



ЎЗБЕКИСТОН RESPUBLIKASI
XALQ TAʼLIMI VAZIRLIGI

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

4.2
МОДУЛ

ХОРИЖИЙ ТИЛНИ ҲАҚИҚАТ ҚИЛТИШ МЕТОДИКАСИ

ЎҚУВ – УСЛУБИЙ МАЖМУА



ТОШКЕНТ-2018

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ХАЛҚ ТАЪЛИМИ ВАЗИРЛИГИ**

**НИЗОМИЙ НОМИДАГИ ТОШКЕНТ ДАВЛАТ ПЕДАГОГИКА
УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ХАЛҚ ТАЪЛИМИ ХОДИМЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ
ҲУДУДИЙ МАРКАЗИ**

“ХОРИЖИЙ (ИНГЛИЗ) ТИЛНИ ЎҚИТИШ МЕТОДИКАСИ”

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 ҳузуридаги 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 қўшимча чора-тадбирлар 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-ҳунар 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 касбий компетентлигини оширишни назарда тутади.

“Хорижий (инглиз) тилни ўқитиш методикаси” модулининг ишчи ўқув дастури хорижий (инглиз) тил ўқитувчилари малакасини ошириш курсининг ўқув дастури асосида тузилган бўлиб, у инглиз тили ўқитувчиларига замонавий таълим технологиялари ва методларнинг мазмун ва моҳиятини очиқ беради.

Модулнинг мақсади ва вазифалари

Модулнинг мақсади: умумий ўрта таълим мактаблари инглиз тили ўқитувчиларининг касбий билим ва кўникмаларини Давлат талаблари асосида чуқурлаштириш, янгилаш ва таълим-тарбия жараёнида замонавий таълим технологиялари ва методларидан фойдаланиш имконини берадиган компетенцияларини ривожлантириш.

Модулнинг вазифалари:

- умумий ўрта таълим мактабларининг инглиз тили ўқитувчиларининг назарий ва амалий, педагогик-психологик, методик тайёргарлиги даражасини орттириш;
- умумий ўрта таълим мактабларининг инглиз тили ўқитувчиларида инглиз тилини ўқитишда замонавий таълим технологиялари ва методлари

хақидаги методологик билимларни шакллантириш, кўникмаларини таркиб топтириш;

- таълим-тарбия жараёнида замонавий таълим технологияларидан фойдаланиш учун зарур бўлган билим, кўникма ва компетенцияларини ривожлантириш;

- инглиз тилини ўқитишда замонавий таълим технологиялари ва методларининг ўзига хосликлари ва қўлланилиш соҳаларини аниқлаштириш.

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

Тингловчи:

- Хорижий тилларни ўқитиш мазмунини;
- хорижий тилларни ўқитишнинг мақсад ва вазифаларини;
- хорижий тилни амалий жиҳатдан ўрганишга қўйилган талабларни;
- хорижий тил ўрганишга маҳорат турларининг боғлиқлигини;
- хорижий тилларни ўқитиш жараёнига давлат таълим стандартлари, янги дастур, фан янгиликлари, ўқитишнинг янги усулларини сингдириб боришни;
- хорижий тиллар бўйича ўрта махсус ва олий таълимнинг давлат стандартларини;
- модулга оид материаллар ва янги дарсликларни қўллашнинг интерфаол услубларини **билиши**;
- хорижий тил ўқитишнинг замонавий методларини қўллай олиш;
- замонавий талаблар асосида дарс ишланмасини ишлаб чиқиш;
- хорижий тил бўйича ўқувчилар билим, кўникма, малакаларини баҳолаш ва назорат топшириқларини тузиш;
- дарсларни кузатиш, таҳлил қилиш ва баҳолаш **кўникмаларига**;
- дарсда ишчанлик ўйинларидан ўринли фойдаланишни;
- ўқув фани воситасида ўқувчиларда миллий ғоя ва миллий мафкура белгиларини шакллантиришни;
- ўқитиш методикасига оид билимларни янгилаб бориш, кенгайтириш ҳамда амалий фаолиятда қўллашни;
- ўқув материали моҳиятини ўқувчига етказиш ва хорижий (инглиз) тилни ўрганишнинг оптимал усулларини излаб топишни;
- янги методик адабиётлар, ўқитишнинг техник воситалари, компьютер технологияларидан фойдаланиш **малакаларига**;
- илғор педагогик технологиялардан касбий фаолиятда фойдаланиш;

- инглиз тили ўқитувчиси замонавий талаблар даражасида дарсларни ташкил қилиш ва ўтказиш **компетенцияларига эга бўлиши лозим.**

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Хорижий (инглиз) тилни ўқитиш методикаси” модули маъруза ва амалий машғулотлар шаклида олиб борилади.

Назарий машғулотларда хорижий (инглиз) тил ўқитиш бўйича яратилган ўқув-услугий мажмуалар таркиби, дарс ишланмаларига қўйилган талаблар, хорижий (инглиз) тил ўқитишнинг ўзига хос хусусиятлари ва уни ўқитиш методикаси ҳақида маълумотлар берилади.

Амалий машғулотларда дарс ишланмаларини тузиш, ўқувчилар билимини баҳолаш, дарсларни кузатиш ва таҳлил қилиш ўргатилади.

Машғулотларда техник воситалардан, кўргазмали ва тарқатма материаллардан, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш ва бошқа интерактив таълим усулларида фойдаланиш назарда тутилади.

Модулнинг ўқув режадаги бошқа фанлар билан боғлиқлиги ва узвийлиги

Модул мазмуни ўқув режадаги “Ўзбекистонда таълим-тарбия жараёнларининг ҳуқуқий-меъёрий асослари”, “Таълим-тарбия технологиялари ва педагогик маҳорат”, “Таълим жараёнларида ахборот-коммуникация технологияларини қўллаш” блоклари, “Хорижий (инглиз) тилни ўқитишда замонавий ёндашувлар ва инновациялар” модули билан узвий боғланган ҳолда педагогларнинг касбий педагогик тайёргарлик даражасини орттиришга хизмат қилади.

Модулнинг услубий жиҳатдан узвий кетма-кетлиги

Асосий қисмда модулнинг мавзулари мантиқий кетма-кетликда келтирилади. Ҳар бир мавзунинг моҳияти асосий тушунчалар ва тезислар орқали очиқ берилади. Бунда мавзу бўйича тингловчиларга етказилиши зарур бўлган билим ва қўникмалар тўла қамраб олиниши керак.

Асосий қисм сифатига қўйиладиган талаб мавзуларнинг долзарблиги, уларнинг иш берувчилар талаблари ва ишлаб чиқариш эҳтиёжларига мослиги, мамлакатимизда бўлаётган ижтимоий-сиёсий ва демократик ўзгаришлар, иқтисодий эркинлаштириш, иқтисодий-ҳуқуқий ва бошқа соҳалардаги ислохотларнинг устувор масалаларини қамраб олиши ҳамда фан ва технологияларнинг сўнгги ютуқлари эътиборга олиниши тавсия этилади.

Модулнинг таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар хорижий (инглиз) тил ўқитиш методикасини ўрганиб, мустаҳкамлаб, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Ҳаммаси	Жами ўқув юклараси	Жумладан			Мустақил таълим
				назарий	амалий	қўчма машғулот	
1.	Хорижий (инглиз) тил дарсларида тинглаб тушунишга ўргатиш	4	4	2	2		
2.	Хорижий (инглиз) тил дарсларида гапиришга ўргатиш	4	4	2	2		
3.	Хорижий (инглиз) тил дарсларида ўқишга ўргатиш	4	4	2	2		
4.	Хорижий (инглиз) тил дарсларида ёзувни ўргатиш	4	4	2	2		
5.	Хорижий (инглиз) тил дарсларида лексикани ўргатиш	4	4	2	2		
6.	Хорижий (инглиз) тил дарсларида грамматикани ўргатиш	4	4	2	2		
7.	Хорижий (инглиз) тил дарсларида баҳолаш усуллари	4	2		2		
8.	Бошланғич синфларда хорижий (инглиз) тил ўқитиш методикаси	10	8	2	6		2
9.	Ўқувчиларни ўз-ўзларини бошқариш ва ҳамкорликда ишлашга ўргатиш	4	4		4		
10.	Хорижий (инглиз) тил ўқитишда график органайзерлар ва уларни қўллаш усуллари				2		
11.	Замонавий методикада асосий ва ёрдамчи воситалар			2			2

12.	Хорижий (инглиз) тил ўқитишда дидактик ўйинлардан фойдаланиш	4	2		2		
13.	Хорижий тил ўқитишда “Case-study” усулидан фойдаланиш			2			
14.	Кўчма машғулот	8	8			8	
Жами		58	54	18	28	8	4

НАЗАРИЙ ВА АМАЛИЙ МАШЎУЛОТЛАР МАЗМУНИ

1-мавзу: Хорижий (инглиз) тил дарсларида тинглаб тушунишга ўргатиш

Тинглаб тушуниш нутқ фаолиятининг рецептив тури ва малака сифатида хорижий (инглиз) тилда тинглаб тушунишдаги қийинчиликлар ва уларнинг таҳлили. Тинглаб тушунишнинг тил материални ўрганишда қўллаш. Янги нутқ бирликларининг тақдимот, машқ қилиш, қўлланиш босқичларини тинглаб тушунишсиз тасаввур эта олмаслик. Тинглаб тушунишни ўргатиш бўйича турли йўналишларнинг амалиётда қўлланиши. Тил материални, кейин нутқ фаолиятини ўргатиш, тинглаб тушунишга мўлжалланган машқлар системаси.

2-мавзу: Хорижий (инглиз) тил дарсларида гапиришга ўргатиш

Гапириш – бирор фикрни изҳор этиш мақсадида муайян тилдаги лексик, грамматик ва талаффуз ҳодисаларни қўллашдан иборатлиги. Гапиришнинг психофизиологик механизмлари. Гапиришга ўргатишнинг турли йўллари.

3-мавзу: Хорижий (инглиз) тил дарсларида ўқишга ўргатиш

Ўқиш ва унинг турлари (scanning, scimming, spread reading) ҳақида тушунча бериш. Ўқиш кўникма ва малакаларини ривожлантиришга йўналтирилган усуллар ёрдамида берилган топшириқларни таҳлил қилиш. Ўқиш техникасини ривожлантиришнинг турли йўллари.

4-мавзу: Хорижий (инглиз) тил дарсларида ёзувни ўргатиш

Синфда бажариладиган ёзма мақларни ташкил этишнинг анъанавий усули. Унинг ижобий ва салбий томонлари. Синфда бажариладиган ёзма мақларни ташкил этишнинг ноанъанавий усули. Ёзма машқнинг қизиқарли бўлиши, ўқувчи ҳаётдан олинганлиги, коммуникатив мақсадли бўлиши принциплари. Бир неча машқлар амалда қилиб кўрсатилади. Дарсликда машқлар ва улар билан ишлаш йўллари. Ёзма машқнинг коммуникатив

йўналишда ташкил этиш. Самарали ёзма машқларнинг уч босқичдан иборатлиги ўргатилади

5-мавзу: Хорижий (инглиз) тил дарсларида лексикани ўргатиш

Сўзнинг маъно жиҳатдан турлари, сўз ясалиши: префикс, суффикс, қўшма сўз кабиларни ўргатишнинг самарали йўллари. Инглиз тилида синоним ва антонимларни ўргатиш методикаси.

6-мавзу: Хорижий (инглиз) тил дарсларида грамматикани ўргатиш

Хорижий тил ўқитишда грамматиканинг роли. Грамматикани ўргатиш методлари. Грамматикани замонавий ёндашувлар ва инновациялар ёрдамида ўқитиш методикаси.

7-мавзу: Хорижий (инглиз) тил дарсларида баҳолаш усуллари

Хорижий тил ўқитишда баҳолаш методлари. Халқаро стандарт доирасида баҳолаш, уларнинг турлари.

8-мавзу: Бошланғич синфларда хорижий (инглиз) тил ўқитиш методикаси

Инсон янги маълумотни ўрганиш ҳолатига қараб уч хил тоифага бўлинади: 1) Кўриб ўрганувчи (визуал), 2) эшитиб ўрганувчи (аудио), 3) ушлаб ўраганувчи (кинестетик). хорижий (инглиз) тилни ўргатиш жараёнида, хусусан бошланғич синф ўқувчиларини қайси тоифага киришини инobatга олиб тил ўргатиш мувафақиятга эришишнинг муҳим омилidir. Учала тоифани қамраб олиш маҳорати. Уч тоифадаги ўқувчиларга ёндашув ва уларнинг ўрганиш қобилиятларига қараб машқлар танлаш. Тилни ўргатишнинг оптимал усуллари.

Бошланғич синфларда хорижий (инглиз) тилни ўргатишдаги муаммоларни аниқлаш ва уларни бартараф этишнинг ўзига хос томонларини аниқлаш йўллари. Кичик ёшдаги (7-12 ёш), ўсмир ёшидаги (13-17) ва катта ёшли тил ўрганувчиларнинг инглиз тилини ўрганиш услубидаги фарқларни аниқлаш. Самарали ўқув муҳитини яратишда ўқитувчига ёрдам берувчи услуб ва йўллари аниқлаш методлари.

9-мавзу: Ўқувчиларни ўз-ўзларини бошқариш ва ҳамкорликда ишлашга ўргатиш

Ўқувчилар билан инглиз тили фани йўналишида ўтказиладиган синфдан ва мактабдан ташқари тадбирлар ҳақида. Синфлар кесимида (1-4 –

синфлар ва 5-9 – синфлар) синфдан ташқари тадбирларни режасини ишлаб чиқиш ва унга сценарий яратиш. Ўқувчиларни мустақил ва танқидий фикрлашга ўргатиш. Дарс жараёнида ўқувчиларни яқка, жуфтликда, кичик ва катта гуруҳларда ишлашга ўргатиш технологиялари. Ўқувчиларни ўз-ўзларини бошқариш ва ҳамкорликда ишлаши учун муҳитини яратиш.

10-мавзу: Хорижий (инглиз) тил ўқитишда график органайзерлар ва блоггинглар

Инновациялар даврида Интернет сайтлари ва уларнинг таснифи. Инглиз тили фанига оид сайтлар ва улардан дарсда фойдаланиш методикаси. Инглиз тили ўқитувчилари касбий маҳоратини ҳар томонлама оширишга мўлжалланган маҳаллий <http://eduportal.uz>, <http://ziyonet.uz>, http://ziyonet.uz/learning/learning_eng/ ҳамда глобал www.teachingenglish.org.uk, www.englishclub.com, www.englishforyounglearners.org, сайтлари билан таништириш, ундаги блокларда ишлаш ва улардан қандай фойдаланиш юзасидан тавсиялар бериш. График органайзер турлари ва улардан самарали фойдаланиш йўллари.

11-мавзу: Замонавий методикада асосий ва ёрдамчи воситалар

Инглиз тили дарсларини режалаштиришнинг ўзига хос жиҳатлари. Инглиз тили дарсларининг асосий кўриниши. Аутентик (Authentic materials) ва ёрдамчи (technical and nontechnical aids) воситалар ҳақида тушунча. Замонавий методлар асосида дарс лойиҳасини тузиш. Дарс ташкил этишнинг хилма-хил шакллари. Ушбу режаларнинг дастур, дарслик, ўқитувчи китоблари асосида тўғри тузиш йўллари.

Дарсларни тўғри режалаштириш, ўқувчилар билан ишлаш кўникмаларини шакллантиришга йўналтирилган амалий машқ ва топшириқлар.

12-мавзу: Хорижий (инглиз) тил ўқитишда дидактик ўйинлардан фойдаланиш

Ролли ўйинлар. Муаян ҳолатни (вазият) ўрганиш ва бошқалар) орқали синаб кўриш. Дидактик ўйинли технологиялар бошланғич синфларда ўқувчи фаолиятини фаоллаштириш ва жадаллаштиришга асосланганлиги.

Дидактик ўйинларнинг асосий турлари: Интеллектуал (ақлий), ҳаракатли ва аралаш ўйин турлари. Фанларнинг ўқитиш сифатини ошириш ва ўқувчиларда таҳлил қилиш, мантиқий фикрлаш, тадқиқ қилиш, ҳисоблаш,

ўлчаш, яшаш, синаш, кузатиш, солиштириш, хулоса чиқариш, мустақил қарор қабул қилиш, гуруҳ ёки жамоа таркибида ишлаш кўникмаларини шакллантиришга йўналтирилганлиги.

Ўйинда иштирок этувчилар сонига кўра дидактик ўйин турлари: Индивидуал ўйинлар, Гуруҳли ўйинлар, Оммавий ўйинлар, Сюжетли ролли ўйинлар, Ижодий ўйинлар, Ишбилармонлар ўйини, Ўйин машқлар

Ўқувчилар фаолиятига кўра турлари: Ўқувчи фаолиятини ўзлаштиришни талаб этадиган ўйинлар, Билимлар мустақил қўлланиладиган ўйинлар, Заковатни ривожлантирувчи ўйинлар.

Дидактик мақсадига кўра: Таълим-тарбия берувчи ўйинлар, Билимларни мустаҳкамловчи ўйинлар, Ўқув материални такрорловчи ўйинлар, Билимларни назорат қилувчи ўйинлар.

13-мавзу: Хорижий тил ўқитишда “Case-study” усулидан фойдаланиш

Хорижий тил ўқитишда “Case-study” усулидан фойдаланишнинг аҳамияти ва афзаллик томонлари. Кейс турлари.

14-мавзу: Инглиз тили дарсларини кузатиш ва таҳлил қилиш

Мактаб дарсининг ўқув жараёнидаги ўрни, аҳамияти ва унинг типлари. Дарсга қўйилган дидактик талаблар. Дарсга касбий тайёргарлик: ташкил қилиш ва ўтказиш. Педагогик ижодкорлик. Дарсларга кириш ва уларни таҳлил қилиш техникаси. Тренинглар ва уларни оддий дарслардан фарқи. Дарс давомида синф тахтаси, кўргазмали қуроллар, плакат, слайдлар, техник воситалар билан ишлаш техникаси.

Дарс таҳлилининг турлари. Дарс кузатувчиларининг вазифалари ва уларга қўйиладиган талаблар.

Кўчма машғулот “Хорижий (инглиз) тилни ўқитиш методикаси” модули доирасида, талаб даражасидаги моддий-техника базага эга ва илмий-услубий жиҳатдан тажрибали ўқитувчилар ва мутахассислар фаолият кўрсатаётган умумтаълим муассасаларида ташкил этилади.

15-мавзу: Инглиз тили дарсларини кузатиш ва таҳлил қилиш

Хорижий тил ўқитишда замонавий метод ва усуллар ҳамда ишлаб чиқаришга қўлланиши бўйича тадқиқотлар билан танишиш.

Кўчма машғулот “Хорижий (инглиз) тилни ўқитиш методикаси” модули доирасида, талаб даражасидаги моддий-техника базага эга ва илмий-услубий жиҳатдан тажрибали профессор-ўқитувчилар ва мутахассислар фаолият кўрсатаётган олий таълим муассасаларининг мутахассислик кафедралари, илмий-текшириш институтлари ва бошқа

ижтимоий соҳа муассасаларда ташкил этилади.

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан 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

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. 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.

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.

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)

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

PRESENTATION

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

CLT

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, it considers *using* the language to be just as important as actually *learning* the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

Understanding occurs through active student **interaction** in the foreign language

Teaching occurs by using authentic English texts

Students not only learn the second language but they also learn strategies for

understanding

Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons

Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

THINK, PAIR AND SHARE

Establish a problem or a question. Pair the students. 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 student explain a concept while the other student evaluates what is being learned. Apply different variations of the process.

Q&A SESSIONS

On the heels of every topic introduction, but prior to formal lecturing, the teacher requires students 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 student-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 student guesswork concerning the order of student involvement.

Keep it open-ended — If necessary, rephrase student 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.

III. НАЗАРІЙ МАТЕРІАЛІАР

LESSON 1: TEACHING LISTENING IN ENGLISH LESSONS

Objectives:

- to raise participants' awareness of typical characteristics of authentic listening texts
- to allow participants to explore the advantages of and possible problems in using authentic listening texts in classrooms

- to expose participants to different types of listening activities
- to help participants explore important tips for developing listening skills

Warm-up

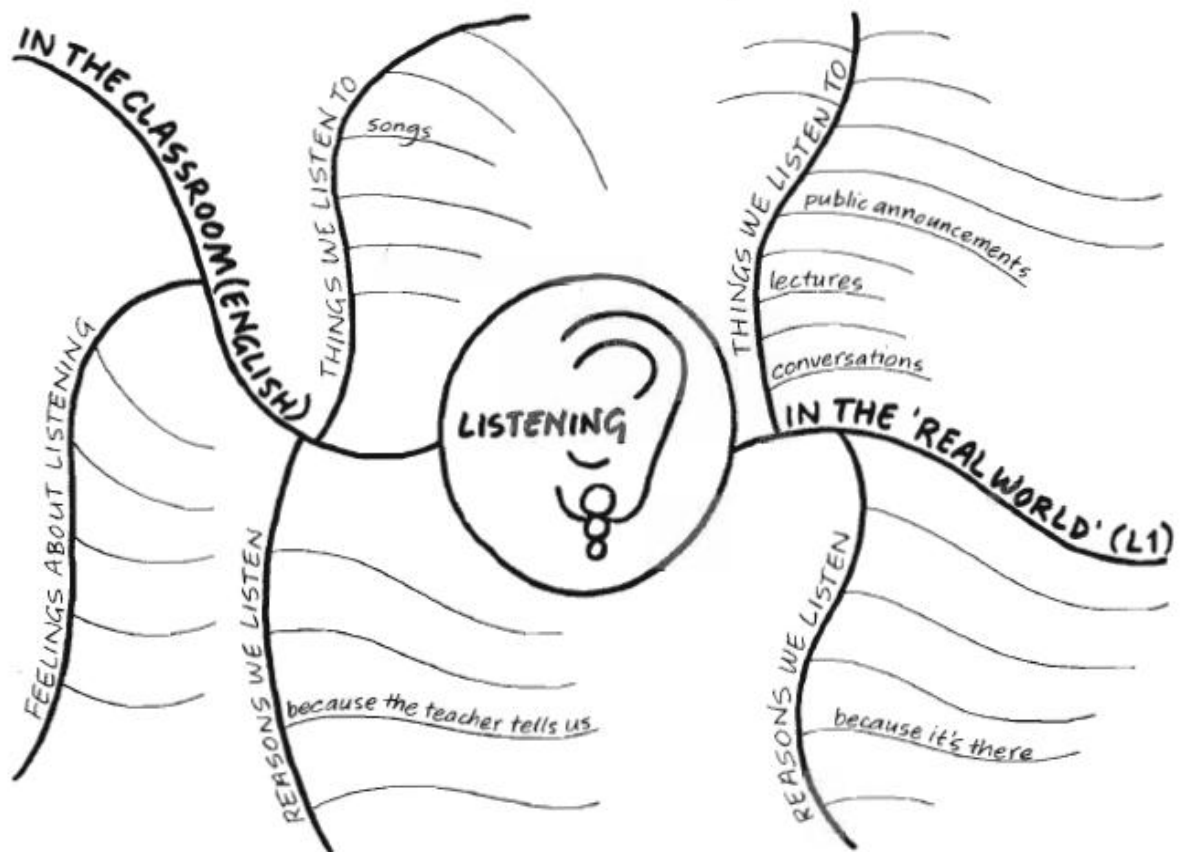
Time: 10 min

Materials: handout 1

► Procedure:

☺ ☺ ☺. Complete the listening Mind Map for comparing listening outside the classroom with listening to English inside the classroom. Use the prompts written on the branches. A few examples have been done for you.

Handout 1. Listening Mind Map



► Discuss answers to the focus questions:

1. What are the differences between listening to L1 outside the classroom and listening to English inside the classroom. Give at least three examples.
2. How can a teacher make the purpose of a listening activity clear to the learners?
3. How can a teacher help to reduce learners' worries or negative feelings about listening in the classroom? Suggest at least three ways.

Activity 1. Eliciting types of listening

Objective: to raise participants' awareness of types of listening and listening subskills

Time: 25 min

Materials: board, markers, recordings 1 and 2, CD player, handouts 1 and 2

► Procedure:

We do not listen to everything in the same way. There are several different listening subskills. Which subskill we use depends on our reason for listening. We might listen for **gist/global understanding**, **specific** information, **detail** or to **infer attitude** (listening to see what attitude a speaker is expressing). Other ways of listening are listening **intensively** and **extensively**. The reason for listening influences the amount and kind of information we need to listen for. For example, when listening to a train announcement for specific information we might simply need to hear some times, but when listening for the details in some important news we might want to make sense of every word to find out what exactly happened and why.

Practice task.

For questions 1-7 match the teachers' comments with the aspects of listening listed A-H. There is one extra option which you do not need to use.

Aspects of listening

- | |
|---|
| <p>A listening for specific information</p> <p>B listening extensively</p> <p>C listening for detail</p> <p>D listening for gist</p> <p>E activating students' knowledge of the world</p> <p>F working with authentic texts</p> <p>G deducing meaning from context</p> <p>H dealing with connected speech</p> |
|---|

Teachers' comments

- 1 My students find it hard to recognise the pronunciation of individual words and sounds when they hear people speak in the street.
- 2 Students only need to recognise words like numbers and names to practise this subskill.
- 3 I always ask my students what information they can tell me about the topic before we start listening.
- 4 I tell my students that they can use the situation to help them understand meaning.
- 5 It's nice if learners can just listen to a story and enjoy it without doing a task on it.
- 6 Some listening texts in the coursebook are extracts from real TV programmes and real conversations. The students think they're challenging but useful.
- 7 The first listening task I give my students is usually one in which they have to decide on the general meaning of the text.

Activity 2 Using authentic and non-authentic listening texts

Objective: to help participants explore the advantages of and possible problems (or difficulties) in using authentic and non-authentic listening materials

Time: 20 min

Materials: board, markers

► Procedure:

- ☺ (2 min) Ask participants the following question:

~ *Do you usually use authentic listening texts in your classrooms? Why/Why not?*

- (5 min) Put participants in groups of 4 and ask them to write possible advantages and disadvantages (or difficulties that their students might encounter) in using authentic and non-authentic listening materials in their classrooms.

- ☺ (4 min) Draw a chart on the board (see below for layout) and collect the answers.

Possible answers:

Authentic Materials	Advantages	Problems
	exposure to authentic conversation informal spoken language exposure to different accents	usually long background noise might interfere unknown vocabulary fast speech
Non-authentic Materials	language is clear language structures are repeated (e.g. can) vocabulary can be taken from the textbook good for revising vocabulary and grammar suitable for even elementary students	usually boring students might be deceived about the nature of the real life listening students who are always exposed to non-authentic listening texts might find it difficult to communicate in real life

- (7 min) Summarise the advantages and possible disadvantages of using authentic and non-authentic materials to develop listening skills. Ask the following questions:

~ *Which of the recordings would you use in your classroom to develop your*

students' listening skills? Why?

~ What can you do if the authentic recording is difficult for your learners?

Possible answers:

1. Answers may vary.
2. to design easy tasks; give the tape script to the students, do pre-listening activities, etc

• (2 min) Introduce the term “semi-authentic” texts. Explain that semi-authentic texts are close to real life but with certain adaptations. Tell participants that nowadays most of the modern textbooks (like Headway, Inside Out or Reward) contain authentic and semi-authentic listening texts.

□ Establish that although listening to authentic texts is more difficult, students should be exposed to real-life listening too as it helps to develop listening and communication skills.

Activity 3. Dos and don'ts of developing listening skills

Objectives: to allow participants to reflect on the session; to raise participants' awareness of the main principles of developing listening skills

Time: 15 min

Materials: handout 4 per group, handout 5 per participant

► Procedure:

☺ ☺ ☺ (6 min) Put participants into 4 groups and distribute handout 4 □ cut into strips. Ask participants to reflect on this session and their own learning and teaching experience and decide what a teacher should do or not do to develop students' listening skills. Ask the first two groups to sort out the statements which they would recommend a teacher should do (*dos*) and the other groups to sort out the statements which they would not recommend to a teacher (*don'ts*). Ask them to be ready to justify their choices. Ask groups to add at least 2 more tips (*dos* or *don'ts*).

Possible answers:	
Dos and don'ts of developing listening skills	
Dos	Don'ts
Encourage students to listen to authentic texts (radio, TV, etc.) more often. Use visual aids to support listening comprehension. Set clear objectives for listening.	Play the tape without assigning tasks. Tell your students they have to understand every word they hear. Distribute the tape script before listening.

<p>As a general principle, try to play the recording once for overall comprehension. Then play the recording again for students to listen for specific details.</p> <p>Use pre-listening tasks to prepare students for listening, to introduce new vocabulary etc.</p> <p>Encourage your students to listen to different accents of English.</p> <p>Prepare simple tasks if the listening text is difficult.</p> <p>Make sure that students know why they're listening.</p> <p>Maximize the use of material that is relevant to students' real life.</p> <p>Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise level, and genre.</p> <p>Brainstorm students' ideas on the topic they are going to listen to. This will help them to focus on the listening text.</p>	<p>Set difficult tasks if the listening text is difficult.</p> <p>Play recordings which are more than 10 min in length</p> <p>Play the recording without preteaching the essential vocabulary</p> <p>Use authentic listening texts only with advanced students.</p>
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☺ (4 min) Ask groups to mingle and have a look at other groups' work. Discuss the statements in the whole group if necessary

☺ (5 min) Invite random responses for each statement in the whole group; discuss similarities and differences in their decisions and ask participants to provide examples from their own experience if applicable. Ask groups to share the additional tips which they have written. Distribute handout 5□ for their reference.

Activity 4

Story-telling (optional)

Objective: to expose participants to listening to stories and making predictions

Time: 15 min

Materials: handout 3

► Procedure:

- ☺ (2 min) Ask the following question:

~ *What or whom do you usually listen to?*

Possible answer: Radio, TV, tape-recorder, people etc

- Tell participants that authentic listening does not only mean listening to tapes, TV, radio but also people. Explain that story-telling can also be used to develop students' listening skills where students listen to the teacher.
- (2 min) Show handout 3□ (picture of a monk) and elicit the word "monk". Tell participants that the title of the story is "The secret of monks" and ask the following question:
~ *What do you think this story might be about?*
- Accept any answers. Ask them to listen to the story very carefully and to answer your questions.
- (8 min) Tell the story to participants making necessary pauses and asking the questions in the boxes. Accept any answers. Do not make any comments.

The secret of monks

Once upon a time I met one of my friends. We used to study together.

*Where do you think they studied together?
At school? University?*

We used to study together at the University and I haven't seen him since we graduated. I asked him what he was doing, where he was working.

*Where do you think he (friend) worked?
What was his profession?*

It turned out that he became a monk. Suddenly a strange and very loud noise came from the church behind us. Then I ...

What did he (the author) do?

Then I asked him what this noise was. My friend just smiled and said that ...

What did he (the friend) say?

He said "Sorry, I can't tell you, because you are not a monk". After that I

What did he (the author) do then?

After that I became a monk and found out the secret.

What do you think the secret was?

Do you want to know the secret?

Sorry, I can't tell you, because you are not monks.

☺ (3 min) Ask participants the following questions:

~ *Who did you have to listen to during the activity?*

~ *Is story-telling close to real-life communication? Do you listen to stories told by others quite often?*

~ *Do you tell stories to your students? Why/Why not?*

□ Establish that in real life listening and speaking usually come together. In order to develop listening skills students should be exposed to listening not only to tapes but to their teacher and their peers as well.

Summary

- Establish the following:
 - ~ the use of authentic listening materials is important in developing students' listening and communication skills;
 - ~ semi-authentic materials can be handy when learners are not prepared to work with authentic materials;
 - ~ not only recordings but also the teacher herself can serve as a source of listening and be used to develop listening skills;
 - ~ while planning a listening activity for learners a teacher should keep certain principles in mind.

LESSON 2: TEACHING SPEAKING IN ENGLISH LESSONS

Objectives:

- to introduce some techniques for teaching speaking
- to expose participants to ways of teaching speaking to elementary learners
- to help participants explore some characteristics of a good speaking activity

Lead-in. warm-up activity. Find someone who...

Materials: handout 1, flipchart/board, markers

Time: 10 min

► Procedure:

☺ ☺ ☺ 1. Trainees read the find someone who statements about teaching speaking activities in the box.

2. They walk around the classroom and find at least one person in their class who agrees with each statement and write their names next to the statement.

(there is one rule they can ask only two questions to one person)

STATEMENT	NAME
Find someone who.....likes pair work	
.....enjoy drills	
.....doesn't like creating a dialogue and acting it out	
..... doesn't like speaking in front of the whole class	
..... likes it when one student reads aloud to the whole class from a text	
..... likes speaking classes where one learner gives a talk	
..... enjoys speaking foreign languages with his or her classmates, even out of class	
..... dislikes role-plays	
..... likes discussion classes where the whole class discusses a topic together	
..... likes activities using visuals	
..... enjoys group work	
..... likes guessing games	
..... enjoys using questionnaires	
..... likes drama activities	

Activity 1. Chain story

Objective: to introduce a chain-story technique

Time: 10 min

Materials: none

► Procedure:

☺ (5 min) Tell participants that this time they are going to create stories in pairs. Tell them that one person in each pair should continue the story by giving a sentence in the past. The second person in each pair adds another sentence to the story and so on. Begin the story by giving the first sentence.

e.g. T: Once I went for a holiday to the sea...

Student A: ...and when I was walking along the coast I saw a strange bottle in the sand.

SB: ...so, I picked up the bottle and saw that it had something inside...

SA: ...

☺ (2 min) Stop the activity after about 3 min. Ask some participants to say what their stories were about.

(3 min) Give participants two minutes to make notes in the grid.

Activity 3 Keep talking

Objective: to introduce an activity to develop fluency

Time: 15 min

Materials: handout 3

► Procedure:

☺ (2 min) Tell participants that they are going to experience a fluency-oriented activity called 'Keep Talking'. Tell them that they are going to work in pairs and each of them will need to speak for 1 min on the topic given by the trainer. Explain to participants that one person in each pair will be speaking and the other will be listening without interrupting the speaker. Model the activity with one of the participants.

☺ (10 min) Give out the cards with the topics (handout 3) to each participant e.g. Pets, favourite food, clothes, books, hobbies, etc Tell them that one of them is a 'speaker' and the other is a 'listener'. Give participants about 30 sec to prepare.

Time the activity for 1 min. Stop it. Tell them to switch roles. Time the activity for 1 min again. Then stop the activity.

☺☺ (3 min) Give participants a couple of minutes to discuss their impressions in pairs. Give them some time to make notes in the grid.

Activity 4 Analysing the activities

Objective: to analyse the activities, to discuss some techniques for teaching speaking to students of different levels

Time: 20 min

Materials: flipchart/board, markers

► Procedure

☺ (5 min) Tell participants that now they are going to discuss the activities from the point of view of teachers. Put participants in groups of four. Allot one activity to each group to analyse. Tell them to discuss the questions on the grid from a teacher's point of view.

