the acronym CALL had been coined. Today, experts in the field prefer to talk about information and communication technology (ICT) and FLT/FLL rather than CALL, emphasizing the important role that computers play in enabling teachers and pupils of languages to engage in world-wide exchanges and communication. The growing importance and globalization of ICT in FLT/FLL was reflected in the establishment in 1986 of EURO CALL and in 1998 of World CALL, European and global organizations of professional associations that aim to outreach to nations currently under-served in the area of ICT and FLT/FLL.

The use of ICT is widespread in contemporary society and it impinges upon almost all forms of human interaction. Its presence and usage have brought about changes of patterns in communicative behaviour, above all in the spheres of business and administration, and governments throughout the world have become increasingly aware of the need to provide education and training to meet the challenges and opportunities, which the global economy, fuelled by developments in ICT, presents.

The new technologies are breaking down borders and barriers at a faster rate than is possible in physical terms. Sudden, un-expected encounters with other languages and cultures confront people throughout the world with new choices, opportunities and challenges. Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in almost all languages in the world, ready for immediate exploitation.

Web-based learning

Undoubtedly, web-based learning will continue to expand and provide one of the chief resources for language learning in the 21st century. Whether they are large scale undertakings like The E-language Learning Project⁴, the web-based language learning system proposed as a Sino-America e-language project sponsored by US Department of Education and the Chinese Ministry of Education, or smaller schemes like the one described by Mark Warschauer in this volume related to the preservation of an indigenous, but dying language.

In a study of web-based language learning materials, conducted by the International Certificate Conference within the wider context of a report on materials available for language teaching and learning in Europe for the Directorate General of Education and Culture of the European Commission in 2015, conclusions were drawn regarding requirements from such materials:

1. Web-based language learning materials should offer more than simple online feedback on correct or incorrect input (similar to traditional computer assisted exercises on CD-ROM), but rather offer a platform for communication and interaction within a virtual, telecooperative classroom. The features of such

learning environment need to be defined, also in view of a possible link between learning in a self-study and telecooperative mode, net meetings, and contact lessons and meetings in a real classroom.

A sample of good practice mentioned in the report is the Net Languages platform (<http://www.netlanguages.com>) developed for EFL and Spanish by International House, claiming to be the world's leading virtual language school.

2. The report also strongly recommended the creation of a platform offering links to providers of online language classes and learning materials. In addition, potential learners should be provided with a quality guide, outlining salient points to look for before enrolling for a class of this nature like the one provided on the ECML web site under the ICT in VOLL pages: http://www.ecml.at/projects/voll/menu_top.htm.

Managing a virtual learning environment requires special qualifications and skills on the part of the teacher, so training measures in this area are to be encouraged. With regard to this, the WELL Project (Web Enhanced Language Learning) or the ICT4LT Project (ICT4LT web site), which has developed a substantial set of web-based training materials in Information and Communication Technology for Language Teachers, could serve as examples of good practice. The WELL Project in particular aimed to promote wider awareness and more effective use of web resources for modern language teaching. It provided a starting point for discovery and also a forum for the exchange of good practice amongst more advanced practitioners.

Prerequisites for successful integration of ICT

The vast potential of ICT should not blind us to the fact that quality, not quantity is required here, as in other areas of education. Studies have shown that technology is most successfully deployed in the language classroom when:

- there is a real reason for using it;
- alternative activities are to hand, if problems arise;
- training and support is given to learners;
- the use of technology is integrated and ongoing;
- the activities engaged in are stimulating and worthwhile to the learners;
- communication is taking place between learners;
- learners are asked to use language in meaningful ways.

5.3 Teaching reading, writing, listening and speaking skills through ICT

In today's world of emerging trends in technology, everything is flexible, especially the teaching of English language. Methods of teaching English language have developed rapidly over the past forty years. So it is important that language learners as well as teachers adopt and understand the various techniques of language teaching and upgrade themselves of the same. Teachers teaching English at various grades must also be able to adapt themselves to the needs of the young minds and how in turn will help to bring about drastic changes in the society. According to academic research, linguists have demonstrated that there is not one single best method to teach English language and that no one teaching method is inherently superior to the others. This paper outlines the main methodologies used in language teaching such as direct methods, the conventional chalk and talk method, audio-lingual method, grammar translation, communicative approach etc. to create a learner friendly

environment. It also focuses on the incorporation of technology in teaching English. The four basic language skills are listening, speaking, reading and writing. However, other socially based language skills have been identified more recently such as summarizing, describing, narrating, dramatizing etc., to be applied to language class rooms. The thrust areas of language teaching include grammar, vocabulary, and pronunciation, listening and speaking which helps learners acquire efficiency in the language.

In this modern era of information and technology, due to rise in Globalization and Commercialization, English language teaching (ELT) has become an integral part of our educational scenario and occupies a pivotal position. ICT has become an essential part in our daily life because technology has brought in several changes. In the recent years English language teaching has undergone drastic changes with the advent of latest methodologies and techniques .As language teachers it is important to understand and adopt the various methods and techniques and also apply them in classrooms. Language teachers should keep themselves abreast of the current trends to create inquisitiveness among the pupil community and prepare them for the challenges of the future. In this paper we focus on choosing the modern techniques and activities that are appropriate for each particular task, context and learner with a focus on motivation and helping learners become independent and inspired to learn more. It also throws light on how technology can be used in English classes to make learning more interesting and fun for pupils. Use of technology in English language teaching In this age of Information and Technology, the use of Internet has brought many changes in teaching English. It is a highly useful tool which benefits both the learner and the teacher using it for many activities related to teaching and learning. Modern technology is developing at a faster pace, the learners and teachers have to upgrade themselves from time to time of these latest developments. ICT has the potential to cater to the needs of pupils by providing opportunities to learn creatively. Integration of Technology projects a paradigm shift in language teaching.

The Conventional classroom teaching can be replaced by various Electronic gadgets and technology. ICT is of immense use in teaching and learning of English language that caters to pupils of all walks of life. It provides teachers and pupils lots of creative and practical ideas to create a learner-friendly environment. Use of ICT in a Class room Provides highly motivational activities for pupils

- Computer based activities can provide stimulus to creative learning
- More opportunities for pupil teacher interaction

Provides an easy access to information The Teacher as a Facilitator: Modern Technology allows the teacher to don the role of a facilitator and a guide, while the pupils take responsibility of learning on their own. A teacher can use technological sources such as videos, PPT's and Interactive virtual Labs etc in a classroom. The teacher should also learn to make best use of the modern tools.

ICT and English Language Teaching **Power Point Presentation**: This is a useful and powerful tool that is now being used in English classrooms extensively and effectively. PPT can be used to teach new ideas and concepts to pupils. It also helps pupils in enhancing their speaking and listening skills.

Assignments and projects can be given in the form of PPTs to stimulate the interest of the pupils.

Use of LCD Projector in a classroom is beneficial for both teachers and pupils. Chalk boards have become a thing of the past with the advent of Projectors in the classroom. It enables teachers to create bulleted PPT's notes for the class. It is also helpful in teaching language through images.

The World Wide Web has become inevitable in the modern era of technology. There are a number of websites on English language teaching and learning which may be used in a class room. They help in improving one's speaking and listening skills at the click of a mouse. Articles, Journals and newsletters are available on these websites.

Reading skills: A very conventional method but at the same time reading is the most important skill in English language. A good reading session should be very comprehensive, full of clarity, voice modulation, balanced tone, pausing at the appropriate punctuation etc. All these factors stimulate the pupil to think creatively. Technology can help pupils enhance their reading skills.

Listening Skills. Listening is the ability to accurately receive and interpret messages in the Communication process. It is a key to effective communication. Listening is a natural way to learn a language. With the advent of technology, it is necessary to use audio-visual resources to the maximum to acquire efficiency in English language.

Speaking Skills Pupils should be encouraged to speak in the classroom. They can make use of the multimedia software which has dialogues, Role plays, Interview skills and group discussions, debates, etc, which enable pupils to participate actively. This helps pupils acquire confidence in speaking.

Language Lab and Its Role in Enhancing Communication Skills The best way to learn English is through listening, though considered a conventional method. A language lab helps pupils develop proficiency in learning by using audio visual aids. They are also exposed to different accents of spoken language. They can also answer questions based on Grammar and Vocabulary. Language labs also help pupils worthy of employment. Clarity English Language Lab is a network based teaching software designed to improve teaching environment in the computer labs. Clarity English Language Lab enables a teacher to remotely control, monitor, broadcast, and assist pupils in teacher PC directly. With powerful functions and friendly user interface, Clarity English Language Lab not only facilitates the teaching process but also brings fun and efficiency to learning. It has been greatly used in Schools, Colleges and Universities.

In today's highly informational and technological world, it is extremely important to have good communication skills or presentation skills which are the need of the hour and the basic requirement of any organization. Communication may be defined as, 'The process by which we exchange information between individuals or groups of people'. Good language skills are key to success in life, work and relationships. English language teaching has a very prominent role to play in the development and competency of a learner; it can broaden their horizons and make them familiar with the various aspects of learning language skills. A pupil, efficient and fluent in English can excel anywhere in this competitive world.

The acronym “ICTs” (Information and Communication Technologies) tagged in plural is a common core. It encompasses various technologies that are used for facilitating communication such as Cellular Phones, radio, video, television, computers, and satellite systems among others. Blurton opines that ICT is an accepted acronym of the word information communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

Similarly, Wiki media project considers ICTs as “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information.” ICTs have transformed the way humans communicate and carry out different activities within and across national boundaries. They have brought innovations in the way humans carry out many activities. As human fields of endeavor are diverse, so are the uses made of information and Communication Technologies. Today, ICTs touch almost every sphere of human life. They are used in education, politics, health, judiciary, libraries, banks, security, and commerce and so on. The role of ICTs in transforming the society therefore is indisputable.

