



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ХАЛҚ ТАЪЛИМИ ВАЗИРЛИГИ

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

4.3
МОДУЛ

ЎҚУВ – УСЛУБИЙ МАЖМУА

ТАНЛОВ ЎҚУВ МОДУЛИ



ТОШКЕНТ-2018

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ХАЛҚ ТАЪЛИМИ ВАЗИРЛИГИ**

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УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ХАЛҚ ТАЪЛИМИ ХОДИМЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ
ҲУДУДИЙ МАРКАЗИ**

ТАНЛОВ ЎҚУВ 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

Тақризчилар: 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

“Таълим тўғрисида”ги ва “Кадрлар тайёрлаш миллий дастури тўғрисида”ги Ўзбекистон Республикаси қонунларига, 2017-2021- йилларга мўлжалланган “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси”, Ўзбекистон Республикаси Президентининг “Педагог кадрларни тайёрлаш, халқ таълими ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чоратадбирлари тўғрисида”ги Қарорига мувофиқ, таълим босқичларининг узлуксизлиги ва изчиллигини таъминлаш, таълимнинг замонавий методологиясини яратиш ҳамда улар асосида педагог ходимларини қайта тайёрлаш ва уларнинг малакасини ошириш мазмунини янада такомиллаштиришни тақозо этади.

Мамлакатимизда компетенциявий ёндашувга асосланган янги давлат таълим стандартларини жорий этилиши ўрта мактаб ўқитувчилари зиммасига қатор долзарб вазифаларни қўндаланг қилиб қўймоқда. Шу билан бирга, 2017-2018- ўқув йилидан мактабларда 11 йиллик ўрта таълимнинг жорий этилиши ҳам ўз навбатида ўқитувчиларнинг малака оширишга бўлган янги эҳтиёжларни келтириб чиқарди. Айни пайтда вужудга келган шарт-шароитлар ва ўқитувчиларнинг юқоридаги келтирилган эҳтиёжлари малака оширишнинг шакли, мазмуни ва уни амалга ошириш механизмларини қайта кўриб чиқишни ва бу жараёнга тегишли ўзгартиришларни киритишни тақозо этмоқда. Хусусан, шу кунларда юқоридаги эҳтиёжлардан ва улар олдида қўндаланг турган муаммолардан келиб чиққан ҳолда, инглиз тили ўқитувчиларининг малакасини ошириш мазмуни ва шакллари такомиллаштириш зарурати пайдо бўлди.

Танлов ўқув модулининг ишчи ўқув дастури хорижий тил ўқитувчилари малакасини ошириш курсининг ўқув дастури асосида тузилган бўлиб, у инглиз тили ўқитувчиларига замонавий таълим технологиялари ва методларининг мазмун ва моҳиятини очиб беради.

Модулнинг мақсади ва вазифалари

Модулнинг мақсади: инглиз тили ўқитувчиларининг жорий эҳтиёжларидан келиб чиқиб, фан ўқув дастурига янги киритилган ва ўзлаштирилиши қийин бўлган мавзуларнинг назарий асослари ва ўқитиш методларини қўллаш компетенцияларини ривожлантириш.

Модулининг вазифалари:

- Тингловчиларни дарсдан ташқари ишлар мазмуни ва методикаси билан таништириш;

- Тили ўрганилаётган мамлакатлар маданияти ва адабиёти мазмунидан дарс жараёнида фойдаланиш малакаларини ривожлантириш;

- Инглиз тили дарсларида мулоқот маданияти ва замонавий технологияларни қўллаш методикасини такомиллаштириш.

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

Тингловчи:

- Хорижий тилни эгаллаш халқаро компетенциялари: ўрганиш, ўқитиш ва баҳолашнинг халқаро меъёрларини;

- Ўзбекистон Республикасининг узлуксиз таълим тизимида хорижий тилларни ўрганишга қўйиладиган талабларни билиши;

- Тили ўрганилаётган мамлакат маданияти ва адабиётини дарс жараёнига боғлаш;

- Ўқув материали моҳиятини ўқувчига етказиш ва хорижий тилни ўрганишнинг оптимал усулларини излаб топиш кўникмаларига;

- Хорижий тил дарсликларига тақриз ёзиш ва хорижий тил ўқув методик мажмуаларини таҳлил қилиш малакаларига;

- Ўқувчида онгли равишда билим эгаллаш, мустақил фикрлаш ва ижод қилиш кўникмаларини шакллантириш компетенциялари эга бўлиши лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

Танлов ўқув модули маъруза ва амалий машғулотлар шаклида олиб борилади.

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

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

- ўтказиладиган амалий машғулотларда техник воситалардан, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар билан ишлаш, коллоквиум ўтказиш ва бошқа интерактив таълим усулларини қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар 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 ҳар бир мавзунинг моҳияти асосий тушунчалар ва тезислар орқали очиқ берилади. Бунда мавзу бўйича тингловчиларга етказилиши зарур бўлган билим ва кўникмалар 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 масофали ўқиш ва халқаро баҳолаш тизимини ва замонавий методикада асосий ва ёрдамчи воситаларни қўллаш усулларини ўрганиб, мустаҳкамлаб, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

4.3. Танлов ўқув модули

№	Модул мавзулари	Ҳаммаси	Ўқув Жами юқламаси	Жумладан			Мустақил таълим
				Назарий	амалий	қўчма машғулот	
1.	Масофали ўқиш ва халқаро баҳолаш тизими	2	2	2	-	-	-
2.	Чет тил ўрганишга бўлган қизиқишни оширишнинг аҳамияти	2	2	-	2	-	-
Жами		4	4	2	2	-	-

НАЗАРИЙ ВА АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-мавзу: Масофали ўқиш ва халқаро баҳолаш тизими

Хорижий тил ўқитишда масофали ўқиш (online course, seminar, webinar) ва халқаро баҳолаш тизими (IELTS, TOEFL, APTIS) билан таништириш. Баҳолаш мезонлари ва афзалликларини ўрганиб чиқиш.

2-мавзу: Чет тил ўрганишга бўлган қизиқишни оширишнинг аҳамияти

Хорижий тил дарсларида ўқувчилар қизиқишини оширишнинг аҳамияти ва усуллари.

4.3. Танлов ўқув модули

№	Модул мавзулари	Ҳаммаси	Жами ўқув юкламаси	Жумладан			Мустақил таълим
				Назарий	амалий	кўчма машғулот	
1.	Тили ўрганилаётган мамлакатлар адабиёти билан таништириш	2	2	-	2	-	-
2.	Тили ўрганилаётган мамлакатлар маданияти билан танишиш	2	2	2	-	-	-
Жами		4	4	2	2	-	-

НАЗАРИЙ ВА АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-мавзу: Тили ўрганилаётган мамлакатлар адабиёти билан таништириш

Тили ўрганилаётган мамлакатлар адабиёти классик ва замонавий намоёндалари ҳаёти ва ижоди билан таништириш. Дарс жараёнида адабий муҳитни яратиш, ўқувчиларнинг маданий-маънавий ва шахс сифатида ўсишида адабиётнинг роли.

2-мавзу: Тили ўрганилаётган мамлакатлар маданияти билан танишиш

Дарс жараёнида мавзуга боғлаган ҳолда тили ўрганилаётган мамлакатлар маданияти билан танишиш; миллий маданият билан ўхшаш ва фарқли жиҳатларини таққослаш

“Дарсдан ташқари машғулотларни ташкил этиш”

Танлов ўқув модули

№	Модул мавзулари	Ҳаммаси	Ўқув Жами юқламаси	Жумладан			Мустақил таълим
				Назарий	амалий	қўчма машғулот	
1.	Дарсдан ташқари ишлар методикаси	4	4	2	2	-	-
Жами		4	4	2	2	-	-

НАЗАРИЙ ВА АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-мавзу: Дарсдан ташқари ишлар методикаси

Ўқувчилар билан дарсдан ташқари ишларни (тўғарак ишлари, бўш ўзлаштирувчи ва иқтидорли ўқувчилар билан ишлаш ва уларни кўрик танловларга тайёрлаш) ташкил этиш методикаси. Турли тадбирлар (фан ойлиги фестиваллари, ўқувчилар ўртасида ўтказиладиган мусобақа ва танловлар), бадиий кечалар, миллий ва тили ўрганилаётган мамлакатларнинг байрамларини ташкиллаштириш; уларга уларга сценарий яратиш технологиялари билан таништириш

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

TOTAL PHYSICAL RESPONSE

is an method to teaching a foreign language, based on listening linked to physical activities which are designed to reinforce comprehension. TPR is a method developed by DR.James J.Asher to aid learning a second language.Students respond to commands that require physical movement.