Possible answers to the questions in the grid:

	Activity 2	Activity 3
	Chain Story	Keep Talking
a. What was the objective of the activity?	<i>to practise past tenses, story telling</i>	<i>to develop fluency</i>
b. What language level was the activity?	<i>pre-intermediate/ intermediate</i>	<i>advanced</i>
c. What language (grammar, vocabulary) did the activity practise?	<i>present or past simple+vocabulary</i>	<i>any tense+ vocabulary</i>
d. Can it be adapted to a different level? How?	<i>Yes - by adding or removing pre-stages</i>	<i>Yes - by adding or removing pre-stages</i>
e. What are the advantages of and possible problems in the activity?	<i>develops imagination; fun; practising structures</i>	<i>Develops fluency; can practise any structures or vocabulary depending on the topic cards in fluency developing activities Ss might need help with vocabulary/difficult to manage big classes</i>

- ☺ (5 min) Ask participants to share their ideas with the whole group.
- ☺ (5 min) Ask participants to work in groups and make up a list of characteristics of a good speaking activity on the basis of the activities that they have experienced.
- ☺ (5 min) Collect all the ideas on the board.

Possible ideas:

A Good Speaking Activity:

- is communicative
- gives a reason for learners to speak
- is appropriate to the level and age of your students
- is flexible
- is adaptable
- is involving (all students participate)
- is interesting
- develops fluency
- allows students' own contributions
- allows students to choose the language (vocabulary and grammar structures)

Optional activity

Ask participants to share their favourite speaking activities if time allows.

Task. They have lost their tongues

In this task teachers discuss problems of teaching speaking and think about possible solutions.

Step 1. Common problem in speaking classes is that some learners don't say much in their classes, even if they are asked to. Why don't they? What problems have met in speaking classes, either as a teacher or a learner. List some typical problems to do with teaching speaking.

Step 2. Read the statements (1-7) and the possible solutions (A-K). Match each problem to one or more solutions

Statements

- 1 My class says they don't have anything to say and don't like speaking English.
- 2 My learners say they can't talk because they'll make lots of mistakes.
- 3 My learners say their friends will laugh at them if they talk.
- 4 My learners say they don't know how to say anything in English.
- 5 My pupils just don't understand what they should do in group work; I've given up!
- 6 My pupils are all really shy and aren't say anything. They say they aren't good enough.
- 7 My class just speaks in their own language if we do group work.

Some possible responses:

- 1 a, b, f, j.
- 2 b, d, e, i.
- 3 h, i, k.
- 4 a, b, d, f, j, k.
5. c, g, k.
- 6.a, b, d, h, i, j.
7. a, i, j.

Possible solutions

- a Keep speaking as much English as you, yourself, can, so your class gets used to hearing English in the classroom.
- b Teach learners the necessary language for the activity, or revise it; practise an example with them first.
- c Ask a learner to repeat the instructions of an activity to the rest of the class.
- d Don't correct all mistakes: in some speaking classes, encourage learners to speak but don't correct their English continually while they are speaking.
- e Correct mistakes at the end of an activity (you can collect a list as you go around the class listening).
- f Teach your class 'helping' language e.g., 'How do you say ... in English?' 'It's my turn.'
- g Repeat instructions in a different way in case some learners weren't listening or didn't quite understand.
- h Encourage your learners to support each other; discourage learners who laugh at others.
- i Give your learners a lot of encouragement and praise. For example, say 'Well done!' or 'You did really well during that activity.'
- j Tell your learners very specifically WHY it is important to speak English in class or discuss with them why they don't want to speak English.
- k Ask some learners to do an example together in front of the class.

Activity 4. Case study.

Read the case study and then answer the Focus questions.

Case study

I teach a class of fourteen-year-olds and recently I have been introducing more speaking into our classes. Pair work activities usually work quite well, but a few weeks ago I started to try group work, where the learners work together in groups of three or four. Again, most learners seem to like it and try to talk English. But there are some problematic students in the group. My main problem is Emil: if we do group work, he dominates the group and talks a lot and loudly in (L1) but doesn't say much in English unless I go to his group and stand there listening. He says he is not very interested, but I know he could perform much better. Maybe I should just give up this group work – it just doesn't work.

Focus questions.

1. Describe the problem with Emil.
2. Why do you think this problem exists?
3. Think of at least three solutions for the problem.

Summary

In conclusion establish the following:

- it is possible to start teaching speaking at the elementary level
- it is possible to adapt speaking activities to different levels
- it is important to use small groups or pairs during speaking activities so that all students can practise speaking simultaneously

LESSON 3. TEACHING READING IN ENGLISH LESSONS

Objectives:

- To raise awareness of reading techniques and their purposes
- to give participants an opportunity to experience a reading lesson as learners
- to raise awareness of the different stages of a reading lesson, their objectives and interaction patterns
- to help participants explore the features of a good reading lesson

Lead-in (5 min)

Ask participants what work they and their students usually do with reading texts.

<p>Possible answers: read aloud and translate the text answer comprehension questions do vocabulary work retell the text</p>

Task 1. Discuss with participants the main types of reading techniques, their purpose and descriptions. After discussion ask them to give some examples for each type of reading technique.

Reading techniques and their purposes	
Reading technique	Description and purpose
1 Skimming	Reading a passage quickly to grasp the main idea (or gist).
2 Scanning	Reading a passage quickly to find specific information.
3 Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation.
4 Cloze exercise	Fill-in-the-blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together.
5 Outlining	Note-taking technique designed to help the reader see the overall organisation of a text.
6 Paraphrasing	The ability to say or write ideas in other words; measures the reader's understanding of the main ideas of a text.
7 Scrambled stories	Also known as 'jigsaw reading': the reader re-orders the mixed up pieces of a text to show he understands how a text fits together.
8 Information transfer	Exercise which requires readers to transfer information from the text into another form of related text or drawing (e.g. filling in a chart, tracing a route on a map); designed to measure comprehension.
9 Making inferences	'Reading between the lines': the reader understands what is meant but not stated in a passage.
10 Intensive reading	Reading carefully for <i>complete</i> , detailed comprehension, (e.g. main ideas, details, vocabulary).
11 Extensive reading	Reading widely in order to improve reading comprehension, reading speed and vocabulary.
12 Passage completion	Finishing a reading passage (orally or in writing); involves predicting a logical or suitable conclusion based on a thorough understanding of the text.

Task 2

For questions 1-7 match the readers' statements with the ways of reading listed A-D. you will need to use some of the options more than once.

Ways of reading

A reading for detail
B intensive reading
C deducing meaning from context
D predicting

Readers' statements

- 1 Sometimes I know from just looking at the photo beside a text whether it's worth reading.
- 2 Looking at words around a word you don't understand can help you guess its meaning.
- 3 I always read the headline of an article to help me decide whether to read it further or not.
- 4 When I'm studying, I need to make sense of every bit of the writer's arguments so I have to read very carefully.
- 5 Thinking about your knowledge of a subject can sometimes help you understand words.
- 6 Sometimes I underline all the conjunctions in texts I read – it helps me follow the writer's argument.
- 7 I had to sign a contract last week so, before I read it, I made sure I understood completely every sentence in it.

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

Time: 45 min

Materials: board/flipchart, handout 1 and 2

Preparation: write the two questions and the words from pre-reading stage on the board or flipchart

Tell participants that now they are a group of intermediate learners who are going to have a reading lesson.

► **Procedure:**

Pre-reading (15 min)

☺ (5 min) Draw your 'students' attention to the questions on the board/flipchart and invite responses from volunteers. If necessary, be the first to answer the first question.

Have your parents ever told you a lie? If they have, what was it?

How did you feel when you found out you had been deceived?

☺ (4 min) Tell ‘students’ that they are going to read the story “The Prince and the Magician”. Ask them to predict what kind of story it is. Invite random answers. Then read the first sentence in the text and ask the question:

What three things didn’t the prince believe in?

Invite several random responses.

☺ (6 min) Ask ‘students’ to look at the words on the board and tell them they are from the story.

Ask ‘students’ to copy the words and underline those which they don’t know. ‘Students’ work individually and then compare their notes with their partner’s and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

While-reading (25 min)

☺ (5 min) Give out handout 1 with the text from ‘The Magus’ by John Fowles. Ask ‘students’ to read the story quickly and see how accurate their predictions were.

☺ ☺ ☺ (10 min) Make groups of four and ask ‘students’ to read the story again and answer the questions on handout 2. Then ‘students’ read the statements about the characters in the story and decide whether they agree or disagree with them. Walk around and listen in. After they have finished, ask each group to share their most interesting ideas with the rest.

(3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your ‘students’ which was more effective and easier for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

domain – an area of land owned and controlled by one person;

authentic – Here: real;

reproachfully – done in a way which shows your disapproval;

bear – to bravely deal with an unpleasant situation;

pensively – thoughtfully;

beckon – to make a signal to someone with your hand or arm, to show that you want them to come towards you;

shudder – to shake for a short time

☺ (7 min) Ask ‘students’ to think (individually!) of an open-ended question.

Explain to them that this should be a question the answer to which does not appear ‘on the surface’ of the story. If necessary, give your own example, e.g.

‘Did the prince forgive his father?’ Give them some time. In groups they ask and

answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite ‘students’ to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Post-reading (5 min)

☺ Ask ‘students’ to think of a time when they (or somebody they know well) were deceived. Ask them to make notes. The following questions can help them:

What was the situation?

Who were the people involved?

What thoughts and feelings were you/another person experiencing?

Tell your ‘students’ that their homework is to write a story (300-400 words) using the notes they made in class.

Activity 2 Discussing the simulated lesson

Objective: to analyse the lesson focusing on the stages, objectives and interaction patterns

Time: 30 min

Materials: slips of paper with the steps of two stages; handout 3

► Procedure:

☺ ☺ ☺ (5 min) Tell participants they are no longer learners but again teachers. Make four groups. Give two group slips of paper with the steps of the pre-reading stage of the lesson and the other two groups the steps of the while-reading stage (see table below, column 2 ‘Steps’, one bullet point for one slip) and ask them to put them in order.

When they have finished check the order.

(5 min) Elicit or give the names of each stage and the objective(s) of the stages. Give handout 3 to the participants and ask them to look at the interaction patterns. Tell them that they will need these handouts in another session.

Stage	Steps	Objectives	Interaction Pattern
Pre-reading	<ul style="list-style-type: none"> • Teacher wrote 2 Qs on the Bb (and answered the 1st one herself.) Some students answered the questions. • Ss made predictions about story they were going to read from its title. • Then they answered the question related to the first sentence of the story. • Ss copied the words from the Bb, underlined those words which they didn't know. • In pairs they compared their notes and taught each other. 	<p>to establish rapport with the class; to raise students' interest in each other to prepare Ss for reading the story by raising their interest in it.</p> <p>to introduce vocabulary with the help of peer teaching</p>	<p>T-C; S-T; S-Ss;</p> <p>S-T; S-Ss</p> <p>Ss worked individually S1-S2, S3-S4,</p>
While-reading	<ul style="list-style-type: none"> • Ss read the story to check their predictions. • Ss read the story again, this time more carefully, answered the Qs and discussed the statements. Then they shared their ideas with the whole class . Ss discussed the meaning of the words from the story. • Ss thought of their own questions, asked and answered them in their groups (and then did the same with the whole 	<p>to practise reading for gist.</p> <p>to practise reading for detailed information; to practise talking about the story to infer the meaning of words from the given context.</p> <p>to further practise talking about the story; to practise asking questions</p>	<p>Ss worked individually.</p> <p>Ss-Ss</p>

	class)		
Post-reading	<ul style="list-style-type: none"> Teacher asked three questions and Ss started thinking about their answers and making notes in class. At home Ss will use their notes to write a story. 	to prepare Ss for a personalized writing task	Students will work individually

☺ (5 min) After you and participants have analysed the lesson they have had as learners, ask them what else they can do to exploit the text.

Possible answers:

divide the story into parts and give headings for each;
 think of a different ending;
 think of adjectives that can be used to describe each character

Elicit from participants what they were asked to do at the post-reading stage in their lesson. *Answer:* They were asked to go beyond the text and produce a piece of writing which is only slightly related to the topic of the text.

☺☺☺ (15 min) Ask participants to discuss in their groups the characteristics of a good reading lesson. In a plenary discussion that will follow, try to establish the following points and put them on the board:

A GOOD READING LESSON

- has Pre-, While- and Post- stages
- has an interesting topic/content
- starts from background knowledge/experience
- has first reading for gist and then for detailed information
- deals with vocabulary in context
- involves other skills

Summary

Say that in this session participants have experienced a reading lesson as learners and analysed it as teachers they have also explored the characteristics of a good reading lesson.

Activity 1, Handout 1, The story

THE PRINCE AND THE MAGICIAN

Once upon a time there was a young prince, who believed in all things but three. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him such things did not exist. As there were no princesses or islands in his father's domains, and no sign of God, the young prince believed his father.

But then, one day, the prince ran away from his palace. He came to the next land. There, to his astonishment, from every coast he saw islands, and on these islands strange and troubling creatures whom he dared not name, As he was searching for a boat, a man in full evening dress approached him along the shore.

"Are those real islands?" asked the young prince.

"Of course they are real islands," said the man in evening dress.

"And those strange and troubling creatures?"

"They are all genuine and authentic princesses."

"Then God also must exist!" cried the prince.

"I am God", replied the man in full evening dress, with a bow.

The young prince returned home as quickly as he could.

"So you are back", said his father, the king.

"I have seen islands, I have seen princesses, I have seen God," said the prince reproachfully. The king was unmoved.

"Neither real islands, nor real princesses, nor a real God, exist."

"I saw them!"

"Tell me how God was dressed." "God was in full evening dress".

"Were the sleeves of his coat rolled back?"

"That is the uniform of a magician. You have been deceived."

At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress.

"My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know that those are not real islands and real princesses, because you are a magician."

The old man on the shore smiled.

“It is you who are deceived, my boy. In your father’s kingdom there are many islands and many princesses. But you are under your father’s spell, so you cannot see them.”

The prince returned pensively home. When he saw his father, he looked him in the eyes.

“Father, is it true that you are not a real king, but only a magician?” The king smiled and rolled back his sleeves.

“Yes, my son, I am only a magician.”

“Then the man on the shore was God.”

“The man on the shore was another magician.”

“I must know the real truth, the truth beyond magic.”

“There is no truth beyond magic,” said the king.

The prince was full of sadness. He said, “I will kill myself.”

The king by magic caused death to appear. Death stood in the door and beckoned to the prince. The prince shuddered. He remembered the beautiful but unreal islands and unreal but beautiful princesses.

“Very well,” he said. “I can bear it.”

“You see, my son,” said the king, “you too now begin to be a magician.”

JOHN FOWLES “The Magus”

Activity 1, Handout 2, Questions and statements for discussion

Answer the questions

Why didn’t the prince believe in three things?

Why did the prince believe his father when he said that the man he had met was not God?

What did the prince learn about his father?

Agree or disagree

The prince is a timid person who has no will power.

The prince’s father is a selfish and authoritarian man who doesn’t really love his son.

The magician is a cruel man who does not show any consideration for other people’s feelings.

LESSON 4. TEACHING WRITING IN ENGLISH LESSONS

Learning Outcomes

By the end of the session participants will:

- be able to define what makes a good writing task
- have experienced a good writing task

Key Learning Points

- A good writing task should have pre-, while and post writing stages
- A good writing task should have communicative purpose, be relevant and interesting to learners

Preparation

Before the session write on the poster the following for the Reflection stage:

A good writing task should have _____, _____ and _____ stages .

A good _____ task should have _____ purpose, relevant and interesting to learners.

1. Learning Outcomes

Objectives: to help participants to understand the session outcomes

Time: 5 minutes

Materials: none

Interaction: plenary

Procedure:

- Ask participants to work in pairs. Nominate them As and Bs.
- Distribute Handout A to As and Handout B to Bs.
- Say that As will dictate their sentence to Bs. Then Bs will dictate their sentence to A.
- Ask them to check their mini dictations.
- Say that these are the learning outcomes of the session.

Answer Key – see Learning Outcomes

2. Lead in

Objectives:

- raise teachers' awareness of the topic,
- to prepare for the next stage

Time: 10 min

Materials: none

Interaction: pair work, plenary

- Ask teachers to answer the question: What do people write in real life?
- Write their ideas on the blackboard. Accept all ideas.

Possible answers

Letters, e-mails, shopping lists, diaries, notes, lectures, lesson plans, poems, novels, articles, essays

- Ask teachers to answer the following question:
1. What's the main aim of writing? (*Answer key: communication.*)

3. Challenges in writing

Objective: to explore challenges learners have in writing

Time: 10 min

Materials: none

Interaction: whole class

Procedure:

- Ask teachers to name writing tasks they give to their learners.
- Ask: What problems do your learners face in writing?

Possible answers

Lack of vocabulary, lack of ideas, learners are not interested, etc.

- Say that you will come back to these problems in the end of the session.

4. Demo Writing Task

Objective: to raise teachers' awareness in necessity of giving support to learners

Time: 25 min

Materials: none

Interaction: individual, group work

Procedure:

Pre-writing stage

- Say that you will demonstrate an activity called Hot Seat. Ask teachers to imagine that they are pupils of class 6.
- Divide the class in groups of 4. Say that each participant will be in Hot Seat for three minutes. All members in a group will ask questions to a person in 'Hot Seat'. Questions should be personal but if a person doesn't want to answer a question, s/he may say "Pass".
- Elicit possible topics and questions.

Possible answers:

Topics: family, hobby, favourite music, favourite food etc.

Questions: How many brothers/sisters/children do you have? What's your hobby/favourite music? Etc)

- Say that they must listen to each other attentively and remember the information because at the end they will write about each other. Say that in the end they will choose the most interesting person.
- Say that you will be a time keeper and signal after each three minutes. (After each three min you can whistle or clap your hands).
- Demonstrate with one group. You can join the group and be in a Hot Seat for three minutes.
- Check participants understand what they are going to do. Ask the questions
 1. What are we going to do?
 2. Who will be in a Hot Seat?
 3. How many minutes will you be in a Hot Seat?
 4. What questions can we ask? (e.g. What's your favourite ...? Do you like ...? Can you ...? etc)
 5. What to do if you don't want to answer a question?
- Monitor the groups. Give help if necessary.

While-writing stage

- When all groups finish ask participants to write a story about a person on the left. Ask them to write neatly and on a separate sheet of paper. Tell them they have 10 minutes.

Post-writing stage

- When they finish writing ask them to put their works on the wall.
- Ask participants to go round, read and find:
 1. The most interesting fact
 2. The most unusual thing
- In five minutes ask them to take their seats. Remind that they are still learners. Get feedback from some participants. Ask the following questions:
 1. What interesting facts have you found?
 2. What unusual things have you found?
 3. How did you feel during the activity?
- Elicit names for the most interesting person and write them on the blackboard.

Ask participants to vote. Congratulate the winner. (Give a small present if possible.)

5. Demo activity analysis

Objective: to analyse writing task

Time: 20 min

Materials: Handout 2

Interaction: individual, pair work, whole group

Procedure:

- Say that they are teachers now. Ask them to think about the activity as teachers and answer the following questions.

1. How many main stages were there?
2. What did you do before writing? What did you do after writing?
3. How are the stages called?

Answer key:

- 1) *Three main stages.*
- 2) *They asked each other questions before writing, after writing they read each other works and completed the task.*
- 3) *Pre-writing, while-writing and post-writing.*

- Put on the board the words: pre-writing, while-writing and post-writing.
- Ask teachers to work in pairs and think about the purpose(s) of each stage.
- Distribute Handout 2. Ask them to match stages with definitions and check their answers.

Answer key: 1e, 2a, 3b

Pre-writing tasks prepare for writing, arouse learners' interest;

While-writing tasks draw on writing itself, help to communicate a message;

Post-writing tasks encourage learners to relate writing to their own life/experience, gives opportunities to express own ideas, views and/or do something with the information they have got.

- Check the answers. Ask how close their answers were to the definitions given.
- Ask teachers to work in pairs and answer the following questions.
 - Was the writing task interesting for you?
 - Do you think the task will be interesting for your pupils? If so, why?
 - Was the task difficult? Why? Why not?

6. Reflection

Objective: to reflect on what they learnt in the session

Time: 10 min

Materials: none

Interaction: individual work, plenary

Procedure:

- Put a poster on the blackboard and ask participants to complete the sentences in pairs. Make sure they know all the words.

A good writing task should have _____, _____ and _____ stages.

A good _____ task should have _____ purpose, relevant and interesting to learners.

Answer key:

A good writing task should have pre-, while- and post writing stages.

A good writing task should have communicative purpose, be relevant and interesting to learners. (If necessary explain that relevant means: directly connected with the subject or problem being discussed or considered)

- Check the answers.
- Remind teachers about the problems with writing they stated at the beginning of the session.
- Ask them whether they had such challenges while doing the writing task. Ask them what helped to make the task successful.

Possible answers: pre-, while and post stages, support with ideas and language, learners were interested because the task was involving and personal etc.

Handout 1 A

Dictate the sentence to your partner.

By the end of the session participants will:

- Be able to define what makes a good writing task
- _____

Handout 1 B

Dictate the sentence to your partner.

By the end of the session participants will:

- _____
- Have experienced a good writing task

Handout 2

Work in pairs. Match stages with definitions.

1) pre-writing tasks	a) encourage learners to relate writing to their own life/experience, gives opportunities to express own ideas, views and/or do something with the information they have got
2) while-writing tasks	b) prepare for writing, arouse learners' interest
3) post-writing tasks	c) draw on writing itself, help to communicate a message

LESSON 5. TEACHING VOCABULARY IN ENGLISH LESSONS

Objective: to introduce the concept of teaching vocabulary in a context using different strategies

Lead-in

Objective: to enable participants to reflect on their past experience of vocabulary learning

Time: 15 min

Materials: board/whiteboard, markers

► Procedure:

☺ (2 min) Tell participants that you would like to discuss how people learn words or phrases. Tell them how you learned a certain word or phrase. (Alternatively say that you remember how you learned the word ‘cheetah’ from a TV advertisement).

(2 min) Ask participants to think about one word or phrase which they can remember learning. Ask them the following questions (put them on the board):

How did you learn this word, e.g. from a friend, a book or a TV programme?

Why have you remembered this word?

☺ ☺ (6 min) Tell participants to discuss their answers in pairs for about 5 minutes. Ask them to identify possible similarities in the way they learnt their words.

☺ (3 min) Elicit 3-5 responses from participants e.g.

How? - a friend explained it to me; I looked it up in a dictionary; I guessed it from context.

Why? -it was during a memorable event; I needed this word to express myself; I really liked the word.

☺ (2 min) Establish that there are many ways to learn words and phrases and there are many factors affecting this process: personal feelings at the time; need to communicate; availability of a resource; context; language intuition and so on. Say that one of the most important factors for learning words is context and that you would like participants to explore it.

Activity 1 Nonsense words

Objective: to introduce the role of context in vocabulary learning

Materials: board, markers

Time: 25 min

handout 1,
board/whit

► Procedure:

☺ (2 min) Tell participants that they are going to read a text that contains a few ‘nonsense’ words, (i.e. words which do not exist) the meaning of which they will have to guess on their own. Ask participants to read the text individually and write down the nonsense words and their possible meaning. Tell them to make a note about **what** helped them to guess the meaning of each word. Give out a copy of handout 1 to each participant.

☺ (5 min) Write the following questions on the board:

What are the nonsense words?

What helped you to guess the meaning of each nonsense word?

Give participants about 5 minutes to complete the task individually. Say that there are six nonsense words in the text.

☺ ☺ ☺ (5 min) Put participants in groups of four and ask them to compare their findings. Ask the following question:

Can you find the common answer to the questions written on the board?

Monitor the group discussion and check if participants are on the right track.

The nonsense words have the following equivalents:

fibbics – animals, creatures, beings;
quimmed – developed, sophisticated;
pide – have; frandid – active;
vode – move, run; dinth – water

Do not give any answers to participants et.

☺ ☺ ☺ (5 min) Invite each group to explain the meaning of one word and answer the second question on the board.

☺ (5 min) Give short feedback on each answer. Clarify to what extent the immediate context was helpful; also background knowledge; knowledge of English grammar forms and syntax etc. Stress the connection between the meaning and the form of a word.

A few tips for the discussion of the words

fibbics – a broad definition of cats: ‘cats are powerfully built fibbics’; **-s** at the end suggests it is a noun in the plural form.

quimmed – the passive form of a verb, used here as an adjective to characterise ‘a large brain’. It also goes with ‘highly’.

pide – goes with ‘claws’ as in ‘cats have claws’. (Compare the form with ‘ride’ and ‘hide’)

frandid – the phrase ‘a few are more frandid’ suggests it is an adjective,

and the sentence context that contrasts day and night activity of the cats enables us to guess its meaning. (Compare with ‘candid’ and ‘stupid’)

vode – following ‘can’, it can only be a verb, and the words ‘fast’ and ‘speed’ suggest that it is a verb of motion.

dinth – the meaning is not clear from the first sentence, but the phrase ‘they can swim if they must’ and the background knowledge about cats’ reaction to water helps to guess its meanin

☺ (2 min) Ask participants about the purpose of this activity. Elicit several random responses.

☺ (1 min) Conclude by saying that words convey a certain meaning in a context, not in isolation and that this has the following important implications for teaching vocabulary:

Overdependence on translation of isolated words often makes students believe that in order to understand a text or fragment of speech they need to understand every word. As a result, they tend to focus on form and not on meaning. Students often fail to realise that different languages work according to different principles

Say that you would like to explore these implications by comparing vocabulary teaching activities.

Activity 2 Comparing vocabulary teaching activities

Objective: to investigate different approaches to teaching vocabulary

Time: 25 min

Materials: handout 2, board, markers

Procedure:

☺ ☺ ☺ (15 min) Put participants in groups of four and distribute handout 2 to each teacher. Tell groups to compare two vocabulary-focused activities. Write the following questions on the board and ask participants to answer them:

What is the focus of each of these tasks?

How is vocabulary treated in each task?

What skills are targeted in these tasks?

Possible answers:

Task 1 focuses on word -for-word translation of isolated words and does not take into account different meanings these words can have.

Task 2 explores different meanings of each word from the box in literary context.

Task 1 does not target any skills but simply tests the knowledge of one meaning of each Uzbek/Russian word.

Task 2 targets reading skills and explores how vocabulary works in a context.

☺ (10 min) Ask a spokesperson from each group to share the answers. Accept all participants' views, and support them with questions if necessary. Say that you would like participants to develop some principles of teaching vocabulary based on the experience they gained in the session.

Activity 3 Some principles of teaching vocabulary

Objective: to provide some guidance on teaching vocabulary

Time: 15 min

Materials: handout 3, board and markers

► Procedure:

☺ (2 min) Tell participants that there are different ways of teaching vocabulary. However, some practices can be more effective than others if they follow certain principles.

☺ (8 min) Ask them to draw some principles of successful vocabulary teaching from the session. Write these principles on the board. Give your own example if necessary (*e.g. vocabulary should be taught in context*)

☺ (5 min) Distribute handout 3 . Say that these principles will be worked upon in the second session on Teaching Vocabulary. Say that these principles are guidelines to be tried and either accepted or rejected, not prescriptions to be followed blindly. Encourage participants to experiment with these principles before they decide which ones they can accept and which not.

Summary

Ask participants to remember the main stages of the session and to identify the focus of each stage. Ask them to formulate the objective of the session. Remind them to consider the principles of vocabulary teaching

Activity 1, Handout 1, Find ‘nonsense’ words in the text and guess their meaning.

CATS!

Cats are the most highly specialized of the flesh-eating mammals. They are powerfully built fibbics, so well coordinated that they almost always land on their feet when they fall or are dropped. The brain is large and highly quimmed. The most characteristic and specialized features are in the teeth and claws. All cats (except the cheetah) pide strong and sharp claws.

Although most cats are night fibbics, a few are more frandid during the day, like the cheetah. Typically solitary while hunting, a cat steals up on prey on padded feet and overwhelms it in a short, quick rush or leap. It can vode very fast in a short dash but is not built for sustained speed. Cats differ in their reaction to dinth: the lion and the leopard don’t like to enter it (they can swim when they must). House cats do not dislike dinth but react negatively to being chilled with cold dinth. (Adapted from *Encyclopaedia Britannica, 2001*)

Activity 2, Handout 2

Task 1. Give the English equivalents for the following Russian/Uzbek words and use them in sentences of your own:

Russian: стол, стул, вилка, дорога, стакан, компания, блестящий, грязный.

Uzbek: stol, stul, sanchqi, yo’l, stakan, guruh, yaltiroq, iflos

Task 2. Read the following text and find the words in the box or their derivatives in the text.

Brilliant	chair	company	fork	glasses
mess	road	table	way	

Arnold put on his glasses, looked at the table again and shook his head. ‘If you examine these figures, they’ll show that the company performed absolutely brilliantly. Huge profits, and salaries are actually quite good. But I still have my doubts, gentlemen.’ Barry, who was sitting at the far end of a messy table impatiently tossing a fork in his hands, rose from his chair with an audible noise. ‘Look’, he said, ‘this is not the right way to do things. I have...’ Arnold hit the table, two empty glasses fell on the floor, but only one broke into pieces. ‘Who is in chair of the whole operation? You? Or maybe it’s you, Cyril? Do you have another brilliant idea that could save us, Barry? If you don’t like my company, you are free to go. But let me tell you just one thing, boys: there is no way you’re going to mess with me, OK? Go now. If you want to, but remember: the road forks only after the bridge.’ [AU]

Task 3. *Answer the following questions:*

What kind of text is this e.g. newspaper article, fiction, report? How do you know?

Who do you think the characters are? What makes you think so?

What have you noticed about the use of the words from the box?

Activity 3, Handout 3

Some principles of vocabulary teaching

Students should be encouraged to notice how certain words perform in different contexts, preferably at the level of a text or paragraph. Words don't exist in isolation.

Students' dependence on their first language in clarifying the meaning of English words should be diplomatically discouraged. Understanding the meaning of a certain word in context can often be prevented by word-for-word translation. Therefore, where possible they should use a monolingual (English-English) instead of a bilingual dictionary.

Students should be encouraged to guess the meaning of unknown words where possible and to deduce the principles of vocabulary use in English on their own. This develops their awareness of how words work in context. Spoon-feeding meanings doesn't usually help.

LESSON 6. TEACHING GRAMMAR IN ENGLISH LESSONS

Objective:

- to explore participants' beliefs about grammar
- to demonstrate how grammar can be presented inductively
- to help participants analyse a grammar lesson

Lead-in

☺ (5 min) Generate a short 5 minute discussion asking the following questions:

What does grammar mean to you?

Do you think grammar is important? Why? Why not?

Summarise a discussion saying that there are different views on the role of grammar in language. Many professionals in the world of English language teaching have explored this area. Some teachers strongly believe that grammar is the foundation of any language and should be treated as such. Others think it is a system of rules to support the lexical pool of the language.

Activity 1 Micro grammar lesson

Objective: to give participants a chance to experience a lesson in which grammar is taught inductively

Time: 50 min

Materials: a photo of you as a teenager, handout 1, blackboard/whiteboard, chalk/marker, a short text about yourself (see example).

Procedure

☺ (2 min) Ask participants (this step is brief – 3-4 answers will be enough): How do you teach grammar?

Accept any responses and say that now participants are going to be a group of pre-intermediate English learners. They will be taught a grammar lesson. Remind them that they need to 'forget' that they know the grammar rule they will be taught.

Lesson starts

☺ (5 min) Show a photo of yourself as a child to the students and ask them the following question:

Looking at the picture what can you say about me when I was at that age? (You were shorter. Your hair was darker, longer, shorter, etc. You looked very funny.)

☺ (10 min) Allow more guesses from the class and then tell students about yourself asking comprehension questions and also questions about students' life. Note that this is an important part of the lesson because you are involving students in discussion to prepare them to acquire a new grammar construction. Follow the instructions below.

Instructions	Examples
Tell participants this	When I was a little girl I had a different life. I used to live in Samarkand with my big family: my mum, dad, 2 brothers and 2 sisters. Our grandparents also lived with us.
Ask the whole class	Do you think I still live in Samarkand? (No, you live in Tashkent) Are you all from Tashkent? (Find a student who is not from Tashkent) Did any of you live somewhere else in your childhood? Nargiza? Did you live in Fergana? (Yes) Do you now live in Tashkent? (Yes)
Write on the board	Nargiza used to live in Fergana and now she lives in Tashkent. (Elicit at least one more example and write it on the board as well.)
Tell participants this	In Samarkand our family used to have an 8-roomed house big enough for so many people.
Ask the whole class	Do you think my parents still have the same big house? (No)
Tell participants this	OK, my parents still live in Samarkand but in a different, much smaller place because most of their children moved to other places. I married and moved to Tashkent, for example. My childhood was a wonderful time. My father used to take my brother and me to the children's park which was just 5 minutes walk from where we lived.
Ask the whole class	Do you think we still go to the park with my dad? (No)

	Did you like to go to the children's parks with your parents? (Find a student who did) Ulugbek? What park did you go to? Did you go there often?
Write on the board	Ulugbek used to go to the park at least once a week in his childhood. (Elicit at least one more example and write it on the board as well.)
Tell participants this	The park we went to was full of carousels and other attractions. My favourite one was a big dipper. My brother and I used to ride it 3 times in a row and were never scared.
Ask the whole class	Do you think I can do it now? (No) Did any of you have a favourite carousel that you could ride many times when you were a child? Aziza? A swing? And you were not afraid? (If you don't know the word in English, just use it in Russian or Uzbek)
Write on the board	Aziza used to go on a swing without fear when she was a child. (Elicit at least one more example and write it on the board as well.)
Tell participants this	Unfortunately, the park does not exist any more, there is a new supermarket there now. By the way, we lived very close to Registan Square.

NB. If there are slightly different examples from students (E.g. Akmal used to go to the swimming pool with his brother at weekends etc), accept them as well because it will bring some variety to the examples on the board.

☺ (5 min) Refer students to the sentences on the board. Underline **used to + verb** and ask the following questions (allow guesses, do not demand right answers at this stage) :

What time do you think this construction shows? (Answer: past)

How do you think it is different from Simple past? (Answer: Repeated actions and actions finished in the past)

☺ (10 min) Say that you have prepared a text with more examples of the construction. Say it is about Registan square. Distribute handout 1 and ask students to read it carefully and find examples of **used to** in the text.

☺ (8 min) Collect the examples of ‘used to’ on the board. Make sure students do not confuse this construction with the Passive form of the verb ‘use’. Ask the following questions and comment the answers if necessary.

What time is described by the construction ‘used to’? (Answer: past)

Elicit that every sentence with ‘used to’ expresses the function of a habit or a discontinued routine. Draw students’ attention to the last sentence of the text which shows the present state of matters which is different from the past.

What form of the verb is used after used to? (Answer: Infinitive) Write the structure on the board

Used to + verb in infinitive

Emphasise that Past Simple describes an action that began, continued and ended at a definite time in the past. **Used to** is often used to express a comparison of the past with the present: an action that took place in the past does not happen any longer. It can also have an emotional connotation (often showing a regret about something that does not exist anymore).

☺ ☺ (10 min) Pair students up. Ask them first to think about three things that they used to do but do not do anymore (and may regret that they don’t). Ask them to share their sentences with each other, and then elicit some examples to put on the board.