In the teaching of English Language, tape recorders, videos, televisions, radios and projectors use to be the most common technologies at the disposal of the teachers of English language. Today, the computer and internet technologies have brought into the learning and teaching of English language indisputable transformation/revolution. The different information and communication Technologies do not themselves transform the learning and teaching of English language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods/strategies. Teachers therefore must combine the knowledge of the ICTs with practicing or professional knowledge in order to bring innovations into the classroom.

The various traditional methods of teaching the language skills (listening, speaking, reading and writing) for instance still remain important for teachers of English Language. However, ICTs enable the teacher to modify teaching and learning strategies in order to create pupil centred learning environment instead of the traditional teacher centered which persisted for long. With the help of ICTs, teachers can challenge some of the problems posed by large classes in Nigerian institutions of learning. ICTs complement or support the teacher’s efforts in tackling challenges posed by large class sizes. In other words, they reinforce traditional practices in the classroom, that is, chalk board and teaching –talking tradition. One of the challenges in Uzbek Educational sector today is achieving quality education in large classes which is imminent at all levels. The extremely large classes affect the performance of the teacher negatively and the way pupils learn. Both multimedia and Internet technologies today have made it possible for teachers of various disciplines to modify their professional practices to achieve quality delivery.

ICTs such as, television, Radio, video and multimedia computer software are indispensable tools that teachers of English Language can use to teach language skills and other aspects of English Language. Multimedia computer software for instance provides real life situations in learning and teaching of English Language. They combine sounds, pictures/images and texts which draw the learners’ attention or compel them to watch, listen and become engaged in

the lesson. Similarly, multimedia use in classroom will provide the learners with opportunity for interacting with diverse texts that give pupils a solid background in the tasks and content English language courses designed improve their proficiency in English and interaction with learning texts. Furthermore, since ICTs are now technology integral part of the curriculum, pupils learning English Language must become proficient in accessing and using electronic resources. This study describes how information and communication technologies could be utilized to facilitate the teaching and learning of English Language in large classes.

There is no universally accepted number of pupils that constitute a large class; some institutions use the term “large” to refer to classes of more than fifty pupils, while others regard a large class as one with more than one hundred pupils. This means that a class that is considered as large in one country may be considered as small or normal in another. In Nigeria for example, a class of 50 in higher institutions is considered small due the fact that most classes even in engineering and sciences have more than 50 pupils. A large class irrespective of number is one in which the teacher feels his performance and what he is supposed to is hampered by the population of the pupils. Centre for enhancement of learning and teaching 2013 cited in Agbatogun, points out that large class syndrome has been attributed to the expansion in annual pupils’ enrolment. At any rate, education as old as man has been characterized with mass instruction and this is the peculiarity of large classes in various institutions. Pupils, as many as three or four hundred, often cluster in a small hall tending to pay attention to the “talking and chalking” lecturer who occasionally scribbles on the chalkboard, while it is mostly assumed that, as the lecturer passes the necessary information through verbal means, learning takes place.

Large class phenomenon does not come about accidentally. Sometime financial constraints, lack of space and shortage of teachers gives no option to the government and school proprietors other than running large. The rapid increase in school enrolment and acute shortage of resource persons, learning materials and structures to match the growing population of pupils are factors responsible for abnormal class sizes in educational institutions. Shortage of resource persons, learning materials, and structure give lecturers no option other than to use lecture method which gives little or no room for learners to collaborate, explore or share ideas. This option of course should have been the case as there are actions that a teacher can take to making learning in a large class satisfactorily. With the advent of information technologies, a tutor can handle 400-500 pupils in class without stress in delivery and assessment. While public address system can be used to aid communication and learning activities, Computer based test (CBT) can be used to ease evaluation. This implies that a teacher who has the knowledge of using ICTs can still make his lesson in a large class interactive and collaborative. In summary, a large class could mean one of the following:

- Large class has more pupils than the recommended class size.
- Large has more pupils than learning materials and physical structures.

- A large class has number of pupils in that can stop the teacher from working as expected and at the same time hampers pupils' learning.

Large class sizes are therefore is a common phenomenon which is often perceived as one of the main barriers to achieving quality education as it poses numerous problems of teaching and learning. In spite of several efforts made to overcome the challenges, large classes remain a reality in institutions of higher learning. This does not however mean that there are no ways of making learning easy in a large class. ICTs have brought innovation in teaching and learning by transforming teacher-talking and pupils-listen traditional approach to interactive, explorative and collaborative learning.

English Language Teaching with ICTs This subsection attempts to present harnessed views of scholars on the teaching of English Language with information and communication Technologies. As there are many of such technologies, the discussion will be done under two headings "multimedia and Internet."

Multimedia as a concept has diverse definitions. Some scholars consider multimedia as devices that combine texts with images. Stemler cited in Parveen and Rajesh considers multimedia as devices that incorporate text, graphics, animations or real video into English lesson. Similarly, Chunjian refers to multimedia as encompassing texts, graphics, image video, animation and sounds together and they are dealt with and controlled through computer. However diverse the opinions of scholars on multimedia may be, the concept refers to computer controlled devices that combine sound, images and texts. Through multimedia, real life situations are brought into the classroom. The application of multimedia in the learning and teaching of English creates opportunity for the teacher to bring almost real life situation in to the classroom. Multimedia can be used in different ways by teachers of English Language in Large classes.

The British Council's ICT in Schools project points out that Language teachers have been avid users of technology for a very long time. Among the old technologies used in the teaching of English Language were gramophone records used by language teachers in order to present pupils with recordings of native speakers' voices, and broadcasts from foreign radio stations which were used to make recordings on reel-to-reel tape recorders. Others commonly used in Nigerian urban schools where teachers have access to these technologies and power supply include slide projectors, film-strip projectors, and film projectors. Videocassette recorders and DVD players are also used by language teachers that have access to simple power supplies like portable generators. There are literature books especially Shakespearian plays that have videodiscs which teachers of English Literature use to supplement their lessons. The problem militating against the use of these technologies is not only procuring them but many teachers have limited knowledge of how to use them. The British Council's ICT in Schools project notes that the arrival of the multimedia computer in the early 1990s was a major breakthrough as it enabled text, images, sound and video to be combined in one device and the integration of the four basic skills of listening, speaking, reading and writing.

The application of multimedia computers in the teaching of language enabled language teachers to make the lesson practical and authentic. By combining texts, images, sound and video in one device, learners are made to internalize more than one thing at a time. Experienced teachers can teach the four skills simultaneous as the pupils are automatically engaged in listening; acquiring speaking skills as they observe speakers; as well as reading and writing skills through the texts accompanying sounds and images. CD-ROM and DVD are also simple technologies that a language teacher even in the rural areas can utilize for facilitating teaching and learning of English Language in large classes. There are many programmes that can be published on CD-ROMS to be used with computers.

Also, there are many text books that are accompanied by CD-ROMS containing exercises/activities. Some CD-ROMS are complete lessons or texts that a language teacher manipulates to facilitate the learning and teaching of English Language. Utilizing Multimedia in Large Classes Audio Videotapes for a long time have been the most common device that language teachers used in the classroom for teaching oral English and reading comprehension. Today, audio software which contains options such as play, stop and record is at the disposal of the teacher. Although audio visual software does not contain images or animations, pupils can easily use it on their own. One of the disadvantages of audiotapes / audio soft ware is that the pupils are placed in the position of passive receivers as they are utilized for teaching receptive skills mostly. The introduction of computer and videodiscs has made the pupils as active users of the devices and offered greater interactivity between them and learning.

Appropriate use of multimedia by language teachers in large classes facilitates communication and offers solution to some of the challenges of learning and teaching English in large classes. Multimedia can provide a sensory and real learning experience and provides greater opportunity for learning. The following are some ways of utilizing multimedia facilities to facilitate the learning and teaching of English language in large classes.

Videodiscs Teaching literature. Videodiscs contain authentic documentations that if manipulated well by the teacher will facilitate learning and teaching of English in Large classes. This technology helps the teacher to bring almost real life situation into the classroom. Interactive videodiscs are suitable for teaching literature. The teacher for instance can introduce a novel or play; explain the settings, the themes and characters. After introducing the novel or play, the teacher assigns the pupils to read the text which will be followed by showing the film version to the pupils. The class can be divided into groups so as to create conducive viewing environment as viewing in large class could be noisy and pupils sitting far away may not have clear viewing or hearing. During the viewing, the teacher could select major themes and characters and discuss them through forwarding or playing back. As activities, the pupils can be grouped to work with the CD-ROM containing the complete text. Each group should be allowed to browse through the text and take note. The leader of the group may report their experiences when the class meets next. Alternatively, pupils may be allowed to watch a complete text and take note on the major characters. In a large class the teacher may divide the class into groups. Each group is given a character and is encouraged to listen and take note on the

character. After note taking, the pupils exchange their notes to make comparison. By comparing the notes, the pupils then develop them into full fledged notes.

Teaching Spoken English. Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD-ROMS. The pupils in a large class for instance can be taught the art of public speaking through slide presentations with power point projector. The use of power point projector enables almost all the pupils to see the points projected in slides and sometimes even images accompanying the texts. After the presentation, the pupils will be made to watch formal speech or debate on certain issue/topic that has been documented. This will offer them training in public speaking and expressing themselves in English Language. As an activity, the large class can be grouped in order to have formal speech presented by each group or debating teams representing the groups. Doing this will widen the pupils' vocabulary as well as elaborate sentence structures.