SUGGESTOPEDIA

is one of the innovative methods dating back to the 1970's (Georgi Lozanov). Lozanov suggests that the human brain could process great quantities of material if simply given the right conditions for learning. Music is central to this method. He claims that about 200 to 240 new words may be introduced each lesson. Homework is limited to students re-reading the dialog they are studying-once before they go to sleep and once in the morning before they get up.Music, drama and "The Arts" are integrated into the learning process as often as possible.

COMMUNICATIVE LANGUAGE TEACHING

is an emphasis on learning to communicate through interaction in the target language. Authentic and meaningful communication should be the goal of classroom activities. The introduction of authentic texts into the learning situation. Fluency is an important dimension of communication. Communication involves the integration of different language skills.

TASK-BASED LANGUAGE LEARNING (TBLL)

is a method of instruction which focuses on the use of authentic language, and students doing meaningful tasks using the target language. For example: visiting the doctor, conducting an interview, or calling customer services for help. Assessment is primarily based on task outcome rather than simply accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

BRAINSTORMING

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

INFORMATION GAP ACTIVITY

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

PRESENTATION

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

TRUE-FALSE ACTIVITY

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

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. НАЗАРИЙ ВА АМАЛИЙ МАТЕРИАЛЛАР

LESSON 1. DISTANCE EDUCATION AND INTERNATIONAL ASSESSING SYSTEM

Plan:

1. Advantages and disadvantages of distance education
2. General information about assessment system
3. International testing systems on English proficiency

Key words: distance learning, advantages, disadvantages, students, the Internet, assessment, IELTS, TOEFL, CEFR, Cambridge ESOL, undergraduate, postgraduate

1.1. Advantages and disadvantages of distance education

Distance education is different from the traditional education. Distance education is that educational information and instruction is taught to learners who are physically distant from the source of that information and instruction. Distance education, also called distance learning, provides learning chances to people who could not afford time or money for traditional classes or who lived in remote areas far from schools. Because of the expansion of the Internet in recent years, the Internet has become the most important tool for delivering distance education. The main purpose of the article is to define the main advantages and disadvantages of distance education. So what exactly is distance learning?

Distance learning occurs when there is a separation between the teacher and the student, usually due to geographical or time concerns that prevent the student from attending an on-campus course. Often, electronic means are used to bridge this gap and distribute educational material through distance learning programs using printed and mailed materials have existed for well over a hundred years. These programs have usually been specially designed to help best meet the needs and requirements that arise when learning is taking place outside of a traditional classroom setting. The majority of distance education today takes place using the Internet, now readily accessible for the vast majority of students whether in their own homes or at facilities such as local libraries. These electronic means are used to distribute the learning material, keep students in touch with teachers, and provide access to communication between students.

Of course, distance learning can use other technological formats as well including television, DVDs, teleconferencing, and printable material, but the immediacy and functionality of Web learning has made it a first choice for many distance learners. Online programs often take advantage of a number of emerging technologies to make keeping in touch and effectively communicating ideas easier and more efficient than ever before and students may find themselves using

interactive videos, e-mail, and discussion boards to complete their lessons. Distance learning makes it much easier for some students to complete a degree or get additional job-training while balancing work and family commitments. Because the hours when class work can be completed are flexible, as most distance learning programs allow students to work at their own place and on their own time, many students can complete their work during times when they are free, rather than scheduling their lives around a set classroom time. With more flexibility comes more responsibility on the part of the learner. Students must learn to work well independently and without the constant guidance and monitoring of an instructor, making distance learning a challenge for those who are not easily self motivated.

Distance learning is also a great tool to help reach students who are in geographically remote areas and may not have readily available access to educational facilities or who want to explore opportunities not offered by their local schools. Of course, schools are not the only people who are taking advantage of distance learning, as many businesses have found it a valuable tool in making employee education and training quicker and more cost efficient. Surrounding technologies and supporting the hunt of lifelong learning for all age-groups, distance learning has become a growing vogue for many students who pursue higher education. It gives you the chance to further your education in any stage of your life but like any other style of teaching, distance learning has some advantages and disadvantages too. Like any kind of educational program, distance learning comes with a host of pros and cons. Before you enroll in any kind of distance learning program, make sure to carefully consider these in order to be sure you'll be getting an education that meets your personal needs, strengths and career goals. Differing to what most of us feel, the advantages are much greater than the disadvantages in distance learning.

There are some **advantages** of distance education. One of the primary advantages of distance education is the flexibility it provides to students. Distance education provides opportunities for people who may have trouble attending a traditional institution such as stay-at-home mothers, people working full time or members of the military. Many online educational programs allow you to work at your own place, so you can fit your education into your schedule. Flexibility in distance learning program gives chance to study without interfering in your personal life. If are working then you can always plan learning around other features of your life, without effecting any disturbing to personal nor professional life. With distance learning courses, students can complete their course work from just about anywhere, provided there's a computer and internet connection. This allows students to work when and where it is more convenient for them without

having to squeeze in scheduled classes to an already busy life. Choosing education of your choice and numerous choices for schools.

The most significant advantage of distance learning is that one can pursue his choice of education during any time of his life. There is no control about city, college, etc. One can live and study from anywhere while choosing for distance learning programs. What is necessary is the most convenience to a computer and a good speed Internet connection. You may find online schools that specialize in your particular field or one that can provide a great general education. Either way, your options for education will be greatly expanded. Money saving as no commuting: This program did not require regular classes, it saves time in commuting. It also saves money. Attend classes at your suitability. In distance learning, one need not to attend class exact time and place, so students can finished their classes at their own time and suitability. Get more knowledge. One more advantage is that more knowledge of computer and Internet skills that one gain in the process of distance learning experience can also be moved to other sides of life. Availability. Many people while taking traditional classes come across physical availability problem because of inadequate mobility issues. But through online classes overcome the problems and by using own comfortable furniture in the home. Thus an ambition to further education can be satisfied while enjoying free movement at home. For both slow and quick learners, options are available. This reduces stress and increases learners' complete fulfillment. Learn while working.

As distance learning can usually be completed on your own schedule, it is much easier to complete distance learning courses while working than more traditional educational programs. Keeping your job gives you more income, experience and stability while completing your degree giving you less to worry about and more time to focus on your studies. Seeing the above mentioned advantages of distance learning, it becomes a little uncertain if this method of learning has any disadvantage or not. But to be frank, there are some problems too. One of the main disadvantages of distance education is the loss of interaction with other students in the classroom. In distance learning, study in a group is difficult, one just have to do by himself which becomes publicly one-off as there is no communication with other classmates. Unseen costs: Some unseen charges cannot be escaped. For instance, if a student lives or works in a outside area where irregular supply of things then the study material need to be mailed in advance.

There will be sure extra charges and other costs which comes another point in bringing uneasiness to many. In distance learning, student and instructor also need to make proper plan much in advance to get the good and best result. Virtual courses can save money on constructing classrooms, dormitories and the overhead. However, starting a high-tech distance learning programs still can be expensive.