Activity 2 Analyzing the grammar lesson

Objective: to give participants an opportunity to reflect on the grammar lesson

Time: 25 min

Materials: blackboard/whiteboard, chalk/marker

Procedure:

☺ (10 min) Tell participants that they are no longer learners but again teachers. Elicit the stages of the lesson they experienced and put them in chronological order on the flipchart/board.

Possible answers:

Teacher showed a photo of herself/himself as a child and asked students to tell about changes they noticed.

Teacher told us about his/her childhood interacting with students.

Teacher worked with sentences on the board.

Students worked with the text.

Teacher and students analysed more examples together.

Teacher summarised the discussion and the rule.

Students worked in pairs.

☺ ☺ ☺ (10 min) Put participants in groups of 4. Ask participants to go through the stages of the lesson and think of the purpose of each of them.

Possible answers:

Teacher showed a photo of herself/himself as a child and asked students to tell about changes they noticed. –

Focusing on the Past

Teacher told us about his/her childhood interacting with students. – Letting students notice new construction used in context. Using students' examples in the Simple Past transferred into 'used to' to personalize a new grammar structure.

Teacher worked with sentences on the board. –

Noticing 'used to' and trying to make sense of it.

Students worked with the text. –

Noticing 'used to' and trying to make sense of it.

Teacher and students analysed more examples together. -

Making sense of the construction and putting the structure together.

Teacher summarised the discussion and drew attention to the rule.

Putting the structure together.

Students work in pairs. Practising the new structure.

- Establish that it is an example of an inductive grammar lesson where
 - Students first notice a new grammar construction.
 - Then students make sense of what they have noticed (understand meaning).
 - Students try to build or form the structure.
 - Students use the structure.

☺ (5 min) Discuss the following questions:

Is the lesson that you experienced different from grammar lessons you had at school/university as students?

Is it different from the way that you teach grammar to your students? How?

Do you think it is worth trying to teach 'used to' and other constructions in such a way?

Summary

Establish the following:

There is no one way to teach grammar.

Grammar should be taught in context because it helps students grasp the meaning. Grammar can be taught inductively as seen in the example.

If personalized, a grammar construction is easier to understand and learn.

Activity 1, Handout 1

Read the text about Registan square carefully and find examples of used to in the text.

Registan is often called the heart of Samarkand. It is one of the greatest and most magnificent works of the Islamic world. Registan means 'a sandy place' and it was called like this because a long time ago there used to be a stream that washed sand over the earth. Now it is a big arena which is used as a stage for many performances on traditional Uzbek holidays.

Ulug Bek Madrassah, one of the three on the Registan square, used to be a school and hosted at least 100 students who studied Islam and sciences. Only the boys from rich families were accepted there. The Madrassah was built by Ulugbek's order and under his guidance and when it was constructed Ulugbek himself gave lectures on mathematics and astronomy there till his death. Now it is a museum and all the visitors are welcome to the place.

Two ears later the second Sher-Dor Madrassah was built. The main structure was the same as in Ulugbek Madrassah. This one used to be a school as well but it had a bigger teaching space. Now, there are many tiny antique shops in the inside yard and you can buy traditional Uzbek souvenirs there.

Several ears later the third Tilla-Kari Madrassah was built. In those days, the main entrance used to be screened with lattice and two other entrances were used for access. Tilla-Kari Madrassah was used mostly as a mosque. People used to come and pray there. Now, all the doors are functioning and people are welcome to the museum to enjoy the beauty of ages that are gone.

LESSON 7. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

Learning Outcomes

By the end of the session participants will have:

- become aware of and explored principles of teaching young learners
- practised some activities for young learners

Key Learning Points

- Teaching young learners differs from teaching grown-ups.
- The useful methods of teaching young learners are: TPR, meaningful drilling, frequent change of activities.

Preparation: Do necessary preparations for activities 2, 3, 5

1. Lead in

Objective: to help participants guess the topic of the session

Time: 5 min

Materials: the board, flipchart, markers

Interaction: plenary

Procedure:

- Write on the board / flipchart unscrambled phrase Young learners: OGUNY RREELSAN
- Ask participants to unscramble the words to get the topic of the session.
- When participants have guessed the topic of the session, ask them:
 - Who are young learners?

Key: Learners of 6 – 10 ears old.

- Do you teach them in the same way as older pupils? Why, why not?

- Accept participants' ideas, do not comment at this stage.

2. The ABC

Objective: to demonstrate two activities to check the alphabet

Time: 10 min

Materials: 2 flappers, a poster with flies, Handout 1 (see it attached)

Interaction: plenary

Preparation: for activity 1 on flipchart draw flies big enough for participants to see the letters which should be written inside the flies (each fly has one letter)

Procedure:

Stage 1.

- Ask participants what they teach young learners.

Possible answers: Sounds, simple words and sentences, rhymes, alphabet.

- Say that the alphabet is one of the first steps learners take in English. Ask participants how they check if their pupils know the alphabet. Ask some volunteers to share their experience.
- ☺ Say that one of the ways to check the alphabet is the game called ‘Swat a fly’. Say that participants will act as young learners. Two volunteers will come to the poster with flappers, the rest will start buzzing. Whenever you say a letter the volunteers should swat the fly with this letter. The class will stop buzzing when one of the volunteers ‘swats’ the correct fly.
- Check understanding of the instruction.
- Ask some pairs of volunteers to swat flies.
- After you finish the game ask participants the following questions:
 - 1) Did you like the activity? Why, why not?
 - 2) Will your pupils like the activity? Why, why not?
 - 3) What are advantages of this activity?

Answers to questions 1) and 2) may vary; 3) All learning styles are addressed; as each volunteer wants to swat first the game becomes a competition; all pupils are involved; it’s fun.

- Ask participants how they can change the activity to make it more suitable for their class.

Possible answer: Instead of letters it is possible to check numbers.

Stage 2.

- ☺ Say that there is another activity to check the alphabet: on Handout 1 there are some letters and dots which should be connected in the alphabetic order, from the first letter of the alphabet to the last. If participants do it correctly, they’ll get a picture at the end. Give 2 min.
- Check understanding of the instruction.
- Distribute Handout 1.
- After 2 min ask participants what picture they got.

Key: A picture of a butterfly.

- Ask participants the following questions:
 - 1) Did you like the activity? Why / why not?
 - 2) Will your pupils like the activity? Why / why not?
 - 3) What are advantages of this activity?

Answers to questions 1) and 2) may vary; 3): a) a T can check all the pupils; b) the activity is amusing; c) pupils are motivated to do the task because they want to get a picture; d) the activity is not time-consuming.

3. Butterfly

Objective: to do some activities for young learners

Time: 15 min

Materials: Handout 1, coloured pencils, flipchart, markers, scotch, scissors

Interaction: plenary

Preparation: before the session 1) write the rhyme 'Butterfly' on flipchart;
2) cut a scotch tape into a number of pieces enough for all Participants

Procedure:

- Say that participants are again young learners and they are going to work with a picture of a butterfly on their Handout.
- Show and say:
 - Butterflies fly. Repeat after me: Butterflies fly!
 - Stand up. We are butterflies now! Let's fly together! We are very high in the blue sky!
 - Good! Take your seats. Let's learn a rhyme about a butterfly.
 - Repeat after me the lines:
Butterfly, butterfly, where do you fly?
So high, so high in the blue, blue sky.
- Ask participants to copy out the rhyme near the picture of butterfly on Handout 1. Give 1 min.
- After 1 min tell participants you will say a word of the rhyme without voice, e.g., butterfly. Ask them to guess the word and say it.
- 😊😊 Ask participants in pairs to say words of the rhyme without voice to each other and guess the words.
- 😊 After 1 min say that participants have 5 min to colour their butterflies. Ask them not to show their pictures.
- Check understanding of the instruction.
- 😊 Distribute coloured pencils. After 5 min ask participants to collect their pictures and give these pictures to you. Put the pictures on the wall.
- Ask a participant:
 - What colours is your butterfly?
- Ask other participants to find this butterfly on the wall by asking the author of the picture, 'Is it your butterfly?' When participants find the butterfly, ask some other participants about their butterflies.
- 😊 Ask participants:
 - Look at the wall. How many butterflies are there?
 - All these beautiful butterflies fly in our classroom! Let's say the rhyme about a butterfly all together.

4. How to teach young learners

Objective: to help participants explore the methods of teaching young learners

Time: 20 min

Materials: Handout 2, the board / flipchart

Interaction: plenary, pair work

Procedure:

- ☺ Say to participants that they are teachers now and they will analyze how they worked with the rhyme 'Butterfly'. Ask them what kind of rhyme it is.

Possible answers: The rhyme is short, simple, words are repeated.

- ☺ Ask participants if it is important for young learners to have short activities. Why, why not?

Possible answer: It is important, as young learners cannot concentrate on smth for a long time.

- ☺ Ask participants if they repeated the words of the rhyme and how they did it.

Key: They repeated the words of the rhyme in different ways.

- Point out that the repetition was a **meaningful drilling**.
- ☺ Ask participants the following questions:

1) Did you like this activity? Why, why not?

2) Will your pupils like the activity? Why, why not?

3) What else did I ask you to do when you repeated the words?

Answers to questions 1) and 2) may vary, 3): Participants were asked to do some actions.

- ☺ Say that it is very helpful for young learners to imitate actions to remember verbs better. Ask participants which verbs they can ask their pupils to show.

Possible answers: Swim, sleep, sing, see, hear.

- Explain that this method is called **Total Physical Response**, or **TPR**. It is a very useful method because most children are kinaesthetic learners.

- ☺ Ask participants why you did not explain any grammar rules but asked the participants to repeat some phrases after you.

Possible answers: With the pupils of this age it's easier to say a phrase in English than to explain rules how the phrase is made up. So, it's easier to say the phrase 'Butterflies fly' without explaining the Present Simple Tense.

- ☺ Ask participants what else they did.

Key: They coloured and counted their butterflies, asked and answered questions.

- ☺ Ask participants about any advantages of these activities.

Possible answers: 1) Children like to draw and colour pictures, so they'll be motivated to do the task; 2) The activities address pupils of all learning styles: kinaesthetic (and most children are kinaesthetic), visual, auditory ; 3) There is a meaningful drilling of a construction 'What colours is your butterfly?'; 4) Pupils revise words for different colours; 5) Pupils revise numbers.

- Say to the participants that with the short rhyme they did a lot of activities which would help young learners to remember new vocabulary and revise words they know.

- Say that on Handout 2 there are 4 characteristics of young learners and some methods of teaching them. Ask participants in pairs to complete the table by matching characteristics with the methods given in the box below. Give 10 min.

- Check understanding of the instruction.
- Give out Handout 2.
- Provide language support if necessary.

☺ Handout 2

Complete the table by matching characteristics of young learners with methods of teaching young learners given in the box below. There are some answers and the example for you.

- A) Repetition in different ways
- B) Games, physical exercises, songs, drawing
- C) Short and various activities
- D) Using a lot of visual aids, realia

Characteristics of young learners	Methods of teaching young learners
Inability to understand theoretical issues	1) Teaching through demonstration how the language works rather than explanation 2) <i>Ex.: D) Using a lot of visual aids, realia</i>
Inability to concentrate on long and monotonous activities	3) Frequent short breaks 4)
Necessity to move to learn better	5) Total Physical Response (TPR) 6)

All skills are weak and need training 7) Meaningful drilling 8)

-
- After 10 min check the answers.

Key: 4) – C); 6) – B); 8) – A).

- Remind the participants that these methods are helpful for young learners.

5. Practising activities for young learners

Objectives: to help participants practise some activities for teaching young learners

Time: 15 min

Materials: the board / flipchart, markers

Interaction: plenary

Preparation: draw a set of cards with stickmen big enough for all participants to see (use Handout Hands up! as a sample)

Procedure:

Stage 1.

- ☺ Say to participants that they are going to experience another activity for young learners and they will be acting as young learners. Ask them to repeat after you the words and imitate your actions. Ask them to stand up and say:

Hands up! Hands down!

Hands on hips! Sit down.

Stand up! Hands to the sides!

Bend to the left! Bend to the right!

Hands on hips! One, two, three, hop!

One, two, three, stop!

- Ask participants to take their seats.
- ☺ Say that they are teachers again. Ask participants the following questions:

1) Did you like the activity? Why, why not?

2) Will your pupils like the activity? Why, why not?

3) Which methods of teaching young learners did we use?

*Answers to questions 1) and 2) may vary; 3)a) **TPR**; b) **meaningful drilling**; c) the rhyme consists of short lines.*

Stage 2.

- Say that participants are pupils again and you will teach them how to draw stickmen. Say that the first line of the rhyme is ‘Hands up!’, write it on the board and put a card with a proper stickman near. Ask participants to copy out the line and stickman.

- Line by line write and ‘illustrate’ the entire rhyme with the cards. Participants copy everything out.

- Say that participants are teachers now. Ask them the following questions:

- 1) Did you like the activity? Why, why not?

- 2) Will your pupils like the activity? Why, why not?

- 3) What were aims of this activity?

- 4) What else can you do with the rhyme?

Answers to questions 1) and 2) may vary; 3): One of the aims of this activity is to show that it is not always necessary to translate a text. Pictures of stickmen help pupils do without translation.

4): They can ask their pupils to make a booklet with the rhyme and pictures at home.

- Do with participants the activity called ‘A disappearing text’. Ask participants to read the first line of the rhyme ‘Hands up!’, do the action, put a card with a stickman on the board, then wipe the line off. Then ask them to read the first line (by heart) and the second line of the rhyme while doing actions and putting the appropriate card with a stickman and wipe the second line off. Keep doing it until you wipe off the last line of the rhyme. As a result, there will be only cards of stickmen to help participants recite the entire rhyme.

- Ask participants about aims of the activity.

Possible answer: One of aims was to show a technique which helps to memorize a text. TPR and pictures of stickmen helped memorization too.

- Establish that physical exercises are very important for us because when we move, our brains get oxygen and the process of thinking goes better. Encourage them to do physical exercises with their pupils time by time.

- Ask participants if they can use ‘a disappearing text’ technique for more advanced learners with more difficult text.

Key: This technique can be adapted for pupils of any level of English, it is one of its advantages.

6. Reflection and an action plan

Objective: to help participants reflect on the session and make an action plan

Time: 10 min

Materials: none

Interaction: individual task

Procedure:

- Ask participants to complete the sentences:

1) I have learnt that

2) I will try out in my lesson because

7. Learning outcomes

Objective: to elicit the learning outcomes of the session from the participants

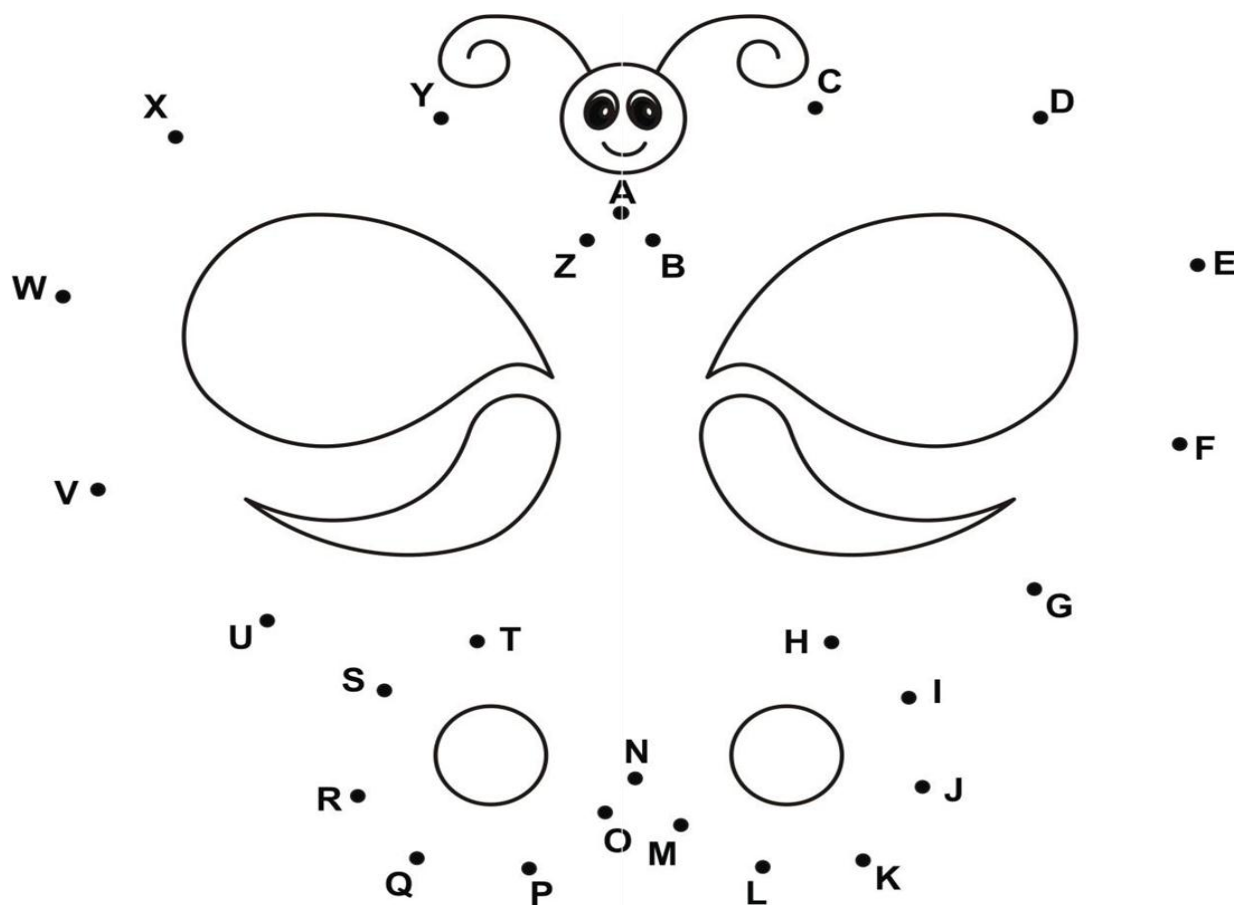
Time: 5 min

Materials: Bb / flipchart

Interaction: plenary

Procedure:

- Elicit the learning outcomes by asking participants:
 - What did we do today?
 - What are methods of teaching young learners?



LESSON 8. USING AUTHENTIC MATERIALS IN MODERN METHODOLOGY

Plan:

1. The significance of authentic materials
2. Reasons for Using Authentic Materials
3. Impact of authentic materials on motivation

Key words: authentic, motivation, impact, communicative competence, EFL classes, contextualize, comprehension, real-life purposes

1. The significance of authentic materials

The role of foreign languages in modern society has made educators devise new ways of teaching them so that their results match the learners' needs and expectations. Acquiring a foreign language implies developing several skills in the target language which sometimes can be a challenge for pupils, especially when they are exposed to real-life situations of communication. Therefore, using authentic materials in the class can be a useful tool to motivate pupils and make them feel comfortable using the foreign language. In this sense, authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people". Language is part of society; linguistic phenomena are social phenomena of a special sort, and social phenomena are linguistic phenomena". Language as a social experience provides individuals with information, emotions and interactions to solve the everyday problems. Language is considered a social phenomenon because all the individuals use it to construct interpersonal relations. Using authentic materials represents a relatively easy and convenient way to improve not only pupils' communicative competences, but also their confidence in real life situations. If students are expected to function effectively in a foreign language, they should be given the opportunity to develop and internalize the necessary strategies which enable them to deal with real language outside the classroom. Therefore, teachers should "bring authentic materials into the classroom and make them consistently accessible to the students". Everyday classroom activity has revealed problems students have in fields like efficient reading, understanding the overall meaning of the text not just the words, or understanding native speakers' language, communicating in a foreign language. At present, it seems to be crucial that students be exposed to authentic learning situations which have a connection to the real world, in which they can have the opportunity to practice language using authentic materials. Exposing learners to authentic materials is indispensable

because of the rich language input they provide. Pupils are generally fascinated by the use of authentic materials, especially if these materials refer to topics they are interested in, such as cinema, fashion, music, food offering them the opportunity to further inform and use English in their day-to-day activities and enabling them to communicate their opinions, feelings and thoughts with confidence whether inside or outside the classroom. Introducing authentic materials in teaching English can be beneficial for students as these materials prepare them for real life communication. Authentic materials ‘expose’ students to real language as it is used in real life situations by native speakers. The ability to handle real language outside the classroom is that teachers should help students to see and hear the target language “being used as the primary medium of communication among native speakers - as language with a purpose.” The case study conducted within this paper describes the authors’ investigation carried out for assessing the effect that the use of authentic materials in teaching EFL classes has on developing students’ communicative competences, which involves the ability to use the target language either in classroom environment or in real life communication situations.

2.Reasons for Using Authentic Materials

There are many reasons for using authentic materials in EFL classrooms as they are effective in various ways (Jacobson et al., 2003). First of all, students have the opportunity to read and extract information from authentic texts which means that they read the real language that the native speakers use in their interactions and the language learners usually prefer to be native speaker like in terms of pronunciation, idioms use or accent. There is a general consensus among researchers in language teaching that “the use of authentic materials in the classroom is beneficial to the learning process” (Guariento and Morley, 2001: 347). They are affective as they are genuine in time, location and people. In other words, they inform about current events in the real world and thus, it is easy for students to relate the events to their own experience, to what they know, and to what is familiar to them. Authentic materials are considered the most suitable means of showing the real use of English for communication rather than materials which were designed especially for teaching purposes. As a consequence, they represent good opportunities of bridging the classroom to the outside world. The significance of using authentic materials is generally acknowledged as they are “a way of maintaining or increasing students’ motivation for learning as they give the learner the feeling that they are in touch with a living entity and the target language as it is used in the community which speaks it” (Guariento and Morley, 2001: 347). Most researchers also share the opinion that “learners should be exposed to authentic text so that they may have

direct contact with input data which reflects genuine communication in the target language” (Breen, 1985: 63). Another reason for using authentic materials is that they represent an unlimited source for planning and organizing teaching and learning activities. Authentic materials are extremely helpful in enhancing pupils’ experience in learning new vocabulary in order to use them in daily conversation, and making them better understood in real world communication. “Mastering even a small degree of comprehension of authentic texts gives students the confidence in dealing with reading for real purposes” (Richard, 2004). Of the many reasons for using authentic materials, the most common one concerns the affective dimension of English language teaching. Students find authentic materials interesting and culturally enlightening. Listening to real conversations on the radio or watching TV programs are significant types of authentic materials that enhance learners’ awareness over the difference between real and contrived language. Students can hear a conversation in a supermarket between a shop-assistant and a customer and learn from the vocabulary used by each person in the interaction. Students usually learn very formal ways of speaking in their textbooks, and this is not the reality in everyday situations. Therefore, using role-play activities can help students practice the conversations they watch and hear from TV or radio. Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world. According to Gebhard (1996), authentic materials are a way to “contextualize” language learning. He thinks that when lessons are focused on comprehension of a restaurant menu or a newspaper article, students tend to concentrate more upon the content and meaning of the text rather than upon the language itself. This represents for students an invaluable source of language input and cultural elements specific to the community of the target language. Little et al., hold the same position that learners who use authentic materials become motivated as the materials bring them close to culture of the target language. If students want to visit a foreign country and perform appropriately in the foreign community, they have to get familiar with the authentic materials. Authentic material can be used to promote motivation. Extracting real information from real texts can be exciting and motivating for students as these materials reflect the changes in language use, which do not occur in the textbooks. This gives the learners “the proof that the language is used for real-life purposes by real people”, and not only studied in the classroom. The followings are justification for the use of these real-world resources:

Language is natural. By simplifying language or altering it for teaching purposes

- (limiting structures, controlling vocabulary, etc.) we may risk making the reading task more difficult. Authentic material offers students the chance to deal with a small amount of print

- which, at the same time, contains complete, meaningful messages. Authentic printed material provides students with the opportunity to make use of nonlinguistic

- clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily. Adults need to be able to see the immediate relevance of what they do in the

- classroom, and to what they need to do outside it.

3.The Impact of Authentic Materials on Motivation

Authentic materials represent a motivating force for learners. Motivation is defined as “an interest and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level of concentration and enjoyment”. Authentic materials facilitate “exposure to real language” and represent significant tools for students to participate in interesting activities in the classroom. When students feel motivated, their anxiety decreases and their involvement in class activities increases considerably. Furthermore, students’ achievement in understanding authentic input leads to the increase of confidence and autonomy as readers. Some attribute the motivating nature of authentic materials to the fact that “they can be selected to meet students’ needs, unlike textbooks which cater to an international audience”. Learners who use authentic materials become motivated because these materials bring them close to the culture of the target language. There is disagreement, however. Some researchers in this domain consider that motivation and attitude can be negatively influenced by the use of authentic materials. The relationship between authentic aural and written input and found that their subjects reported somewhat negative reactions concerning the use of authentic materials in the language classrooms. The impact of authentic materials on students’ motivation and the results were mixed. On the one hand, he did find evidence in support of that position, on the other hand, the results of the questionnaire revealed that “overall, learners found authentic materials to be significantly less interesting than artificial” (Peacock, 1997: 151). Research has demonstrated that students’ motivation increases when they use authentic materials, especially when authentic texts are practiced for reading with advanced English as a foreign language (Berardo, 2006). They find authentic materials engaging and more up-to-date than textbooks. When students feel motivated, their anxiety reduces and confidence increases while involved in class activities. In addition, authentic material content includes interesting topics which are very attractive for students, such as popular cultural topics which can motivate students and raise their cultural awareness. Newspaper and magazine articles often refer to themes like Thanksgiving, Halloween, Christmas, Easter,

Valentine's Day and these topics can raise students' interest and bring dynamic conversations into the classroom or outside it. For example, working in groups to design specific invitations for Valentine's Day, describing the fashion trends for next season, or listening to a song are effective ways to motivate students and make them interact successfully. Authentic materials such as pictures, photographs, videos, or cartoons can be used efficiently to make students engage in discussions about foreign cultures. Such materials have a great role in fulfilling students' psychological and social needs and interests. They also enhance students' attitude toward foreign cultures and civilizations. Authentic materials have a high value due to their relevance to "the real-world goals", keeping learners informed about what is happening in the world they live in. Therefore, they have an intrinsic educational value. Authentic materials can help learners "achieve the aims of enriching students' experiences in the learning and the use of English, sensitizing them to use English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. Authentic materials are motivating because they are proof that language is used for real life purposes by real people and the use of authentic texts is one way for increasing students' motivation for learning since they give the learner the feeling that they are learning "the real language – the target language as it is used by the community that speaks it". Furthermore, the variety of text types and language styles of authentic materials also affects learners' motivation positively. It is difficult to find this variety in conventional teaching materials, which include only the proper and fluent language. This means that it is easier to find something in authentic materials that will interest learners and may encourage them to read and enjoy reading as they contain topics of large interest to learners, especially if learners are given the chance to talk about such topics in the classroom. Authentic materials increase motivation and interaction between students and teachers. This idea is also supported by who asserts that "the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and makes learning and using language more meaningful, and, ultimately, easy for students". Therefore, we can consider that authentic materials have at least three layers of learning: language (vocabulary and structures), cultural input (cultural norms and values of the community in which the language is used for interaction) and practical application (using them in the way it was intended). These layers motivate learners intrinsically because they have the opportunity to enjoy both learning the language and the culture where this language is spoken, putting into practice what they have learnt as used in the real world. Bringing authentic materials into the classroom can be motivating as they add a real-life element to the students' learning experience. Moreover, it is essential that

authentic materials should meet students' needs and interests. It is equally significant that authentic materials should serve as a stimulus for learning the target language. Thus, if they contain some difficulties and are time consuming for being selected and prepared for teaching purposes, they are important sources of input and have a positive contribution in the field of language teaching and learning.

Questions for comprehension

1. Bringing authentic materials into classroom
2. What are peculiarities of using authentic materials?
3. The role of authentic materials in raising pupils cultural awareness
4. Methods of choosing authentic materials

LESSON 9. CASE METHOD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Learning Objectives:

- Define case study research.
- List reasons researchers use the case study method
- Explain the how data is recorded when using the case study method.
- Describe the benefits and limitations of using the case study method.

Lead in : to describe the case study method of descriptive research and its uses.

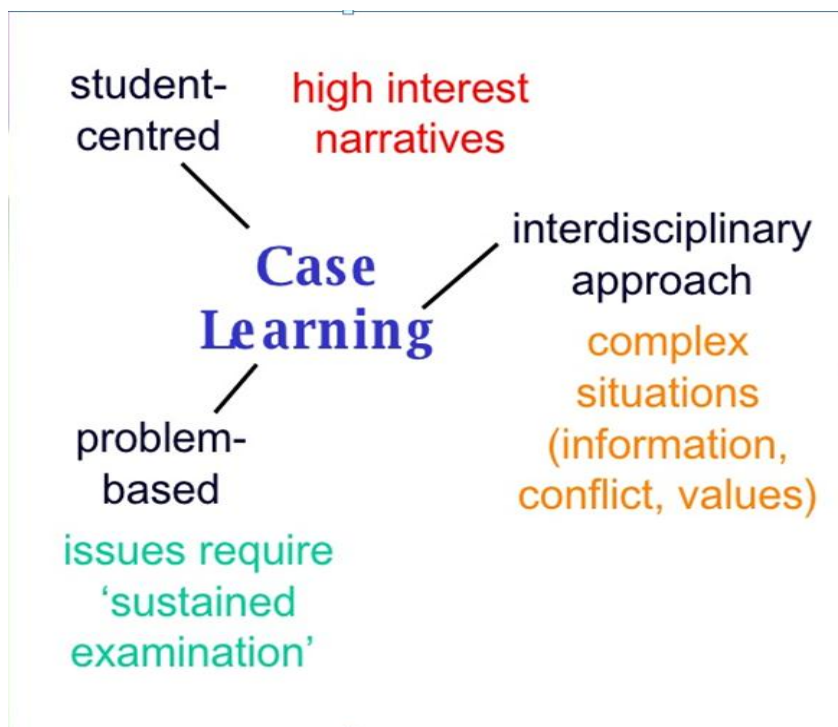
Time : 10 min

Materials : board/flipchart, markers

► Procedure:

☺ (2 min) Tell participants that you would like to discuss have they heard about case method and used them in teaching practice before. You can make a brainstorming activity.

(2 min) Ask participants to think about one controversial situation related to teaching process which they can remind from their own experience. Get them thinking and brainstorming (put them on the board):



☺ ☺(6 min) Tell participants to discuss their answers in pairs for about 5 minutes. Ask them to identify possible challenges and advantages in the way the case is organized

☺ (3 min) Elicit 3-5 responses from participants e.g.

Task 1.

Objective: to raise awareness of potential benefits and limitations of using case method in teaching process

Materials:

Time: 25 min

► Procedure:

What is Teaching with the Case Method?

The case method combines two elements: the case itself and the discussion of that case. A teaching case is a rich narrative in which individuals or groups must make a decision or solve a problem. A teaching case is not a "case study" of the type used in academic research. Teaching cases provide information, but neither analysis nor conclusions.

What are Cases?

Cases are narratives that contain information and invite analysis. Participants are put in the position of making decisions or evaluations based on the information available. Cases can be acquired from the formal, purpose written material from newspaper articles, cartoons, radio stories and even grocery store coupons and fliers.

Cases can involve situations in which decisions must be made or problems solved, or they can involve evaluation or reconsideration of existing policies, practices or proposals. Effective cases are usually based on real events, but can be drawn from both the present and the past, even the distant past. Cases require students to make choices that they see in their textbooks or hear in lessons.

What happens in a Case Method classroom?

In classroom discussion, students analyze the information in the case and use it to solve the problem set up by the case. The discussion can take many forms, including closely directed questioning by teacher to help students draw out the information from the case and identify the central decisions or evaluations that need to be made, more open-ended questions and discussions as students evaluate options and weigh the evidence, and small group work by students focused on specific analytical tasks. Many faculty members use role-play as a technique to put students completely in the case environment. Ideally, case method discussions involve mostly conversation between and among students, rather than discussion centered on direct participation. Many case method teachers describe their role as conductor, facilitator, or guide, drawing attention to their role in setting up discussion in which students are the primary participants.

Why Teach with the Case Method?

In a case discussion, students "do" the work of the discipline, rather than watch or read about how it is done by others. By engaging in the case, students apply the concepts, techniques and methods of the discipline and improve their ability to apply them. Case discussions bring energy and excitement to the classroom, providing students with an opportunity to work with a range of evidence, and improving their ability to apply the vocabulary, theory and methods they have learned in the lesson. Introducing the case method, like any change in pedagogical practice, demands time and energy.

Task 2.

Objective: : eliciting the several types of case study methods which can be used in teaching

Materials: none

Time: 15 min

► Procedure: tell the participants that they are going to discuss the advantages and shortcomings of case study method.

The advantages of incorporating the case method in a fully lecture-based course are best understood as part of the bigger case for active learning techniques in general. A detailed discussion of the benefits of active learning approaches:

- active learning methods appeal to students in the affective domain, motivating them to engage with the material even when it is quite challenging;
- students learn the material more deeply, and work with it at a higher level, when they are active generators rather than passive recipients of knowledge;
- students retain more of the material they do than material they simply read, hear or see.

The shortcomings:

- time costs (time spent teaching cases is time not spent lecturing on other material -- significant incorporation of case teaching means some topics go untaught

Preparing to teach a case is as time consuming .

- Students may need time to master the method, so early attempts can feel unsuccessful
- Faculty may need time to master the method, so early attempts can feel unsuccessful
- Case Method teaching makes students more responsible for their own learning, but also reduces class control

Activity 3.

Objective: to check participants comprehension on awareness of basic awareness of case method.

Materials: tests (handout 1)

Time: 10 min

► Procedure: tell the participants that they will have a test on checking their comprehension of case method. Distribute Handout 1.

Handout 1. Test

1. Case studies produce results that can be replicated and reproduced.
 - a) True
 - b) False

2. Which of the following is not considered a disadvantage of case study?
 - a) Concerns reliability and validity
 - b) The results are not able to be replicated
 - c) The method is very flexible and the design may change as the method takes place
 - d) The research cannot be conducted on a large scale

3. Case study data is typically collected in its natural setting
 - a) True
 - b) False

4. In some case studies, the data may be categorized and coded in such a way to allow for statistical analyses.
 - a) True
 - b) False

Activity 3.

Objective: to practise the usage of case method

Materials: handout 2

Time: 20 min

► Procedure:

☺ ☺ ☺. The preparation should be done in small groups in the classroom. The discussion will be done in plenary or in small groups. Distribute Handout 2.

Handout 2.



Groups should answer the following questions :

1. Who owned the water of these two rivers during the Soviet Union?
2. Who owns the water at present?
3. How can we measure the value of this water to our country?

Summary

Say that in this session participants have observed and experienced a case method, analysed it as teachers. They have also explored the characteristics, merits and challenges of this method.

IV. АМАЛИЙ МАШҶУЛОТЛАР МАЗМУНИ

LESSON 1. TEACHING LISTENING IN ENGLISH LESSONS

Objectives:

- to give participants an opportunity to evaluate listening tasks
- to help participants to explore steps in designing listening materials
- to give participants an opportunity to design listening tasks

Activity 1 Evaluation of listening activities

Objective: to give participants an opportunity to evaluate listening activities

Time: 20 min

Materials: handouts 1 and 2

► Procedure:

☺ ☺ ☺ (6 min) Put participants in groups of 4 and distribute handout 1 and 2. Ask groups to compare two sets of listening activities based on the recordings from the previous session (Teaching listening) in handout 1 and complete the table in handout 2.