Teaching of writing. Pupils of Tertiary institutions where English is used as language of Education study English for Academic purposes or communication skills at entry point. Writing is one of the Language skills taught at the entry point to improve the pupils' proficiency in English being language of Education so that they can function well in their fields of study. The teacher can utilize power point projector and Videodiscs to teach the different writing tasks that pupils may be engaged in. The teacher prepares his lessons to be delivered in slides for projection to the pupils. Projectors are visual aids that enable the teacher to display information or lecture points to the pupils. Materials or diagrams can be displayed to a large class thereby enabling more time for teaching and class discussion. However, the teacher must select appropriate existing method as the power point projector will only facilitate viewing and understanding of the major points. The teacher for example may prepare and present outline, introduction, body and conclusion of an essay in slides. In order to be elaborate, the teacher explains all the strategies/methods of presentation of each to the pupils.

In a similar way, all the components of informal, semi-formal or formal letters may also be presented in slides when teaching letter writing. Projection in slides can as well be done when teaching the writing of memorandum or e-mail. In addition to power point presentation, the teacher could use Videodisc containing complete documentation of writing task. This will offer the pupils opportunity to listen and see the structuring of the writing task as well as language style. Large class could also be grouped in order to create conducive viewing environment. The teacher should allow the pupils to browse through the documentation in group. Each of the groups should be engaged in writing task which a group leader will present on behalf of the group at the next lesson.

This grouping will also ease assessment, although weak pupils will be hidden under the auspices of the strong ones. In a situation where soft ware for writing tasks can be procured, the teacher can do his presentation with overhead projector. Where computers are limited, the class can be grouped for laboratory work. The teacher allows them to browse through on their own and goes around playing the role of consultant or facilitator. Proper utilization of technologies in the teaching and learning of English changes the teacher's role from transmitter

of knowledge as in the traditional classroom to a consultant. Utilizing the Internet Technologies

Email. The emergence of the internet has revolutionized the humans communicate and do things. Many teachers have started to utilize the internet to facilitate teaching and learning. Teachers of English language are not exceptions. Email can be used by a teacher to reach many pupils at a distance once the pupils provide their email addresses. The teacher can use email to send learning materials to pupils; give assignment; assess and post the feedback to the pupils' email boxes. Through the use of e-mail for instance, the pupils interact with their lecturers and friends at a distance. By sharing files, pupils collaborate and work together with their lecturers and colleagues. In this way, there is transformation from traditional teacher-centred approach which makes learners passive receivers to pupils-centred or democratic approach which makes learners active discoverers and explorers.

In English medium universities in Uzbekistan, large class sizes are common phenomenon especially the use of English classes. Due to the large size of the classes, the teacher finds difficulties in treating individual pupil's problems. Email can be utilized by the teacher to interact and attend to the pupils' individual problems. Through exchange of email, pupils expand their vocabulary, structures and expressions. The challenges teachers of English in large classes face is access to the internet facilities in laboratories. Due to the large number of pupils in the classroom, the teacher has to group the pupils in order to be able use the meager resources (computers and laboratory space). Utilizing the Website for Teaching English Website as an internet technology is an essential tool that the teaching can use to facilitate the teaching and learning of English Language in a large class. It provides a lot of opportunities for teaching and learning. The teacher for instance can combine offline and online teachings in order overcome some of the challenges of teaching and learning in a large. Teachers of English in large classes can use the website for different purposes in order to facilitate the teaching and learning of English Language.

In a large class, distribution of prepared or developed learning materials may be difficult as it will waste a lot of time. In addition, there is the tendency that the class will be ruddy as pupils may scramble for the materials. The teacher can post the material to his website for the pupils to download for use in the class. However, the pupils should be given two or three days to down load the materials before conducting the lesson. Website materials for teaching English language may include texts for reading such as novels, plays poems e.t.c or samples of writing tasks such as letters, essays, memorandums or emails. Beginning teachers may as well browse websites for teaching English to find prepared materials that are relevant to the topic being treated.

Lesson plans, exercises and reading materials are available on English language teaching websites e.g www.teachingenglish.org.uk. Website can also be used to post assignments or exercises for the pupils. Large class size can be reduced by posting group assignments to the website of which pupils will be instructed to down load only the one of their group. The pupils decide their meeting hours for the assignment and post to the result to the website for the teacher on completion. Websites provide working materials for the teacher. There are abundant learning materials that experienced English Language

teachers post to the websites. Teachers of English lacking working materials can browse and download them. Website materials that English Language teachers can download and include printable English worksheets, English lesson plans, dialog ideas, crossword puzzles, color pictures, texts for reading and gap filling, vocabulary and grammar exercises, class management instructions among others.

In addition to website, pupils can access e-library materials at a distance. E-library has reduced congestion in traditional libraries and made it for pupils to obtain library materials even at home. In a large class, the teacher of English Language can use e-library to facilitate teaching and learning. The teacher can use multimedia technologies such as the videodisc and power point projector to facilitate the teaching and learning of English Language offline. Pupils may be referred to a material in e-library which they can access at any time and place convenient to them other than the classroom. Access to internet facilities may however constitute a problem especially in the developing countries where many pupils do not have access to the computer and internet facilities.

This study has examined the role of information and communication technologies in facilitating teaching and learning of English Large in Large classes. It harnessed several views of scholars which established the fact that ICTs are indispensable tools that facilitate the teaching and learning of English Language in large classes. The paper has pointed out how multimedia technologies such as the videodiscs, CD-ROMS, DVD, and power point projectors can be applied in the teaching of different aspects of English Language such as literature (plays, prose or poems), writing, vocabulary development and grammar. It has as well highlighted how e-mail, websites and e-library can be utilized by the teacher of English Language to facilitate teaching and learning in large classes. The study therefore, has shown that information and communication technologies encompasses several devices that the teacher can manipulate appropriate on for a lesson being taught to facilitate delivery, learning activities as well as evaluation.

5.4 Useful internet resources for teaching English language

As a teacher of EFL/ESL, we should know about these five great websites for ESL/EFL teachers. According to the non-partisan National Center for Educational Statistics, the ESL population in American public schools continues to grow. Teaching non-native pupils formal English remains as challenging as it is rewarding. Let these content-rich sites enable you to teach more effectively and efficiently.

Internet TESL Journal

The Internet TESL Journal is filled with useful resources. You will find an abundance of themed lesson plans, resources for teaching conversational English, and even tips for planning a memorable first class meeting. Of special note are the collections of links pertaining to culture. They feature in-class activities designed to help pupils of different cultures to interact with each other. The site does not appear to have been updated recently, but the sheer amount of information presented means that both novice and seasoned ESL teachers should find something of interest.

Everything ESL

Everything ESL is another great website for ESL teachers. It features lesson plans, teaching tips, and other resources. The homepage includes an active forum in which site proprietor Judie Haynes and others answer questions posed by ESL pupils and instructors. The questions are varied and address everything from dealing with misbehaving pupils to implementing Core curriculum standards. Quite an overview! There is a genuine sense of community present and Haynes offers tips on ESL teaching strategies that will appeal to new instructors.

Breaking News English

Breaking News English utilizes current news articles. ESL instructors will appreciate that these stories are ranked across six levels according to reading level. However, the site includes much more than news. Each article includes two lesson plans, one brief and another longer and more detailed. Should you need more flexibility, links to specific activities based on the articles are also included. This great ESL website is useful not only for teaching Basic English; it will help your pupils learn more about current events.

ESL Mania

Featuring a banner reading “Bright Ideas for Teaching ESL,” ESL Mania focuses on areas other sites do not address, such as teaching Business English to non-native pupils. Another useful set of links offer information and exercises to help pupils lose their native accents when speaking. As expected, the usual exercises and worksheets are present as well. This site appears to be particularly useful for instructors teaching ESL learners in an adult literacy and language program. The site is cleanly laid out and information is easy to find.

Dave’s ESL Cafe

Finally, no list of websites for ESL teachers is complete without a mention of Dave’s ESL Cafe. The site was one of the earliest ESL websites to appear and it rounds up our list of great websites for ESL teachers. Its popularity has steadily grown across the years; this is reflected in the active message boards where teachers and pupils alike talk freely among themselves on a host of ESL-related topics. The Café is intended for a large audience, including teachers who are interested in teaching ESL abroad. This latter group is well-served by the site as it includes areas in which users can post resumes and photos. There will always be a need for ESL instructors as English shows no signs of losing international importance. The language may not change much over time, but teaching methods are always evolving. These five great websites for ESL teachers are designed for both the novice as well as the experienced instructor.