Once the course or program is operational, the costs for keeping the technology current, developing new materials, updating courses, and marketing the courses still must be figured into the annual budget. Therefore, the provider usually should have the funds and technical support readily available to meet today's needs, and also should have the resources to expand their technical capabilities as the Internet expands its services. No feedback immediately. Distance learning is not like a regular classroom. One does not get the feedback immediately, instead they have to wait for their teacher's reviewing the task and send them for comments. Format isn't ideal for all learners. Not everyone is an ideal candidate for online learning. If you know you have problems with motivation, procrastination and need lots of individual attention from a teacher you may want to think long and hard before enrolling in an online learning program. Some employers don't accept online degrees. While a majority of employers will, there are some who still see a stigma attached to distance learning. Realize that your online degree may not be the ideal tool for some job fields or for future learning. Requires adaptability to new technologies. If you've never been one to like working with technology you will probably get less out of an online course than your more tech-savvy counterparts. Make sure you feel comfortable working with computers and with online programs before you sign up for a class. Depending upon one's own situations, one can match up and decide what he should choose for providing the educational and professional qualifications. For providing distance education the use of the Internet is the best way.

Technology the Internet and World Wide Web Distance learning programs involve many kinds of technology. The Internet and World Wide Web (WWW) are the primary means of presenting educational information. Once learners have subscribed to, or signed up for an Internet provider, they gain access to the educational materials and services designed for the Internet and WWW. The educational information is stored electronically, thus learners with access to the site can download or use the information as long as it is stored there. This makes it easy for learners to work at their own place and to visit the site as frequently as they like. The Web can provide learning information in many different interesting formats. It can present information in sound bits, such as music, voice or special effects.

Graphics may be also presented in a special type of artwork such as animation or video. In addition to working with the Web, the learners may be asked to send e-mail messages, subscribe to mailing lists or participate in newsgroups, and online videoconferencing. How does distance education work.

First of all, the learner should decide what kind of distance learning program he wants to take. There are many web sites providing plentiful distance education

resources, and the potential learners can link to each resource mentioned. When the learner links to the Web site that he is interested in, he can see the goal, content, policy, and tuition of the educational programs. He also should notice the hardware and software requirement and should set the equipment before starting his distance learning. The lectures are presented online, and teachers may pose questions to begin the discussion. Teachers frequently place course readings on the Web enabling students to print entire lectures or take notes. Sometimes teachers also choose some books or journals as textbooks. These textbooks are often superseded by information available electronically on the Web sites. Teachers also assign homework, and students should complete it by scheduled deadlines, just as they would be on campus. Sometimes students may be deviled to several groups to work together for a group project.

At that time, they can use e-mail, subscribe mailing list or participate in an electronic conferencing or a newsgroup to seek for information and comments about their assignments. When learners or faculty want to lean back or relax, they can meet via 'chat room,' which serves as an informal chat station. If learners need assistance, they can call or e-mail their teacher. Some teachers even have teaching assistants assigned to each course to answer questions by e-mail. This kind of interaction can lead to more personal help and attention than that afforded by a traditional lecture classroom setup. Some teachers may also ask students to take online quizzes or exams to evaluate their performance. Most educational computer systems can keep track of each student's progress and can make reports to the teacher.

The Internet is one of the least costly approaches to provide interconnection. Furthermore, through the Internet, the distance learning community can access hundreds of libraries and databases. It is very convenient.

Moreover, the educational material can be stored on a Web site. Students and teachers also have a written record of what everyone in the class says during the discussion. There is a greater potential for sharing information through the Internet than through other means of transmitting and receiving information. Not everyone can be well suited to distance learning programs. Successful participants must be highly motivated and self-disciplined. Because the course may be unmonitored, the learners themselves have full responsibilities for proceeding with the course and evaluating their mastery of a skill or subject. Although distance education is very flexible and convenient, it still cannot provide the 'college experience.' Working with other learners, being part of a total educational environment, and collaborate closely with academic mentors is still valuable to many learners. In addition, some courses cannot be taught on the Internet and this causes some limitations of distance learning. There is another problem and it is related to technology. Not

every student knows how to attend virtual classrooms well. Most of them do not have the hardware and software capability to receive video via the Web. Many teachers are also reluctant to switch from the traditional methods of teaching to technology-oriented approaches.

In addition, the performance of distance learning programs through the Internet cannot be guaranteed. Because the bandwidth for the average student is still low, while the requirements for audio and video are high. These technological issues need to be resolved. Thus, the role of the traditional academic institution is changing, colleges and universities will have to compete with a growing number of other educational providers. This trend should promote more collaboration among business, industry and academia to provide high-quality, innovative education. The future of distance education depends primarily on the creative use and development of new technologies. As learners become more aware of the potential developing knowledge and skills more easily and conveniently, the need for new materials and presentation media should continue to increase.

1.2. General information about assessment system

Assessment is the process of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision about next steps in the educational process. Data collection and evaluation methods can be as simple as oral questioning and response (for example, “What is the capital of Ethiopia?”), or as complex as computer-adaptive testing models based on multifaceted scoring algorithms and learning progressions. Decisions made based on the results may vary from how to design system-wide programs to improve teaching and learning in classrooms, to identifying next steps in classroom instruction, to determining which applicants should be admitted to university. An assessment system is a group of policies, structures, practices, and tools for generating and using information on student learning. Effective assessment systems are those that provide information of sufficient quality and quantity to meet stakeholder information and decision making needs in support of improved quality and student learning.

Governments, international organizations, and other stakeholders are increasingly recognizing the importance of assessment for monitoring and improving student learning, and the concomitant need to develop strong systems for student assessment. This recognition is linked to growing evidence that the benefits of education accrue to society only when learning occurs

For example, a one standard deviation increase in scores on international assessments of reading and mathematics is associated with a 2 percent increase in annual growth rates of GDP per capita. Some people argue that assessments,

particularly large-scale assessment exercises, are too expensive. In fact, the opposite tends to be true, with testing shown to be among the least expensive innovations in education reform, costing far less than increasing teachers' salaries or reducing class size. Hoxby found that even the most expensive state-level, test-based accountability programs in the United States cost less than 0.25 percent of per-pupil spending. Similarly, in none of the Latin American countries reviewed by Wolff did testing involve more than 0.3 percent of the national education budget at the level (primary or secondary) tested. Over the last 20 years, many countries have started implementing assessment exercises or building on existing assessment systems.

In addition, there has been huge growth in the number of countries participating in international comparative assessment exercises such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Nongovernmental organizations also have increasingly turned to student assessment to draw public attention to poor achievement levels and to create an impetus for change. Despite this, far too few countries have in place the policies, structures, practices, and tools that constitute an effective assessment system. This is particularly the case for low-income countries, which stand to benefit most from systematic efforts to measure learning outcomes. Some of these countries have experimented with large-scale or other standardized assessments of student learning, but too often these have been ad hoc experiences that are not part of an education strategy and are not sustained over time.

A key difference between one-off assessments and a sustained assessment system is that the former provides a snapshot of achievement while the latter allows for the possibility of monitoring trends over time (more like a series of photos) and a better understanding of the relative contribution of various inputs and educational practices to changes in those trends. One-off assessments can generate shock value and an opening for discussions about education quality, and this can be a short-term strategy for putting learning on the agenda.

Ultimately, however, governments must deal with the challenging, but necessary, task of putting in place systems that allow for regular monitoring of, and support for, student learning. This is the only way to harness the full power of assessment.

1.3. International testing systems on English proficiency

IELTS – the international English language testing system, is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

IELTS is managed by University of Cambridge ESOL examinations, British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment. It covers the four language skills: listening, reading, writing and speaking.

IELTS is recognized by Universities and employers in many countries, including Australia, Canada, New Zealand, the UK and USA. It is also recognized by professional bodies, immigration authorities, and other government agencies.

IELTS tests are administered at centers throughout the world – there are more than 500 centers in over 125 countries including Uzbekistan. IELTS is available in two formats –Academic and General training.

The Academic module assesses whether a candidate is ready to study or train in the medium of English at an undergraduate or post-graduate level. Admission to undergraduate and post-graduate courses should be based on the results of this module.

The General training module emphasizes language skills in broad social and work place contexts. It is suitable for candidates who are going to migrate to an English speaking country, planning to work undertake work experience or training programs not at a degree level. The general training module is not designed to test the full range of format language skills required for academic purposes.