☺ (6 min) Ask groups to share the differences they can see between the first and the second set of listening tasks.

Possible answers:		
	Set 1	Set 2
1.	Closed (yes/no) questions, short-learning a dialogue, retelling	Closed (yes/no) questions, open answer questions, translation, questions, multiple choice items, true/false, speaking
2.	None as one does not need to listen to the recording in order to do the given exercises	Listening for gist /the main idea, listening for specific details
3.	Pronunciation (ex.1), grammar (ex.1 vocabulary (ex.2), reading, speaking)	Speaking, reading
4.	No	Yes
5.	Answers may vary	Answers may vary

☺ (2 min) Collect the answers and establish that tasks in Set 1 seem to focus more on vocabulary and grammar while Set 2 tasks focus on developing listening skills.

☺ ☺ ☺ (2 min) Ask groups to arrange the tasks in set 2 in the order they would use them when teaching their students.

☺ (2 min) Ask groups to share their answers and ask the following question:

~ *Why would you teach the tasks in this order?*

Suggested answer:

Pre-listening – 2

While- listening – 1, 4

Post-listening – 3

(2 min) Establish that pre-listening tasks help students to predict the content of the recording and thus make it easier to understand it. While-listening activities should focus on listening for the main idea/gist and listening for specific details. At this stage students should be asked to do such non-verbal tasks as multiple-choice exercises, matching, or ticking options as they require less time and no actual writing. Post-listening activities can be used to consolidate the material, to develop other skills such as speaking or writing.

Activity 2 Process of designing listening activities

Objective: to help participants to explore the process of designing listening activities

Time: 25 min

Materials post-it-notes, handout 3

► Procedure:

☺ ☺ ☺ (10 min) Put participants in groups of 4 and distribute 8-10 post-it slips to each group. Ask groups to write down the steps which they will take in order to design a listening activity. Ask groups to write each step on a separate slip.

☺ (8 min) Ask groups to organise the post-it slips on the board in chronological order: what they would do first, second, next, etc. Ask groups to present the steps they have designed.

☺ (7 min) Distribute handout 3 which summarises the steps in designing listening materials. Ask participants to look at the steps on the handout and discuss similarities and differences between the steps in the handout and those designed by the groups.

Activity 3 Designing listening activities

Objective: to give participants an opportunity to design listening activities

Time: 35 min

Materials: CD player, CD recording, handout 4

► Procedure:

☺ ☺ ☺ (20 min) Put participants in groups of 5 and tell them that they will have to design a listening activity suitable for their students based on the recording. Distribute either handout 4 (suitable for pre-intermediate and intermediate levels) or handout 5 (suitable for intermediate and above levels). Play the recording. Ask groups to design a listening activity (**this should be placed into the Portfolio, entry 3**) based on the recording.

(Optional) Tell participants that they can record themselves or their peers to produce their own listening material.

☺ (10 min) Ask groups to present or teach their activities to their peers.

☺ (5 min) Time for brief peer feedback to each group.

Summary

Students should always be prepared before listening (predicting the content, discussions).

While designing a listening task it is important to consider your objectives: developing listening skills (listening for the gist, for specific information, etc). After listening students can be assigned other tasks develop other skills.

Activity 1, Handout 1, Sets of tasks

SET 1

Listen to Text 1, repeat the following patterns and learn them by heart: Can I have two single rooms with a shower, please?

You can have a double room with a shower on the second floor. Can I pay by credit card? - Yes, you can.

Can you wake me up at 6 a.m.? - Yes, I can.

Translate the words and word combinations into your native language and use them in sentences of your own.

single room with a shower, double room, to be full up, surname, nationality, permanent address, place and date of birth, signature

Read the tapescript of the recording and learn the dialogue by heart. Rehearse the dialogue with your partner.

SET 2

Circle the two correct

answers. What kind of books did Alex mention?

- Love stories
- Detective stories
- Military literature
- Historical novels

Answer the following questions:

- Do you like reading?
- What kind of books do you read?
- What is your favourite book?
- Who is your favourite author?

Tell your partner about the book you've read recently.

Decide whether the following statements are true (T) or false (F) according to the recording.

Statements	True / False
<i>Alex likes reading books about war.</i>	
<i>Alex says he can get many military books in English.</i>	
<i>Alex has got several books on the Japanese army.</i>	
<i>Alex likes books by Iris Murdoch because they were the first books in English which he understood.</i>	
<i>Rod likes to read only Russian literature.</i>	
<i>Rod doesn't like to read detective stories.</i>	
<i>Alex hasn't read the novels by Rankin</i>	
<i>Ian Rankin is a Welsh writer.</i>	

Activity 1, Handout 2, Evaluation of listening activities

	QUESTIONS	SET 1	SET 2
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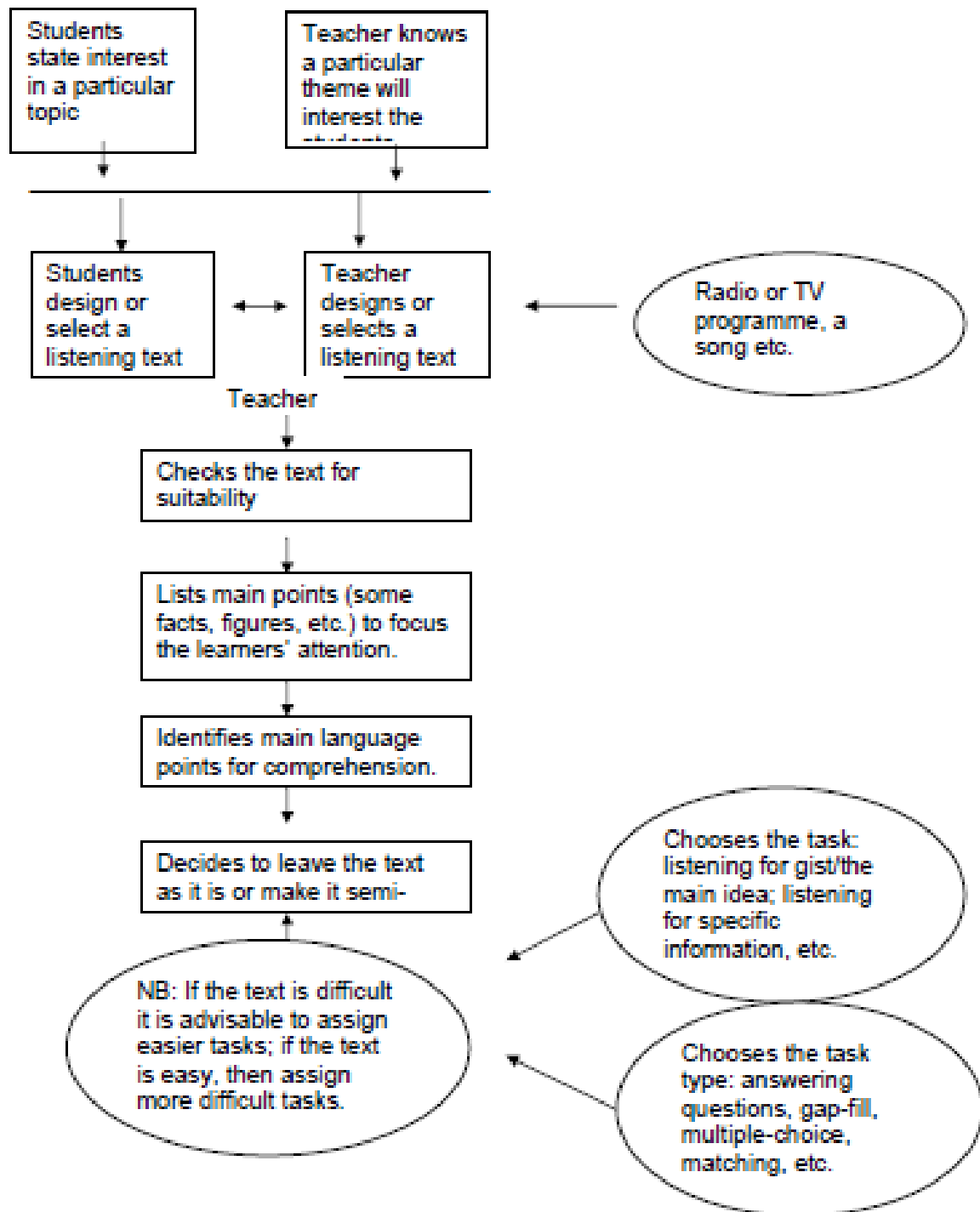
1	<i>What types of tasks do the sets offer (open/closed questions, true/false, multiple-choice, etc)?</i>		
2	<i>What kind of listening skills do the tasks focus on (e.g. listening for the gist/main idea, listening for specific information, etc)?</i>		
3	<i>What other skills are the tasks intended to develop (vocabulary, grammar, speaking etc)?</i>		
4	<i>Are there pre-, while-, post-listening tasks?</i>		
5	<i>Would you like to use these activities with your students? Why/Why not? What would you like to change?</i>		

Activity 3, Handout 4, Tape script (Rita and Nodira)

So Rita what is home for you?

Well Nodira what is home for me? er I am from Yorkshire and when I am not travelling around the world doing my job I live in Yorkshire. Recently I moved into a new home - it is a farm or used to be a farm and I've even got ... buildings where cows used to live er it's in the middle of nowhere.... it is in a hamlet, it is smaller than a village and there are only 30 people who live there erh so it is quite small. The hamlet really doesn't have anything but houses ... it's got a phone box and a letterbox and that is all. A bus comes twice a day but that's it. So as I said it's in the middle of nowhere but it's wonderful. It's quiet and I am surrounded by moors where there are lots of birds like pheasants and grouse and millions of bunny rabbits, so it is very peaceful... very few cars... only er each family has a car and I find it very nice. It is quite in contrast to my job because my job takes me all over the world. It takes me to places like Tashkent - I come here about 4 times a ear - and it takes me to other places in Europe, in Asia, in Africa and even in South America. So for six months of the ear my home is a hotel room and the hotels vary from country to country. In some they're quite luxurious and in others they're quite simple. It depends on the country.

Activity 2, Handout 3, A possible sequence for designing listening tasks



Activity 3, Handout 5, Tape script (Jeremy and Nodira)

Duration: 3:14min

So Jeremy could you please tell me what is home for you?

Home is a very simple word which is full of meaning, but I think it has similar meaning across lots of cultures. But at the moment home for me is where I live in Tashkent with my family including my cats but where I come from is also in a sense my home and where I come from is a very small part of Britain called Cornwall, which is a county in the southwest that sticks out to the sea, so it is almost like an island where you are you never far from the sea. My mother, my grandparents and my great grandparents were all born in Cornwall and I also come from there and I was brought up there in the same village that my mother was brought up in and now I have a small house - a little stone cottage which used to belong to a fisherman. Cornwall is a beautiful place - of course I am biased because I am Cornish - but it is very beautiful. As I said it is surrounded by the sea and the sea is the purest of blue-green colours, very clear, full of life, for instance you can find any kind of fish and shellfish and anemones and seaweed and when I was a child I remember going down to the beach and waiting for the tide to go out and looking in the rock pools and examining the shrimps and the clams, and the sea animals and the seaweed like I said. But Cornwall is also a place of beautiful gardens because it is in the southwest it is warmer than the rest of Britain. The sea surrounding the Cornwall is warmer - it comes from Mexico - and there are some areas that are very sheltered, so you have beautiful gardens with plants and trees that are almost semi-tropical so it has very varied fauna and landscape. It is also a place of full of history and mystery. It is known as a Celtic part of Britain like Scotland, Wales and Ireland. And there are lots of old legends and myths about Cornwall. And somehow the people who've lived there embody in themselves these myths.... er the Cornish have travelled a lot... they are famous for mining and almost anywhere you go in the world where there are mines you will find Cornish people, but everybody who leaves Cornwall ... they always leave their heart behind.

LESSON 2. TEACHING SPEAKING IN ENGLISH LESSONS

Objectives:

to raise participants' awareness about the Common European Framework of Reference (CEFR)

to discuss assessment criteria for speaking

Lead-in

☺ (5 min) Ask participants the following questions:

Do you ever assess students' speaking skills?

What can be difficult about assessing speaking?

Possible answers:

Answers may vary

Speaking doesn't have a written record, it requires a teacher's full attention on one or two learners at a time etc

Activity 1 Assessing speaking

Objective: to let participants discuss speaking scales and criteria for assessing speaking

Time: 30 min

Materials: recording of a student's spoken answer

► Procedure:

☺ (10 min) Ask participants the following question:

Do you have any level descriptors for speaking at your department? If es, what are they?

Possible answers:

Advanced

Upper intermediate

Intermediate

Pre-intermediate

Elementary

Beginner / Starter

Put the scale on the board. The titles in the scale may be different but the main thing is that they correspond to different levels of spoken proficiency.

☺ ☺ ☺ (5 min) Put participants in groups. Tell them that they are going to listen to a sample of students' speech. Ask participants to assess the student's answer according to the scale on the board. Play the tape .

☺ ☺ (10 min) Ask participants to discuss their results in groups. Tell them to think what aspects of the spoken language they took into account and ask them to come up with the criteria for assessing spoken language. Ask the following question:

What aspects of spoken language did you take into account when you assessed the student's answer?

Possible answer:

fluency, accuracy, range of
vocabulary, interaction,
cohesion/coherence

☺ (5 min) Collect the ideas from participants on the board.

Activity 2 Rating scales for assessing speaking

Objectives:

to raise awareness of the CEFR for assessing speaking;

to explore different types of activities to assess students' spoken language

Time: 20 min

Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled Range descriptors, group 2- Accuracy, etc)

► Procedure:

☺ (5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.

A1 corresponds to a beginner level (basic user);

A2 – elementary;

B1 – pre-intermediate;

B2 – intermediate;

C1 – upper intermediate (independent user);

C2 – advanced level (proficient user).

Write the corresponding letters against the levels on the board if appropriate.

Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.

☺ ☺ ☺ (5 min) Put participants in 5 groups and tell them that each group will receive a scrambled description of one of the criteria. Tell them that they will need to put the descriptors according to the levels of proficiency from A1 (beginner) to C2 (advanced) paying attention to the key words that help define the level of proficiency.

Give out the handout 1 to participants.

☺ (10 min) Ask groups to report on their work. Tell them to speak particularly about the language in the chart that helped them define the levels.

Summarise the activity by saying that we mainly discussed the overall oral production and different speaking assessment criteria

Activity 3 Assessing a sample answer with the CEFR in mind

Objective: to re-assess the students' spoken answer using the CEFR

Time: 10 min

Materials: recording of a student's spoken answer from activity 1, handout 1

► Procedure:

☺ (5 min) Tell participants that they will hear the same student but this time they will need to re-assess her answer keeping in mind the CEFR.

Give out handout 1 . Play the recording.

(5 min) Ask participants to compare their assessment in groups.

Activity 4 Various activities for assessing speaking

Objective: to discuss different types of activities that can be used to assess students' spoken language

Time: 15 min

Materials: none

► Procedure:

☺ (5 min) Tell participants that very often formal assessment of students' language skills is done at the end of the term or academic year. Ask participants the following questions:

Do you ever assess your students' speaking skills in a less formal setting?

When can you assess your students' speaking during the course?

What speaking activities do you use to assess your students' spoken language?

Possible answers:

Answers to the first two questions will vary

A dialogue, a monologue, a role-play, debates, presentations, etc.

☺ ☺ ☺ (5 min) Ask participants to look at the chart again and think whether all the criteria would be relevant to different types of activities. (e.g. interaction criteria are not relevant when assessing a monologue)

☺ (5 min) Collect participants' ideas commenting when necessary. Establish that it is possible to assess our students' speaking on everyday basis using various speaking activities. However, we should always remember that the assessment criteria will be slightly different for different task types.

Summary

Summarise the session and establish the following:

In order to carry out an objective assessment of students' oral production it is necessary to have assessment criteria.

The weighting of assessment criteria may vary depending on the type of activity and the purpose of assessment.

We can either develop our own assessment criteria or use already developed ones (CEFR) adapting them when necessary.

Activities 2 & 3, Handout 1

Range	Accuracy	Fluency	Interaction	Coherence
Shows great flexibility reformulating ideas in different linguistic forms to convey a more precise meaning, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, etc.	Can create coherent and cohesive conversation making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what s/he wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when s/he needs to, though s/he may not always do this elegantly. Can help the discussion along on familiar topics inviting others, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and periphrasis on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situation.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
Uses basic sentence patterns with memorized phrases, groups of few words in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when s/he is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

LESSON 3. TEACHING READING IN ENGLISH LESSONS

Objective: to enable participants to design pre-, during-, and post- reading tasks for a typical course book text

Activity 1 Evaluation

Time: 25 min

Material: Handout 1a – text and tasks

Handout 1b – text and tasks

Handout 2 – questions for discussion

► Procedure:

Ask participants to look at the handout from their session on Teaching Reading in order to remind them about the steps and objectives of a reading lesson.

☺ ☺ ☺ (14 min) Ask participants to get into groups of 3-4 and then distribute the texts with the tasks:

In Search of Good English Food from the course book *Headway Intermediate* and *That was then this is now* from the course book *Inside Out Intermediate*.

Also distribute handout 2 with questions and ask participants to discuss them and write down their ideas:

Suggested answers:

Questions	Comments on <i>In Search of Good English Food</i>	Comments on <i>That was then this is now</i>
Does the material contain pre-, while-, post- reading tasks? What type of tasks? (matching, true/false statements, vocabulary)	Yes, pre-reading tasks include discussion of quotations, while-reading tasks include matching, comprehension check questions – choose the best answer, language work (grammar); post-reading - discussion of typical meals of different countries	Yes, pre-reading tasks include True/False statements. While-reading tasks include finding out whether the statements were true or false. Post- reading tasks include language work (vocabulary): completing expressions from the text, and putting the lines of the summary in

		the correct order.
Do you think the tasks develop reading skills? Which ones? How?	Yes, they develop scanning (matching task) and skimming skills (comprehension check questions)	Yes, they develop scanning (true/false statements, language work) and skimming skills (putting the lines of the summary in the correct order)
Do the tasks involve communicative skills? If they do, which skills?	Yes, speaking, listening and reading.	Yes, speaking, listening and reading
Do you think the tasks are interesting and motivating? Why/Why not?	Yes, they make students think, help them to become familiar with the target culture, get information about various types of food in different countries.	Yes, they make students think about friendship; they also help them to acquire some new expressions.

☺ (10 min) In plenary ask participants to report back their findings to the whole group.

Establish that reading should have pre-, while- and post- reading stages and involve other skills as well.

Activity 2 Activities at different stages of reading

Objective: to give participants an opportunity to design reading tasks in groups

Time: 50 min

Material: Handout 3

► Procedure:

☺ (10 min) Distribute handout 3 to participants and ask them to identify whether the given tasks in the list are designed for the pre-, while- or post-reading stage. Tell them to write their answers in the table. Say that some activities can be used at more than one stage.

Suggested answers

	Tasks	Pre/While/Post
1	<i>Students draw or use pictures from magazines to create an illustration for the story.</i>	While/Post
2	<i>Students read very quickly in order to give answers to one or two general questions.</i>	While
3	<i>After reading the first paragraph/sentence of the text students read several possible continuations of the story and then predict which one the author used</i>	While
4	<i>The teacher draws attention to some of the grammar in the text.</i>	While
5	<i>Before reading the teacher introduces some new words.</i>	Pre
6	<i>Students write a paragraph, which could come immediately before the beginning of the story.</i>	Post
7	<i>Students complete a detailed True/False exercise.</i>	While
8	<i>Students infer the meaning of selected words and expressions from the context.</i>	While
9	<i>Students discuss topics related to the content of the text.</i>	Pre / Post
1	<i>Students scan the text to find the name of the main character.</i>	While

☺ ☺ ☺ (10 min) Ask participants to compare their answers in their groups and report back in plenary.

Establish that these activity types can be used for guidance to help teachers to design their own tasks.

☺ ☺ ☺ (20 min) Form three groups and ask each group to design tasks for any text, for example, 'A Victim To One Hundred and Seven Fatal Maladies' from the course book by Arakin. Ask groups to brainstorm ideas and then each

group member will need to summarise the ideas on an A4 sheet to put it into the **portfolio**.

Assign group 1 to design pre-reading tasks, group 2 while-reading tasks, group 3 post-reading tasks. Tell groups to come up with detailed examples.

☺ (10 min) Ask each group to present their tasks in plenary. Ask a volunteer group to microteach their task.

Invite comments and questions from participants.

Activity 3. Microteaching

In this task participants deal with teaching a reading activity.

☺ ☺ ☺

Step 1. Select a short reading passage (150 words) to teach the class. It can be from your course book or some authentic material.

2. Devise a ten-minute while-reading activity to use with the text. Clarify about the aims of the activity.

3. As you design your reading activity, think through the feedback questions which will be discussed after the microteaching.

The participants can either teach while reading activity or experience as a learner.

Give feedback to the participant who led the activity by discussing the Feedback questions.

Feedback questions.

1. Did the teacher motivate you to want to read?
2. How effectively did the activity help you to comprehend the entire reading text?
3. How would you improve the activity?
4. Which reading skills were practised?
5. Are the reading skills in the activity useful in real life?

Activity 4.

Game

TASK 7 If the shoe doesn't fit... **G**

In this game, you 'think on your feet,' making decisions in order to suggest solutions to a variety of common situations that may arise while teaching reading.

Instructions:

1 Sit in threes around a table. Place a set of **Situation cards** (from your trainer) face down in the middle of the table.

2 The first player draws a **Situation card**. He reads the situation on the card aloud to the rest of the group, then describes what he would do to solve that problem. The others in the circle listen and either approve or disapprove of the suggestion; if they approve, the first player gets a point. If not, he has to pass, putting the card at the bottom of the pile; the next person draws a new card and takes his turn.

3 Continue until all the **Situation cards** have been used or a time limit has been called. The winner is the person with the most points.

Activity 1, Handout 2, Questions for discussion

Questions	Comments on <i>In Search of Good English Food</i>	Comments on <i>That was then this is now</i>
Does the material contain pre-while –post- reading tasks? What type of tasks? (matching, true/false statements, vocabulary)		
Do you think the tasks develop reading skills? Which ones? How?		
Do the tasks involve communicative skills? If they do, which skills?		
Do you think the tasks are interesting and motivating? Why/Why not?		

(Adapted from M.Parrott (1993) *Tasks for Language Teachers*, Cambridge University Press)

Activity 2, Handout 3, Tasks and stages of a lesson

	Tasks	Pre/While/Post
1	<i>Students draw or use pictures from magazines to create an illustration for the story.</i>	
2	<i>Students read very quickly in order to give answers to one or two general questions.</i>	
3	<i>After reading the first paragraph/sentence of the text students read several possible continuations of the story and then predict which one the author used</i>	
4	<i>The teacher draws attention to some of the</i>	

	<i>grammar in the text.</i>	
5	<i>Before reading the teacher introduces some new words.</i>	
6	<i>Students write a paragraph, which could come immediately before the beginning of the story.</i>	
7	<i>Students complete a detailed True/False exercise.</i>	
8	<i>Students infer the meaning of selected words and expressions from the context.</i>	
9	<i>Students discuss topics related to the content of the text.</i>	
10	<i>Students scan the text to find the name of the main character.</i>	

LESSON 4. TEACHING WRITING IN ENGLISH

Objectives:

- to raise participants' awareness of the importance of giving clear task instructions for essays
- to enable participants to write instructions for essays

Warm-up (5 min)

► Procedure:

☺ (4 min) Ask for 2 volunteers. One of them will be giving instructions and the other will be following them. Ask the “follower” to leave the room and place an object somewhere in the room. It should be difficult to reach the object. The “instructor” now knows where the object is and is ready to lead the “follower”. Invite the follower in and ask him/her to close his/her eyes and follow the instructions to get the object.

☺ (1 min) When the activity is over, ask the “instructor”:

Was it difficult to give instructions? Ask the “follower”:

How did you feel?

How clear were the instructions?

Say that often the reason why students feel uncertain and insecure (similar to the “follower” in the warm-up activity) is that they do not get clear instructions from their teachers. Say that this session is about giving instructions for writing essays.

Activity 1 Instructions for writing essays

Objective: to analyse task instructions for essays

Time: 30 min

Materials: flipchart/board, markers, papers

► Procedure:

(5 min) □ Give participants □ **ONLY** □ the following instruction (If participants ask any □ questions, say that you will deal with them later. You need to write down their questions so that you can refer to them later):

During the next 5 minutes

I would like you to write about **Health**.

After 5 minutes, ask participants to stop writing.

☺ ☺ ☺ (5 min) Put participants in 4 groups and ask them to share what they have written.

☺ (10 min) Hold a plenary and invite several of them (3-4) to share what they wrote. Then ask the following questions:

Why do you think the paragraphs that you wrote are different from each other?

If you were to mark these paragraphs, do you think it would be an easy or a difficult job? Why?

Summarise the discussion by saying that it would be easier for students if they were given clear instructions about what to write. Also setting clear tasks for students gives teachers guidance about what they can expect students to produce, and these can serve as criteria for marking students' work.

☺ ☺ ☺ (1 min) Put participants in 4 groups and ask them to discuss what questions came to their mind before or while they were writing their paragraphs.

☺ (4 min) In turns, invite each group to share one question at a time and make a list of questions on the board/flipchart. If you have questions from your list (see step 1 of this activity) which were not mentioned, write them down as well.

Possible questions:

How long should the writing be? How many words should we write?

Who are we writing for?

Why write about health?

Can we write about epidemics?

Should we provide our own opinion?

Say that all the questions that they have can be seen as guidance towards formulating effective instructions for students.

Activity 2 Analysing instructions

Objectives: to enable participants to analyse effective instructions

Time:

Materials: handout 1 (ten copies), markers, board

20 min

► Procedure:

☺ (5 min) Ask the whole group:

What kind of writing tasks do your students usually do? Do they write at home or in class?

When you give a writing task to your students do you give oral or written instructions?

What kind of instructions do you usually give? How detailed are your instructions?

☺ ☺ (10 min) Put participants in pairs and distribute handout 1 to each pair. Ask participants to analyse the instructions on the handout with reference to the following questions (put the questions on the board):

What is different in these instructions? (one gives the purpose but does not mention the time/ length/audience, etc)

Which of the instructions did you find clearer?

Possible answers:

Instruction 1 - no word limit

Instruction 2 - no audience

(who are the expected readers?)

no purpose

no word limit

Instruction 3 - ok

Instruction 4 - no audience

☺ ☺ ☺ (5 min) Ask 2 pairs to form a group of four and share their ideas.

Ask the following question:

What makes instructions clear and what are the characteristics of good instructions for essays?

Write the characteristics of good instructions for essays that came from participants on the board and summarise by saying that effective instructions normally provide students with the right amount of information. Usually such instructions contain topic, audience, length or how much time students have to complete the task.

Activity 3 Giving instructions – practising

Objectives: to help participants analyse the difference between descriptive and argumentative essays; to enable participants to practise writing instructions;

Time: 30 min

Materials: handout 2 (a picture), flipchart/board, marker

► Procedure:

☺ (5 min) Show a picture (handout 2) and say that you will be telling 2 little ‘stories’ based on the picture.

Say that this is the *first* story and simply describe the picture.

Say that this is the *second* story and present your personal opinion (what you think) about the picture.

☺ (10 min) Ask the whole group the following questions:

What are the differences between these stories?

Which do you usually ask your students to do – to describe something or to describe something and present their own opinion?

Which do you think is more difficult?

Summarise the discussion by saying that when we give a writing task we should also tell students what the purpose of their essay is – whether students need to describe something or to present an argument. It is important to balance descriptive tasks and argumentative tasks because they both aim at developing different skills. Establish that an argumentative essay is one that can present an argument, discuss advantages and disadvantages, take up a position either for or against; whereas a descriptive essay is one that describes an object, an event or provides a character description. If we only ask students to describe, we do not teach them to think and express their own opinions. Giving students argumentative essays to write can also help the teacher to avoid the problem of plagiarism because students will be writing about their own ideas and will not so easily be able to copy from other sources (for example, the Internet).

☺ (3 min) Tell participants that now they will practise writing instructions for essays on the topic from the first activity - Health. Write the word “Health” in the middle of the board and invite participants to brainstorm ideas on the topic.

Possible ideas:

HEALTH

	<i>Free and paid health</i>	<i>Doctors</i>
<i>Abortion</i>		
	<i>service</i>	<i>Nurses</i>
<i>Smoking</i>		
	<i>Euthanasia</i>	<i>Patients</i>
<i>AIDS</i>		
<i>Alternative</i>	<i>Surgery</i>	<i>Health service now</i>
<i>medicine</i>	<i>Epidemic</i>	<i>Causes of health problems</i>

☺ ☺ (7 min) Put participants in pairs. Say that they need to write instructions for one of the subtopics on the board. Instruct them to decide what kind of essay (descriptive or argumentative) they want their students to write.

☺ ☺ ☺ (5 min) Put pairs into groups of 4 and invite them to share their instructions and give feedback about how clear the instructions were.

☺ (3 min) Invite 2-3 volunteers to share their instructions with the whole group.

Summary

Establish that:

A writing task should have clear instructions including purpose, audience, timing and number of words.

Instructions should clearly state the purpose of an essay, e.g. whether it should simply describe something or present an argument.

Activity 2, Handout 1, Analysing instructions

Analyse the instructions and identify how they are different from each other.

Instruction 1

Write a letter to a friend with your opinion on the following topic – “Parents should be blamed when their child commits a serious crime”.

Instruction 2

Write about the most serious environmental problem facing your country today.

Instruction 3

Write a brief essay (no more than 200 words) describing the best or the worst exam you have ever had. Tell the reader, who your teacher is, what the exam required and what made it good or bad. Provide your own examples.

Time allowed - 50 minutes

Instruction 4

Home essay. In no more than 500 words present your opinion about the following:

“Television as an invention that is largely a positive power in people’s lives”

Instruction 1

Instruction 2

Instruction 3

Instruction 4

LESSON 5. TEACHING VOCABULARY IN ENGLISH LESSONS

Objective: to explore different types of vocabulary learning tasks

Activity 1 Knowing words and phrases

Objective: to enable participants to explore what it means to *know* a word

Time: 15 min

Materials: flipchart/whiteboard, markers

► Procedure:

☺ (1 min) Remind participants of Activity 1 in *Teaching Vocabulary* where they were asked to think about one word or phrase which they could remember learning.

☺ (1 min) Ask them to remember one word that they know and confidently use and one word that they know but do not use.

☺ ☺ (5 min) Put participants in pairs and ask them to discuss their words and to consider possible reasons why some known words are used and others are not.

☺ (2 min) Elicit a few random responses. Say that there are different ways to know a word or phrase. However, the main distinction is between passive and active vocabulary – related to receptive and productive skills (or recognition and use) respectively.

☺ (1 min) Ask participants the following question:

How many words can you recognise and how many words can you actually use?

☺ (5 min) Elicit several random responses. Say that average native speakers of English have 6 to 7 thousand words in their active vocabulary and about 25 thousand in their passive vocabulary. However, the current estimate of the English vocabulary resource is over one million words. Establish that the ratio between active and passive vocabulary with English learners is similar to that of native speakers and that learning vocabulary entails two interdependent objectives:

To increase passive vocabulary, i.e. the number of words students can recognize, understand and remember.

To increase active vocabulary, i.e. the number of words students can confidently use in speaking and writing.

Say that another way of looking at it is to consider quantity (vocabulary resource) and quality (accuracy and appropriateness) of vocabulary learning and use. Say that you would like participants to explore a few vocabulary learning activities in order to decide what objectives they serve better.

Activity 2 Exploring vocabulary learning activities

Objective: to explore some vocabulary learning activities

Time: 25 min

Materials: handout 1, board, markers

► Procedure:

(5 min) Put participants in groups of four and remind them of the tasks they examined in *Teaching Vocabulary*. Ask them to refer back to ‘Some principles of vocabulary teaching’ which they received as a handout at the end of the session. Ask groups to brainstorm different types of vocabulary learning activities.

☺ (5 min) Take feedback from groups and write participants’ ideas on the board.

Suggested answers:

open/banked gap-filling exercises

comparing synonyms in context,

replacing nonsense words in a text

multiple matching

analysis of words and word combinations in a text

using word combinations and phrases

labelling and describing objects in a picture

using texts with thinking questions

Say that the principles on the handout should be considered when teachers develop and/or give their students certain vocabulary learning activities.

☺ ☺ ☺ (10 min) Ask participants to work in groups. Distribute handout 1 to each participant. Tell groups to do these three activities as learners and identify the teaching points in each of them.

Suggested answers:

Activity A is a matching exercise: a5; b3; c2; d1; e4. It deals with definitions of new words out of context. Its main focus is expansion of passive vocabulary.

Activity B focuses on eliciting the meaning of words and phrases in a certain context and allows some space for the use of these words and phrases in discussion. It also touches upon words having different meanings, e. g. *change* as ‘*transformation*’ and ‘*money you get back*’ which you have to deduce from the context.

Activity C focuses on inferring and creating possible contexts for isolated sentences and on comparing differences in meaning in the use of synonyms.

☺ (5 min) Elicit groups' responses to the activities and discuss them with the whole group. Refer to the principles of vocabulary teaching and the sessions on *Teaching Vocabulary* and *Authenticity*. Say that you would like participants to put these ideas into practice by designing a few vocabulary tasks.

Activity 3 Designing vocabulary tasks

Objective: to enable participants to have practice in developing vocabulary tasks

Time: 40 min

Materials: handout 2, board/flipchart, short newspaper clips for each group. If possible: photocopier

► Procedure:

☺ (3 min) Ask participants to list questions they have to answer before and during designing a vocabulary task (e.g. about materials, focus or level of difficulty). Give your own examples and refer to the guidelines in handout 2 if necessary. Distribute handout 2 .

☺ ☺ ☺ (5 min) Elicit random responses and write the checklist on the board. Say that you would like participants in each group of four to develop one vocabulary task.

☺ ☺ ☺ (5 min) Ask participants in their groups to answer these questions first and write the answers down.

☺ (4 min) Ask spokespersons from each group to read out their answers to check what kind of task they are going to develop. Comment on the answers where necessary.

☺ ☺ ☺ (15 min) Ask participants to design the task in their groups using cuttings from newspapers. Distribute the cuttings. Monitor their work and offer assistance where necessary.

☺ (8 min) Ask spokespersons from each group to present their tasks to others. If possible, make photocopies of the developed tasks and distribute them to participants from other groups at the end of the day.

Conclude by asking the following question:

Suggested answers:

vocabulary should be taught in context, not as isolated words;

vocabulary should be taught through English, avoiding word-for-word translation into mother tongue;

learners should be encouraged to work out the meaning of the unknown words;

there is a difference between active and passive vocabulary;

learners should be encouraged to analyse words and word combinations in a text.

What do you need to keep in mind when developing vocabulary activities for your classes?

Elicit a few random answers.

Summary

Teaching vocabulary should be based on context and teachers should focus on exploring the relationship between words, phrases and the meanings they convey in different contexts. It is possible to design simple vocabulary tasks using authentic texts accompanied with thinking questions or other task types.