USEFUL INTERNET SITES FOR TEACHERS

Nº	Site	Country	Function
1	www.instagrok.com	USA	Creating mapping(video, sounds, pictures)
2	www.storybird.com	USA	Creating story with picture
3	www.google.com.worldwonders	USA	World wonders with pictures(questions, puzzles) information within text
4	www.kideos.com	USA	All materials for kids English
5	www.flubaroo.com	USA	Assessment for teachers
6	www.titanpad.com	USA	Lecturing and watching what pupils are doing
7	www.classdojo.com	USA	Online behavior management system for teachers(to assess the pupils)

8	www.toondoo.com	USA	Create comic books and graphic novels
9	www.nitrotype.com	USA	Improve typing while racing with typers around the world
10	www.easel.ly	USA	Create and share visual ideas online (Infographics)
11	www.duolingo.com	USA	Free Language Education for the world
12	www.pen.io	USA	Easily publish online(blog or link)
13	www.spellingcity.com	USA	Engaging learning games for spelling and vocabulary
14	www.en.linoit.com	USA	Online collaboration sticky note tool
15	www.wunderlist.com	USA	Easily manage and share your tasks and to-do lists
16	www.learnzillion.com/lessons	USA	Video lessons, assessments and progress reporting- each lesson highlights a common core standard
17	www.wigflip.com/automotivator	USA	Printable motivational posters
18	www.screencast-o-matic.com	USA	Online screen recorder
19	www.printfriendly.com	USA	Make a print friendly & PDF version of any webpage
20	www.simplek12.com	USA	Online teacher professional development training & resources
21	www.bluebunni.es/free	USA	101 free Tech tools for teachers

Questions for reflection

1. What is the role of learner and teacher in teaching the language through ICT?
2. Does ICT has any features with the multimedia means in teaching English?
3. Describe the essential elements of ICT? How can these ICT means be used to teach pupils of public education?
4. What kind of foreign (local) resources (sites) do you use?

Answers of check your progress

1. A teacher should analyze the internet resource before and then he/she can give it to pupils to further usage (for example, pinkmonkey.com here the pupils can download the PDF books and could read and do the post reading tasks)
2. Definitely, Information Communicative Technologies tightly connected with multimedia, because of electronic devices as like a computer, an internet and a printer.
3. They are a laptop, a desktop, a tablet, a projector, a TV and a smartphone. They can be used in order to instant the procedure of copying or sending any kind of data. The most important function of ICT is to attract the learners attention and elevates the pupils motivation to learn English language faster, easier and with pleasure.
4. I use plenty of recourses, for example: ziyonet.uz. engvid.com, pinkmonkey.com, busyteacher.com, Eslpartyland.com, Eslvideo.com, englishgrammar.com, brightclub.com, dictionary.com, usingenglish.com and others.

LESSON 6: CLASSROOM MANAGEMENT TECHNIQUES IN THE LESSONS OF ENGLISH LANGUAGE

Plan:

1. Planning for classroom assessment techniques
2. Usage various classroom assessment techniques
3. Classroom Management activities

6.1 Planning for classroom assessment techniques

Before you examine the classroom assessment techniques in this job aid, let's take a look at what classroom assessment is, and how it's different from traditional methods of evaluating pupil learning.

Traditional methods of evaluating pupil learning usually occur at the end of the term, when it is too late to make any changes. They are also very threatening to pupils because they are normally graded and will affect their success in the course.

Classroom assessment techniques, on the other hand, are non-threatening ways of evaluating pupil learning and their reaction to your teaching methods. The purpose of classroom assessment is to enable both instructors and pupils to mutually improve learning.

Classroom Assessment vs. Traditional Evaluation	
Classroom Assessment	Traditional Evaluation
<ul style="list-style-type: none">• student-centred• active• context and content specific	<ul style="list-style-type: none">• content-centred• passive• content specific

Before we discuss how to use classroom assessment techniques, it is important that you feel comfortable doing this kind of assessment. Not all teaching styles are the same; neither is assessment universal. The following five guidelines by Cross and Angelo in their book *Classroom Assessment Techniques: A Handbook for Faculty* reinforces this.

Five guidelines

1. Don't try any technique that doesn't appeal to your intuition and your experienced judgment as a teacher.

2. Don't make self-assessment into a self-inflicted chore or burden.
3. Do choose techniques that will benefit both you and your pupils.
4. Don't ask your pupils to use any technique you haven't previously tried yourself.
5. Do remember that administering an assessment technique and analyzing the feedback will probably take twice as long as you estimate.

Planning

Knowing what you are looking for will help to determine which technique to choose, and how to interpret the results. Therefore, before using any technique, complete a planning worksheet like the one following.

Classroom assessment planning sheet	
1.	What do I want to know? _____
2.	Which technique will I use to get this information? _____
	Why? _____
3.	How will I introduce this technique to my pupils? _____
4.	How much class time will it take? _____
5.	How will I know if the technique was successful? _____
6.	What instructional changes will I make as a result of the information I receive? _____ _____

6.2 Usage various classroom assessment techniques

The classroom assessment techniques described below were selected and adapted from Cross and Angelo's book *Classroom Assessment Techniques: A Handbook for Faculty*. These are just a few methods involving brief written exercises. For other ideas, see an Instructional Development Consultant in the Learning and Teaching Centre.

The muddiest point

This technique will help you determine which key points were missed by the pupils.

The muddiest point

In today's session, what was least clear to you?

Apply this technique after a lecture or after the class session.

Hand out the cards to the pupils and give them about 3 minutes to respond anonymously.

Don't use this method after every class or it will become monotonous and the information won't be as useful.

One-minute paper

This is a useful technique because it is anonymous and encourages the quieter pupils to ask questions.

One-minute paper

1. What was the most useful or the most meaningful thing you learned this session?

2. What question(s) do you have as we end this session?

The one-minute paper (or as many minutes as you like) can be used after a class or at the beginning of a class to review the previous session.

Pupil answers to question 1 indicate whether you met your goal for the session.

Pupil answers to question 2 indicate which parts of the lesson you may need to review.

Listing

Use this technique when you want to assess retention.

List

List 5-7 words or short phrases that define or describe what _____ means to you.

- Use this technique just after a class, or later for review purposes.

- You can limit the number of items you are looking for, the time allowed, or both.
- When you review the cards, compare the points on the pupils' lists to those you hoped they would include. If there are noticeable omissions you know what to review.
- Remember that this technique will only enable you to discover what they recall. It doesn't indicate whether they fully understood.

Application cards

This technique helps you to determine if the pupils really "understand" the material you have just taught them.

Applications	
List the knowledge or skills you have learned during this session in the left column, then list some possible applications in your life.	
knowledge or skill	possible application

- After a class or unit of instruction, hand out the cards to the pupils and allow them about 10 minutes to respond anonymously.
- The information will show you whether the pupils have just memorized the material or if they know how they could use it.
- If any problems or trends are obvious, you can discuss them with the class.

Memory matrix

A matrix is simply a square or rectangle which is divided into horizontal rows and vertical columns. You can include as many rows and columns as you like. The purpose is to assess the pupils' recall of information and their ability to categorize it.

Memory matrix		

- This technique can be used after a lesson, or later as a review. It can also be used as a pre-assessment tool.
- Write in the appropriate row and column headings and leave the cells blank.

- Set a time limit (10 minutes is probably adequate) and instruct the pupils to fill in the blank cells with as many correct words as they can think of. You could also set a limit on the quantity of words (e.g., 2 words per cell).

- When reviewing the cards, look for patterns. Where did they do well? Where did they do poorly?

One-sentence summaries

One-sentence summaries can determine if your pupils understand the full meaning of a topic. By answering the seven questions, they can write one sentence which sums up the topic. These summary sentences will help you assess their understanding and will also help the pupils organize their thoughts.

<p>W W W H W W W</p> <p>Who? _____</p> <p>Does what? _____</p> <p>To what? Or whom? _____</p> <p>How? _____</p> <p>When? _____</p> <p>Where? _____</p> <p>Why? _____</p>

Select an important topic that you would like them to summarize and allow them 10–15 minutes at the end of a class

Summarizing

The summarizing technique shows what your pupils learned from a lecture or reading assignment. It also helps to develop their communication skills.

<p>Summary</p> <p>In no more than three concise sentences, summarize what you've learned about _____ so that you could explain it to a friend.</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

- This technique is used most effectively in class, but can also be used as a homework assignment. However, pupils may not do the homework diligently if they know it won't be graded.

- You may need to practice this technique a few times with the pupils before they become skilled at using it.

- The pupils can also be taught to focus their thoughts to particular groups or individuals (e.g., clients, co-workers, supervisors, the general public).
- The pupils can keep a copy for studying.

How it works (an example)

The scene

Glen, a newly hired Machine Shop instructor, was unsure of his classroom instruction. He felt very comfortable in the shop and had no difficulty demonstrating how to operate equipment. However, he had no formal instructional training and was not confident about presenting theories and concepts.

The problem

Typically, Glen would present the theory and describe procedures for fabricating a project while in the classroom. He would then move his class into the shop to make the project hands-on. Although the pupils could manually perform the task, they often made mistakes because they misunderstood the theory.

The solution

Glen decided to try one of the classroom assessment techniques. He chose the “one-minute paper” because it was quick, easy and he wasn’t able to devote much class time to it.

After the next classroom lecture, he distributed the one-minute papers to the class. He reviewed the responses that evening. To his surprise and delight, few pupils had unanswered questions. However, almost all of the pupils identified the same piece of information as being “the most important”. The problem was, it was the wrong piece of information.

6.3 Classroom Management activities

Substitute teachers are expected to assume responsibility for the discipline in their groups and to assist in the correction of all other irregularities that may occur. As temporary members of the faculty, substitute teachers are charged with the responsibility of maintaining proper building procedures and rules of conduct. They are equally obligated to correct pupils for misconduct in the building or on the school grounds.

Every reasonable effort should be made by substitute teachers in attempting to solve problems before they are referred to the principal. Occasionally, something may occur which warrants the exclusion of a pupil from the classroom. Exclusions from the class by the teacher in charge are referred to the principal or designee. Substitute teachers should, at all times, exhibit to their pupils a reasonable degree of dignity, courtesy, and congeniality.