TOEFL - Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement. The TOEFL test gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English-language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss coursework or concepts with students. It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

The TOEFL test measures how well students use English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting. That's why it is the most highly regarded and widely accepted test in the world. More than 6,000 colleges, universities, and agencies in 130 countries accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also

the most accessible English-language test. It is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964.

ETS (Educational Testing Service) is the nonprofit educational organization that develops and administers the TOEFL test.

The TOEFL iBT is an Internet-based test (iBT) delivered in secure testing centers around the world. The TOEFL iBT replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where iBT testing is not possible.

If your first or native language is NOT English, it is likely that the college or university that you wish to attend will require you to take this test. However, you should check with each institution to which you are applying for admission.

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often your field of study and whether you are applying as a graduate or undergraduate student will determine what TOEFL scores you need.

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

Cambridge ESOL - University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge*. It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006, over 2 million people took these examinations at centres in over 130 countries.

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level

- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible

- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

CEFR – A common reference for describing language learning, teaching, and assessment. People have been learning, teaching, and assessing language for centuries. In this long history, there have been as many different ways of teaching as there have been ways of describing levels of language learning and assessment. Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. What may be an intermediate level in one country may be an upper-intermediate level in another. Levels may vary even among institutions in the same area.

Levels according to CEFR:

LEVEL A1. BREAKTHROUGH

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LEVEL A2. WAYSTAGE. KEY ENGLISH TEST: Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.

- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.

- Dependent on rehearsed or formulaic phrases with limited generative capacity.

- Only able to produce limited extended discourse.

- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand. • Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

LEVEL B1. THRESHOLD. PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.

- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.

- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.

- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.

- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL B2. VANTAGE. FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

- Able to handle communication in familiar situations.

- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.

- Maintains a flow of language, although hesitation may occur whilst searching for language resources.

- Although pronunciation is easily understood, L1 features may be intrusive.

- Does not require major assistance or prompting by an interlocutor.

LEVEL C1. EFFECTIVE OPERATIONAL PROFICIENCY.

CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

- Able to handle communication in most situations.

- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.

- Occasionally produces inaccuracies and inappropriacies.

- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.

- L1 accent may be evident but does not affect the clarity of the message.

LEVEL C2. MASTERY. CERTIFICATE OF PROFICIENCY IN

ENGLISH: Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.

- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.

- Rarely produces inaccuracies and inappropriacies.

- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are ‘native-like’.

Questions

1. What is distance learning?

2. List main advantages of distance learning

3. What are demerits of e-learning?
4. What are the characteristics of effective assessment systems?
5. What are the distinguishing features of Academic and General training in IELTS?
6. What opportunities can students get through TOEFL?
7. Give definition for CEFR levels

LESSON 2. Motivation to learn English as a foreign language

What is the motivation?

Motivation is the thoughts and feelings which make us want to and continue to want to do something and which turn our wishes into action. Motivation influences:

- Why people decide to do something
- How long they keep wanting to do it
- How they work to achieve it

Motivation is very important in language learning. It is one of the key factors that helps make language learning successful.

Key concepts

- The usefulness to us of knowing the language well. Many people want to learn a language because it can help them achieve practical things such as finding (better) job, getting onto a course of study, getting good marks from the teacher, or booking hotel rooms.

- Our interest in the target language culture (the culture of the language we are learning). We might want to get really good at Russian, for example, so that we can read books by famous Russian authors, or understand the world which produced their great artists and composers. There is learning a language because of interest in culture with capital C, i.e. high culture. Many people are interested in culture with the small C. They want to learn Japanese, for example, so they can understand Manga comics better, or learn English to read about their favourite celebrities. We may also be interested in the target culture because we actually want to become a part of that culture, perhaps because we are moving to the country. In this case we might be interested in aspects of the country's customs and life style, and see the target language as a key to understanding and becoming part of that culture.

- Feeling good about learning the language. If we are successful at something, that success makes us want to continue doing it and achieve greater things. Managing to communicate in a foreign language can make us want to

communicate more and better. Confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning) and a sense of achievement (being successful at something we have worked at) are all part of feeling good about learning a language. If we think we are good at something, we want to do it.

- Encouragement and support from others. We may live in a country or family or go to school where learning a foreign language is highly valued and much encouraged. This helps us to realize the importance of the foreign language and gives us emotional support as we learn. People who live in a country where they can't see the point of learning a foreign language may have little motivation to learn a foreign language.

- Wishing to communicate fully with people who matter to you. People may have friends, boy or girlfriends, business partners, i.e. who speak another language. They want to develop their relationship with them. This is a strong motivation to learn a language.

- Our interest in the learning process. Sometimes we want to learn a foreign language simply because we enjoy our language class; we like the teacher, how he/she teaches, the classroom activities, the coursebook or maybe the topics the class deals with. Or these are factors related to learning itself, which come from the classroom.

- We can see that there are different kinds of motivation. Some come from inside the learner and some come from the learner's environment.

- Learners may differ in their motivations; some may have strong motivation of one kind but little of another, other learners' motivation may be a mixture of kinds. There are also learners of course, who are unmotivated, i.e. who have no motivation or are demotivated, i.e. they have lost their motivation. And motivation can change too. A learner may, for example, be quite uninterested in learning a particular language, then meet a teacher who helps them love learning the language. Motivation can change with age too with some factors becoming more or less important as learners get older.

Key concepts and the language teaching classroom

There are ten key areas in which the teacher can influence learners' motivation, and have provided a list of strategies for motivating learners in these areas.

The teacher	<ol style="list-style-type: none"> 1. show a good example by being committed and motivated 2. try to behave naturally 3. be as sensitive and accepting as you can
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The classroom atmosphere	4. create a pleasant, calm, secure and ordered atmosphere in the classroom 5. Bring in humour and laughter, and smile
The task	6. Give clear instructions 7. point out the purpose and usefulness of every task
Rapport	8. Treat each learner as an individual
Self-confidence	9. give positive feedback and praise 10. make sure your students experience success 11. Accept mistakes – they are a natural part of learning
Interest	12. Select interesting tasks and topics 13. Offer a variety of materials and activities 14. Make tasks challenging to involve your students 15. Use learners’ interests rather than tests or grades, to encourage learning
Autonomy	16. Encourage creative and imaginative ideas 17. Encourage questions and other contributions from students 18. Share as much responsibility for organizing the learning process with your students as possible
Personal relevance	19. Try and personalize tasks to make them relevant
Goal/Target (aim for learners or teachers)	20. Set up several specific learning goals for the learners 21. Encourage the learners to set goals and work towards them 22. Do a need analyses of the learners’ goals and needs
Culture	23. Make learners familiar with the cultural background of the language they are learning 24. Invite native speakers to some classes 25. Find penfriends for your learners

Some of these strategies will work better in some learning contexts than others. For example, with young learners, it can be very helpful to give praise and positive feedback as well as bring examples of the culture into the classroom. Some classes may love games and competition while others may react badly to them. The teacher can choose from the list the strategies for motivating students that are likely to work best for their learners in their learning context.

Follow-up activity

- 1 Here are some classroom activities. Which areas of motivation from the table above do you think they put into practice?
- A Reading with the class a story about a social networking site because you know many of them love using these sites.
 - B Only teaching 10 new words in one lesson rather than the 20 suggested in the coursebook.
 - C Arranging to talk to a learner after a class about problems they are having with group work.
 - D Giving learners some websites for making school partnership penfriends.
 - E Giving learners a test which you know they will do well in.
 - F Putting smiley faces ☺ on learners' homework even when it's not very good.
 - G Asking learners which activity they would prefer to do in their next lesson.
 - H Planning a series of short activities for your lesson rather than two long ones.
 - I Showing learners TV programmes about studying in an English-speaking country.
 - J Giving a demonstration of a role-play the learners are going to do.
 - K Returning homework as quickly as possible and including helpful advice on it.
- 2 Are there any strategies you would like to add to the list above?

Reflection

Think about these teachers' comments. Which do you agree with and why?