Activity 2, Handout 1**VOCABULARY LEARNING ACTIVITIES**

In your group do the given vocabulary learning activities and answer the following questions:

What is the teaching point in each of these activities?

What principles of vocabulary teaching does it reflect?

Activity A

Match each word on the left with the correct definition on the right:

a) implication	1) all the words a person knows or uses
b) grammar	2) the words that come just before or after a word or phrase
c) context	3) and help you to understand its meaning the system of structures at word, sentence and text

	level in a
d) vocabulary	Language a word or phrase used in an imaginative way to
e) metaphor	4) describe something else to show that the two things have the same Qualities 5) something that is suggested or indirectly stated

Activity B

Read the text below. In your group discuss and explain the meaning of the underlined words and phrases.

“Two gentlemen in black came in. They had a cheap and quiet lunch, and one of them paid for it and went out. The other was just going out to join him when I looked at my change again and found that he’d paid me more than three times too much. ‘Here,’ I say to the chap who was nearly out of the door, ‘you’ve paid too much.’ ‘Oh,’ he says, very cool, ‘have we?’ ‘Yes,’ I say and pick up the bill to show him. The man at the door says, all serene, ‘Sorry to confuse your accounts, but it’ll pay for the window.’ ‘What window?’ I say. ‘The one I’m going to break,’ he says, and smashed that beautiful window with his umbrella. [Adapted from G. K. Chesterton, *The Blue Cross*]

Activity C

Explain the difference between the sentences in each pair. How do different words change the meaning of the sentences? Add a sentence of your own to provide an appropriate context. Discuss the sentences in your group.

a) When I turned back I noticed that her eyes were shining in the dark, full with a strange feeling that I found difficult to describe.

When I turned back I noticed that her eyes were glistening in the dark, full with that weird feeling that I found difficult to describe.

a) John looked through the door thinking that he’d heard Simon’s low voice and said: ‘Are you talking to anyone, Simon?’

John peered through the door thinking that he’d heard Simon whispering and blurted out: ‘Are you talking to someone there, Simon?’

a) Then that damned bell rang, and I thought for one long, mortal minute that I couldn't get out of that chair – just literally, physically, muscularly couldn't.

Then the bell rang loudly and I thought for a couple of minutes that I couldn't physically get out of the chair.

Activity 3, Handout 2

SOME GUIDELINES FOR VOCABULARY TASK DEVELOPMENT

Before developing a vocabulary task it is necessary to identify the specifications of the task you are going to develop. The following checklist may be useful for this purpose:

N	QUESTIONS	COMMENTS
1	<i>What materials am I going to use for the development of the task? (e.g. existing textbook, literature source, newspaper or other authentic materials)</i>	
2	<i>What level of vocabulary should the task be aimed at? (e.g. pre-intermediate)</i>	
3	<i>Should the task focus on the expansion of passive vocabulary or on vocabulary activating?</i>	
4	<i>What is the precise focus of the task? (e.g. words related to a certain topic; different meanings of a word; different words with similar meanings; collocations; style and register)</i>	
5	<i>What type of task am I going to use? (e.g. open/banked gap-filling exercises; comparing synonyms in context; replacing nonsense words in a text; multiple matching; analysis of words and word combinations in a text; using word combinations and phrases in speech; using texts with thinking questions; labelling and describing objects in a picture etc.)</i>	
6	<i>Is there any need to pre-teach some vocabulary? If yes, how am I going to do this?</i>	
7	<i>What stages will be there in the task? (e.g. pre-, during- and post-reading)</i>	
8	<i>Will my task be integrated with other skills/aspects? (e.g. speaking skills and grammar?) How?</i>	
9	<i>Will the task combine different interaction patterns? (e.g. individual and pair work)</i>	
10	<i>Which principles of vocabulary teaching will be involved in this task?</i>	

LESSON 6. TEACHING GRAMMAR IN ENGLISH LESSONS

Objective: to introduce participants to a language awareness raising approach to teaching grammar

Activity 1 Traditional activity

Objective: to raise participants' awareness of some typical drawbacks of discrete grammar activities

Time: 15 min

Materials: flipchart/board

► **Procedure:**

☺ (3 min) Ask participants to remember the previous session on *Teaching Grammar*.

Say that you would like them to explore other ways of teaching grammar. Ask them to do the following activity:

Make up a sentence using the following words: a, read, I, book.

Write these words on a flipchart/board

(Key: I read a book.)

What tense form is this?

(Key: Present or Past Simple)

Using the above sentence as a model, transform it into Present Continuous, Past Continuous, Present Perfect and Past Perfect.

(Key: I am reading a book. I was reading a book. I have read a book. I had read a book.)

☺ ☺ ☺ (5 min) Tell them to reflect on the activity and discuss it in four groups of five asking the following questions written on a flipchart/board:

What is the focus of the activity?

What could students learn from such an activity?

How does the activity link grammar form with meaning?

How important is context in this activity?

To what extent is this activity focused on accuracy of grammar forms?

☺ (5 min) Invite some random responses from the groups and accept participants' views.

☺ (2 min) Establish that while this activity apparently focuses on tense forms of the verb 'to read', it does not actually teach anything new, does not provide sufficient context and does not establish any link between form and meaning.

Say that such activities are often counter-productive as they condition students NOT to think about meaning and to approach language mechanically.

Tell participants that the given examples, although grammatically correct, hardly fit any natural communicative context.

Say that you would like them to transform this activity into a few meaningful context-based grammar tasks.

Activity 2 Designing activities

Objective: to raise participants' awareness of the relationship between form and meaning

Time: 20 min

Materials: handout 1, flipchart/board

► Procedure:

☺ ☺ ☺ (1 min) Say that a simple grammar activity can be based on a short text and thinking or concept questions asking students to explain the use of a certain grammar form in context. Ask participants to remain in the same four groups of five.

Ask each group of participants to design a task that would include a mini-story with a short dialogue which could put each of the above sentences in an appropriate context and a couple of thinking questions (Group A: I am reading a book, Group B: I was reading a book, Group C: I have read a book and Group D: I had read a book). Write these sentences on a board.

Explain that these stories/dialogues should establish who the participants in the dialogue are; their relationship; and make clear in which situation such dialogue might occur.

☺ ☺ ☺ (1 min) Tell participants that they may extend the sentences by **adding** words or clauses, but they cannot **change** their wording. Give your own example of a task on present simple. Distribute handout 1 .

☺ ☺ ☺ (2 min) Ask participants to explain the use of present simple in this context. Ask why other tense forms cannot fit the context.

Ask participants the following question:

What is the role of thinking questions?

Suggested answer:

Such questions provoke learners' search for the answers that enable them to understand a certain language point. A succession of questions directs learners from identification of the language point towards underlying rules and principles behind the point.

☺ ☺ ☺ (2 min) Discuss the difference between this activity and Activity 1.

☺ ☺ ☺ (5 min) Give groups 5 minutes to create their stories. Remind them of possible instructions for students, e.g. *Explain the use of ... tense in the given context. Why is ... tense used in this context?*

☺ (9 min) Discuss each story/task, inviting each group to present their mini-story/context in turn. Comment on the context and its authenticity. Give feedback where necessary.

Activity 3 Jigsaw reading

Objective: to raise participants' awareness of some principles of a language awareness approach.

Time: 25 min

Materials: 4 copies of handout 2, 20 copies of handout 3

► Procedure

☺ ☺ ☺ (1 min) Participants remain in the same groups. Distribute to participants handout 2 (one set per group).

☺ ☺ ☺ (3 min) Tell them to put these sentences in the correct order and notice the language elements which enabled them to do that. Ask them to report their results to the whole group.

Key: 1b, 2a, 3c.

Possible answers: the use of articles ('An American', 'the drug'), the use of tenses ('has been jailed', 'had faced', 'admitted', 'was in a taxi' 'was stopped') and referencing ('An American', 'Jason Taylor', 'Taylor').

☺ ☺ ☺ (5 min) Ask participants to focus on the use of tenses and put all the verbs and verb forms in the text into chronological order. Give each participant handout 3 with the whole text.

Suggested answers:

living in Singapore (started before the event)
was in a taxi (got in a taxi before he was stopped)
was stopped by the police
being caught with 0.71 g of cocaine
admitted cocaine possession
had faced a jail term
has been jailed

☺ (5 min) Ask participants to comment on **how** particular tense forms helped them to reconstruct the chronological order of the events. Ask them **why** a particular tense form was used in each case and what precise meaning it

conveyed. Draw their attention to the use of past perfect and present perfect. Ask the following question:

Why is 'has been jailed' (present perfect) used in the first sentence?

Why is 'had faced' (past perfect) used in the text after 5 other verb forms?

What important event has been missed out in the text? How do you know?

Suggested answers:

Sometimes in the news a fact is reported in present perfect and later put into context in past simple. 2-3. After Taylor **had faced** a jail term and before he **has been jailed**, he was also **tried** in court and **sentenced** to 11 months. These two important events in the Past Simple were missing in the text. (**Optional:** The use of past perfect not only implies the missing verbs, but also emphasises the difference between Taylor's possible sentence and the actual sentence that was much milder than he might have received.)

☺ (5 min) Discuss the responses about each use of verbs (1-7) with the whole group.

☺ (2 min) Ask participants to reflect on the activity and to consider the following questions:

What was the focus of this activity?

How were language elements (the use of verbs and perfect tenses in particular) taught with the help of this activity?

Elicit a few random responses.

☺ (2 min) Ask the following questions:

What did you have to do in this activity as learners?

What kind of learning was taking place during the activity?

Elicit a few random responses.

☺ (1 min) Establish that the overall meaning of the text comes from a combination of verb forms (and other feature).

☺ (1 min) Say that you would like participants to compare the three above activities and to work out the underlying principles behind these activities.

Activity 4 Comparing activities

Objective: give participants an opportunity to develop some principles of a language awareness approach.

Time: 20 min

Materials: 20 copies of handout 4

► Procedure:

☺ (1 min) Invite participants to compare Activity 1 (Making up a sentence), Activity 2 (Mini-stories) and Activity 3 (Jigsaw reading) and to find differences and similarities between them.

☺ (7 min) Ask them to remain in the same groups and to fill in a questionnaire individually. Distribute handout 4 .

☺ (2 min) Ask participants the following questions:

What have you learnt about teaching grammar from comparing these activities?
Elicit a few random responses.

☺ (5 min) Ask participants to draw some principles of teaching grammar. Elicit a few random responses. If necessary, help participants by discussing the following:

Text	Preferably authentic, long enough to establish the context.
Context	Should be sufficient to relate to a certain life situation.
Form and meaning	In real communication the meaning dominates over the form while in traditional language teaching the focus has been firmly on the form and not on the meaning.
Choice	The reasons why a particular grammar form is used should be explored
Awareness	Learners should be encouraged to view a language as a complex living phenomenon and not just as a number of words arranged according to simple rules.

Summary

Reiterate the main points of the session: Say that grammar forms should be presented in context. The teacher should establish that the students understand the language point and then unpack it with the help of thinking questions to make the language point clear. The next question can focus on the principles of language use. Give your own example:

Mrs Kurbanova has been using the same textbook in her classes for almost ten years. She thinks it's time to try something new.

Activity 2, Handout 1

Read the following text and answer the questions below.

A mother is talking to her son about travelling from Samarkand to Tashkent by train: ‘Listen, Alex, when you go there by train... how long does it take? Four, five hours? And you don’t get bored? What do you actually do on a train?’ ‘Well, I normally just read a book or a newspaper, so it’s not really... that boring.’

How often do you think Alex travels to Samarkand? How do you know?

Why is the present simple used in the last sentence and not some other tense form?

What have you noticed about the use of the present simple?

Activity 3, Handout 2

~~Jason Taylor, 33, an engineer, had faced a possible ten-year jail term and \$7,000 fine after being caught with 0.71g of the drug.~~

An American living in Singapore who admitted cocaine possession has been jailed for 11 months.

Taylor was in a taxi on December 6 when he was stopped by police.

Activity 3, Handout 3

Put all the verbs and verb forms in the text into a chronological order.

An American living in Singapore who admitted cocaine possession has been jailed for 11 months.

Jason Taylor, 33, an engineer, had faced a possible ten-year jail term and \$7,000 fine after being caught with 0.71g of the drug.

Taylor was in a taxi on December 6 when he was stopped by police.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

3<

Activity 4, Handout 4

Compare the three activities and answer the following questions:

Questions	Activity 1 Making up a sentence	Activity 2 Mini- stories	Activity 3 Jigsaw reading
1. What was the focus of this activity?			
2. Was there enough context? What was it?			
3. How authentic was the use of English in this activity?			
4. What did you have to understand in order to do the activity?			
5. Did this activity make you think about the use of English in a context? In what way?			
6. Did this activity address the relations between form and meaning? How?			

You may make notes on a separate sheet of paper.

Discuss your answers with your colleagues.

LESSON 7. WAYS OF ASSESSMENT IN ENGLISH LESSONS

Objective:

to raise participants' awareness of other ways of assessing their students' performance

to enable participants to explore transferable skills that can be developed through alternative ways of assessment

to emphasise the importance of varying types of assessment to combine different skills and motivate students

Activity 1 Project work as one of the vehicles for assessing students' performance

Objective: to give participants an opportunity to analyse a piece of project work done by students

Time: 15 min

Materials: 4 booklets, 4 posters, board, markers, flipchart paper

Preparation: write the questions from the first bullet point on the board

► Procedure:

☺ ☺ ☺ (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

What do you think the task of the project was?

How many students do you think worked on the task?

What do you think the steps in students' work were?

How much time do you think the project took?

☺ (7-8 min) Invite groups to share the results of their discussion.

Summarise the activity by saying that project work can be quite an effective way of learning, teaching and assessment and in answering the questions above participants have thought about certain things that should be taken into consideration when setting such tasks.

Activity 2 Skills that can be developed through alternative ways of assessment

Objective: to introduce the concept of transferable skills and criteria to assess them

Time: 30 min

Materials: board, markers, flipchart paper

► Procedure:

☺ (5 min) Ask participants the following questions::

What skills (including language skills) do you think students developed while working on the projects from activity 1?

Make a list of skills on the board/flipchart.

Why do you think it is important for students to develop these skills?

How can teachers encourage and motivate their students to develop these skills?

Possible answers:

4 skills – speaking, writing, listening, reading; decision making, leadership skills, team work, time management, negotiation, problem solving, research skills, IT skills, people skills

It is important for students to develop these skills to increase their readiness for future employment in local or foreign companies, small businesses, etc

Teachers can suggest the tasks which will involve these skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

☺ ☺ ☺ (5-7 min) Say that now you want participants to think how the project work can be assessed. In groups of 4-5, tell them to choose 1 booklet /poster and discuss which mark on the scale from 0 to 10 the group would give to the project work they analysed and why.

☺ (10 min) Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion.

While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of **criteria** they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1) Make the point that if a task aims at developing the ability to work in groups, or decision-making skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:

Language accuracy

Information (content)

Design (creativity)

Structure of information

Evidence of research

Evidence of group work (contribution of each group member)

☺ ☺ (5-6 min) Say that now you want participants to practise. Distribute handout 1 to each participant. Allow participants to discuss the project task in pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria. Tell participants to follow the questions on the handout.

Work with the whole group and take participants' ideas. Summarise them on the board.

Suggested criteria (you can accept any well-argued variations):

Language accuracy **2 points**

Information (content) **2 points**

Structure of information **1 point**

Evidence of research **2 points**

Visual aids **1 point**

Evidence of group work (contribution of each group member) **2 points**

(2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

Activity 3 More ideas

Objective: to introduce more ideas for non-traditional ways of assessment

Time: 35 min

Materials: handout 2

► Procedure:

☺ (2 min) Distribute handout 2 to each participant and ask teachers to tick the types of assessment they are not familiar with. Encourage participants to work in pairs or small groups.

☺ ☺ (8 min) Invite participants to share. Make a list of the least familiar types of assessment on the board.

Possible answers:

Seen examination

Open book examination

Observations

Posters

Projects

Portfolio

(10 min) Say that all of them can have quite a different purpose and focus, and teachers have to take this into consideration. Ask the whole group the following questions:

When would you use each type of assessment from the list on the board?

Why?

What types of assessment can offer students some feedback?

What types of assessment can be considered as a final check?

☺ ☺ ☺ (10 min) Ask participants to work in 4 groups. Assign one type of assessment to each group. Tell groups to imagine that they will have to use one of the assessment types in their teaching. Ask them to think how they can incorporate this type of assessment into their system of assessment (they do not need to think of a task instruction in great details, only a brief idea). Ask groups to fill in the following proforma in handout 3 :

Type of assessment	
Progress or achievement	
What skills it will test	
The percentage weighting (from the overall 100 percent for the semester)	
Task description (very briefly, just an idea would be fine here)	
Time allocated for students	
Individual or group	
Assessment criteria	

☺ (5 min) Invite groups to exchange their proformas. (Alternatively, proformas can be displayed on the board or a wall for a mingling activity.)

Summary

There are many different assessment methods and types. However, it does not mean that teachers can use them all without thorough consideration. Types of assessment should have a certain purpose, should test certain skills, and should have certain assessment criteria. It is also important to think what percentage within the overall structure of assessment each type of assessment will have to maintain the balance between the types and to consider students' and teachers' workload.

Activity 2, Handout 1

With your partner, analyse the task below and think how you would mark it (scale 0 -10). Consider the following questions:

What will the marking criteria be?

Are all the criteria equally important?

How it is possible to show that one criterion is more important than another (for example, content and layout)?

Task for students

You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:

think about the specific things in the zoo you would like to concentrate on;

visit the zoo and collect all the necessary information;

analyse the information you have collected and think how you can use it to write an article;

think about the article structure;

write the article.

You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project.

Submit both papers (an article and a report) in 4 weeks time.

Activity 3, Handout 2, Types of assessment

TYPE OF ASSESSMENT	DESCRIPTION	WHAT IT TESTS
Standard examinations – unseen paper of limited choice	Usually open ended questions, multiple choice questions, fill in the gap questions pre-selected or developed by the teacher and given on the day of the exam.	Retrieving knowledge from memory, working under pressure, writing skills, structuring information, problem solving, argumentation skills.
Seen examination	Open ended questions. Sometimes case studies or problem solving questions. Pre-selected by the teacher. Given to students some time before the exam to allow students an opportunity to peer exchange, research, reflect. Then written under timed conditions	All above plus research skills, use of resources, (less emphasis on memory), reflection.
Open book exam	Students are allowed to use notes and/or reference books during the exam.	Finding information, working under pressure, more complex tasks can be set.
Examinations with optional questions – students can choose the questions they wish to answer	Teacher offers a number of questions, and students can choose a certain number to be answered – usually if 10 questions are offered 6-7 must be answered.	Evaluation, synthesis, analysis, decision making; (good for mixed ability groups).
Observation reports or notes	Students do observations (pre-service teachers observing an experienced teacher) and take notes which later can be used as the basis of a report.	Skills of observation, note taking, analysis, evaluation, interpretation;
Essays	Students are given a topic to discuss in written form.	Writing skills, structuring info, reflection, planning;
Critiques and reviews of literature/film/TV show/event/etc	Students are required to write a review on a book they read, or a film they watched.	Evaluation, summarizing, arguing the point of view
Newsletter article	Written task for an imaginary audience.	Writing skills, research, creativity, writing for a particular audience
Oral presentations	Students are given a certain topic or they can choose their own topic for their presentation. Usually a presentation lasts	Oral skills, non verbal communication, using visual aids, interpersonal skills, team work
	about 5-10 minutes and is supported with visual aids.	
Posters	Students are given a task to be done over a certain period of time. Can be even done during one lesson. A poster presents the process and results of the task.	Creativity, presenting information to a reader, graphical presentation skills, selection, evaluation
Projects (individual and group)	Students are given a task to be done over a certain period of time. Usually the task is to produce something such as a poster, a leaflet, a mini book, a set of pictures, a CD, etc.	Planning, organization, creativity, group work
Portfolios	Collection of materials produced by students over a certain period of time.	Reflection, personal development, application of knowledge
Audio and video	Students are given a task to make an audio tape (dialogue, monologue, role play, etc) or a video tape on a specific topic.	Presentation skills (individual or group), creativity, IT skills
Diary for self-assessment	Students are required to keep a diary to monitor their own progress. This can be designed in a particular way so that marks can be allocated.	Reflection, personal development, application of knowledge
Peer assessment	Students work out criteria and assess each other.	Reflection, personal development, application of knowledge

LESSON 8. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

Objectives:

to introduce the concept of learning styles
to help participants identify their preferred learning style/s
to discuss the importance of being aware of learners' learning styles in teaching

NB: Tell participants that this session will introduce only one classification of learning styles out of many that exist in the field of education.

Warm-up

Objective: to break the ice, to let participants get to know each other better

Time: 10 min

Materials: None

► Procedure:

☺ (4 min) Invite participants to the middle of the room and ask them to move around the room and have a short conversation with as many people in the room as possible. Tell them to ask each other's names and one thing they are good at. When they have finished the conversation, they need to move quickly to the next person. Stop the activity when most of the participants have had a conversation with every person. *e.g.*

I'm Svetlana and I'm good at organizing people.

What is your name and what are you good at?

My name is Alisher and I'm good at teaching writing.

☺ (4 min) Tell participants that they should move around the room and have another short conversation with as many people in the room as possible. This time they should recall the name of their 'partner' and what s/he is good at.

e.g.

-Hi, your name is Svetlana and you're good at organizing people, right?

-Right, and let me think..., your name is

Alisher and you're good at teaching writing.

-That's right.

☺ (2 min) Stop the activity and invite all participants to their places. Ask several people to comment on what they have learned about each other.

Activity 1 The Animal School

Objective: to raise participants' awareness of learner differences

Time 20 min

:

Materials handouts 1a, 1b, 1c, 1d, 1e, 1f, (pictures of animals), handout 2 (five sets of the jumbled story).

► Procedure:

☺ (5 min) Tell participants that they are going to read a story called 'The Animal School'. Show the pictures of the animals (handout 1) to participants one by one asking some questions.

*e.g. What is it? What is it good at? Where does it live? What does it eat?
What is its natural colour?, etc*

☺ (10 min) Give each group handout 2 (a set of cards with paragraphs) and ask the groups to put them in logical order.

(5 min) Check the order of the text with the whole group. Ask participants some questions to check their comprehension of the story (see below).

Suggested questions:

Was the animal school successful? Why/why not?

(It wasn't successful because the instructors made different animals do things they were not good at.)

What is the moral of the story?

*(Everyone is different and this should be taken into account
/ We should value these differences)*

Activity 2 What are Learning Styles?

Objective: to introduce the participants to the concept of learning styles

Time: 10 min

Materials: flipchart paper, markers, handout 3 (summary of learning styles)

► Procedure:

☺ (10 min) Tell participants that just as in the story different people are good at different things and therefore they learn in different ways. Write 'learning styles' in the middle of the board and the four learning styles around it. Elicit as much as possible from the participants.

Suggested questions:

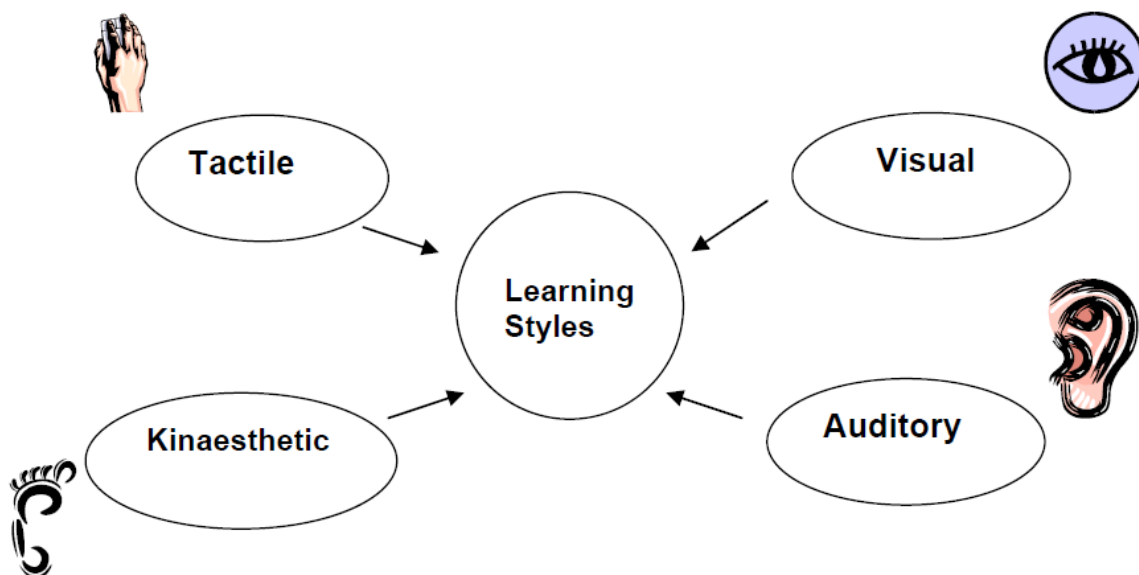
What learning styles do you know?

How do visual learners learn best? (by seeing)

What can teachers do to help their visual learners? (use pictures or charts and write important information on the blackboard, etc)

How do auditory learners learn best? (by hearing)

What can teachers do to help their auditory learners? (give short 5-10min lectures, use songs or ask students to repeat information aloud, give instructions, etc.)



Give out handout 3 and tell participants that they can read it later.

Activity 3 Learning styles quiz

Objective: to identify participants' own learning styles

Time: 10 min

Materials: handout 4 (quiz)

► Procedure:

☺ (5 min) Tell participants that now they have a chance to identify their own dominant learning styles. Ask participants what they think their preferred learning style is. Distribute handout 4 and tell participants to answer the questions in the quiz to find out their learning style(s).

☺ (5 min) Ask participants in which box they had the highest score. Tell them that Box A shows the features of a kinaesthetic learning style, Box B shows the features of a tactile learning style, Box C – a visual learning style and Box D – an auditory learning style. Ask participants some questions to discuss their reactions to what they have found out about themselves.

Suggested questions:

Do you have one strong and one weak learning style, or do you have a mixture?

Does this correspond to what you predicted?

How might your learning style influence your teaching?

What happens when a teacher appeals to only one learning style?

Which style do you think is best? Why?

Activity 4 Consolidating the concept of learning styles

Objective: to practise adapting exercises to cater for different learning styles.

Time: 10 min

Materials: handout 5 (cards)

► Procedure:

☺ (5 min) Tell participants that each of them will get a card with a sentence on it. They need to decide which learning style it describes. Distribute handout 5 (cards) and tell participants to mingle and by asking questions (e.g. *Does your card talk about the visual learning style?*) find other people who have the same learning style and form a new group. Tell them that there should be four groups in the end.

☺ (5 min) Check whether all the participants are in the right groups. Rearrange participants if necessary.

Activity 5 Task adaptation

Objective: to reflect on the use of learning styles in various activities

Time: 10 min

Materials: flipchart, marker, handout 6 (task adaptation)

► Procedure:

☺ ☺ ☺ (5 min) Tell participants that now each group will receive a dialogue taken from a textbook. Explain that they will need to adapt the task for the

dialogue to make it address as many learning styles as possible. Give out
handout 6 .

☺ (5 min) Ask the groups to share their ideas.

Possible ideas:

to give the students a jumbled dialogue so that they can put the replies in order
(cards on the table – T and V);

to ask participants to role play the dialogue (A and K)

Activity 6 Session evaluation

Objective:

Time: 5 min

Materials: flipchart, marker

► Procedure:

☺ (5 min) Elicit all the steps of the session and evaluate them together with the
participants from the point of view of the learning styles

to reflect on the use of the learning styles in various activities

Warm up 'Shaking hands'	VATK
Pictures of animals	VAT
Jumbled reading	VAKT
Mini-lecture on learning styles	VAT
Learning styles quiz	VAT
Mingle Learning styles cards	VATK
Adjusting the dialogue	VAT

Summary

Establish the following:

All learners are different and therefore they learn in different ways.

It is important for teachers to appeal to all four learning styles to make their teaching effective and to keep all their learners involved.

Finally, ask participants to reflect on two questions:

Have you favoured one type of learner over another in your own teaching?

Which learning style is most favoured by the traditional teaching style in Uzbekistan?

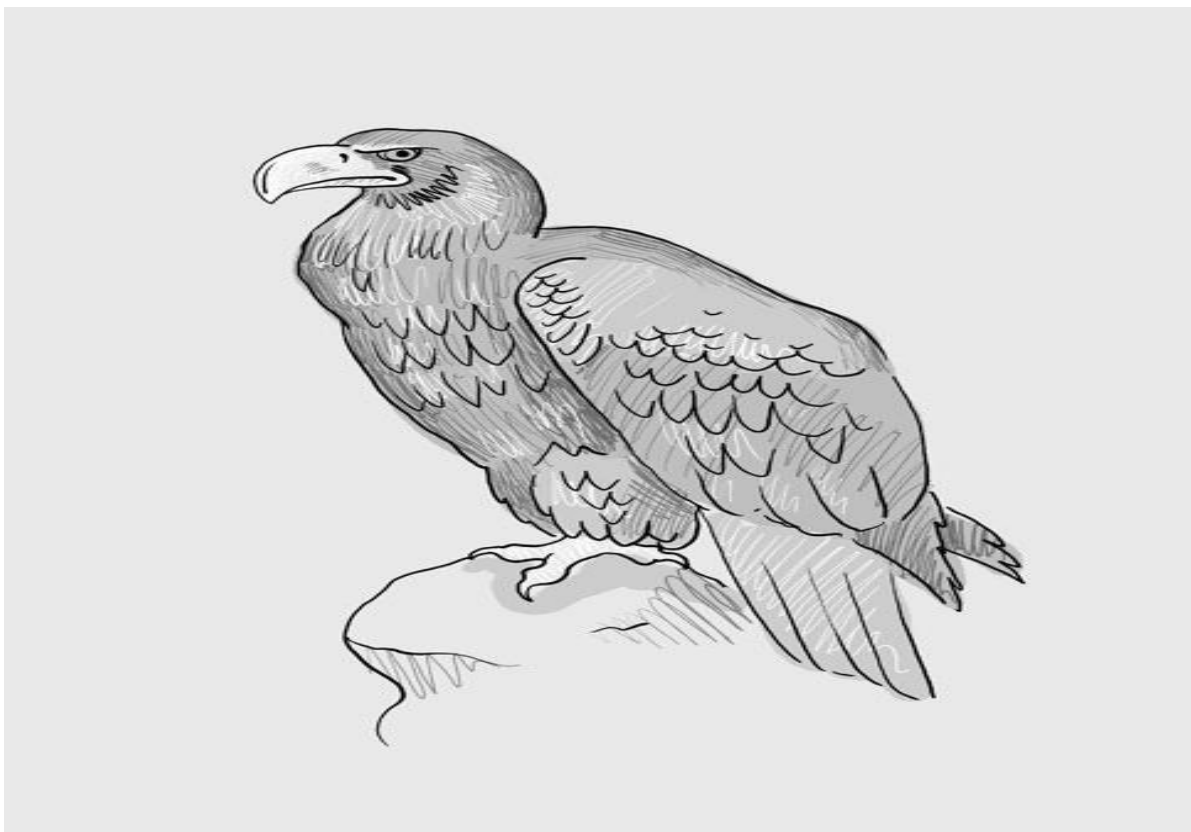
NB At the end of the session

Distribute post-it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc;