Substitute teachers should maintain effective order and control at all times and will be supported in reasonable efforts to accomplish this objective. **SUBSTITUTE TEACHERS MAY NOT ADMINISTER CORPORAL PUNISHMENT.** If this type of disciplinary action is necessary, the pupil should be accompanied to the principal's office. The use of physical force by a substitute teacher should be limited to those situations where it is necessary to prevent injury to another person or self or for the preservation of property.

UNIVERSAL RULES

- Follow directions the first time they are given.
- Raise your hand and wait for permission to speak.
- Stay in your seat unless you have permission to do otherwise.
- Keep hands, feet, and objects to yourself.
- No cursing or teasing.

SAMPLE SUBSTITUTE INTRODUCTIONS

Elementary

“Hi my name is Mrs. Smith and I am filling in for Mrs. Johnston today. I was a teacher for 20 years before I decided to start subbing. I am so happy to get to be in your classroom today teaching you about the solar system. Before we begin you will need to understand that I do expect you to follow the classroom rules and a few of mine....”

Middle Level

“Hey class my name is Mr. Anderson and I will be teaching for Mrs. Brooks today. Just so you know, I have been substitute teaching for a few years now, and originally worked for Texas Instruments. I am excited to get started today working with your science lab, but before we begin I wanted to remind you of the classroom rules and some expectations I have of you...”

High School

“Hello, welcome to Algebra class today, my name is Miss Ward and I am teaching for Mr. Smith. I used to work for Verizon as a Sales Representative and recently started substitute teaching. We are going to be working with exponents today, but before we get started I wanted to remind you of the classroom expectations Mr. Smith and I have of you...”

SEATING CHART

ATTENTION GETTERS

- Whisper – Instead of raising your voice to command attention of a noisy room, drop your voice to a whisper, giving instructions quietly.
- Lights out – Quickly turn the lights off and then on again; prepared to speak the in the moment of surprise silence.
- Rhythmic clap sequence- this can be a fun “game”. Choose a couple pupils to be creating rhythmic sequences once the class is under control.
- Walking close to or standing close to the main disruptor (proximity).
- Blow the whistle/ring the bell.
- Read a newspaper article, an excerpt from a book, a poem, a favorite short story.

REDIRECTING PHRASES

“Thank you for...”

“I appreciate that _____ did...”

“I understand ...”

“I can tell that you ...”

“It is obvious that...”

“However...”

“Nevertheless...”

Pupil repeats question or expectation

ANNOYING CLASSROOM DISTRACTIONS

How can a teacher prevent irritating classroom behaviors?

- Use simple verbal reprimands when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private (e.g., “Stop talking and work on your math problems, please”)
- Intervene as soon as possible in order to prevent the misbehavior from occurring (e.g., say “Harry, may I help you with your assignment?” when the pupil begins to show signs of frustration).
- Use facial expressions to convey to the pupil that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.
- Give praise to the entire class as frequently as possible (e.g., “Thank you for working so quietly,” or “I’m delighted to see you all working so well today.”)

ANTAGONISM WITH AUTHORITY

What can be done to help pupils improve their interaction with authority figures?

- Talk to the pupil in private to ascertain the reason for his/her misbehavior.
- Encourage pupils to strive for greater self-control in as many situations as possible.
- Contact parents and/or administrators when there is no other way of resolving the conflict situation. (Long-term subs)
- Refer the pupil to appropriate staff members (e.g., Team Leader, if the pupil frequently displays uncontrollable verbal hostility). Keep anecdotal records to support your concerns.

ARGUMENTATIVE PUPIL

How can the teacher deal with a child who becomes argumentative upon confrontation?

- Do not confront the pupil in a group situation. (Use a private conference)
- Do not use an accusatory tone upon approaching the pupil.
- Allow your emotions to cool before approaching the pupil.
- Give the child an opportunity to speak his/her piece.
- If you made an error, admit it!

BEHAVIOR PROBLEMS

What steps can be followed to resolve a child’s constant misbehavior?

- Be sure the child understands that it is not he/she who is unacceptable, but rather the behavior.
- If the misbehavior occurs again, follow through with the previously planned disciplinary action.
- Throughout the process, keep the principal as well as the Team Leader, informed of the progress or lack progress.
- If the child continues to misbehave and you feel that you have utilized all of your options and resources, send the child to the principal’s office.

BOASTFUL, ATTENTION-SEEKING PUPIL

What can be done for a pupil who is constantly disrupting the class in order to gain the teacher's attention?

- Give the pupil a position of responsibility in the classroom and encourage him/her to gain the teacher's attention?
- Provide recognition and positive attention when attention whenever possible.
- Arrange parent conference to discuss any factors that may be contributing to the pupil's problem in school (e.g., sibling rivalry).
- Private conversation with pupil or refer to Team Leader.

CALLING OUT IN CLASS – RESPONSE #1

What do you do with a pupil who calls out answers or comments during class?

- With children in the middle grades and older, divide the class into two groups and make a game out of questions and answers. Each team scores a point for each correct answer. If a team member calls out an answer out of turn, that team loses a set amount of points.
- Praise the pupil who does not call out, but waits to be called on.
- Ignore the calling out. Do not acknowledge having heard it.
- Examine the reason for the calling out. Is it for attention? Do you tend to overlook calling on this pupil? Is the calling out a result of an inability to sit still? Does this child have a learning disability? React to these symptoms appropriately.

CALLING OUT IN CLASS – RESPONSE #2

What can you do about children constantly calling out in class, even when they are supposed to be working quietly at their seats?

- Be sure that the pupils know what you expect of them concerning this problem. Describe what procedure you want them to use to get your attention, and explain why they should not call out in class.
- Be consistent and persistent in disciplining the children who call out.
- If a child communicates with you by calling out, make your only reaction one of displeasure and do not answer the question or fulfill the request.

CLASS CLOWN

How can you deal effectively with a "class clown"?

- Let the pupil know in private how you feel about his/her unacceptable behavior, and explain what is expected of him/her. Try to form a trusting relationship with this pupil. Listen to his/her feelings and expectations.
- Explain to the pupil that the solution to his/her problem is his/her responsibility as well as your. However if the "class clown" behavior continues and it affects the level of learning for the rest of the class, then the responsibility for the solution will lie with him/her and the administration.
- As for the assistance of a counselor to investigate various possible reasons for the child's need to be the "class clown."

FAILURE TO ASK FOR HELP

What can you do about a pupil who fails to ask for help with matters he/she does not fully understand in the curriculum or in the classroom in general?

- If the pupil does not feel comfortable asking questions in the classroom setting, have him/her write the questions on a piece of paper or a 3 x 5 card. Then, when time permits, meet with the child individually to review the questions, or provide general answers to the class if you think others may have the same questions.

HYPERACTIVITY – SHIFT IN ATTENTION

What can be done for pupils who frequently shift their attention and/or interests in class?

- Provide your pupils with firm but fair classrooms rules. Make sure you consistently adhere to the consequences of breaking rules.
- Use social reinforcers frequently and as soon as possible (e.g. physical nearness or contact, a smile or frown, etc.)
- Prepare a variety of short lessons to maximize pupil attention and participation (e.g., manipulation exercises of 15 to 20 minutes in duration).
- Regularly incorporate “relaxation” techniques into the daily classroom routine. Use them whenever the pupil is need of them.
- Use a timer to keep track of appropriate behavior and expectations.

Consequence Management Brainstorm

Pupil Behavior	Logical Consequence	Illogical Consequence
Chews gum	Disposes of gum; writes paragraph on how to prevent further occurrences	Teacher sends pupil to office
Does not bring textbook	Does without it for the class	Teacher supplies textbook
Turns in a sloppy paper		Teacher refuses the paper
Walks in noisily	Walks in again	
Does not bring pencil or pen		

Use the space below to write some behavioral problems you think you may have in class and consequences that would go with those behaviors.

LESSON 7: INNOVATION TECHNIQUES IN TEACHING PRONUNCIATION

Plan:

- 1. Problems with current methodologies**
- 2. Types of exercises in teaching speaking**
- 3. Innovative games (activities) in teaching pronunciation**

7.1 Problems with current methodologies

We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining this two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners felt uncomfortable a bit. Learner's mind will never be static it is ever growing and ever changing. Whatever the teaching methodology can be, but teaching must be learner's centered. However, this paper scrutinizes the difference between traditional and practical teaching and thereafter learning. This treatise practically examines that how learners are being affected by the traditional methods of teaching as well, besides it has portrayed that how learners expect teaching and learning process. There has been a misunderstanding between traditional methods and practical methods always. Somehow teachers and learners should agree each other in order to fill the gap between the generations of these methods.

English, the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than its previous. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. But then teaching only the rules is found to be boring by most pupils and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the pupils. When it comes to teaching English to pupils of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by methods implemented like use of stories, poems, movies, books and newspapers etc. These methods help the pupils learn the language better without them actually realizing and also it keeps their interest. This paper will provide a few of such methods to teach English Language.

7.2 Types of exercises in teaching speaking (Enacting the stories, Teaching through conversations)

Stories form a very integral part of teaching a language pronunciation. These stories help teach the pupils about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the pupils interest alive as the story's end is something that every pupil wants to know. It appeals to the inquisitive nature of the pupils. Any unfinished story always keeps the mind of the reader agitated.

Although this method of using stories has been implemented the procedure of teaching the language through it is generally not right. The evaluation procedure of testing the pupils in their proficiency over the language is through questions based on the story. This is generally not that effective. Due to this the pupils generally tend to take up the stories as a chapter rather than looking at it as an interesting read. A story is supposed to appeal to the creative part of the brain. It helps us be more imaginative, by trying to visualize the things that are happening inside the story. It should not only teach them the language but it should also help for the pupils look at the story as something that they need to learn for answers.