1. I have such big classes that it's impossible for me to try to motivate each learner.
2. I always put my learners' work up on the wall even if their English isn't very accurate

LESSON 3. GETTING ACQUAINTED WITH AND USING LITERATURE IN ENGLISH LESSONS

Objectives:

- to inform participants with the ways of using literature in EFL classroom
- to discuss the influence of literature on pupils' cultural, language and personal growth
- to identify ways of proper organization and a make sample plan for literature lesson
- to list recommended English books for additional reading

Practical tasks.

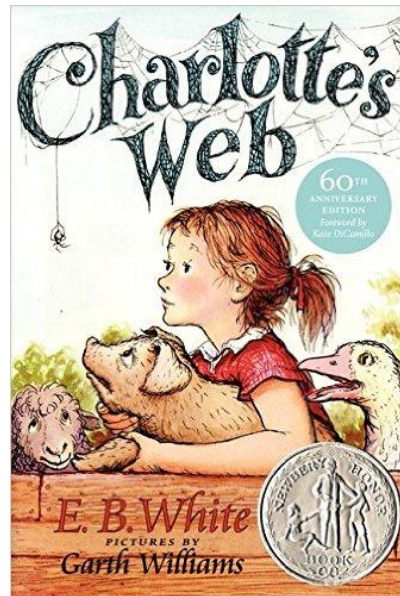
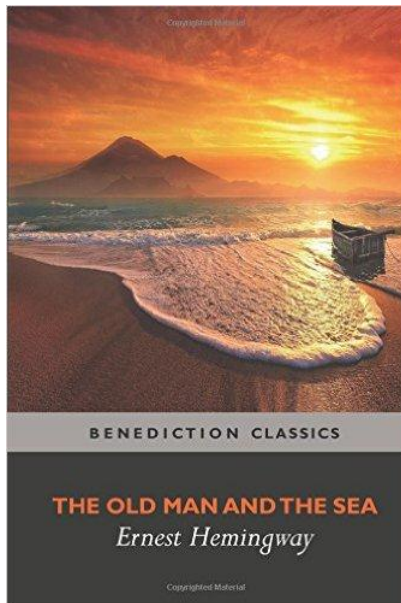
Task 1. Discuss and give your opinion on the following proverb:

“Don't judge the book by its cover

Task 2. Group work. Participants should define what the genre is and give sample to each of them. They choose one literature genre. Make a role play from a novel or a play on this genre.

Some examples of genre include **horror, mystery, science fiction, fantasy historical fiction, romance, adventure** story.

Task 3. Look at covers of the books and predict what they are about.



Task 4. Now read the plot and compare your predictions.

Charlottes's web

A baby pig is almost killed because of his status – he is the smallest pig that was born and he is considered to be useless and of no value. The pig is saved by a little girl called Fern Arable. She adopts the pig and takes care of it. She gives him the name Wilbur.

Fern grows sad when Wilbur grows up and has to be sent away to a farm owned by her uncle. She has a strong relationship with Wilbur. When Wilbur goes to the farm, all the other farm animals ignore him and he's left crying for his human friend. One day he hears a voice, but he can't see anything. This voice promises to become friends with him.

The voice belongs to a small spider called Charlotte. Charlotte the spider knows that the farmers are planning to kill Wilbur. She promises to make a plan to save his life. The farmers are surprised the next day when they see the words "some pig" written in the web* Charlotte has made. Charlotte asked for the other animals' help over the day to write messages everywhere.

Wilbur is sad when Charlotte disappears. But in the end, her baby spiders turn out to be great company for the pig. They continue to protect each other and the story ends well.

The Old Man and the Sea

This is a story of a long fight between an old, experienced fisherman and the best fish he ever caught. Santiago has returned to the village without any fish for 84 days. The young boy who helps Santiago is told by his parents to join another boat. But the young boy continues to help the fisherman at night.

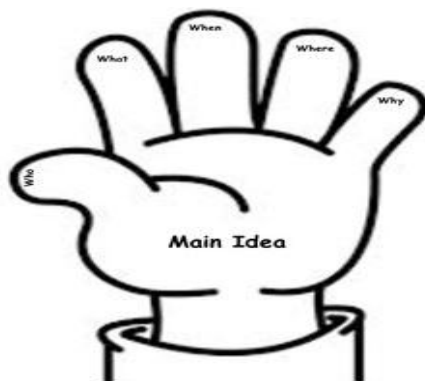
On the eighty-fifth day, his luck changes and so does his life. Santiago sails his boat further away. He drops his fishing lines. At 12 pm, a huge fish (a marlin) takes the bait (the food used to attract fish). The man tries to pull the fish up, but the fish is too big and strong. Instead, the fish begins to pull the boat. The old man continues to fight and hold on to the line. The fish pulls the boat around the sea for two days.

On the third day, the fish gets tired. Santiago is able to pull the fish closer and kill it. It's the biggest fish he has seen in his life. He begins to sail back to the village, but the blood of the fish attracts sharks. The boat is attacked by a Mako shark, but Santiago is able to kill it. He kills most of the sharks, but there is a problem. They have eaten the meat of the fish and now only the skeleton (bones) is left. He returns back to his home and falls asleep.

All the people of the village are amazed at the size of the fish skeleton. The young boy agrees to be the fishing partner of Santiago once more.

Task 5. In groups choose a story and complete the graphic in the *Handout* below:

Handout



Questions

1. How are literary texts different from other texts? For example, how is a short story different from a newspaper article?
2. Who is your favourite writer/poet? Why do you enjoy reading their work?
3. What are the benefits of making pupils read English literature at English lessons?
4. How can you motivate pupils to read?

LESSON 4. ENGLISH SPEAKING COUNTRIES' CULTURE AND TRADITIONS

Plan:

1. Great Britain/United Kingdom's culture
2. English national holidays
3. Americans holidays and traditions

Key words: culture, traditions, history, United Kingdom, Great Britain, United States of America, *Guy Fawkes Night*, *memorial day*, *developed island*, *cinema*

3.1. GREAT BRITAIN/UNITED KINGDOM'S CULTURE

The culture of the United Kingdom is influenced by the UK's history as a developed island country, a liberal democracy and a major power; its predominantly Christian religious life; and its composition of four countries—England, Wales, Scotland and Northern Ireland—each of which has distinct customs, cultures and symbolism. The wider culture of Europe has also influenced British culture, and Humanism, Protestantism and representative democracy developed from broader Western culture.

British literature, music, cinema, art, theatre, comedy, media, television, philosophy, architecture and education are important aspects of British culture. The United Kingdom is also prominent in science and technology, producing world-leading scientists (e.g. Isaac Newton and Charles Darwin) and inventions. Sport is an important part of British culture; numerous sports originated in the country, including football. The UK has been described as a "cultural superpower", and London has been described as a world cultural capital.

The changes, which started in the UK, had a profound effect on the socio-economic and cultural conditions of the world. As a result of the British Empire, significant British influence can be observed in the language, law, culture and

institutions of a geographically wide assortment of countries, including Australia, Canada, India, the Republic of Ireland, New Zealand, Nigeria, Pakistan, South Africa, Sri Lanka, the United States and English speaking Caribbean nations. These states are sometimes collectively known as the Anglosphere, and are among Britain's closest allies. In turn the empire also influenced British culture, particularly British cuisine.

The cultures of England, Scotland, Wales and Northern Ireland are diverse and have varying degrees of overlap and distinctiveness.

3.2. English national holidays

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music- sounds.

St. Valentine's Day on February 14th is a lovers feast. People give gifts or send greeting cards called Valentines to people they like or admire. This day is named for an early Christian martyr.

Easter is celebrated as in the rest of Europe. It is an ancient symbol of spring and new life. Christians remember Christ's death and his resurrect (rising from the death, return to life)

The mid-summer's day on June 24th is marked by various special celebrations. There is a sunrise ceremony at Stonehenge and in some parts of Scotland, Cornwall or Northumbria there are lit the mid-summer fires as in pre-Christian times when this ritual was performed to give strength to the Sun and drive out devils.