Activity 1, Handout 1a



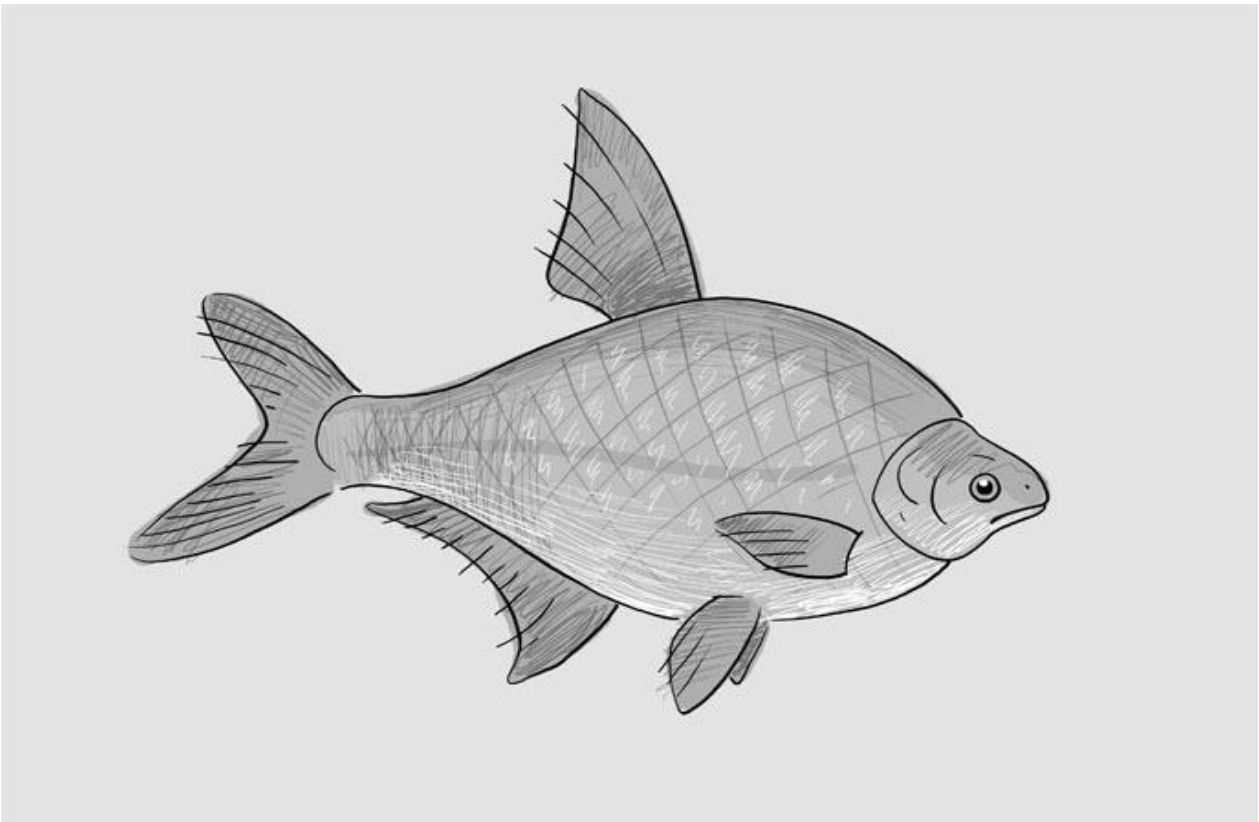
Activity 1, Handout 1b



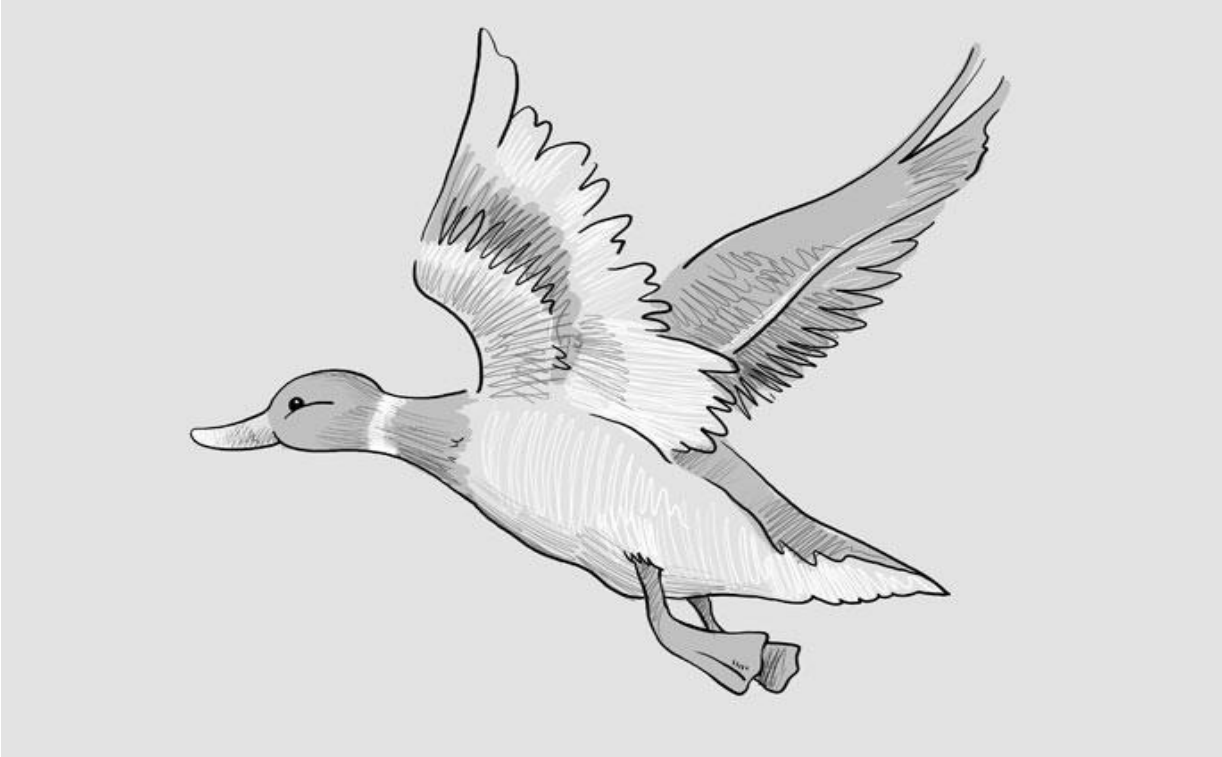
Activity 1, Handout 1c



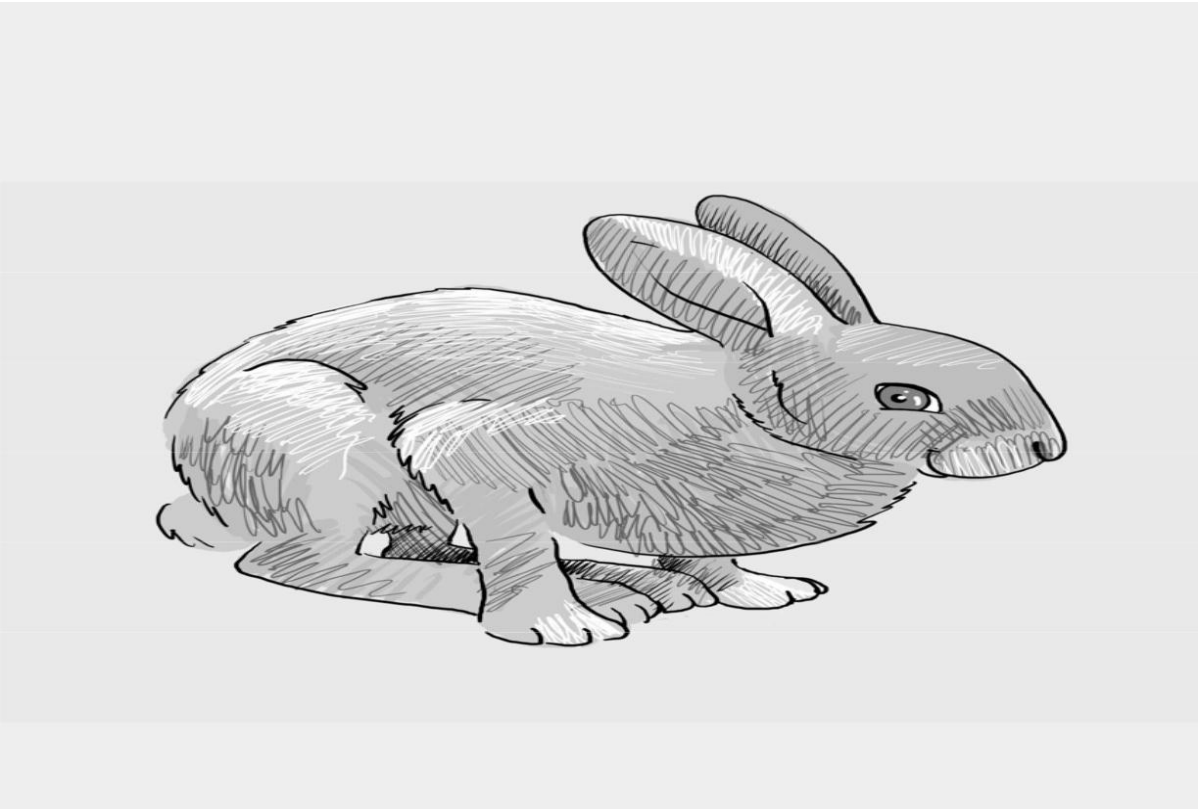
Activity 1, Handout 1d



Activity 1, Handout 1e



Activity 1, Handout 1f



Activity 1, Handout 2, The animal school

The Animal School

Once upon a time, the animals decided they must do something heroic to meet the problems of a 'New World', so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to

✂

administer, all the animals took all the subjects.

The duck was excellent at swimming, better in fact than the instructor, and got excellent grades for flying, but he was very poor at running. Since he was so bad at running, he had to stay after school and also drop swimming to practise running. This was kept up

✂

until his web feet were badly worn and he was only average at swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown

✂

because he had to make up so much in swimming.

The squirrel was excellent at climbing until he became frustrated in the flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed an illness from the hard work and he got 'poor' in climbing and failed

✂

running.

The eagle was a problem child and had to be disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way of getting there.

At the end of the year, the fish that could swim exceedingly well and could also run, climb

✂

and fly a little had the highest average.

The dogs stayed away from school because the administration would not add digging to the curriculum. They took their children to a different school.

(Adapted from Dr. R. H. Reeves)

Activity 2, Handout 3

LEARNING STYLES AND METHODS OF TEACHING

Do you remember things better if you read them or if someone tells you? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? Different people like to learn in different ways. These different ways are called *learning styles*. A *learning style* is the way a person learns best, understands best and remembers best. There are four basic learning styles:

- | | | |
|-----------------------|----|-------------------------------|
| 1. visual (seeing) | 3. | kinaesthetic (moving, doing) |
| 2. auditory (hearing) | 4. | tactile (touching or holding) |

Visual learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practise and remember new ideas and information.

Auditory learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.

Kinaesthetic learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.

Tactile learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

What learning style are your students?

If you watch them you can guess what style is their best style. Kinaesthetic learners are always moving – tapping their foot or their hand, or moving back and forth. Auditory learners like to repeat things to themselves. Visual students like to see how things are spelled or read from a book instead of only listening. Tactile learners often like to write notes or hold different objects.

What makes learning styles?

Learning styles change according to age; very small children are very kinaesthetic. This is why they are always moving or doing something. At age five or six they often become more tactile. At this age they like to touch everything. Then, at age eight or nine children usually become more visual or auditory. Women are often auditory, men are often visual (but not always). We can't change our students' learning styles, but we can change our teaching styles!

Which style is best?

All styles are the best! It isn't possible to say that one style is better than another. Traditional teaching is very auditory and a little bit visual. This isn't the best style, just the traditional style and it isn't good for all of the students in a class.

What happens when a teacher only uses one type of activity?

If we only use auditory activities then we are only teaching the auditory learners in our class. The visual, kinaesthetic and tactile learners will have a difficult time understanding. They may get bored or frustrated and they might behave badly or cause problems. If we only use visual activities, then the auditory, tactile and kinaesthetic students will not understand or learn very well.

How can a teacher teach students with different learning styles?

When you plan your lesson check and be sure that the activities you planned are good for different learning styles. Some activities are good for two, three or four different styles. Instead of only talking, write information on the blackboard too (auditory and visual). Ask students to write their answers on the blackboard after

they finish working (kinaesthetic and visual). Write instructions on a card and ask students to work in groups (tactile, kinaesthetic, auditory and visual).

We have different students: some are visual learners, some are auditory learners, some are kinaesthetic or tactile learners. We need to remember to use different activities so that all our students can learn.

Handout 1, Learning Styles quiz

Learning Styles Quiz

Mark each sentence with '0', '1' or '2'. Write '0' if the sentence is not true for you. Write '1' if it is sometimes true for you. Write '2' if it is completely true for you.

Box A

_____	1. I like to play games.
_____	2. When I studied science in school, I liked to do the experiments.
_____	3. When I have free time I try to go outside to walk or participate in some kind of sport .
_____	4. It is hard for me to sit quietly.
_____	5. It is fun to act in role plays.
_____	6. If I want to do something well, I practise doing it many times.
_____	7. When I teach I move around the room.
_____	Total

Box B

_____	1. I like to use typewriters or computers.
_____	2. When I have free time I like to knit, sew, make things from wood or repair something.
_____	3. It is enjoyable for me to write, draw or paint.
_____	4. I use my fingers to point at words when I read.
_____	5. I like to touch and feel things before I buy them.
_____	6. When I learn new vocabulary I like to use flash cards.
_____	7. I hold my pencil or notebook even when I am not using them.
_____	Total

Box C

_____	1. It is easy to remember things I read about in a book or magazine.
_____	2. I prefer to have written instructions.
_____	3. I always read instructions before I do something.

_____	I am more comfortable when I can study information in a textbook
_____	4. instead of listening to a lecture.
_____	I always write notes about what my teachers or colleagues say in
_____	5. class.
_____	6. It is interesting to look at photographs of different places .
_____	7. I always use a lot of visual aids when I teach.
_____	Total

Box D

_____	1. I like it when someone reads to me.
_____	2. I can remember things I hear on the radio.
_____	3. If someone tells me something I usually remember it.
_____	4. When I am alone I usually play music or sing.
_____	5. When I have free time I like to listen to music.
_____	6. It is easy for me to memorize a poem or a song that I hear.
_____	7. I enjoy attending lectures.
_____	Total

Activity 4, Handout 5, Cards - Consolidating the concept of learning styles



Visual

When learning, I watch the teacher's face a lot; I often need to look at the board and posters.	I prefer written assignments and written evaluations.
In a test I can visualize the place on the page where I learned something.	I always use coloured pens to highlight my notes.
I prefer it when information is supported by pictures or charts.	Whenever I hear something, I like to write it down because I need to see information in order to remember it better.



Auditory

I like to talk when I write.	I often tell someone else about what I'm learning.
------------------------------	--

I always repeat things aloud for myself.	I can't remember what people look like very well, I remember better what they say.
I prefer spoken to written instructions.	I like to listen to songs in our lessons.



Kinaesthetic

I get good ideas when I'm doing some kind of physical activity.	I like role-plays.
Sitting still in class is my problem, I always want to move or do something.	I like 'Find someone who' exercises, because I can go around the classroom.
I'd rather start doing an activity instead of listening to instructions about how to do it.	I need to stand up and do something in a lesson, e.g. borrowing a pencil from a friend or opening a window.



Tactile

I hold my pencil or notebook even when I'm not using them.	I use my fingers to point when I read.
I like to work with cards.	I prefer to have instructions written on a card.
When I learn a new word I want to touch it; I like it when my teacher uses real objects to explain things.	I like to have something in my hand to squeeze or play with during a lesson.

Activity 5, handout 6, Task Adaptation

Read and translate the dialogue.

Family affairs

Alice: *Tom! You never talk to me nowadays.*

Tom: *What did you say?*

Alice: *And you never listen to me either.*

Tom: *Pardon?*

Alice: *You used to take me out, you used to buy me presents, and you used to remember my birthday.*

Tom: *But I always remember your birthday, darling.*

Alice: *Do you? Well, it was yesterday. I'm going home to my mother!*

(Taken from Khristorozhdestvenskaya L.P. Practical Course of English)

LESSON 9. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

Objectives:

- to introduce the concept of information gap and genuine communication
- to raise participants' awareness of some features of real life communication
- to introduce some ways of getting students to communicate with each other

Activity 1 Real life communication

Objective: to raise participants' awareness of some features of real life communication

Time: 25 min

Materials: handout 1a, 1b

► Procedure:

☺ (2 min) Show participants handout 1a and ask what the man and the woman are doing in the picture. (The man is asking a question and the woman is answering it.)

☺ ☺ ☺ (3 min) Ask participants to work in groups of 4 and think in what situations a conversation might take place in real life.

☺ (3 min) Ask the groups to share their ideas.

☺ (5 min) Discuss what is common in all the situations mentioned by the participants.

Suggested questions:

*What are the people doing in all the conversations?
(exchanging information)*

*Why is one person in each situation asking a
question? (s/he wants to find something out)*

☺ (3 min) Tell participants that as seen from the discussion, genuine (real) communication has the following characteristics (put them on the board):

Genuine communication exchange of information, ideas, opinions one person doesn't know something and wants to find out some information. there is a reason for asking questions

☺ (3 min) Distribute handout 1b and tell participants to look at the picture which is a *typical* picture that can be found in a language textbook. Ask them to think what kind of questions about the picture students are usually asked to produce. Give an example.

Suggested questions and answers:

What kind of room is it? (Answer: A sitting room.)

Is there a sofa in the room? (Answer: Yes, there is.)

☺ (5 min) Collect some ideas. Elicit some questions and answers to demonstrate that asking and answering questions about something obvious can be rather boring because there is no reason to ask questions, no need to listen to the answers as they are obvious and say nothing new.

☺ (1 min) Establish that the activity could become interesting if there is a reason for asking the questions.

Activity 2 Information gap

Objective: to introduce some ways of getting students to communicate with each other

Time: Materials:

30 min handout 2a, 2b

► Procedure:

☺ (2 min) □ □ Tell participants that one of the ways to make the activity more communicative is to hide some information either from all students or some of them so that there is something they need to find out. Tell participants that this is called ‘**an information gap**’ where one person has information and the other does not, so there is a need to communicate.

☺ (15 min) Put participants in pairs. Ask them to sit back to back so that partners can’t see each other’s handouts. Say that they will read about the information gap but that each partner will get different pieces of information (handout 2a, 2b), which they should not show to each other. Each participant will receive a text on the handout with the two sets of questions. The first set of questions is based on the text. Answering these will help them to summarize the content of the article. The other set of questions is for them to ask their partner who will provide the information in response to the questions. Monitor the activity.

☺ (10 min) After participants have finished, ask the questions on the handouts to check comprehension.

☺ (3 min) Ask participants to recall the conversation in picture A in activity 1 and evaluate them from the point of view of genuine communication. Ask the following questions and accept all reasonable ideas:

In which of the activities is there genuine communication? Why?

How can we make the activity based on picture B an information gap activity?

Activity 3 Find 10 differences

Objective: to give participants an opportunity to experience and reflect on an information gap activity

Time: 25 min

Materials: handout 3a, 3b

Preparation: cut the handout in advance to make picture 3a and picture 3b different handouts

► Procedure:

☺ (3 min) Tell participants that one of the ways to turn a boring description of a picture into an information gap activity is to ask students to work in pairs and find some differences in the pictures by asking and answering questions. Tell them that they are going to experience this activity now.

☺ ☺ (12 min) Ask participants to sit back to back so that partners cannot see each other's handouts. Tell them that they will get a picture of the room similar to one in activity 1 and that they should try to find ten differences between the pictures by asking each other questions. Remind them that they are not allowed to look at each other's pictures. Give out handout 3a to one participant in each pair and handout 3b to the other participant. Ask participants to start the activity and stop it after 10 minutes.

☺ (5 min) Ask participants what grammar structures and vocabulary they practised during the activity.

☺ (5 min) Invite any comments on the activity.

Summary

Establish the following:

You can turn almost any activity into an information gap activity by 'hiding' some part of the information, thus creating for learners a need or a reason to communicate.

Information gap activities can be used to practise vocabulary, grammatical structures or any other material.

Back to board picture dictation (optional activity)

☺ (2 min) Tell participants that another way of turning a picture description into an information gap activity is to hide the picture from some students and ask the other students to describe it to their partner.

☺ ☺ (3 min) Tell participants to work in pairs. Tell one person in each pair to sit with their back to the board and the other person to face it. Explain that in a minute you will draw a picture on the board and those who face the board will need to describe the picture to their partner so that he/she can draw it.

Emphasise that those who will be describing the picture to their partners are not allowed to help their partner by pointing at things on the paper or drawing something for him/her. Remind participants that the drawing should be as close to the original as possible.

☺ ☺ (5 min) Draw a simple picture or shape on the board and let participants describe the picture to their partner.

☺ ☺ (3 min) Stop the activity and allow all participants to compare their drawings with the original picture.

☺ (2 min) Invite any comments on the activity.

Invite pairs to swap their roles (if time allows) and repeat the activity.

Possible follow up questions:

Did you like the activity? Was it interesting?

What language did you practise? (language of description, shapes, prepositions of place, imperative mood for giving instructions)

Activity 1, Handout 1a, Real Life Communication



Activity 1, Handout 1b, A typical picture from a text book



Activity 2, Handout 2a, Information Gap

THE INFORMATION GAP

Student A

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the classroom, we can use information gaps to give the students a chance to communicate with each other, just like people do in real life.

You can use a wide variety of different materials in the classroom to design an information gap. Sometimes, you can use a picture, which one student tries to describe to another student. Sometimes, you can use a written text with information that students must pass to each other. An information gap can involve the different skills of reading, listening, writing and speaking.

An information gap needs careful organization. The teacher must think carefully about the instructions he or she will give to students so that they are very clear about what they have to do. Sometimes it's useful to practise the activity before starting.

At the end of the activity, the teacher can give students feedback on how well they did in the activity. The teacher can also point out any errors the students made, but it is important to remember that the teacher should do this *after* the activity and should not interrupt the pair work.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

What kinds of materials can you use for an information gap?

What kinds of skills do students practise in an information gap?

How can the teacher make sure the activity goes well?

What can the teacher do after the activity?

When should the teacher correct the students?

NOW ASK YOUR PARTNER THESE QUESTIONS.

What kind of information gaps do you find in real life?

Why are they useful in the classroom?

What kind of language can students use in an information gap activity?

What kind of grammatical structures could your students practise?

What should the teacher do during the activity?

Student B

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the real world, people ask questions because they do not know the answer,

and because they want to find out some information. Think of a man at a bus stop (A) who asks a woman (B): *Do you have the time?* There is an information gap between the two people that the man is trying to bridge.

An information gap is useful in the classroom because it gives students a reason to communicate with each other. Sometimes, the teacher can decide the kind of language that the students will use. Sometimes, the language can be very free and the students decide what kind of language they will use. You can use an information gap to practise grammar, especially verb forms such as the past simple or present continuous. You can also practise vocabulary: in fact, anything you choose.

The teacher's job is to organize the activity, and, while the students are working together, to monitor. This means that the teacher listens carefully, and makes a careful note of any errors the students make. The teacher tries not to interfere while the students are working together.

For an information gap to work well, it needs to have a purpose. The students' purpose is to bridge the gap by asking and answering questions.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

What kind of information gaps do you find in real life?

Why are they useful in the classroom?

What kind of language can students use in an information gap activity?

What kind of grammatical structures could your students practise?

What should the teacher do during the activity?

NOW ASK YOUR PARTNER THESE QUESTIONS.

What kinds of materials can you use for an information gap?

What kinds of skills do students practise in an information gap?

How can the teacher make sure the activity goes well?

What can the teacher do after the activity?

When should the teacher correct the students?

Activity 3, Handout 3a and 3b , Find 10 differences



LESSON 10. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

Learning outcomes:

By the end of the session participants will:

- have learnt some more types of activities, which are successfully used in teaching young learners
- have learnt how to practically apply the games in teaching a foreign language

Materials:

Handout 1 with the question cards, Posters (A3), stick tape, Handout2 with Checklist, the pictures of the characters of the story

Procedure:

1 Exchange of experience 15 min

- Ask the participants to create two circles.
- Tell them the inner circle will move clockwise, the outer circle moves ...
- Tell the participants to stop when the music stops, turn to each other, ask questions, and answer each other's question.
- Ask them to exchange the question sheet and move on when the music is played again.
- Distribute 1 question per a participant. Switch on music.
- Ask the participants to create a large circle. Ask them who has the 1st question
- Offer to read it loudly. Ask the group to remember and retell the answers of the participants. Continue with the other questions and their colleagues' comments

For a trainer:

1. It's important to have the same amount of participants in 2 circles. If it's not enough, the trainer should be involved.
--

2. prepare 2 copies of the same questions copy1 is for the outer group, copy 2 is for the inner one.

For a trainer:

While the participants are asking and answering the questions you should hang out the theory on Storytelling on the walls around the room
--

2 Input 10 min

- Ask the participants to find their pairs (double questions). Tell them to walk around and read the statements about storytelling. Ask to discuss in pairs what they have read

3 Telling a story 10 min

For a trainer:

It's better to prepare the pictures beforehand. it's important to use unreal

language for the story presentation.

- Tell the participants they are kids now.

Step 1.

- Read the story without miming, emotions, not using the pictures. Ask them if they could understand anything. (of course, they could not understand anything). Ask why? (The answer- because the language is not understandable)

Step 2.

- Offer to listen to the story again. Use gestures, miming, repetitions, the pictures. Ask them if they could understand anything. (This time they could understand). Ask why? (The answer- because even the language is not understandable, but the teacher's body language, pictures, etc helped them to understand)

4 Work in groups 20 min

For a trainer:

Prepare beforehand bootlaces by amount of participants. It's better to use the bootlaces of different colours. Fasten them in a unit according to the number of characters in a fairy tale

Group 1. 'Let's go to Susambil' – 8 bootlaces for 8 characters

Group 2. 'The donkey and the dog' - 5 bootlaces for 5 characters

Group 3. 'The old man and his sons' - 4 bootlaces for 4 characters

Group 4. 'Golden watermelon' - 4 bootlaces for 4 characters

- Ask the participants to come to you. Tell them to pick out but not to let go their hold of the bootlaces. Let go your hold of the bootlaces. Ask them to make groups according to the unit of the bootlaces. Tell them to take their seats.

- Distribute the fairy tales to the groups. Ask to read them and prepare the role play

5 Role play 30 min

- Ask the participants to present the fairy tales to the whole group. Give 7 min to each group's presentation

6 Review 10 min

- Distribute the Checklist. Ask the participants to fill in the Checklist. Discuss the results. Ask if they have any suggestions on the way of groups' presentations. Make a conclusion on the session.

Handout 1 Session Storytelling I

Questions

1	Do you read books/stories/fairy tales in classes?
2	What books/stories/fairy tales do you read in classes?

3	How do you read books in classes? What methods do you use?
4	Why do we need to read books/stories/fairy tales in classes?
5	How often do we need to read books/stories/fairy tales in classes?
6	What ritual do you use reading stories?
7	Do you explain children the unknown words? How do you do that?
8	Do you use any tasks accompanying to reading in classes? Which ones?
9	Do you think it is necessary to translate the unknown words/ the grammar /all story?
10	Do you answer spontaneous questions of your children while reading?
11	Do you involve your children in reading process? How?
12	Is it necessary to read the stories children know very well

Handout 2 Posters

1 Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer.

2 The most important advantages of storytelling may be summarized as follows:

- motivating and fun
- developing positive attitudes towards language learning
- creating a desire to continue learning
- boost of children's imagination
- authentic/semi-authentic language

3 Children like storytelling because:

- they can become involved in a story
- they can imagine themselves in a magic world
- they can interpret the narrative and illustrations
 - they can predict/ change the story of a fairy tale
 - they feel safe because of comfortable atmosphere

4 Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.

5 ORGANIZATION OF IDEAS:

- *Check sentence length and complexity. You may change words or mime actions to make the meaning more explicit.*
- *Check time references: is the sequence of events clear or it needs time markers (first, then, the next day, etc?)*
- *Check the way ideas are linked: if the link between sentences is clear*

6 Techniques for storytelling:

-Different voices for different characters

-Loud and soft voice- you need have a loud voice to make sure that every student can hear your voice clearly

-Mime and gesture- It not only makes your story alive but also helps students easy to understand content of story

-Pictures and real objects- you can use real objects or picture to represent and explain difficult words and phrases

-Using pauses to create time for understanding

-Using various expressions; clear and simple language

-Making eye contact to connect to children

Handout 3 Checklist

#	Techniques	Tick the used ones
1	Using different voices	
2	Using mime and gesture	
3	Using pictures and real objects	
4	Using repetition	
5	Using pauses	
6	Using clear and simple language	
7	Making eye contact to connect to children	

Handout for a trainer: Story

Uta buli Totona as Tutika.

Uta sari Totona: “E buli pamana, heyli pamana! Tutika, giti be zabara on fuaki papita, bodrita on popola. E kori salata”.

Tutika sari: “Ok, Totona!”

Tutika giti be zabara on fuaki papita, bodrita on popola. Tutika giti be neha on giri Totona papita, bodrita on popola. Totona kori salata, heyli oishi salata.

Totona on Tutika tabemasi heyli oishi salata.

Pare buli no-no pamana. Oishi!!!

Handout 1 Session Storytelling II Fairy tales

Group 1 ‘Let’s go to Susambil’

A donkey lives on the farm. He does a lot of work. But his master is a bad man. He always beats the donkey. The donkey decides to go away. On his way he meets a rooster. Where do you go?- asks the rooster. I want to go to Susambil- says the donkey. What is Susambil?- asks the rooster. There is a lot of grass, fresh air, and clean water there- answers the donkey. I want to go to Susambil too!- says the rooster. Let's go to Susambil- says the donkey.

On the way the donkey and the rooster meet 2 bees.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-We want to go to Susambil too.

- Let's go to Susambil

On the way they meet a mouse.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-I want to go to Susambil too.

- Let's go to Susambil

On the way they meet a cow.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-I want to go to Susambil too.

- Let's go to Susambil

Then they meet ugly, angry wolves. The rooster cries- cockle-cockle-doo! The cow shouts- Moo-moo! The mouse screams- Squeak, squeak! The donkey- shouts- Eaaaa-eaaa! The bees- Zzzzzzz! The wolves hear it and run away!

Group 2 The donkey and the dog

A boy has a dog. He loves it very much. He gives it food. He touches its head. He puts it on his knees.

The donkey is very sad. He sees the boy loves the dog. The donkey says, 'Why doesn't the boy like me? I help him. The dog doesn't do a job. It jumps and plays. It sits on the knees of the boy.' Then the donkey says, 'I'm going to jump and play. I'm going to sit on the knees of the boy.' The donkey runs into the room of the boy. It jumps and plays. Then it jumps on to the knees of the boy. The boy says, 'The donkey's crazy.' People come and make the donkey go to the farm. The donkey is sad. It says, 'Why doesn't the boy like me? I can jump and play. I can sit on his knees.'

Group 3 The old man and his sons

An old man has three sons. His three sons always fight. They are not good. They don't listen to their father and mother. They do what they want. Their father's not happy. He says to his three sons, 'Sons, your mother and I are old. We love you. We want you to be good. Here are three sticks. I'm going to give you one stick. I want you to break the stick.' The sons have the sticks. The first son breaks the stick. The second son breaks the stick. The third son breaks the

stick. It's easy to break one stick. The old man gives three sticks to the first son. He says, 'Break the three sticks.' The old man gives the three sticks to the second son, and to the third son. The sons can't break three sticks. The old man says, 'Sons, it's easy to break one stick and it's easy to break you one by one. It's not easy to break three sticks and it's not easy to break my three sons. We want you to stay together and be strong. Never fight, be always friends!'

Group 4 The golden watermelon

A rich man has 2 sons: Alisher and Aziz. Alisher is very greedy, but Aziz loves to help people. When the rich man dies, his sons get all his money. Alisher doesn't help even very poor and ill people. Aziz helps everyone, gives money and food. Once he sees a bird. It cannot fly. Aziz treats it very carefully. when the bird is OK, it gives a seed to Aziz. Aziz plants the seed, and has a big watermelon from it.

The watermelon is full of money. Aziz is very glad. He gives money to all poor people. Alisher hears about the bird. He shoots it and then treats. 3 days later Alisher orders the bird to gift him money. The bird gives him a seed. Alisher plants it. When he cuts up the watermelon many bees fly out from it. They bite Alisher and he runs away.

LESSON 11. COMMUNITY BUILDING

Objectives:

to raise participants' awareness of the importance of building community in the classroom

to raise participants' awareness of the role of a teacher in building community

Warm-up

Time: 8 min

Materials: 4 sets of a puzzle (handout 1)

► Procedure:

☺ ☺ ☺ (4 min) Put participants into groups of four. Give out the puzzles (handout 1) and tell them to put the pieces together so that they make a picture.

☺ (4 min) Elicit from participants the words ‘*ant colony*’ and then the word ‘*community*’ and tell them that this is the topic of the session.

Suggested questions:

What do you see in the picture? (Answer: an ant colony)

What do you call a group of people living together? (Answer: a community)

Activity 1 What is community?

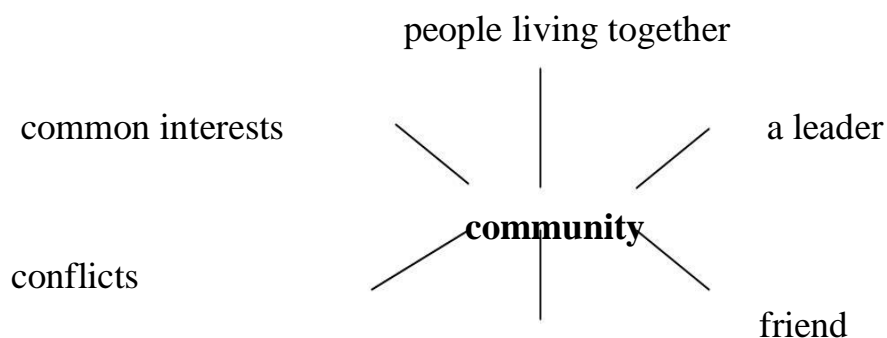
Objective: to introduce the concept of community in the classroom

Time: 30 min

Materials: flipchart, markers, handout 2

► Procedure:

☺ (3 min) Put the word ‘**community**’ in the centre of the board and ask participants to give you any associations they have with this word. Write down all the ideas. Give your own example, if needed.



☺ (3 min) Ask participants some questions to explore the notion of ‘community’. E.g.

What do people in a community have in common?

What communities do you belong to?

☺ (1 min) Ask participants what they understand by ‘**community in the classroom**’.

Suggested definition:

Community is an environment where students and their teacher learn from each other, respect, feel connected to one another and have something in common.

☺ ☺ ☺ (5 min) Put participants in groups of 4. Distribute handout 2 to each participant. First, tell participants to read the extracts individually and then discuss the following questions in groups.

Possible answers:

They don't feel safe in their English lessons.

Students do not feel connected to one another.

Teacher can start building community in the classroom so that students are friendly with each other.

☺ ☺ (10 min) Ask groups to write the characteristics of a successful learning group and answer the question:

What can a teacher do to encourage a positive group atmosphere?

Possible answers:

A successful learning group is a group in which people don't laugh at each other's mistakes, are friendly to each other, help each other...

A teacher can encourage students to work in groups with each other, try not to use competitive games too often, use 'get to know each other' games, ice breakers or activities in which students can learn something personal about each other

☺ (8 min) Invite the groups to share their ideas.

☺ (2 min) Refer participants to the ground rules that they produced on the first day of the programme and ask the following question:

Is there anything that you would like to add to your ground rules?

Add more ideas to the ground rules if there are any.

Activity 2 Community building principles

Objective: to introduce the principles of community building in the classroom

Time: 25 min

Materials: handout 3a, 3b, 3c, 3d; handout 4

► Procedure:

☺ ☺ ☺ (8 min) Put participants in 4 groups. Say that each group will receive a passage about one principle of community building. Tell them that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.

Distribute the handouts 3a, 3b, 3c and 3d .

☺ (2 min) Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on. Ask them to share their principles with the rest of the new group. Monitor their discussions and make sure everyone in the group explains their passage clearly.

☺ ☺ ☺ (15 min) Give out the scrambled checklists (handout 4) to new groups and ask them to put the sentences under the appropriate categories (principles). Tell them that they have 15 minutes to share their principle with their new group mates.

Activity 3 Summary of the principles of community building

Objective: to summarise the principles of community building

Time: 15 min

Materials: cards (handout 5)

► Procedure:

☺ (10 min) Put the cards (handout 5) on the floor/ table and invite participants to stand in a circle. Ask each participant to take one word and tell how s/he understands it in light of the discussion about community building in the classroom.

Distribute handout 6 on possible community building activities for teachers' future reference and use in their classrooms.

Summary (5 min)

Establish the following:

All learners are whole persons and therefore both their cognitive, i.e. linguistic, and emotional needs should be met.

Teachers should provide their learners with meaningful, challenging but doable tasks to keep them interested.

It is important for a teacher to use team building and cooperative activities to encourage mutual respect and cooperation rather than competition.