There is a better way of using the stories to English using stories. The pupils can enact the stories or the plays. In this way the pupils are personally engaged with the stories. They can bring their own interpretation of the character to life. It is interesting for the pupils to understand the characters and put themselves in their positions. It engages their creativity by allowing them to create the entire set, assign the characters and play it out according to what they had imagined. It also helps them understand other people's interpretation of the story and helps them have a healthy conversation about it which again helps them in learning the language. It removes the dull aspects and makes the learning more colorful without jeopardizing the learning of the language. It may not be perfect but it will leave a deep impression on their mind.

The story will help them learn the language as they will be enacting it by dialog which they will themselves extract from the stories and also modifications can be made to the plays to help the pupils be more interactive and creative. They can add more lines, characters, change the ending, bring in an interesting twist etc. The more creative the modification, more are the points awarded to the team. This also leads to personality development and helps them work as a team player and all the way the pupil was learning the language.

For example if Julius Caesar was taught using the traditional methods of questions and answers the pupil would never understand the deep emotions of Brutus, the cunningness of Cassius, the loyalty of Antony, the tragedy of war, the brilliance in Antony's speech and many other such aspects of the story for which the story of Julius Caesar was written by Shakespeare. Similar is the case with all great stories such as Christmas Carol, Harry Potter, and all the epic stories. Emotions help define the story and they form a very important aspect of the language and one's personality. If these emotions are left out then it would be very difficult to express ourselves. On the other hand if such stories are enacted then every intention of the story becomes clear. The pupils have to immerse themselves into the atmosphere of the story and they have to put them in their positions. This entire process has many benefits besides being a very

effective method of teaching the language; it helps preserve the literature, which is nothing but our culture. This method brings about the total learning experience that was meant to be provided by the story and in the end the pupil will definitely be able to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence it ensures the learning process is complete.

Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children.

Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the pupils in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation.

The participation and other aspects of the conversation can always be evaluated through points which will also push the pupils to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the pupils are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

7.3 Innovative games (activities) in teaching pronunciation

Role-play

A selection of lesson plans that focus on role-play activities. Scenarios include an office social event, a wedding party and a New York blackout.

Discussion

A selection of lesson plans that focus on open discussion and debate. Topics include motivation, divorce and changing the topic of conversation.

Miscellaneous worksheets

A selection of speaking worksheets and lesson plans from Macmillan resources.

Pronunciation

A selection of lesson plans practicing pronunciation, including the introduction of limericks and the opportunity to write them.

Storytelling

A selection of lesson plans that focus on storytelling, including describing an incident and sharing anecdotes about the summer.

Teaching through games

This is a very interesting method of teaching pronunciation. Pupils and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact

remains that the pupils tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the pupils keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

Word games

The most important part of any language is the vocabulary through speaking. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the pupils overcome this difficulty. Games like scrabble, housie etc. have been designed for this specific purpose. These games are just based on words and help the pupils develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the pupils such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the pupil hears a new word the first question that comes up is “what is its meaning?” and in this way the vocabulary improves and most of the times we don’t even have to consult the dictionary.

Competitions

Most of the times competitions like debates and elocutions also help the help the pupils a lot in learning the language as the aspect of the competitions keep them at the best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. Also these competitions help them address large crowds which is again is a very important part of personality development.

Creative assignments

Up till now most of the techniques that we discussed required a greater amount of effort on the pupil’s part. This method requires effort on the teacher’s part. Assignments help the pupils learn something on their own and most of the times they have to research on something then write something up on it. This method although effective is most of the times very tedious. This method of approach is very appropriate for sciences and engineering although when it comes to languages the pupils should be given assignments in which they have to modify something that already exists.

If the pupils are just given assignments like „write a story or a poem or a report“ then most of the pupils crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case the pupils should be given the base knowledge and data and then ask them to modify the data for example the pupils can be given a base story and then ask them to modify a part of it. This engages their creativity and also helps them overcome their difficulty of writing. Above all it lifts the pressure of creating completely new. Invention is very difficult especially when we are being forced to do it. In this way the pupils are not forced to complete the assignment and then they can do it whole heartedly and hence complete the learning experience that can be gained from the assignment.

Help from the multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language pronunciation. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the pupils improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the pupils understand that fact so that they do not use that form of the language in their everyday usage.

Apart from that this source is very helpful as it does not feel like education. This is something that the pupils will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational. Also this method appeals to the pupils as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and also help them understand their usage. Hence this method is again very effective in teaching the language. Traditional methods of reading newspapers and books, novels are also very good methods to teach the language. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language.

Questions for reflection

1. What is the main problem of teaching pronunciation?
2. What kind of games or activities of speaking do you know?
3. Should we use innovative techniques in teaching pronunciation?

Answers of check your progress

1. We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining this two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners felt uncomfortable a bit. Learner's mind will never be static it is ever growing and ever changing. Whatever the teaching methodology can be, but teaching must be learner's centered.
2. Role-play, Discussion, Miscellaneous worksheets, Storytelling and so on.
3. Traditional methods of reading newspapers and books, novels are also very good methods to teach the speaking. When the traditional methods are modified along with some *innovative ideas* the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language.

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Objective:

to give participants an opportunity to practise giving and receiving non-judgemental feedback.

Activity 1 Practising giving feedback

Objective: to provide participants with the experience of giving feedback as a basis for further reflection and conclusions.

Time: 25 min

Materials: handouts, flipchart

► Procedure:

☺☺ (5 min) Put participants into pairs. In each pair ask a participant playing the role of Observer to give feedback to a participant playing the role of Teacher for about five minutes.

☺☺☺ (10 min) Put **Observers** and **Teachers** back in their respective groups and ask them to discuss the feedback session in their groups. Distribute handouts 1a and 1b.

☺ (8 min) In the whole group discuss how Observers felt giving feedback and how Teachers **felt** about being on the receiving end. Invite several responses from both sides. Discuss the following questions with the group:

What was the objective of the feedback?

How much personal judgement was present in the feedback you gave/received?

What do you think about being 'nice' and avoiding any criticism vs. being openly critical and risking hurting people's feelings?

Would it be appropriate for Observers and Teachers to agree on the focus of observation and feedback in advance?

Possible answers:

The objective of the feedback was **giving professional support**. The judgemental element might have been there, but it is important to notice how participants could handle it.

Neither over-complimentary nor over-critical feedback is helpful. An Observer's/Supervisor's main task is to help Teachers better understand their own practices.

Observer/Supervisor and Teacher should agree on the focus of observation beforehand. This will make the observation and feedback session more focused and will also foster mutual trust between them.

☺ (2 min) Remind participants of the developmental/supportive aspect of feedback giving. In the whole group ask participants to formulate a few recommendations for Observers/Supervisors giving feedback. Explain that 'supervisor' is a neutral term used to describe a person giving feedback in a range of ways. Write the recommendations on a flip chart.

Activity 2 Directive and non-directive feedback

Objective: to familiarise participants with the principles of directive and non-directive feedback giving.

Time: 30 min

Materials: flipchart, DVD, tape or disk

► Procedure:

☺ (3 min) Tell participants that their recommendations for supervisors on giving feedback can be subdivided into three broad categories identified by Donald Freeman: Directive, Alternatives and Non-directive. Establish that they respectively (and broadly) address the following questions: What do I teach? How do I teach? and Why do I teach the way I do?

☺ (2 min) Give examples:

Directive: Teachers should be informed about their mistakes and told what to do. Teachers should be challenged in problematic areas of their teaching.

Alternative: Teachers should be asked questions that would make them consider alternative practices.

Non-directive: Teachers should be invited to open up their feelings about their teaching. Teachers are invited to analyse and conceptualise their own teaching beliefs and practices and the supervisor's role is to facilitate this process. Teachers themselves decide what to do in their next lessons.

Ask participants to add more recommendations if necessary.

Say that each category of feedback is appropriate for a certain context. Refer participants back to the video of the lesson and their feedback session.

Tell them that they are going to watch a feedback session with the same teacher. (Rod to Nodira) Ask participants to notice the types of feedback in the video and to consider the order in which the supervisor conducted the session.

□□ (8min) Play the video.

☺ (4 min) Take feedback from participants. Ask the following questions:

Was the teacher experienced?

What kind of feedback was provided?

In what order did Observer ask questions? What were they?

Distribute handout 2 to help participants answer the questions.

☺ (8 min) Discuss participants' answers and general impressions.

Possible answers:

The teacher was experienced but she has worked with this class only for a short while. However, she knows her pupils quite well. The feedback started with exploring the teacher's feelings about the lesson. The next stage was focused on examining the reasons and underlying assumptions behind the teacher's practices in the

classroom. The feedback finished with exploration of possible further action. In general the feedback was non-directive with some elements of alternative and directive feedback.

☺ (3 min) Tell participants that a feedback session should be generally based on the following pattern: opening up teacher's feelings about the lesson (*What happened? How did you feel about it?*) – rationalisation and conceptualisation (*Why did you teach the way you taught?*) – considering future action (*What would you do differently next time?*)

☺ (2 min) Establish that supportive feedback is essentially non-judgemental. Say that the supervisor's task is not to pass judgement on teacher's practices rating them either as 'good' or 'bad' but to learn from observation and provide professional support to teachers. Remind them that before an observation session observer/supervisor and teacher should agree on the focus of observation and feedback. Distribute handout 3.