Halloween (the Eve of all Saint's Day) on October 31st is a night of traditional fun and games. Children light pumpkin lanterns to ward off witches and evil spirits. They dress up in strange costumes, going round the houses and say „trick or treat“ and are given chocolate or candy. Halloween is associated with ancient Celtic customs such as fortune-telling and tales of witches and ghosts. These pagan traditions mark the beginning on winter.

On *Guy Fawkes Night (Day)* on November 5th English children are to be asking

passers-by in the streets to 'spare a penny for the guy'. The guy - a figure of a man, stuffed with straw, paper or old rags usually stands somewhere nearby. This figure represents Guy Fawkes, the leader of a group of men who tried to blow up the British House of Parliament in 1605. But 'The Gunpowder Plot' was discovered in last time, no explosion passed and G.Fawkes was arrested and executed. So on November 5th people fire up bonfires and there are a lot of explosions of fireworks all over England. Most families have a fireworks parties this day. Bonfire Night, what is another name for this feast, was originally Protestant demonstrations against Roman Catholics (because Guy Fawkes was a Catholic) but now it is a good occasion for funny celebration.

Remembrance Day on November 11th is a ceremony at the Cenotaph in Whitehall in London when two minutes of silence remember those killed in the two world wars.

Christmas, a time of peace and friendly will between December 23rd - 25th was originally a pagan celebration of hope of good coming spring and their religious aspect grow up much later. A lot of things is prepared for this holidays and there is usually decoration all over the cities. Shop windows are turning into artistic scenes, they are lit up at night, you can heard some carols and there are many presents and Xmas cards to buy. There is of course Father Christmas (in the USA called Santa Clause) - a man dressed up in red robe, with a red chap on his head, thick white beard and reindeers put on into his slider which stopping outside the chimneys.

This celebration have a different course in Great Britain and in the Czech Republic. The final preparations for Christmas Day are done on Christmas Eve (24th December) in UK. This day is most important in the Czech Republic and any other European countries but the British don't celebrate it. They also haven't got a decorated Xmas tree (like people in CR), but on Christmas Eve children hang up their stockings near the fireplace - Father Christmas come down the chimney at night and fill this stockings with lots of little gifts. Christmas presents are opened after breakfast on Christmas Day (25th December) and there is traditionally lunch - roast turkey and Christmas pudding (often in GB, always in USA but in CR there is a fish on evening December 24th). This special festive Xmas pudding is made of eggs, chopped candied peel, mixed dried fruit and shredded suet. It is covered with white sauce and burning of strong brandy. Those who find the 'treasure' are supposed to have good luck in the coming year. The day after is Boxing Day (26th December) - the day of evening parties and public celebrations.

New Year's Eve is the night of merry-making all over the land, especially in Scotland. They have family parties and at twelve o'clock they sing a songs. People gather in squares, link arms and sing. In Scotland they call the last day of the year Hogmanay and the first visitor on New Year brings good luck. They give each other a

piece of coal and wish „Lang may your lum reek“ which express the hope that ‘your chimney will smoke for a long time’.

Bank Holidays in England are held three times a year - on first Monday in May, on last Monday in May (or first in June) and on the last Monday in August (or last in September). The offices and banks of England are closed, no business houses, factories, shops or schools are open on these days. On Bank Holidays there are convoys of cars heading to the coast and the seaside are crowded of people. Many families take a picnic or tea party and enjoy their meal in the open. Many Londoners take their families to Hampstead Heath, a large park in Greater London where take place an annual fair.

Royal Traditions One of the many royal traditions is the *State Opening of Parliament* when the Queen reads the ‘Queen Speech’. This ceremony takes place every autumn and hundreds of people watch the procession as the Queen travels from Buckingham Palace to the Houses of Parliament in a gold coach. In the House of Lords she sits on a throne, wearing a crown and Crown Jewels.

The Queen is also the only person in Britain with two birthdays. She was actually born on April 21st but her ‘official’ birthday is on the second Saturday in June. On this day there is the traditional ceremony called the *Trooping the Colour*. One regiment of foot guards and one regiment of horse guards ‘troop’ the flag (‘the colour’) in front of the Queen. It is a big and spectacular ceremony with brass bands every year.

Martin Luther King Day held the third Monday in January is a remembrance day of a black clergyman and civil rights leader who preached the rights of black people which aren’t the second-class citizens. King was assassinated in 1968. *Memorial Day* on May 30th (or last Monday in month) is a day in honour of those Americans who have given their lives to their country in all wars. *Independence Day* on July 4th is the birthday of the USA. *Veteran’s Day* on November 11th is a day in honour of those Americans who have served. There is a official ceremony at the Tomb of the Unknown Soldier in Arlington National Cemetery outside Washington D.C. *Thanksgiving Day* is celebrated every fourth Thursday in November. It remembers the first settlers - the Pilgrim Fathers - who came in 1620. It is mainly the family holiday - the whole family gathers together and enjoys a traditional dinner - roast turkey and pumpkin pies etc. This is also the day of gifts, charities and food for poor and homeless people. There are also other holidays which have the tradition longer than the USA. Most of them came from Europe, especially from Britain and are celebrated by the majority of the population. The most important of these are e.g. *St. Valentine’s Day*, *Halloween* or *Christmas*.

3.3. Americans holidays and traditions

Every nation has different customs and traditions, its own way of life. In Europe there are people who have lived in the same house and been in the same job for 20, 30 or more years. That's not the American way of life. The Americans love change, they call it the spirit of adventure, a spirit that they think is more characteristic of America than of Europe. They like to move away, to change houses and jobs.

While the Englishman thinks it is ill mannered to ask private questions, the American doesn't feel that at all. He will tell you all about himself, his wife and family, and ask where you have come from, what your job is, how you like America and how long you are staying. The American prefers sociability. In his home he doesn't object to being seen by everyone — he actually likes it.

With this sociability goes overwhelming hospitality. A national Thanksgiving Day is perhaps the only holiday spent by the Americans at home. Table decorations follow a traditional pattern — a harvest of Indian corn, apples, oranges, walnuts and grapes. Flowers also bring the fall scene indoors. The centre piece is the traditional roast turkey.

Still another American tradition concerns Halloween. Its origin dates back hundreds of years to the Druid festival. The Druid New Year began on November 1, marking the beginning of winter and the reign of the Lord of Death. The custom of telling ghost stories on Halloween comes from the Druids. On this occasion children usually wear ghost costumes or false faces. They also carve out rounded eyes in pumpkins and put burning candles inside them to make them visible from far away.

In Texas, where the West begins, the biggest annual festival — the Fat Stock Show — is held. Its rodeo, hold together with the stock show, is the biggest indoor rodeo on the earth.

And, of course, no nation can exist without humour. As they themselves say, an American must have one wife, two cars, three children, four pets, five suits, six acres, seven credit cards — and is lucky to have eight cents in his pocket.

America is enormous: the third largest country in the world with a population of more than 300 million people. Americans come in all colors, have all types of religions, and speak many languages from all over the world. Americans are extremely independent, individualistic, and like to be different from each other. 66% of Americans are overweight; 37% of those are obese. Americans believe in freedom of choice. Americans need a lot of "elbow room"; they like personal space around them. Approximately 1% of Americans are homeless (3.5 million people). Americans talk easily to the homeless but use good judgment and are careful with

whom they talk. Sadly, the streets of major cities are often dirty. Many people, especially teenagers, wear strange clothes, and many have tattoos and body piercings. Americans follow the rule of law. Littering (throwing garbage on the street), graffiti and tagging (writing on the walls), and loitering (standing around and doing nothing) are against the law and are punishable by a fine or jail.

Discriminating against or making any insulting statement about someone else's religion or ethnicity is against the law and could be punishable as a *hate crime*. You must be over the age of 21 and you must have an identification card with a photo to buy or drink alcohol.

In most states, it is illegal to buy cigarettes if you are under the age of 18 and often you can only smoke in certain places. Americans are extremely informal and call most people by their first name or nickname. Americans smile a lot and talk easily to strangers, sharing personal stories. Asking "How are you?" is simply a greeting and is not a question about your health.