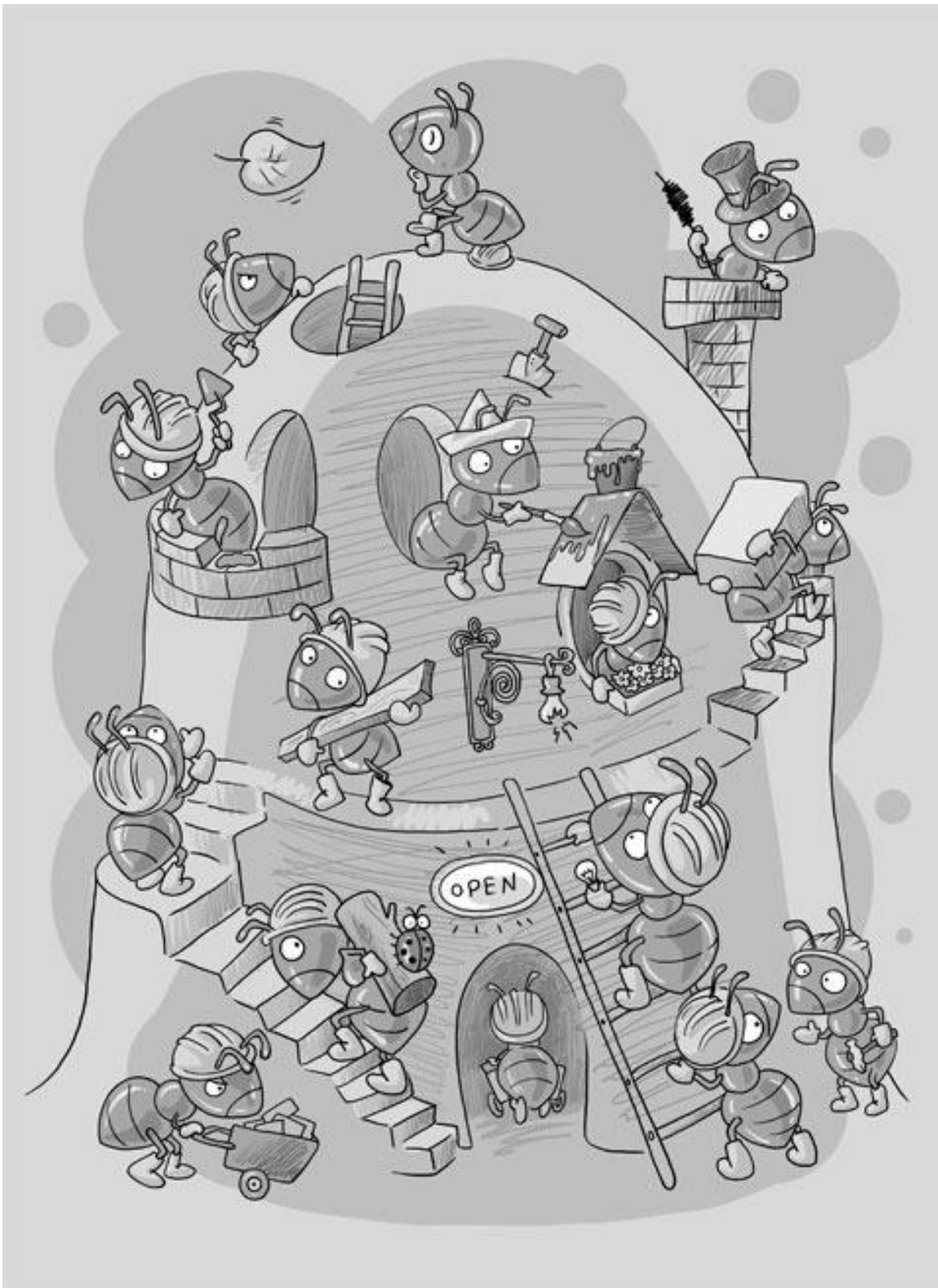
It is important to constantly use 'get-to-know' activities to achieve a positive group atmosphere.

NB At the end of the session

Distribute post- it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc.

COMMUNITY BUILDING

Warm up, Handout 1



Activity 1, Handout 2, What is community?

Read the extract and answer the questions below.

Why are Malika and her friend unhappy?

What has caused this situation?

What can be done to improve the situation in the group?

I'd like to tell you about my new friend who I met at our university. She is very kind and quite capable but due to the unfriendly atmosphere in our group she prefers to keep silent. Also, as she is very shy by nature she would never volunteer to answer because if anyone makes a mistake in class our classmates immediately burst into laughter. I feel very sorry for her because she constantly gets bad marks. It's not her poor knowledge of the language to blame but the fact that she doesn't want to be mocked when speaking up. I love the English language but I never feel comfortable in our classes because I never feel safe when I speak either. I always expect someone to laugh or make a negative comment on my answer. I believe this hinders our progress a lot.

Malika

Activity 2, Handout 3 a, Community Building Principles

The 'Whole person learning' principle

Teacher and students are 'whole persons' with their **interests, hobbies and emotions**. Sharing their learning and feelings allows them to get to know one another on a **personal level** and to build community.

Learning and teaching are not just a matter of giving and receiving knowledge.

The teacher, more than anyone else, sets the tone for an **interpersonal atmosphere** where both **students and the teacher learn about their opinions, preferences, and feelings**. The teacher should create a

learning environment, which is safe on both the cognitive and the emotional level. Therefore **the teacher should care about students' feelings**.

Activity 2, Handout 3 b, Community Building Principles

The ‘Challenging but manageable tasks’ principle

The teacher should provide his/her students with challenging but manageable activities. In other words, the **tasks and activities should not be so complicated** that the students feel frustrated, and **et they should not be very easy and boring for students**. For example, in language classrooms learners are challenged positively by reading texts which are a little above their level of speaking and writing.

It is also important to give students **a sense of purpose** about what they are trying to achieve. **The students should understand the meaning and goal of the activity** they are given and should have a sense of control over what they are doing.



Activity 2, Handout 3 c, Community Building Principles

The ‘Cooperation principle’

This principle values cooperation over competition.

In groups where competition isn't encouraged, **students can begin to feel a sense of community and can learn from each other as well as from the teacher**. A variety of group work, role-plays, project work and other cooperative and team building activities should be used.

Students share ideas and perspectives and help each other in small groups. All members should benefit from and contribute to the learning process. The top priority of a cooperative group is to complete the task and to involve every member.



Activity 2, Handout 3 d, Community Building Principles

The ‘Security principle’

Any new learning experience can be threatening. To **Establish security and trust in the classroom, building a trust with and among students** is very important. To



do that, the teacher needs to use **ice breakers and ‘get to know’ activities** which help all students feel that they belong in a class, where they **have opportunities to learn about each other and also about the teacher**. These kinds of activities should be done **throughout the course**. (Do not stop them after the first week!)

Another way to ensure security is to make sure that students have an idea of what will happen in each activity and they know the time limit. This makes them feel more secure.

When security has been established students develop trusting relationships with the teacher and with each other and are willing to take risks.

Activity 2, Handout 4, Community Building Principles

People learn more effectively when they feel secure

Use community building activities, ice breakers and ‘get to know’ activities. Do not stop them after the first week!

Students have an idea of what will happen in each activity.

Students are willing to invest and take risks.

Teacher and students are whole persons

Students’ emotional needs need to be acknowledged in the language classroom.

Teacher and students share their learning experiences and feelings.

Learning and teaching is not just a matter of giving and receiving knowledge.

Teacher provides learners with challenging but manageable tasks

Activities are challenging but manageable.

Students see the meaning of the activities.

Students have a sense of control over what they are doing.

Cooperation, not competition is encouraged

Students share ideas and perspectives with partners in small groups.

Students can learn from each other as well as the teacher.

Students help each other.

Activity 3, Handout 5, Summary of the principles of community building

whole person

emotional needs

**Safe learning
environment**

**challenging and
meaningful but
manageable
activities**

a sense of purpose

**a sense of
community**

**cooperative and
team building
activities**

security and trust

Handout 6, Possible community building activities

Class agreement/Ground rules

The class agreement is a written contract between a teacher and students on norms of behaviour. The teacher typically provides the students with some guidelines that they would like to be followed and states which ones are non-negotiable. The students are asked to review and/or modify the guidelines, or add new ones to the agreement. It is important to explain to the students that their contribution should be positive and productive to learning. All parties should sign the class agreement after negotiations are concluded. Some guidelines could include: listen to others carefully, speak using “I” statements and contribute respectfully to the learning of others.

Class historian

The class historian is a course-long activity where an assigned student makes an entry in a classroom journal on a daily basis of what was covered during the lesson. The record allows for absent students to check what took place in the days they missed school. The entry can include the date, topics and key points, activities and new vocabulary, homework assignment and personal comments. The historian can volunteer or be assigned for a day or a week. Another student can be given the duty of classroom editor who makes sure that proper entries are being made. The journal is the source for students to check the accuracy of the notes.

Dialogue journals

Dialogue journals are a kind of written conversation between a student and a teacher or students and students. Partners can write on topics of their own choice and the content is kept confidential. Journals are exchanged on a specific day: students respond to the entry they read and are making comments, answering questions and adding new topics. Journals can be reading-based, in which partners dialogue about texts that they are reading in class. In personal dialogue journals, the written exchange may or may not be related to the course content; the direction that the conversation takes is entirely up to the students. Journals are an excellent way of improving meaningful reading and writing patterns. The teacher can use journals to recycle language and get students’ feedback. Journals can also be a way for teachers to provide students with a text which is interesting and challenging, yet comprehensible.

Bean experiment

Place a cup of beans in the middle of a group. Each time a student speaks they are to take one bean. When the activity is over the students can clearly see the

distribution of their speaking time. The idea behind this is to see that each participant has really had her/his chance to participate.

LESSON 12. LEARNER AUTONOMY

Objectives:

to engage participants in a discussion of learner autonomy
to discuss techniques and activities for developing learner autonomy
to raise participants' awareness of the importance of developing autonomy in their learners

Lead-in

Materials: handout 1 (picture)

► Procedure:

☺ (10 min) Show the picture of the taxi (handout 1). Ask participants the questions below. Take answers to each question one at a time and comment and expand as necessary:

What are the roles of the passenger and the driver in the picture? Which of the roles is active/passive?

In a typical classroom situation in your institution, what role does a student have, passive or active?

How would you characterise such students?

Possible answers:

The driver's role is active because he chooses the route to the destination. The passenger has a rather passive role; he just accepts the decisions made by the driver.

In a typical classroom situation the teacher usually makes all the decisions and students follow what has been said, so students are passive.

Rather passive, not willing to participate in decision-making processes, prefer when the teacher tells them what to do.

Summarise the discussion by saying that the given metaphor shows a typical situation in universities. Point out that students are usually very dependent on their teacher and hardly ever make their own decisions about learning. They are often passengers rather than drivers. Tell participants that in this session they will discuss how to make students less dependent on their teachers and become more independent and responsible for their own learning.

Activity 1 What is learner autonomy?

Objective: to let participants explore the characteristics of autonomous learning

Time: 35 min

Materials: handout 2, board, markers

► Procedure:

☺ ☺ ☺ (10 min) Put participants in groups and ask them to think about any of their learners who take an active role in their learning. Ask them to characterise such learners in groups.

Possible answers:

Learners who take an active role in their learning:

take responsibility for their own learning

evaluate their own learning

are hardworking

are always well prepared

are motivated

work independently

develop learning strategies

set their own learning goals

define the ways to achieve the goals

always seek for further information and study on their own

find different ways to improve their language skills

☺ (5 min) Collect the ideas on the board. Establish that these are the characteristics of *autonomous* learners who define their own goals and ways to achieve those and who are responsible for their own learning and do not always depend on a teacher.

☺ ☺ ☺ (5 min) Tell participants that if they look up the word ‘autonomous’ in a dictionary, they will find the following definition: ‘An autonomous person is independent and able to make his/her own decisions.’ Ask participants to come up with their own definition of an autonomous learner and underline the key words in their definitions.

☺ (5 min) Collect participants’ ideas. Distribute some definitions of autonomous learning/learners (handout 2) and ask them to compare their own definitions with the ones on the handout, paying attention to the key words. Invite any comments on the definitions.

☺ (5 min) Refer participants to the list of characteristics of autonomous learners and ask whether they would like to add anything else after their discussions of the definitions of autonomous learning.

☺ (5 min) Ask participants the following question:

Why is it important to develop autonomy in learners?

Possible answers:

- to prepare them for life beyond the classroom
- to help them become effective learners
- to help learners become effective language users

Summarise the activity by saying that it is important to develop autonomy in learners to prepare them to become effective language users which is one of the big aims of ELT; and also simply because they won't always have a teacher there to guide them!

Activity 2 How to develop learner autonomy

Objective: to discuss activities that help teachers develop autonomy in their students

Time: 20 min

Materials: handout 3, 4

► Procedure:

☺ ☺ ☺ (5 min) Tell participants that now they will discuss some ways of developing autonomy in learners. Ask participants to read the case study and answer the questions below. Distribute handout 3 .

- 1. What is the problem that both teachers discuss?*
- 2. Do you find this situation familiar? Explain why / why not.*
- 3. What advice would you give to the teacher in the case study?*

Suggested answers:

1. The problem is that their learners are too dependent on the teacher. Some of them cannot even work in groups while the others don't know how to work outside the classroom.
2. Answers may vary.
3. Answers may vary.

☺ (5 min) Collect participants' ideas. Take answers to each question one at a time and comment and expand as necessary.

☺ ☺ ☺ (5 min) Ask participants to read another story. Tell them that this time it gives a different perspective i.e. the story is told from the point of view of a student. Distribute handout 4 . Tell participants to read the story and answer the questions below:

1. How does the student feel about his experience as a learner in the language classroom?

2. What strategies/activities did the teacher use to help his students develop autonomy?

3. What other activities can help to develop autonomy in learners?

Suggested answers:

1. He feels very happy about it because this experience helped him become a good learner/more autonomous and later succeed in learning the languages.
2. The teacher gave a test which helped to define learners' preferred learning styles. This test raised their awareness about their own learning. The teacher shared a syllabus with students and asked them to choose the most important areas for them that they would like to work on. This helped learners define their learning goals and objectives; learners revised their goals and objectives from time to time; learners were asked to evaluate their own work (self-evaluation) and their peers' work (peer-evaluation).

3. Group work, pair work, project work and portfolios.

☺ (5 min) Collect participants' ideas. Comment when necessary.

Activity 3 The teacher's role in developing learner autonomy

Objective: to discuss the roles of students and the teacher in developing learner autonomy

Time: 10 min

Materials: none

► Procedure:

☺ (7 min) Ask participants the following question:

What is the teacher's role in developing learner autonomy?

Possible answers:

to guide learners

to arrange/create the conditions for autonomous learning

to equip learners with necessary skills and knowledge

Summary

Summarise the session and establish the following:

It is possible to develop autonomy in our learners which they need in order to continue learning outside the classroom.

There are different activities that a teacher can use to help learners become more autonomous.

Developing autonomy is a gradual process.

Lead-in, Handout 1



Activity 1, Handout 2, What is learner autonomy?

Autonomous:

Autonomous means being self-governing; acting independently or having the freedom to do so.

An autonomous learner

Someone who controls his or her learning is an autonomous learner. If you are an autonomous learner you work under your own direction.

Everyone controls his or her learning to some extent, but when children start school most of what they learn, how they learn, and the pace they learn at, is set by the teachers. We become more autonomous learners as we make more of our own choices of what we learn and how we learn it.

An autonomous learner is in charge of his/her own learning, they hold responsibility for all decisions concerning all aspects of their learning, i.e.: determines the objectives; defines the contents and progression; selects methods and techniques to be used; evaluates their progress.

Autonomous learning

Autonomous learning is self-managed learning.

It means that the learner has much of the responsibility for planning and organizing their learning, for doing it, for assessing its value to him or herself and even for suggesting the mark that the work produced should get.

Sometimes the term is used for learning with only a small amount of teacher support. A university document, for example, defined autonomous learning as “learning requiring no more than 12 hours lecturer contact” in a course.

LEARNER AUTONOMY

Activity 2, Handout 3, How to develop learner autonomy?

Read the case study and answer the questions below:

What is the problem that both teachers discuss?

Do you find this situation familiar? Explain.

What advice would you give to the teacher in the case study?

Once I heard a conversation in the staff room between two of my colleagues who were complaining about their students being absolutely unable to make their own decisions about their learning.

One of the teachers complained that whenever he would ask his students to work in groups they wouldn't know what to do. He explained that it often happened that one group would find their way to complete the task very quickly but another one wouldn't be able to even to start without the teacher.

The other teacher agreed that she had a very similar situation and found out that her students didn't have any of the skills they need to work on their own. She said that when in class her students would ask many questions about the task and as soon as they left the classroom they seemed to forget everything! And according to the syllabus a certain number of hours was allocated for self-study!

They both complained in the end that our schools don't help students to become autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.

This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous, more independent. Is it possible at all to develop autonomy? If so, how?

Activity 2, Handout 4, How to develop learner autonomy?

Read the case study and answer the questions below:

How does the student feel about his experience as a learner in the language classroom?

What strategies/activities did the teacher use to help his students develop autonomy?

What other activities can help develop autonomy in learners?

So, after the conversation in the staff room I began to question my teaching and think how I could help my learners. Indeed, we can't expect them to be autonomous/independent learners if we don't help them to develop these qualities at university. I talked to other colleagues about this problem, read some articles and even interviewed some students! And then I remembered myself as a learner at university and one of my favourite teachers. I must say that I am very grateful to my university teacher because he taught me how to become a good learner.

It all started when our teacher gave us a test which helped me to define my preferred learning style. That was the first time when I began to think about my learning and to pay attention to how I learn things better. Later our teacher shared a syllabus with us and asked us to choose the areas that we would most like to work on. Thus, I defined my own learning goals and objectives. From time to time our teacher asked us to revise our objectives and think about the ways of achieving them. I felt very proud of myself when I was able to put a tick against a goal in my learning plan.

I think the turning point in my attitude towards my own learning, however, was when our teacher asked us to evaluate our own work. After we completed one of the tasks our teacher asked us to put marks for our work and to justify it. At first I was very generous to myself and put a good mark realising however, that it wasn't a very careful assessment of my work. The next stage of the activity was to share our self-evaluations with our partners. It was only then that I realised that I had to look at my work in the light of certain criteria. Later, I used this technique every time I completed a task. I then realised that I could check my own progress even without waiting for a teacher to do it for me!

I think this helped me in other subjects as well. Generally, that's how I later was able to learn Spanish and German and become an English teacher!

LESSON 13. USING GRAPHIC ORGANIZERS AND BLOGGING

Objectives:

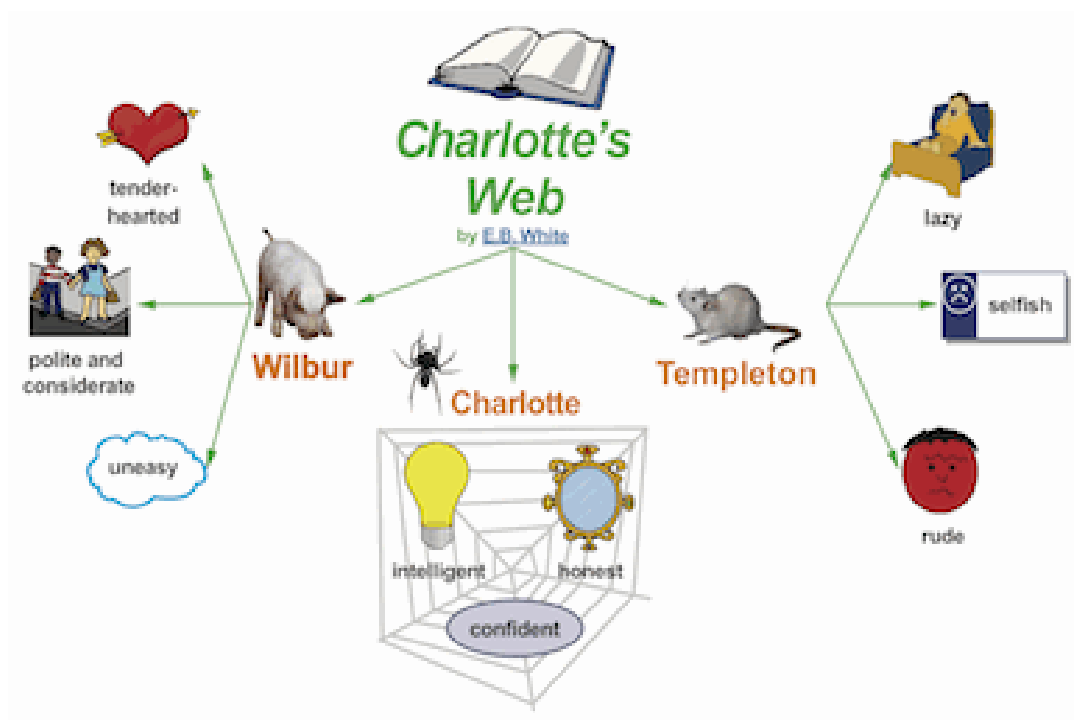
- To explain participants what the visual learning is
- To introduce participants with types of graphic organizers
- To inform participants with using blogging in teaching English

Practical tasks

1. Read and discuss the following information about graphic organizers

Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects.

In addition to helping students organize their thinking and writing process, graphic organizers can act as instructional tools. Teachers can use graphic organizers to illustrate a student's knowledge about a topic or section of text showing areas for improvement.



Graphic Organizer Example (Story map)

2. Match the types of graphic organizers with their definitions

<p>1. Concept Maps</p>	<p>A. is a powerful way to describe and compare attributes by separating objects into groups based on their characteristics.</p>
<p>2. Venn Diagram</p>	<p>B. is a powerful way for students to reach high levels of cognitive performance. It is also not just a learning tool, but an ideal evaluation tool for educators measuring the growth of and assessing student learning.</p>
<p>3. Bar Charts</p>	<p>C. (also known as a scatter plot) is an ideal way to investigate correlations. By choosing different variables for the X and Y axes, students can use the resulting plots to examine relationships between the</p>

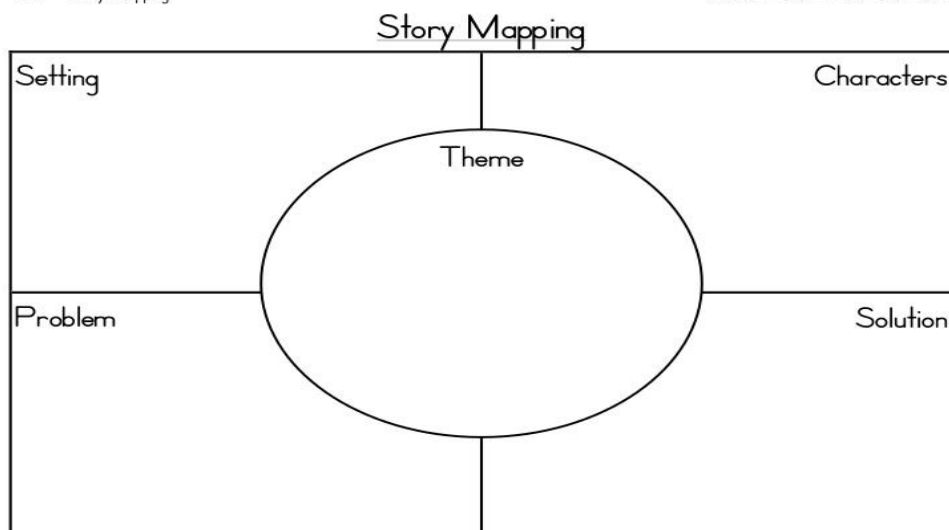
	variable.
4. Fishbone	D. This shows the distribution of values within one field of a database. The sizes of the pie's slices are proportional to the percentage of records within in each category.
5. Axis Plots	E. is ideal for analyzing distributions and measurements of central tendency (mean, median, and mode).
6. Pie Plots	F. This diagram, also called a cause and effect diagram or Ishikawa diagram, is a visualization tool for categorizing the potential causes of a problem in order to identify its root causes.

3. Group work. Choose a story and complete the organizer in *Handout1*

Handout1

Skill – Story Mapping

Name: _____



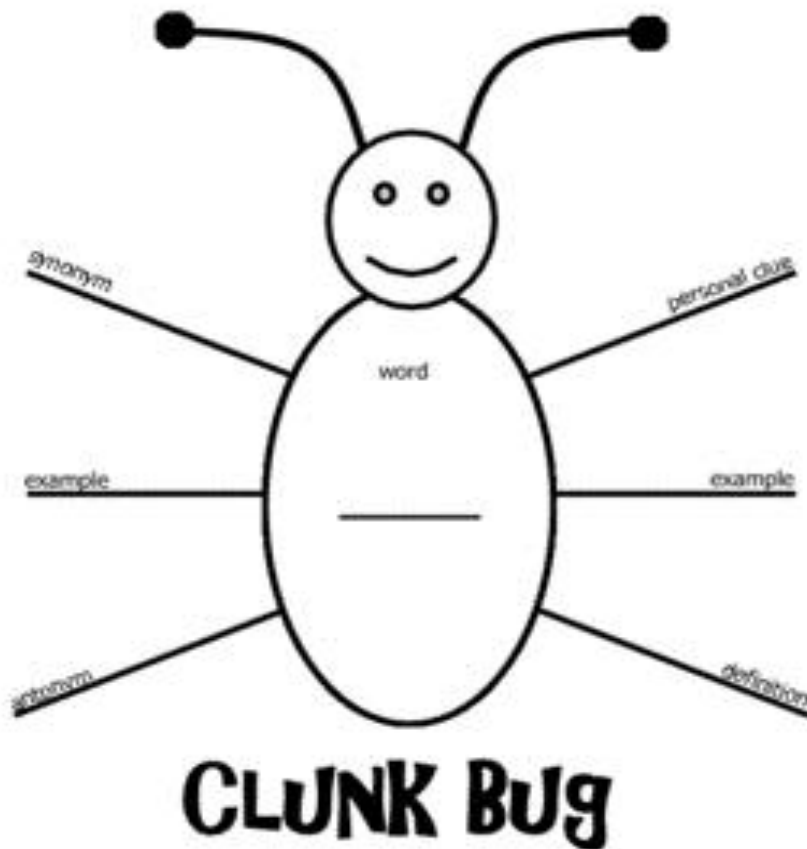
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4.

5. Using the organizer in *Handout 2* work on the following words:

- Important
- Increase
- Car
- Comprehension
- Study
- Work
- Continue
- Project
- Charming
- Disgusting
- Marvelous
- Argue
- Free
- Complicated

Handout 2

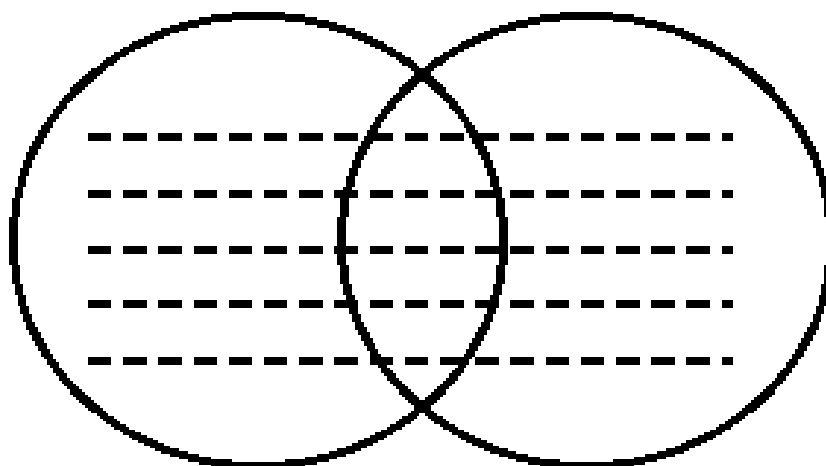


6. Complete the Venn Diagram in *Handout 3* about the usage of blogging in teaching a foreign language. List possible advantages and disadvantages of blogging

--

Handout 3

Venn Diagram



Questions

1. What is a graphic organizer?
2. The role of using graphic organizers in teaching process
3. List the benefits of Concept mapping
4. How to create the graphic organizer Fishbone?
5. What is blogging? The significance of using blogging in education.
6. What blogging are you a member of? What blogs for EFL teachers do you know?

LESSON 14. EFFECTIVE USE OF DIDACTIC GAMES IN TEACHING ENGLISH

Learning Outcomes:

By the end of the session participants will:

- have shared opinions about importance of using games in Kids' English 3
- have shared experience of effectiveness of the games given in the text-book
- have explored ways of helping teachers on how to use games appropriately
- have discussed ways of overcoming issues and obstacles while playing games

Materials:

Handout 1 for each pair, Flip chart paper – 1 for each group of 5/6.

Procedure

1 Lead in 10 min

Ask the participants to work in pairs and put in order words to make a quotation. (3 minutes)

Check they know what to do. Distribute Handout 1.

After 3 minutes, hold a plenary and discuss following questions. (6 minutes)

- Do you agree with this quote? Why? Why not?
- Do you use games in your teaching?
- What kind of games do you use and when?

□ Sum up saying that the session will focus on importance of games in teaching English as a foreign language and the ways of their implementation during a lesson process with a specific attention to Kids' English 3.

2 Discussion: Why games? 20 min

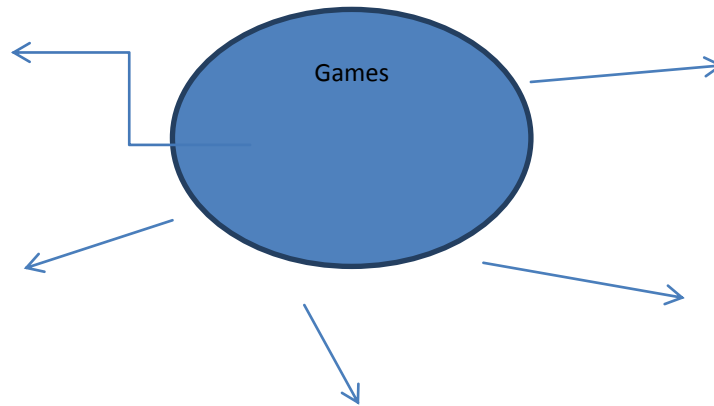
- Divide participants into 4 groups. To form these group play the music for 10 seconds and let participants dance. When music stops participants should form a group of 3 participants. Play the music again and let them dance in 3. When music stops they have to hold another 3 -people-dancer and form a group of 6 people. You get then 4 groups consisting 6 people. Ask groups to prepare 3 minute presentation and give as many reasons as possible why it is important to use games in EFL classroom. Give them 10 minutes for discussion.
- Invite the groups to present their posters. Say that each group has 3 minutes for presentation
- Sum up all presentations with following reasons:

1. Games are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest
2. Games play a big part in helping participants build relationships, and to feel equal. Games create a friendly and positive atmosphere.
3. Very often games teach a language which is uses it in real situations, for example when travelling, therefore they prepare students to the real life.
4. Games increase students' confidence level because the teacher give them a bigger role and he steps out himself giving them more responsibility which is also positive thing
5. games are good for shy students and students with low confidence, specifically games in smaller groups because then they get a chance to speak in front of fewer. It is easier to open up and forget the

shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness

3 Eliciting games 5 min

- Brainstorm and let participants write games they use in their teaching.



(Games that can be found in Kids' English 3: Find someone who, Fly Swat, Line ups, Puzzles, Miming, Mr. Crocodile, can I cross the river, Bingo, Listen and do, Question game etc)

4 Generating games.

- Tell participants that game can be categorized differently, like e.g., for dividing large groups into small ones, introduction games, grammar games, storytelling games etc. But today we are going to differentiate them according 4 language skills. Very often games incorporate into themselves several skills though. Assign groups and give them time to generate writing, listening, reading and speaking games. One group develops writing game, another reading, one more group- listening game and the fourth group- speaking. They may recall and use games from KIDS' English 3 if it is difficult fir them to thing of their own game. Give them 15 min. to prepare, provide them with all necessary things and let them demonstrate their games (20 min – 5 min for each team) (Examples in a case they have difficulties creating games: Simon says, Listen and do, Picture dictation(listening), Shouting dictation (reading), Miming (speaking), Running dictation, Write as many words as they can related in some topic in 15 seconds (writing))

5 Reflection 10 min

Ask the participants to reflect on the session and complete the sentences:

1) I've learnt that ...

2) I'll try ...

Sum up the session saying that monitoring, giving and receiving feedback are parts of the job trainers need to do in order to help teachers. Positive and

constructive feedback can help teachers to improve and develop, while negative feedback can cause negative reaction and lead to nowhere.

5. Reflection (version 2) - 10 min

Strips of paper with statements should be divided into categories of benefits of the games

General Benefits of Games

Affective:

- lowers affective filter
- encourages creative and spontaneous use of language
- promotes communicative competence
- motivates
- fun

Cognitive:

- reinforces
- reviews and extends
- focuses on grammar communicatively

Class Dynamics:

- student centered
- teacher acts only as facilitator
- builds class cohesion
- fosters whole class participation
- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests
- utilizes all four skills
- requires minimum preparation after development

Handout 1 (one set per pair cut and mix)

Put in order words to make a quotation

WHAT	IS	LEARNT
WITH	PLEASURE	IS
LEARNT	FULL	MEASURE

Handout 2 (one per team). Cut into stripes and let participants group statements. General Benefits of Games

Affective:
- lowers affective filter
- encourages creative and spontaneous use of language
- promotes communicative competence
- Motivates
Cognitive:
- Reinforces
- reviews and extends
- focuses on grammar communicatively

Class Dynamics:

- student centered, teacher acts only as facilitator

- fosters whole class participation

- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests

- utilizes all four skills

- requires minimum preparation after development

LESSON 14. Giving and receiving feedback

Learning Outcome

By the end of the session participants will

- be aware of the purposes of and principles in giving feedback.

Key Learning Points

- The purpose of the feedback in teaching is to give and receive professional support.
- The main principles in giving and receiving feedback are:
 - being non-judgemental: not too critical nor too complimentary but constructive
 - agreeing on the focus of observation/feedback beforehand

1. Outcome

Objective: to help participants understand the outcomes of the session

Time: 5 min

Materials: none

Interaction: individual, plenary

Procedure:

- Explain the learning outcomes of the session to participants.

2. Two sides

Objective: to help participants to reflect on their own experiences of giving and receiving feedback

Time: 20 min

Materials: Handouts 1 and 2

Interaction: plenary, group work

Procedure:

- Ask participants the following questions. Elicit responses in plenary.
 - Have you ever been observed while teaching?
 - How did you feel?
 - Was the observation helpful for you? Why/Why not?
 - Have you ever observed someone's lesson?
 - How did you feel?
 - Was the observation helpful for you? Why/Why not?
- Put participant in groups. Tell them that they will have to discuss the situation and questions in their handouts. Distribute Handout 1 some groups and Handout 2 to Groups 2, 4 and 6 to others.

~~~~~  
Handout 1

**Read the situation and discuss the questions below it.**

**Teacher:**

Your colleague at school has just told you that she wants to come to your class

in the afternoon and observe it.

How do you feel?

What questions would you ask her before the lesson?

What questions would you ask her after the lesson?

What kind of comments do you expect from her?

Do you need these comments? Why?

~~~~~

Handout 2

Read the situation and discuss the questions below it.

Observer:

You want to observe your colleague's class and you've just told him that you are going to do that this afternoon.

Why do you want to observe his class?

What will you focus on?

Think of at least three questions you will ask him before the lesson.

Think of at least three questions you will ask him after the lesson.

How will you give comments? Think of the phrases you will use.

~~~~~

- Ask each group to present their answers in plenary. Answers may vary.

**3. Why feedback?**

Objective: to help participants understand the purposes for giving and receiving feedback

Time: 20 minutes

Materials: Handouts 3

Interaction: pair work, individual

Procedure:

- Tell participants that the lesson they discussed in Activity 1 has just finished and the observer and the teacher want to talk about the lesson. Ask participants to do the task in Handout 3 individually. Distribute copies of the handout.
- When they finish ask participants to compare their answers with their partners.

~~~~~

Handout 3

Below are the questions taken from the conversation between Teacher and Observer. Decide which questions belong to Teacher and which to Observer.