Activity 3 Practising non-judgemental feedback

Objective: to give participants an opportunity to practise giving non-judgemental feedback.

Time: 25 min

Materials: none

► Procedure:

☺ ☺ (10 min) Tell participants that they are going to practise giving each other non-judgemental feedback. Put participants into pairs. Ask them to talk about a case when they encountered a problem in their teaching (*e.g. with a disruptive pupil, incompetent administrator, arrogant colleague etc.*) and the way they dealt with this problem. Ask the other participant to practise giving feedback in a non-judgemental way. Tell them to agree on the kind of feedback expected from their Supervisor. Give them 5 minutes. (□)

☺ ☺ (10 min) Ask participants to swap roles and repeat the procedure. (□)

☺ (5 min) After that ask them to give each other 'feedback on feedback' – how the Teacher felt talking about his/her case and receiving feedback and how the Supervisor felt while listening to the case and giving feedback. Give each participant about 3-5 minutes. (□)

Summary

Gather random responses from participants on the whole 'observation + feedback + feedback on feedback' cycle and emphasise the ethical need for non-judgemental, supportive and facilitative feedback in teacher development. Establish that observers/supervisors have to work carefully on their **attitudes** and the actual **words** they use while giving feedback.

Say that there are some articles about observation and feedback in the article folder. Participants are welcome to borrow and read them and discuss them in their free time.

V. КЕЙСЛАР БАНКИ

Case 1: Working Together

Giving instructions and observing other teachers to help their development.

By Richard Watson Todd

Twenty years in the same secondary school had turned Paolo into an automaton. For most of the time he had stuck to the tried and trusted methods of drilling, long grammar explanations and rote learning of word lists.

Six months ago, however, a new teacher, Sophia, had arrived at the school with bright innovative ideas that were a breath of fresh air to Paolo. Sophia talked about pupils discovering language for themselves, interacting in groups, and becoming confident with using English.

Hearing these ideas, Paolo had realized that he had been treating his classes like a production line, something he had sworn he would never do when he had started teaching twenty years earlier. Quickly becoming friends, Sophia and Paolo had decided to work together to help each other develop as teachers. They decided that they would talk English outside the classroom to improve their language, they would subscribe to a couple of journals for teachers, and they would encourage each other to innovate and try out new ideas in the classroom.

They had worked together like this for over four months now. Paolo felt that his interest in teaching had been rekindled and that his pupils enjoyed themselves more and seemed to look forward to learning English with him. Most of Paolo's lessons worked well, and now he sometimes found himself trying to persuade other colleagues to try out new techniques.

Today's lesson, however, had severely shaken his confidence. In his plan, the lesson had appeared straightforward and effective, but in the classroom it had ended in shambles. The focus of the lesson was reading, and Paolo had decided to do something different from the old 'Read the passage and answer the questions' approach.

In one of the journals he and Sophia were subscribing to he had found a technique called Jigsaw Reading. Cutting a long passage into pieces, he would give each of the pieces to a different group of pupils. The groups would read and try to understand their section of the passage. Then new groups consisting of one pupil from each of the previous groups would be formed. The new groups would try to reconstruct the whole passage. Paolo thought that the pupils would pay a lot more attention to the reading if he used a Jigsaw Reading technique. In addition, the technique would generate a lot of beneficial pupil-pupil interaction.

Paolo had been looking forward to trying out Jigsaw Reading with his fourth-year pupils. In the classroom, however, the new technique had been fraught with problems. The seemingly simple procedures of Jigsaw Reading turned out to be almost impossible to convey to the pupils, even when Paolo resorted to Italian. In giving the instructions before the activity, he found himself using longer and longer sentences with all sorts of convoluted phrasing to explain whether he was talking about the original grouping of pupils or the regrouping halfway through the activity.

Because they had been unclear about the purpose and organization of the activity, the pupils had been uncertain of what to do while reading. Regrouping the pupils had taken a full ten minutes of class time, and once they had been regrouped, the pupils just sat there not knowing what to do next. Paolo had had to explain all the stages of the activity over and over again, until he was relieved to hear the bell ring at the end of the class.

Exhausted and dispirited after the lesson, Paolo sought out Sophia. He explained all that had gone wrong while Sophia listened attentively and made sympathetic noises. When he finished, they discussed the possible causes of the problem. They decided that everything came down to the clarity of his instructions. The next problem, then, was how Paolo could improve his instructions. Paolo, still discouraged by the lesson, did not feel capable of improving his instructions by himself. He wanted Sophia to help him.

Together, Paolo and Sophia brainstormed ways of helping Paolo overcome his problems with instructions. Obviously, he could pay more attention to his instructions during the planning stage, and Sophia could help him here by working through the plan with him. But Paolo was more concerned about what would happen once he was in the actual classroom. He knew that Sophia was free when he taught his third-year class and he wanted her to come into his classroom and watch him give instructions. While Sophia felt flattered that Paolo trusted her so much, she was worried about observing his teaching. First, what would the pupils think? Paolo was a far more senior colleague, so it would look strange if Sophia went into his classroom and took notes on his teaching.

What's more, Sophia wasn't sure about how much help she could be to Paolo by observing him. She didn't know what sort of things she should look for when Paolo gave instructions, and she didn't think she would be able to identify what his problems were. Another thing that worried her was what she should say to Paolo after the lesson. Although they had built up a close relationship, Sophia knew she wouldn't feel comfortable criticizing Paolo's teaching and wasn't sure what his reactions would be. With these misgivings in her mind, Sophia was undecided about whether to accept Paolo's invitation to observe his teaching.

Questions

1. Paolo's instructions for the Jigsaw Reading activity are at the root of his problems. It is suggested that he could pay more attention to his instructions during the planning stage. One of the skills of planning is predicting what problems will arise during teaching and pre-empting these problems. How do you think Paolo can improve his problem-predicting skills while planning?
2. Instructions are vital to the success of an activity. What content should be included in instructions? Should instructions be explained or demonstrated, or both? How can a teacher tell how effective any set of instructions is?
3. The regrouping of the pupils in the Jigsaw reading activity causes most of Paolo's problems. Should all of the instructions be given at the start of the activity or should the instructions be broken down into two sets, one given at the start of the activity and one given in the middle before regrouping the pupils?

If you were going to use a Jigsaw reading activity in your teaching, what instructions would you give? Can you predict any problems which might arise from your instructions?

4. Regrouping the pupils creates a transition in the middle of the Jigsaw reading activity. Transitions, if not well-organized, may waste valuable time and possibly lead to chaos. How can transitions be managed to reduce the chances of timewasting and chaos occurring?

5. Paolo and Sophia decide that Sophia should help Paolo while planning. How should Sophia help Paolo?

Should she be actively involved all through the planning process or should she only comment on the final plan that Paolo produces?

6. Paolo also wants Sophia to observe his teaching and give him feedback. Sophia, however, is unsure of what to look for and how to observe.

If Sophia observes Paolo, do you think she should just write down any comments she thinks might be useful as she observes? Alternatively, Sophia could use an observation sheet, in the form of, say, a table which would help her to categorise certain aspects of Paolo's teaching.

If she chooses to use an observation sheet, what aspects of Paolo's teaching should Sophia include on the sheet? What form should the observation sheet take? If you were going to observe a colleague focusing on his/her instructions, how would you record your observations? If you decided to use an observation sheet, what would it look like?

7. Sophia is worried about giving feedback to Paolo on his teaching. Feedback can often seem critical to the person receiving it, leading to defensiveness and relationship problems. If Sophia needs to give Paolo feedback, how can she give feedback so that such problems do not occur?

Case 2. Planning, being flexible in the classroom, and dealing with the unexpected. By Richard Watson Todd

Mustafa was proud of his Bed. Now in his first job as a teacher, he had great plans for helping his pupils learn English, and he knew that what he had learnt from his Bed would help him reach this goal. All through his years as a secondary school pupil, he had thought that teaching was easy, but his degree had made him 110mphasi that teaching was far more complicated when seen from the teacher's perspective than from the pupil's seat. The most important thing that Mustafa had learnt from his degree was the importance of planning. His tutors had constantly 110mphasized and reemphasised the need to think before teaching. Planning, he had been told, was often more important for the success of a lesson than the teaching. Having been asked to teach an impromptu lesson and then compare it with a planned lesson, Mustafa firmly believed his tutors.

Mustafa had been teaching at a technical college in Cairo for two weeks now. His next lesson was on Saturday with an evening class of older pupils. He picked up the textbook assigned for the class and started planning. On his degree, he had been told to follow a given sequence for planning and to write his plan according to a model format. Mustafa didn't need to remind himself of the sequence or the format since he had used them so often already. Starting from the

unit in the textbook, he identified the objectives to be covered in the lesson, used a grammar book to check on his knowledge of these objectives, looked through the reading passage, prepared quick explanations of unknown words, checked the answers to the comprehension questions, decided how to present the grammar points, and wrote up instructions for the pair work activity. As a final flourish, he decided to devote three minutes at the start of the lesson to chatting to the pupils. Looking over his lesson plan, Mustafa was pleased. It looked perfect. He could easily imagine his old tutor giving him an A grade for the plan. With a plan like this, he felt sure that he could help his pupils understand the grammar easily and that they would enjoy learning.

At six o'clock on the Saturday, Mustafa went into the classroom to find all of his pupils waiting for him. He checked the register and let the pupils calm down. "OK, what did you do in the last week?", he asked. "Yes, Fatima?"

"I went to the cinema."

"You went to the cinema. Very good. OK, Ahmed what did you do?"