When Americans put their hands on their hips, they are usually relaxed; when they fold their arms tightly across their chests, they are angry or very serious (or cold). Americans don't push or stand too close to anyone in line. They always wait their turn. In a restaurant, the server is usually very friendly and helpful and often will tell you his or her name. When the service is good, tipping is expected to be 15–20% of the bill.

Questions

1. What is difference between culture and tradition?
2. What kind of English holidays do you know?
3. Do you know anything about American traditions?
4. Do you have any holidays in your country similar with British holidays?
5. Should we celebrate English holidays in our country, explain why and why not?

LESSON 5. THE METHODS OF ORGANIZING EXTRA CURRICULAR ACTIVITIES

Plan:

1. Independent reading method
2. Effects of independent reading tasks on learners in their free time
3. Main methods and approaches of writing after class scenario of measure

Key words: after lesson activities, useful reading tasks, independent reading skills, pupils, variety of sources, UNESCO, school achievement, literacy acquisition, extracurricular reading, silent reading, effective programs

1.1 Independent reading method

Independent reading is the reading pupils choose to do on their own. It reflects the reader's personal choice of the material to be read as well as the time and place to read it. Independent reading is done for information or for pleasure. No one assigns it; no one requires a report; no one checks on comprehension. Independent reading is also called voluntary reading, leisure reading, spare time reading, recreational reading, and reading outside of school.

Voluntary reading involves personal choice, reading widely from a variety of sources, and choosing what one reads. Alliterates, people who have the ability to read but choose not to, miss just as much as those who cannot read at all. Individuals read to live life to its fullest, to earn a living, to understand what is going on in the world, and to benefit from the accumulated knowledge of civilization. Even the benefits of democracy and the capacity to govern ourselves successfully depend on reading. Thomas Jefferson believed that informed citizens are the best safeguard against tyranny. He believed that every citizen must know how to read, that it is the public's responsibility to support the teaching of reading, and that children should be taught to read during the earliest years of schooling. In a letter to Colonel Edward Carrington, Jefferson wrote: "The basis of our government being the opinion of the people, the very first object should be to keep that right; and where it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."

Research indicates, however, that many pupils do not choose to read often or in great quantities. In recent years scholars from a variety of disciplines have studied the amount of time pupils choose to read and the effect of literacy on cognitive functions. In a series of studies involving hundreds of pupils, Morrow and Weinstein found that very few preschool and primary grade children chose to

look at books during free-choice time at school. Greaney found that fifth-grade pupils spent only 5.4 percent of their out-of-school free time engaged in reading, and 23 percent of them chose not to read at all. Anderson, Fielding, and Wilson found that pupils spend less than 2 percent of their free time reading. Furthermore, as pupils get older, the amount of reading they do decrease.

The premise that literacy is associated with school achievement, participation in a democracy, and self-fulfillment is widely held. Why then don't pupils read more? Some suggest that the way reading is taught is not conducive producing pupils who love to read. In a study for UNESCO, Irving found that most respondents made no association whatsoever between reading and pleasure.

Many teachers of language arts, recognizing the value of independent reading, immerse pupils in real literature from their earliest encounters with print and establish sustained silent reading time in their classrooms. According to Anderson, Fielding, and Wilson, pupils who begin reading a book in school are more likely to continue to read outside of school than pupils who do not begin a book in school. However, research also suggests that some teachers are not knowledgeable about children's literature; they are not able to introduce pupils to the wealth of books available, and they may not recognize the effects of their teaching methods on pupils' attitude toward reading.

The common sense notion that pupils who do a substantial amount of voluntary reading demonstrate a positive attitude toward reading is upheld in both qualitative and quantitative research. Pupils' reading achievement has been shown to correlate with success in school and the amount of independent reading they do. This affirms the predictability of a success cycle: we become more proficient at what we practice.

Longitudinal studies that show long-term effects or that isolate the exercise of literacy, however, are missing from the research on voluntary reading and school achievement. Such studies might indicate which factors make a difference in establishing lifetime reading habits and in what influences readers' choice of reading material, that perhaps could help us plan effective programs. Unfortunately very few case studies set in homes, libraries, or classrooms extend over long periods of time, and factors associated with the effects of reading are not well defined.

1.2. Effects of Independent Reading on Learners

The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information. Pupils who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content

knowledge than those who do not. Although the correlations are steady, determining the appropriate causal interpretation of the relationships is problematic. This section reviews research on the status of independent reading, how it develops across age levels, and how it is encouraged.

During the 1930s and 1940s educators believed that children should not be taught to read until they were six and a half years old and performed well on reading readiness tests. This belief was based on a study showing that most children who received formal reading instruction when they were that age usually succeeded in learning to read. Inferences made from the study established teaching practices for many years. Later researchers went beyond simple chronological age and looked at the literacy experiences children had during their early years. Other researchers studied children who learned to read without direct instruction before school entrance. Some concluded that children learned to read naturally, although a great deal of supportive and interactive behaviors conducive to the learning were apparent. Overwhelmingly the studies show that children from a variety of socioeconomic backgrounds learn to read early.

Children who learn to read before school entrance are those who are read to, who have someone to answer their questions, and who like to make marks on paper. They are called “paper and pencil” kids. Studies show clearly that children need not be from privileged homes in order to learn to read early, but they must have access to print and have someone to read to them. Heath, concluded that the way children interact with books in many homes differs from how they are expected to interact with books in school. Children who come to school with well-developed skills in “taking meaning from books” are clearly at an advantage.

Other researchers looked at the acquisition of reading from a developmental point of view. Clay, a leader in the field, introduced the concept of emergent literacy—the idea that learning to read and write begins very early in life and follows a continuum instead of appearing in distinct stages. Research in emergent literacy shows that children acquire considerable knowledge about language, reading, and writing before coming to school. By the time they are two or three years old, many children can identify signs, labels, and logos they see in their homes and communities. Emergent literacy researchers found that reading and writing develop concurrently and interrelated. Children learn to read through active engagement and construct their own understanding of how written language works. Adults help learners by modeling behaviors, such as writing a shopping list. Even more important than the demonstrations of literacy are the occasions when adults interact with children around print, reading together from pictures and text.

When Durkin studied the homes of children who had learned to read early, she found that someone in the home read to the children, answered their questions,

and encouraged them to write. Wells counted literacy events (which he defined as any encounter in which the child was involved in reading, writing, or engaging with print), and found that prior to school entrance some children had hundreds of literacy events, whereas others had few or none. The amount of experience that five-year-old children had with books was directly related to their reading comprehension at seven and eleven years old. Children who had engaged in hundreds of literacy events entered school understanding more about the world than children with minimal literacy events and furthermore, they excelled at the end of elementary school. Six years of schooling could not make up for the loss children suffered by not engaging in literacy events in their early lives. Wells stated that of all the activities considered possibly helpful for the acquisition of literacy, only one—listening to stories—was significantly associated with later test scores. The need for extensive early literacy experience was further documented in the research of Durkin , and Teale and Sulzby.

The value of reading to children is demonstrated repeatedly. Clark, Clay, Durkin, Holdaway , and Smith showed that reading to children helps them learn that written language differs from oral language, that printed words on a page have sounds, and that print contains meaning. In fact, children who learn to read before coming to school and ones who learn to read successfully in school come from homes where they are read to often.

However, being read to does not by itself automatically lead to literacy. The real link seems to lie in the verbal interaction that occurs between adult and child during story reading. Since children learn language by actively constructing meaning, the seeds of literacy lie in the social construction of meaning around print, that is, the talk— ”scaffolding,” explaining, clarifying—between the reader and child listener as they look at, point to, and label objects, and discuss print and its meaning. Successful storybook reading that leads to literacy involves interaction in which participants actively construct meaning based on the text.

Early childhood experiences strongly influence literacy acquisition. Studies of day-care experiences show that children’s literacy learning depends heavily upon what adult caregivers do. Morrow studied the relation between the literacy activities discussed, guided, or modeled by caregivers and children’s voluntary literacy behavior. She found that few day-care classrooms were designed to encourage literacy through writing centers, lots of books, labels, and print. In centers where high literacy behavior was observed, however, adults engaged children in frequent reading and writing activities. They not only made books available, they made them unavoidable. Their enthusiasm for books and stories was contagious. In the centers where low literacy behavior was observed,

caregivers perceived play as a time for social and motor development; they did not model or facilitate literacy activities and therefore, few occurred.