1. How did you feel while teaching?
2. What do you think I could change next time?
3. Why couldn't pupils understand the explanation?
4. What do you want to focus on my lesson?
5. What do you want me to focus on your lesson?
6. What would you do to make the instructions clearer if you were teaching this lesson?
7. How could you make your instructions clearer to your pupils?

~~~~~  
*Answer Key:*

1. *How did you feel while teaching? (Observer)*
  2. *What do you think I could change next time? (Teacher)*
  3. *Why couldn't pupils understand your instructions? (Observer/Teacher)*
  4. *What do you want to focus in on my lesson? (Teacher)*
  5. *What do you want me to focus in on your lessons? (Observer)*
  6. *What would you do to make the instructions clearer if you were teaching this lesson? (Teacher)*
  7. *How could you make your instructions clearer to your pupils? (Observer)*
- Discuss answers in plenary. Ask participants to identify the questions which are typically asked before the lesson observation starts. Answer: questions 4 and 5.
  - Ask participants to work in pairs and identify purposes for asking each of these questions.
  - Discuss answers in plenary. Key:
    1. To help the teacher to reflect on his/her own feelings as a teacher.
    2. To ask for advice/suggestion.
    3. To draw the teacher's attention on the reason for the problem.
    4. To agree on the focus of the observation.
    5. To agree on the focus of the observation.
    6. Asking for advice/suggestion.
    7. Inviting the teacher to think of the solutions to the problem.
  - Explain to participants that these are the questions asked during giving and receiving feedback and that they are asked to initiate the discussion and focus on the issues/areas the teacher and observer want to focus on. If necessary, explain that feedback is 'telling someone how he/she is doing and how he/she could improve'.
  - On the board write *In general the purpose of the feedback in teaching is to...*
  - Ask participants to work in pairs and complete the sentence in their notebooks.

- Elicit answers. Establish that the purpose of the feedback in teaching is to give and receive professional support.

#### 4. Principles

Objective: to help participants explore the principles of giving and receiving feedback

Time: 20 minutes

Materials: Handout 4

Interaction: group work

Procedure:

- Put participants into groups of 3-4 and do the task in Handout 4. Distribute copies of the handout.

~~~~~

Handout 4

Read the conversation that Teacher and Observer had after the lesson and discuss the questions below it in your groups.

Teacher: So, shall we discuss the lesson?

Observer: All right. I liked your lesson and how did you feel while teaching?

Teacher: I was glad to see that the class was going according to my plan. The pupils managed to do all the activities I wanted them to do.

Observer: Yes, I noticed that your timing was good. You managed to do several tasks which were linked well with each other. Hmm... In the beginning of the activity with maps I noticed that some pupils started doing it differently from the way you asked them to do and later you had to help them. Why do you think this happened?

Teacher: I think they couldn't understand the instruction.

Observer: Oh, I see... How could you make your instructions clearer to your pupils?

Teacher: Well... I think I could demonstrate how to do the task first and only then ask pupils start doing it. And what would you do to make the instructions clearer if you were teaching this lesson?

Observer: I agree that a simple demonstration would be useful. But one more thing that is usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'

1. What two positive things about the lesson did the Observer mention?
2. What suggestion did the Observer give?
3. How useful can the approach of two positives and one suggestion can be?
4. Was the Observer judgemental in giving feedback? Is it necessary to be judgemental? Why/Why not?

5. Was the Observer polite or critical in each case? What is the balance between being complimentary and critical while giving and receiving feedback?

~~~~~

- Elicit responses from groups.

*Answer key:*

1. *Two positive things: 'timing was good' and 'tasks were linked well with each other'*
2. *'...one more thing that is usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'*
3. *Mentioning positives can help the teacher to focus on the better sides of the lesson and make exchange of feedback less stressful. Giving suggestions are more effective than only pointing out the weaknesses as they provide solutions to the problems that a teacher needs to deal with.*
4. *No. The Observer said 'I noticed...' which means she was focused on what was happening in the class. It is necessary not to be judgemental but focus on the class.*
5. *No. The Observer was not critical but not complementary.*

- Establish that:

The main principles in giving and receiving feedback are

- Being non-judgemental – this important because what is happening in the class is more important and can give answers to the sources of difficulties and problems
- Neither too complimentary nor critical feedback is helpful. Too complimentary feedback will not cover the difficulties and the too critical feedback will prevent the teacher from thinking about the answers to the problems.
- The observer and the teacher should agree on the focus of feedback beforehand. This will make the talk more focused and create a mutual trust between the observer and the teacher.

•

## **5. Reflection and action planning**

Objectives: to help participants to reflect on the activities they practised; to give participants opportunity to think of the things they would like to learn more about; to help participants to decide on the goals for development

Time: 10 minutes

Materials: none

Interaction: individual, pair work

Procedure:

- Dictate the beginnings of two sentences and ask participants to complete them individually.

- One thing I found interesting in the session is ...
- One thing I will try in my teaching is ...
- Ask participants to get in pairs and discuss their answers.
- Summarise the session by establishing that  
The purpose of the feedback in teaching is to give and receive professional support.  
The main principles in giving and receiving feedback are:
  - Being non-judgemental: not too critical nor too complimentary but constructive
  - Agreeing on the focus of observation/feedback beforehand

## **LESSON 15. PLANNING FOR TEACHING AND LEARNING**

### **Objectives:**

to help participants to explore the main processes involved in planning for teaching and learning

to raise participants' awareness about the importance of making connections between lessons within a syllabus

### **Activity 1 Current practice**

Objectives: to introduce the topic of the session; to reveal current practices among the participants

Time: 15 min

Materials: handout 1(a staircase)

#### ► Procedure:

- ☺ (4 min) Ask participants the following questions:

*Do you plan your teaching?*

*What do you usually start your planning with?*

*When you plan your lessons do you refer to a syllabus (teaching calendar)? If so, how does it help you?*

- ☺ (10 min) Show participants the picture of the staircase and ask them the following questions:

*What do a 'staircase' and a syllabus (teaching calendar) have in common?*

*What do the steps in the staircase represent? (lessons)*

*Why are some parts of different colours? (colours represent the same topic)*

*How do they relate to each other?*

*What can happen if you don't plan your teaching?*

*What can happen if you plan separate lessons not considering how they are linked with other lessons in the syllabus?*

☺ (1 min) Establish that planning is an essential and fundamental activity of every professional teacher. Every lesson is a part of a bigger plan/syllabus which helps teachers to achieve their aims. Therefore, when we plan our teaching we should take into account the connection of a particular lesson with other lessons and its contribution to the overall aim of the syllabus.

**Suggested answer:** *Each lesson is based on the previous lesson; lessons on the same topic are obviously more connected with each other, however, all lessons/ steps lead to the overall aim.*

## **Activity 2 What to consider when planning for teaching and learning**

Objective: to explore the elements of lesson planning

Time: 25 min

Materials: slips of paper; markers

► Procedure:

☺ ☺ ☺ (10 min) Put participants in groups of 4 and tell them that they are going to discuss what lesson planning involves. Ask participants to answer the following question:

*What do we need to consider when we plan our teaching?*

### **Possible answers:**

Topic; how the session will contribute to the learning outcomes of the course; aim (what do we want to achieve?); objectives (how); time; materials (textbook, audio, video, handouts...); activities; links with the previous materials;

links between the activities; skills; interaction; instructions (classroom management); learning styles; homework, etc.)

---

Distribute the slips of papers to the groups and ask them to write their ideas on them.

☺ (10 min) Ask the groups to stick their slips on the board in turn. Hold a plenary and prioritise the elements on the board in logical order

**Possible questions:**

*What do you consider first?*

*What do you consider next?*

**NB:** Note that there is no right answer here and various versions are possible.

☺ (1 min) Summarize the discussion by saying that there are many things we need to consider when we plan our teaching but not all of them can be reflected in a lesson plan.

☺ (3 min) Ask participants the following questions:

*Do you write lesson plans?*

*What elements of planning can go into a lesson plan?*

**Possible answers:**

answers will vary

topic; aim; objectives; timing; materials; activities; homework

(1 min) Make a transition to the next activity by saying that after having looked at the bigger picture i.e. what we usually consider while planning our teaching, we are now going to consider the building blocks of planning for teaching and learning. Tell participants that now they are going to see how some other teachers have put their plans on paper.

**Activity 3 Lesson plan analysis**

Objective: to evaluate a lesson plan

Time: 40 min

Materials: handout 2a, 2b

► Procedure:

(15 min) Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 2a and 2b . Tell participants to discuss the lesson plan on the handout and then fill in the grid in handout 2a . Tell them that they can use the questions on the handout to guide their discussion.

☺ (15 min) Discuss the plan together using the questions on the handout. Accept any answers at this stage.

(5 min) Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan.

e.g. A good lesson should address as many learning styles as possible.

### **Suggested answers:**

In a good lesson activities go from simple to more complex.

there should be a variety of activities and interaction patterns

In a good lesson there should be a balance between teacher-centred and learner-centred activities. all activities should be connected and lead to the overall objective of the lesson.

When we plan our teaching we need to consider the overall objective and the connections between each separate lesson and other lessons in the syllabus.

☺ (5 min) Ask the groups to share the principles with the whole group.

### **Activity 4 Stages of a lesson**

Objective: to review the stages and sequencing in a lesson; to brainstorm possible activities for different stages of a lesson

Materials: 3 sets of a scrambled lesson plan (handout 3)

► Procedure:

☺ ☺ ☺ (5 min) Put participants in groups of 6-7 and give out the scrambled lesson plan to each group (handout 1 ). Tell them to decide on the order of the stages of the lesson plan and line up according to the order of the activities.

☺ (5 min) Check the order of the participants in the line in each group. Refer participants to the previous session on lesson planning and elicit the stages and objectives of each step of the lesson. Ask participants the following questions:

*What are the stages of the lesson?*

Tell participants that 'pre-while-post' is not the only way to plan a lesson.

*What is the purpose of the pre activity/ while-activity/ post activity of the lesson?*

*What other pre/ post activities can you think of for this particular lesson?*

**Possible answers:**

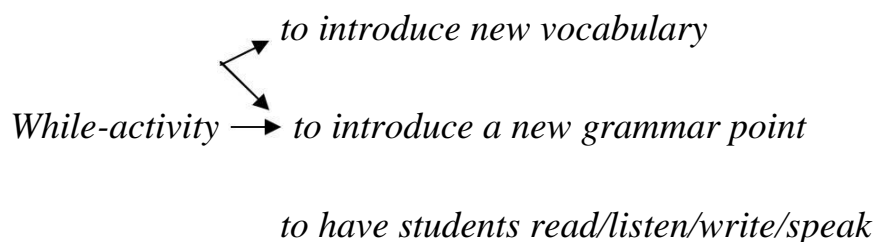
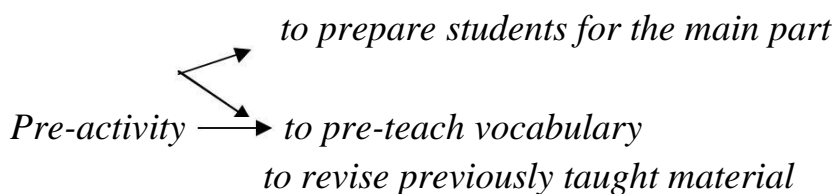
pre-activity: step 1; while activity: steps 2, 3, 4, 5; post activity: steps 6, 7

pre-activity – to prepare students, pre-teach key words from the story; while-activity – to have students practise listening and speaking, practise past tense; have students speak, ask and answer questions, write down the story they liked most

possible pre-activities: teacher can use pictures to generate some vocabulary and ask students to predict the story; ask questions etc. Possible post activity: teacher can ask students to act out one of the stories.

☺ (3 min) Ask participants what the purpose of a pre-activity/while-activity/post - activity can be. Put their ideas on the flipchart.

**NB:** pre-activity/while-activity/post-activity are the names of the stages and each can include several activities.





→ to have students practise acquired knowledge and skills

*Post-activity*

→ to have students apply acquired knowledge and skills

☺ ☺ (5 min) Ask participants in groups to brainstorm what kind of activities can be used at each stage. Remind them that some activities can be used at different stages depending on the objective.

Possible answers:

|                            | <i>Pre-activity</i>                                                                                                                                                                                                                                                                                                     | <i>While-activity</i>                                                                                                                                                                                                                                                 | <i>Post-activity</i>                                                                                                                                                                                                                                                                                                                           |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Objective</i>           | <ul style="list-style-type: none"> <li>to prepare students for the main part of the lesson</li> <li>to pre-teach vocabulary</li> <li>to revise previously taught material</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>to introduce new vocabulary</li> <li>to introduce new grammar points</li> <li>to have students read/listen/speak/write</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>to practise acquired knowledge</li> <li>to apply acquired knowledge</li> </ul>                                                                                                                                                                                                                          |
| <i>Possible activities</i> | <ul style="list-style-type: none"> <li>pre-teach/review vocabulary</li> <li>elicit, e.g. ideas and beliefs</li> <li>brainstorm ideas</li> <li>predict from the title/key words/first paragraph/pictures</li> <li>ask questions to check students' background knowledge</li> <li>write what you know about...</li> </ul> | <ul style="list-style-type: none"> <li>read the text and define the overall idea</li> <li>listen and fill in the blanks</li> <li>listen and tell what it is about.</li> <li>speak about...</li> <li>underline verbs in past simple</li> <li>write a letter</li> </ul> | <ul style="list-style-type: none"> <li>role play</li> <li>write a letter</li> <li>finish the story</li> <li>exercises in the book</li> <li>make a mind map/list</li> <li>make up questions about...</li> <li>make a plan for...</li> <li>make a poster</li> <li>make an advertisement</li> <li>draw a picture</li> <li>write a poem</li> </ul> |

☺ (5 min) Collect the ideas from participants.

☺ (2 min) Summarize the activity by saying that it is important to remember that a lesson consists of different stages. However, there is no one right way to plan a lesson and the lesson plan that we analysed is just one of the options. A teacher may vary its stages and activities depending on the objective of the lesson and the teaching situation.

**Activity 5 Objectives of a lesson**

Objective: to explore the objectives and learning outcomes of the lesson

Time: 10 min

Materials: none

► Procedure:

☺ (3 min) Tell participants that planning starts with setting an objective and thinking about learning outcomes. Tell them that it is always important to state the overall objective of the lesson clearly in order to know where the activities should lead to (teaching objective(s)). It also makes it possible for the teacher to expect what their learners can learn by the end of the lesson (learning outcomes). Refer participants back to the previous session on planning for teaching and learning and remind them of the staircase and the importance of connections between lessons within the syllabus.

☺ (7 min) Ask participants the following questions:

*What was the teaching objective(s) of the lesson in Activity 1?*

*What would students learn from this lesson?*

Invite random responses.

**NB:** It is likely that there will be a mixture of objectives: both students' and the teacher's.

Therefore, it is important to distinguish between the two.

Teaching objectives: Students will have an opportunity to practise past simple tense in stories about the past.

Students will have an opportunity to practise asking and answering questions in the past tense.

Students will have an opportunity to practise writing a story.

Learning outcomes: Students will be able to tell stories using past tense. Students will be able to ask and answer questions in past tense.

Establish that a good objective is precise and clear. It also helps to identify what students should achieve by the end of the lesson (learning outcome(s)).

### Activity 6 An outline of a lesson

Objective: to practise planning a lesson

Time: 45 min

Materials: strips of paper, markers, flipchart paper

► Procedure:

☺ ☺ ☺ (15 min) Put participants in groups of 4. Tell participants that now they will have a chance to write an outline of a lesson themselves. **Remind them that this outline should be included in Portfolio entry 5.** Give each group a topic of a lesson (at the airport, sports, meals, leisure, etc) or let them choose it themselves. Remind them that it can be a lesson on any of the four skills, on grammar or vocabulary, or on integrated skills. Ask participants to work in groups and write an outline of a lesson which should include the objective, time, level of students, materials, and stages of the lesson.

|  |                                                                                                                           |
|--|---------------------------------------------------------------------------------------------------------------------------|
|  | <b>Possible topics:</b><br>At the airport<br>Sports<br>Meals<br>Leisure<br>Cinema<br>Travelling<br><u>At the doctor's</u> |
|--|---------------------------------------------------------------------------------------------------------------------------|

☺ (15 min) Ask the groups to present their ideas on a poster. Other groups comment and give feedback to each other.

☺ (5 min) Ask participants to think individually what piece of advice they would give to a novice teacher about lesson planning. Ask them to write their piece of advice on a strip of paper.

☺ (10 min) Ask participants to sit in a circle and share their advice by putting their strips of paper in the centre on the floor.

### **Summary**

Establish the following:

Planning helps teachers achieve their teaching objectives.

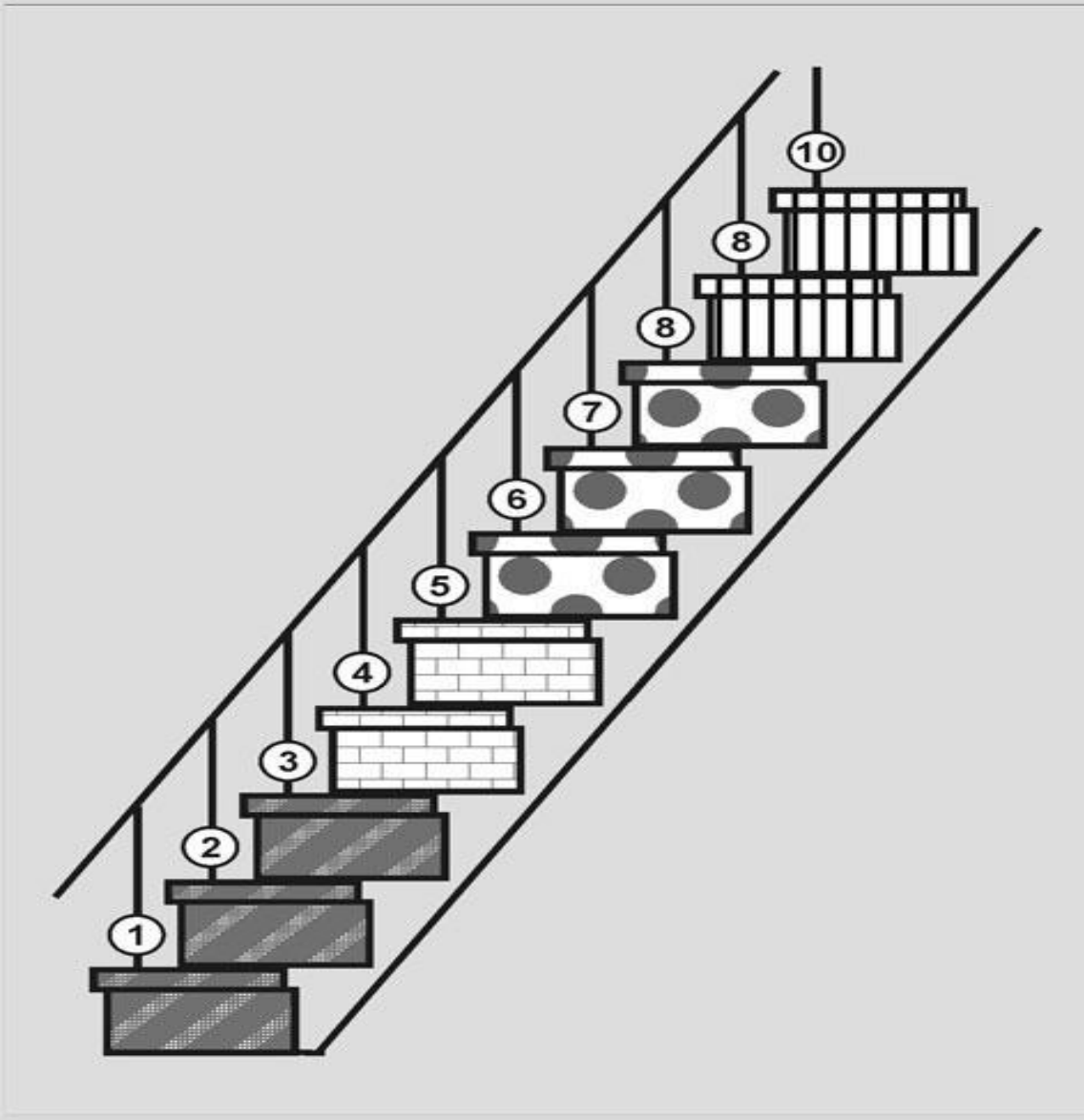
However, we shouldn't be slaves to our lesson plans; we should use the teaching opportunities presented by our students.

It is important to plan our teaching because it helps teachers to integrate their lessons into the syllabus and therefore reach the overall aim of the course.

Lesson planning is important because it helps us to reach teaching objectives. However, teachers need to be flexible in order to respond to unpredicted situations in the lesson and use the teaching opportunities presented by students.

There is no one right way to plan for teaching and learning. The teacher can vary the activities and stages but s/he should always have a reason for doing this.

### **PLANNING FOR TEACHING AND LEARNING Activity 1, Handout 1, Staircase**



*Do the activities contribute to the overall aim of the lesson?*

PLANNING FOR TEACHING AND LEARNING

Activity 3, Handout 2a, Lesson plan analysis

|            | Aim of the activity | Stages of the lesson | Teacher-centred/<br>Learner-centred | Learning styles | Mode of interaction | Teacher's role |
|------------|---------------------|----------------------|-------------------------------------|-----------------|---------------------|----------------|
| Activity 1 |                     |                      |                                     |                 |                     |                |
| Activity 2 |                     |                      |                                     |                 |                     |                |
| Activity 3 |                     |                      |                                     |                 |                     |                |
| Activity 4 |                     |                      |                                     |                 |                     |                |
| Activity 5 |                     |                      |                                     |                 |                     |                |

**Answer the following questions:**

*Do the activities go from simple to complicated?  
Does the lesson cater for all learning styles?*

*What are the stages of the lesson?*

*What is the aim of each activity?*

*Are the activities connected with each other?*

*What is the teacher's role in each activity?*

*Is there enough variety in terms of interaction?*

*Did you like the lesson plan? Why?/Why not?*

*Would you change anything in the  
lesson plan if you taught this lesson? If  
you would, what and why?*

*How similar is it to your way of planning lessons?*

# PLANNING FOR TEACHING AND LEARNING

## Activity 3, Handout 2b, Lesson plan analysis

### Lesson Plan

Date: May 22, 2006.

Subject: Integrated Skills

Topic: Cultural events

Group: 2D

Level: Intermediate

| Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Time                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic and asks the following questions:               <ul style="list-style-type: none"> <li>~ <i>What cultural events do we celebrate in our country?</i></li> </ul> </li> </ul> <p>Teacher writes answers on the board.</p> <p>Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards.</p> <p>Teacher elicits answers and crosses out similar events/festivals on the board.</p> | <p>5<br/>min</p>       |
| <p><b>Jigsaw reading</b></p> <ul style="list-style-type: none"> <li>Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers. (number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups.</li> </ul>                     | <p>10<br/>mi<br/>n</p> |
| <p><b>Plenary discussion</b></p> <ul style="list-style-type: none"> <li>Teacher asks the following questions:               <ul style="list-style-type: none"> <li><i>What did you find out about holidays and festivals from each other?</i></li> <li><i>Did you learn something new?</i></li> <li><i>What are your answers to the question you had?</i></li> </ul> </li> </ul>                                                                                                                                                                                                | <p>10<br/>mi<br/>n</p> |



## Vocabulary work

Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group

and asks each group to give 2 phrases with the given word(s) in order to put

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mi  
n

them in context.

- Groups present their findings to the whole group.
-

## PLANNING FOR TEACHING AND LEARNING

### WORKSHOP Activity 4, Handout 3

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Lesson plan outline:

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Put the key words on the board. Check whether students know the words. Ask them to predict the story using the key words.

---

Tell students a story. While telling the story, ask questions to keep their interest: “What do you think happened next?”

---

Don't finish the story. Ask students in groups to finish the story and then share it with the rest of the class.

---

Tell students the last part of the story.

---

Review the questions that you asked while telling the story. Put them on the board for students to see.

---

Put students in groups of 3. Ask them to share their own stories with each other. Remind them that they need to ask questions to keep each other involved.

---

Ask students to write down the story they liked best.

---

## V. КЕЙСЛАР БАНКИ

**1st case. How to take an interview and bypass competitors?** A premiere of the film with participation of a star of Hollywood is being passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine. You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film. In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist. However, you have all possibilities to convince star to come to you.

### *Questions and tasks:*

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

### **Case 2: Over Their Heads**

Kim had been working at a private language school in a small town in Spain for nearly 18 months now, and planned to continue for another six months before she went back to the UK to look for something more permanent. The school, like

the town, was small, and nearly all the courses were for adolescents. Although Kim still enjoyed the classes full of vibrant teenagers, recently she had been growing a bit bored with the lack of variety and was on the lookout for a new challenge to revitalise her teaching. When David came to talk to her about a small hi-tech company which had contacted the school about in-company classes, she felt that this might be the challenge she needed.

David was the Director of Studies at the school and a long-term resident in the town. He was central to the management of the school and the owner relied on him a lot. He had set up all the courses, produced the materials and even written out suggested plans for all the lessons. Since his suggestions generally worked well, this made life easy for the teachers at the school.

David explained to Kim that the company wanted its white-collar staff to be able to use English in their work, and that this would involve teaching such skills as reading instruction manuals, understanding and writing business correspondence, and speaking on the telephone. Kim realised that content like this would be the refreshing change she was looking for, but was worried that she wouldn't be capable of preparing lessons on these topics. She was reassured when David went on to explain that, although he would be back in the UK when the course started, he would talk to the company about the course, design the syllabus and prepare the materials for her to use before he went. Kim readily accepted the responsibility of teaching the course.

Over the next three weeks, David was busy preparing the course which was to cover forty hours in two lessons a week over ten weeks. Occasionally, he would call Kim to his office and explain to her how the course and the materials would work, so that by the Saturday he left for his holiday, Kim felt well-prepared and confident about the course.

The next Tuesday was the first day of the course and the company sent a van to pick Kim up. Arriving at the factory, she was treated well and taken to a well-appointed room that was to be her classroom. The staff taking the course all trooped into the room in the next five minutes which suggested that the company was taking the course seriously. There were twelve learners in the class, evenly split into men and women, and all aged in their late twenties and early thirties. Kim felt happy and thought the situation looked promising.

For the first lesson, David had suggested an easy-going getting-to-know-you introductory lesson with no overt business focus to help Kim establish relationships with the learners before the 'real work' began. He had suggested an adaptation of the warm-up lesson for upper-intermediate learners at the school, which Kim was familiar with. This started with a small New Name activity which the learners at the school usually found easy and interesting. They would try to

translate their name into English and find the nearest English equivalent to their name. Following this, there was a "Find a person who ..." questionnaire (with questions such as "Find a person whose favourite childhood toy was a teddy bear") which learners usually found amusing.

The lesson didn't go as well as Kim had expected. The learners showed little interest in the task, but instead dourly went through the procedure of asking their classmates for information. In addition, they had some surprisingly large gaps in their vocabulary and some of them had difficulty formulating questions to ask their classmates. Two of the men, Manuel and Juan, in particular, seemed to be having big problems coping with even the simplest English; one of the women, Sophia, resolutely refused to have anything to do with the task; and the rest of the learners appeared reluctant and unsure of what they were doing. Kim hoped that these were just teething problems for the course, perhaps because the company staff had not been in the role of learners for several years. She felt that the second lesson with more technical, business-oriented language probably familiar to the learners would be more of a success.

The lesson on the next Friday, however, was a disaster. Focusing on instruction manuals, the prepared lesson aimed to help the learners understand the organisation of instruction manuals and analyse the language used. From the beginning of the lesson, Kim found herself doing all the talking while the learners watched her with blank faces. When, after ten minutes of the lesson, Juan put his hand up and asked "What mean 'manual'?", Kim realised that she had been talking completely over their heads. The rest of the lesson was a nightmare. Kim vainly tried to follow the lesson plan that David had prepared, but it was all way beyond the learners' level. The lesson had changed from the joint exploration of the language of instruction manuals that David had intended into a desperate succession of teacher explanations of unknown vocabulary by Kim.

When the two hours were up, Kim felt released. The lesson had been her worst ever teaching experience. In the van home, however, it struck her that she would have to teach the learners again the next Tuesday. The materials she had available were obviously completely inappropriate. This weekend she would have to come up with something different. David wouldn't be back from his holiday for another two weeks, and the other teachers at the school had no experience of preparing materials or of business English. She was on her own. How on earth could she come up with any useful, appropriate, business-oriented materials by next Tuesday?

## Questions

1. Kim's immediate preoccupation is that the materials are too difficult for the students. In a situation like this, there are three choices facing the teacher: to discard the existing materials and design new materials from scratch, to adapt the existing materials to make them more appropriate for the learners, and to find other ready-made materials as a replacement. Which of these choices do you think would be the most suitable for Kim? Why?
2. If Kim decides to design new materials, how should she do this? What are the stages in materials design? Do you think that these stages represent an idealised design process or can they be followed in practice?
3. If Kim decides to adapt the existing materials, on what bases should she decide what aspects of the materials to retain and what aspects to discard? Is there anything she should be particularly wary about when she adapts the materials?
4. If Kim decides to replace the existing materials, how can she find other readymade materials? If she finds several possible alternative sets of materials, how can she decide between them? What criteria can guide her decision?
5. Another aspect of the case study that we can consider is why Kim sees the problems with the materials as so serious. This can be viewed as a longer-term problem of staff development. David, although presumably usually efficient, does not see staff development as part of his duties as Director of Studies. Rather than helping the teachers at the school become competent and independent at nonclassroom aspects of teaching, such as materials design, David takes the whole of this work himself. How could David help the staff at the school develop?
6. The materials described in the case study are specifically aimed at business, focusing on the language used in business communication and revolving around business topics. David, in designing such materials, would presumably argue that business learners need English for business and that the best way to prepare such learners is to provide them with English used in business situations. An alternative viewpoint is that, by providing the learners with business English only, they are being limited to a specific area of English rather than being exposed to English in all its wide uses and so are missing out on a broad English education. Are there any other viable viewpoints? Which do you agree with? Why?
7. The case study talks about materials "way beyond the learners' level". As teachers we often use the word level as a term of convenience to describe learners'

competence. Although convenient, the term level has many problems. First, it is difficult to define. Does it refer to the students' ability in grammar, the size of their vocabulary, their fluency, some other aspect of language, or a combination of these? Second, comparing the levels of two learners is problematic, since all learners' interlanguage is idiosyncratic. Third, it is very difficult to describe a given level, so that we are usually at a loss if a colleague asks us, "What level is your class?" Do you think that the convenience of level outweighs these problems? If you believe that the term level is useful, how can you define it and how would you describe the level of one of your classes?

## **VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ**

### **Мустақил ишни ташкил этишнинг шакли ва мазмуни**

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда 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.

## VII. ГЛЮССАРИЙ

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| <b>APPLIED LINGUISTICS</b> | 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> .                                                                                          |
| <b>ASSESSMENT</b>          | 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.                                                                                                                        |
| <b>AUTHENTIC TASK</b>      | 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.                                                                            |
| <b>AUTHENTIC TEXT</b>      | 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.              |
| <b>AUTHENTICITY</b>        | The degree to which language teaching materials have the qualities of natural speech or writing.                                                                                                                                                                                                   |
| <b>AUTONOMOUS LEARNING</b> | The process of learning without being controlled by anyone else.                                                                                                                                                                                                                                   |
| <b>AUTONOMY</b>            | The ability to act and make decisions without being controlled by anyone else                                                                                                                                                                                                                      |
| <b>BRAINSTORMING</b>       | (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.                                                                    |
| <b>. CLT</b>               | Communicative language teaching also (communicative approach).<br>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 |



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|                                                            | <p>reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often:</p> <p>teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.</p> <p>are based on a notional syllabus or some other communicatively organized syllabus</p> <p>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> |
| <b>COMPREHENSIBLE INPUT</b>                                | Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>CONTEXT</b>                                             | 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                                                       |
| <b>CO-OPERATIVE LEARNING ALSO (COLLABORATIVE LEARNING)</b> | An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students' learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the                                                                                                                                                                                                                                                                                               |

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|                                                 | teacher's dominance in the classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>ELICITATION</b>                              | Techniques or procedures which a teacher uses to get learners to actively produce a response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>EVALUATION</b>                               | 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. |
| <b>FACILITATE</b>                               | To make a learning process possible or easier; to work with a group in order to help them to articulate ideas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>FACILITATOR</b>                              | a person who helps an individual or a whole group to learn and/or express themselves.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>FEEDBACK</b>                                 | (in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>FLUENCY ( FLUENCY DEVELOPING ACTIVITIES)</b> | In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:<br>the ability to produce written and/or spoken language with ease and without significant hesitation;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>ICE-BREAKER</b>                              | An activity to make learners feel less nervous or inhibited when they first meet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>INFORMATION</b>                              | An activity in which a pair or two groups of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>GAP ACTIVITY</b>        | students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>INSE(T)T</b>            | In-Service (Teacher) Training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>INTERACTION PATTERN</b> | Mode of work (individual work, pairwork, groupwork) used in learning or teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>INTERLANGUAGE</b>       | A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>JIGSAW ACTIVITY</b>     | 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.                                                                                                                                                                                                                                 |
| <b>LANGUAGE AWARENESS</b>  | 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.                                                                                                                                                                                                                                           |
| <b>MULTIPLE-CHOICE</b>     | 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.<br>For example: <i>Yesterday I _____ some interesting magazines.</i><br>(a) have bought (b) buying (c) was bought (d) |

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|                                    | <i>bought</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>OBJECTIVE</b>                   | 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.                                                                                                                                                                                                                                                                               |
| <b>PAIRWORK</b>                    | a learning activity which involves learners working together in pairs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PEDAGOGY</b>                    | the study of teaching methods and approaches.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PEER OBSERVATION</b>            | Observation of a teacher or trainee by a colleague of equal status.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>ROLE PLAY</b>                   | Classroom activities in which students 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, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.                                                                                                                                                                                                                                                                           |
| <b>SCANNING</b>                    | 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. |
| <b>SECOND LANGUAGE ACQUISITION</b> | ( <i>in applied linguistics</i> ) the processes by which people learn or acquire a second or foreign                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>(SLA)</b>             | language. These processes are often investigated with the expectation that information about them may be useful in language teaching.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SELF-CORRECTION</b>   | Correction by a learner of her/his own mistakes – usually possible only in the case of <i>post-systematic</i> errors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SIMULATION</b>        | 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. |
| <b>STUDY SKILLS</b>      | Abilities, techniques, and strategies which are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English-language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking and summarizing.                                                                                                                                                                                     |
| <b>TEACHER EDUCATION</b> | <p>The field of activity which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between <i>teacher training</i> and <i>teacher development</i>.</p> <p><i>Teacher training</i> deals with basic teaching skills and techniques, typically for novice teachers in a <i>pre-service</i> programme. These skills include such dimensions of teaching as</p>                                                                                                                                                                   |

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|                                                              | <p>preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc. <i>Teacher development</i> goes beyond initial training and deals with the on-going professional development of teachers, particularly in <i>in-service education</i> programmes. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher and encouragement to the teacher to reflect on her/his own practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>VALUES</b><br/><b>ATTITUDES</b><br/><b>BELIEFS</b></p> | <p>(these three terms often appear together in the literature and discourse of professional development)</p> <p><i>Values</i> are the guiding principles (often moral or ethical in nature) that govern behaviour; they are typically rooted in tradition, religion or in individual or shared philosophy and in education they help to inform decisions at all levels, from national policy right through to the classroom.</p> <p><i>Attitudes</i> – the way that a person thinks and feels about somebody, something; the way that a person behaves towards somebody, something that shows how he, she thinks and feels. In a classroom this may show itself in a teacher’s attitude to learners or in a learner’s attitude to a foreign language and the culture associated with it, for example. <i>Beliefs</i> – the convictions that a teacher has about teaching or a learner about learning. When beliefs become dogma, they may inhibit professional development in a teacher or successful learning in a learner</p> |

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