"I went to see my uncle near from Alexandria."

"Near Alexandria. No 'from'. OK. Hafiz?"

"I got married."

Mustafa smiled. "You got married. That's interesting." The three minutes he had set aside for chatting were up. "Now turn to page 17 in your books." Mustafa asked the pupils to read the passage and to identify unknown words. After the pupils had finished reading, he asked, "Right, what words didn't you know?"

"Trapped."

"Trapped, right." Mustafa looked at his lesson plan. "Trap means to catch. So the boy was trapped means the boy was caught. OK?"

The pupils were silent.

"Any other words?"

"Pick."

"OK, pick means to select."

"But I don't understand. Here the book has that pick the lock."

"Yes, lock means the thing that you open with a key."

"But I don't understand."

Mustafa wondered what was wrong with Hafiz who was usually a good pupil. Maybe it was his marriage affecting him. "What do you mean?"

"Pick a lock means select a lock. I don't understand."

"Never mind. Any more words? Yes, Abdullah?"

"Freezer."

"I taught you freezer last week. You already know the word. Yes, Miriam?"

"Jog."

Mustafa looked a bit put out. He had noticed the word when he had prepared his lesson, but he had assumed that the pupils would know it. He knew that in the short time he had been teaching them, the pupils hadn't come across jog, but it was such a simple word he had thought they must know it. "Um, jog means run." Ahmed looked up brightly. "Run. Like Said Aouita. Yeah, good runner."

Mustafa was flustered. “No, not like Said Aouita. He runs very fast, but jog is running slowly.”

It was now Ahmed’s turn to look puzzled. “But if you run, you want to win. Why people run slow?” He then switched to Arabic and used the slang expression for ‘They must be cheats’.

Mustafa felt that he was starting to lose control. This wasn’t in his lesson plan. “No. You don’t jog when you run in a race. Jog is run slowly for exercise. If you want to get fit, you can run but you only need to run slowly. So people jog for exercise or to get fit.”

Now it was Miriam who looked confused. “What mean exercise and fit?” Mustafa felt himself in danger of falling into a never-ending circle of definitions. He decided that he had to avoid this at all costs. So he quickly wrote the three problem words in English on the board with their Arabic equivalents. All of the pupils looked satisfied and dutifully copied these down into their exercise books. Mustafa was still worried, however. First, he had broken the climate of English which he had tried so hard to establish in the classroom. Second, he realized that he was already five minutes behind his lesson plan. He would have to rush through everything to get the lesson finished on time.

The rest of the lesson consisted of a mad rush on Mustafa’s part to catch up with the times written in his lesson plan. In this he was frustrated by several unexpected questions and incorrect answers from the pupils which he felt dutybound to deal with. The lesson turned into a race between Mustafa and the clock. He didn’t give the pupils enough time to answer the comprehension questions; his grammar explanation was so rushed that he then had to spend a lot of time dealing with pupils’ misunderstandings; he skimmed through the pairwork instructions at such a rate that the pupils had little idea of what they were supposed to do; and by the time the bell rang at the end of the lesson none of the pairs were anywhere close to finishing the activity.

After the lesson ended, the pupils left the room and Mustafa collapsed at his desk. What had gone wrong? His lesson plan had been so good. He looked back over it. The only problem he could see was that he should have predicted the need to teach jog. But surely such a little mistake couldn’t have made his lesson go so awry. Nevertheless, it was the only problem he could find. He resolved to be more careful in his lesson planning in future. He would need to check every word in the reading passages, and prepare explanations for most of them. Although he didn’t look forward to this, he knew that good lesson plans were vital, and the more he prepared the better his lesson plans and his teaching would be. With a sigh, he started reading the passage for the next lesson he would teach.

Questions

1. The Bed that Mustafa took placed a heavy emphasis on lesson planning. How important do you think lesson planning is to the success of lessons? How much emphasis should be given to lesson planning on teacher training programmes?
2. Mustafa had been taught to follow a certain sequence and format when planning.

What do you think this sequence and format consisted of? How helpful do you think such a model is to beginning teachers? While models of planning can help give security to beginning teachers, they are also restrictive. Do you think the benefits of such models outweigh the extent to which they restrict teachers?

3. The lesson started with “chatting”. What are the purposes of chatting to pupils? Why is it used so often as a way of beginning lessons?

4. Chatting to pupils can be considered an attempt to bring the characteristics of natural conversation (such as unpredictability and the need to constantly negotiate topics) into the classroom. However, the way in which Mustafa runs the chatting session does not reflect interaction in the real world. In what ways does the classroom chatting in the extract differ from interaction in the real world? How do you think Mustafa can change the way he runs the chatting session in order to make it reflect real world interaction more closely?

5. To help pupils understand the reading passage, Mustafa asks them to identify unknown words. Do you think unknown words should be taught before the pupils read or after they have finished reading? Do all unknown words need to be explained? In explaining the meaning of the unknown words to the pupils, Mustafa seems to regard the context in which the words appear as not being very important. What problems do this lead to and how can Mustafa overcome these problems?

6. Mustafa’s main problems occur when he is required to teach something he has not planned for. Improvisation is a vital teaching skill. Do you think that improvisation is teachable? If so, how can improvisation be taught? All through the lesson Mustafa is being controlled by the plan rather than controlling it. To what extent should plans be followed? When and why should teachers deviate from their prepared plans?

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган холда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий хужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

Мустақил таълим мавзуси

1. Modern approaches and innovations in improving language skills

VII. ГЛОССАРИЙ

ANTICLOCKWISE	In the opposite direction to the movement of the hands of a clock.
APPLIED LINGUISTICS	the study of second and foreign language acquisition and learning the study of language and linguistics in relation to practical problems, such as <i>lexicography, translation or speech pathology</i> .
ASSESSMENT	The measurement of the ability of a person or the quality or success of a teaching course, etc. Assessment may be by test, interview, questionnaire, observation and so on.
AUTHENTIC TASK	A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.
AUTHENTIC TEXT	Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc. When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.
AUTHENTICITY	The degree to which language teaching materials have the qualities of natural speech or writing.
AUTONOMOUS LEARNING	The process of learning without being controlled by anyone else.
AUTONOMY	The ability to act and make decisions without being controlled by anyone else
BRAINSTORMING	(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another

	activity.
BUILDING RAPPOR	Building friendly classroom relationships with and between learners.
CHALLENGE	A new or a difficult task that tests somebody's ability and skill
CLOCKWISE	Moving around in the same direction as the hands of a clock.
. CLT	<p>Communicative language teaching also (communicative approach).</p> <p>An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often: teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. are based on a notional syllabus or some other communicatively organized syllabus emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.,; using language for social interaction with other people.</p>
COMPREHENSIBLE INPUT	Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.
CONTEXT	The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word <i>loud</i> in <i>loud music</i> is usually understood as meaning "noisy" whereas in <i>a tie with a loud pattern</i> it is understood as "unpleasantly colourful". The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, <i>spinster</i> refers to an older unmarried woman but in a legal context it refers to <i>any</i> unmarried woman
CO-OPERATIVE LEARNING ALSO (COLLABORATIVE LEARNING)	An approach to teaching and learning in which classrooms are organized so that pupils work together in small co-operative teams. Such an approach to learning is said to increase pupils' learning since a) it is less threatening for many pupils, b) it increases the amount of pupil participation in the classroom, c) it reduces the

	need for competitiveness, and d) it reduces the teacher's dominance in the classroom.
ELICITATION	Techniques or procedures which a teacher uses to get learners to actively produce a response.
EVALUATION	In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.
FACILITATE	To make a learning process possible or easier; to work with a group in order to help them to articulate ideas.
FACILITATOR	a person who helps an individual or a whole group to learn and/or express themselves.
FEEDBACK	(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.
FLUENCY (FLUENCY DEVELOPING ACTIVITIES)	In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes: the ability to produce written and/or spoken language with ease and without significant hesitation;
ICE-BREAKER	An activity to make learners feel less nervous or inhibited when they first meet
INFORMATION GAP ACTIVITY	An activity in which a pair or two groups of pupils hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.
INSE(T)T	In-Service (Teacher) Training
INTERACTION PATTERN	Mode of work (individual work, pairwork, groupwork) used in learning or teaching
INTERLANGUAGE	A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.
JIGSAW ACTIVITY	A type of co-operative activity in which each member of a group has a piece of information needed to complete a

	group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.
LANGUAGE AWARENESS	In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.
MULTIPLE-CHOICE	In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distractors. For example: <i>Yesterday I _____ some interesting magazines.</i> (a) have bought (b) buying (c) was bought (d) bought
OBJECTIVE	Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected <i>to be able to do</i> at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. <i>Aims</i> , on the other hand, are long-term goals, described in very general terms.
PAIRWORK	a learning activity which involves learners working together in pairs.
PEDAGOGY	the study of teaching methods and approaches.
PEER OBSERVATION	Observation of a teacher or trainee by a colleague of equal status.
ROLE PLAY	Classroom activities in which pupils take the <i>roles</i> of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, pupils might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.
SCANNING	A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with <i>skimming</i> or <i>skim reading</i> , which is a type of rapid

	reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.
SECOND LANGUAGE ACQUISITION (SLA)	(<i>in applied linguistics</i>) the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.
SELF-CORRECTION	Correction by a learner of her/his own mistakes – usually possible only in the case of <i>post-systematic</i> errors.
SIMULATION	Classroom or training activities which reproduce or simulate real situations and which often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

VIII. АДАБИЁТЛАР РЎЙХАТИ

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