Literacy needs to be nurtured. Hurley studied literacy interactions between adult caregivers and children in a day-care center over a six-month period. She found that although the day-care workers read to children daily and introduced concepts about print incidentally, they emphasized discipline and behavior control instead of literacy. Adult caregivers need models for interacting with children when they read to them.

Snow found that talking with children had an even stronger effect on literacy learning than reading aloud to them. During table talk, parents answer children's questions, give them focused attention, and listen to their words. Children learn new vocabulary, clarify misunderstandings, and expand surface-level understandings. Snow pointed out that whereas table talk is ideal, it is the talk that is important and that can occur in the car, during bathtime, and at bedtime.

Ginneti analyzed the preschool experiences of 138 gifted and 92 nongifted children and the background information of their parents. He found that daily experiences with books help all children succeed in school and that gifted children were more likely to be read to daily, have books and reading areas in their homes, and go to the library more than once a month. He concluded that primary caregivers influence a child's development and learning.

The preschool years are the crucial ones for children's language and literacy learning; what happens during those years has a lasting effect on all learning. In all socioeconomic levels some children who have access to print and construct meaning from it learn to read prior to school entrance. Early experiences with language, stories, and print are formative. Children need access to print, but they also need someone to mediate between their own language and the language of the text. This person models reading and helps the child to construct meaning from print.

Primary and Elementary Grades 1–5

The amount of independent reading pupils do significantly influences their level of reading performance. In a series of studies considered to be benchmark indicators of children's exposure to print, Anderson, Wilson, and Fielding and Fielding, Wilson, and Anderson asked fifth-grade pupils to record their activities outside of school. In one study, fifty-three pupils kept logs of free-time activities for eight weeks, and in the second study, 105 children kept logs for twenty-six weeks. In both investigations children averaged ten minutes per day reading books—little more than 2 percent of their time but enough to make a significant difference in reading achievement scores. Fifty percent of the children read from books four minutes a day or less. Thirty percent read two minutes a day or less.

Almost 10 percent reported never reading any book on any day. For the majority of children, reading books occupied 1 percent or less of their free time.

Anderson, Fielding, and Wilson compared the amount of pupil reading with their scores on achievement tests. The number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement. The more pupils read outside of school the higher they scored on reading achievement tests. Pupils who scored at the 90th percentile on a reading test spent five times as many minutes as children at the 50th percentile, and more than 200 times as many minutes per day reading books as the child at the 10th percentile. The researchers conclude that “among all the ways children spent their time, reading books was the best predictor of measures of reading achievement reading comprehension, vocabulary, and reading speed, including gains in reading comprehension between second and fifth grade”.

Greaney and Hegarty, leading researchers in the area of independent reading, asked 138 fifth graders to use diaries to record their leisure activities four days a week. Results showed that 18 percent indicated that they do not read at all, and 31.5 percent read three or more hours during the weekly reporting period. Overall, pupils devoted 7.2 percent of their leisure time to reading. Correlational measures show a significant relation between the amount of time devoted to independent reading and reading achievement, verbal ability, attitude toward reading, and home influence factors. And pupils who read the most scored in the top quartile in reading achievement tests. Tunnell and Jacobs summarized numerous studies from the past sixty years and found a statistically significant relation between academic achievement and independent reading.

Watkins and Edwards found that proficient middle-grade readers tend to spend more time doing recreational reading and make greater gains in reading achievement than less able readers. Less able readers consistently read less than proficient readers and rank below average in reading skill. Academic performance is closely related to reading performance. Watkins and Edwards also found that teachers’ attitudes toward reading significantly affect the amount of extracurricular reading pupils do.

Allen, Ciplewski, and Stanovich asked sixty-three fifth-grade pupils to complete daily-activity diaries for nonschool time for fifteen days. They also used checklists of book titles, authors, and activity preference as a way to estimate exposure to print. All measures of print habits and attitudes (except for one reading attitude survey) were consistently related to the verbal ability measures, which confirmed earlier findings. Print exposure was more strongly linked to performance in the verbal domain than in the domain of mathematics computation.

The checklist measures of title and author recognition and activity preference held up as valid indicators of children's exposure to print.

Bertrand found that pupils' patterns of borrowing books from the library for recreational reading hinge on the attitudes of their teachers. Teachers who consistently bring their classes to the library for skills lessons and to do content-area research have pupils who frequently use the library for independent reading. On the other hand, teachers who do not bring their classes to the library to select books have pupils who check out fewer books per person.

Krashen conducted a comprehensive meta-analysis of forty-one studies on in-school free reading, sustained silent reading, and self-selected reading programs. In thirty-eight of forty-one studies, pupils who engaged in free reading did as well or better on standardized tests of reading comprehension than pupils who were given direct instruction in reading. Krashen's meta-analysis showed that in-school free reading programs are related to vocabulary development, knowledge of grammar, writing, and oral language facility. Correlations between free voluntary reading and scores on literacy proficiency tests are not always highly significant statistically; however, they are consistent and show that free voluntary reading does make a difference.

Krashen also examined the results of out-of-school studies in which participants gave self-reports of their free voluntary reading. The results of these studies confirm the in school studies: more reading results in better reading comprehension and related literacy skills. Pupils' reading ability and desire to read are affected by the structure of the texts they read. If texts are well organized, have a logical flow, and include relevant information, they are inviting and reader friendly. Unfortunately the quality of writing used in some content-area textbooks found in American classrooms is considered deficient in some respects. Some textbooks are simply "baskets of facts," little more than loosely connected lists of propositions about a topic. The organization of chapters, the structure of expository text, and the language may be murky. Traditional expository structures such as cause-effect, temporal sequence, or comparison contrast are seldom found. Pupils often find more clearly written expository text in good informational trade books than in textbooks.

In a meta-analysis of studies related to the influence of the Newspaper in Education program on later newspaper readership, Stone found positive results. Pupils who participate in the program have less trouble reading newspapers, enjoy reading them more, and are likely to be current newspaper readers. Their interest in hard news increases, and they become interested in public affairs. Interest in leisure time reading of newspapers was corroborated by Mellon in her study among rural teens.

Collectively, research supports the fact that during primary and elementary grades, even a small amount of independent reading helps increase pupils' reading comprehension, vocabulary growth, spelling facility, understanding of grammar, and knowledge of the world. Research also shows that a variety of means can be used to measure exposure to print, such as diary records of amount of time spent reading, author recognition, title recognition, and activity preference checklists. Whereas these measures appear to be good predictors of verbal outcomes when used individually, they are stronger when used in combinations.

Middle School and Young Adults: Grades 6–9 and 9–12

Age level is a primary factor that shapes why people read, what they read, how much they read, and what they do with what they read. Furthermore when pupils started to read affects their subsequent school experiences and reading competence. Developmental influences are strong.

The National Assessment of Educational Progress (NAEP) is administered every five years to a sample of nine-, thirteen-, and seventeen-year-old pupils across the United States. Searls, Mead, and Ward analyzed NAEP data and found that age is a determining factor in how much time pupils spend watching television and how much time they spend doing spare-time reading. Time spent watching television as well as doing spare-time reading declines as children reach adolescence. Similar results emerged in studies by Watkins and Edwards and Greaney and Hegarty. However, Moffett and Wartella found that after a decline in mid-adolescence, reading increases again during eleventh and twelfth grades.

Grunwald cited a study showing that young people's use of computers shifts away from games and toward accessing information as they get older. Pupils who use computers watch TV less frequently than those who do not use computers. People in households with computers spend just as much money on reading material as those without computers. The early trends are promising, but further study needs to be done on the effect of computer use on the amount of reading done.

In two surveys using self-report by subjects, McCoy et al. found a decrease in recreational reading during middle school years. In one study, one hundred pupils in college level developmental (remedial) reading courses reported a marked decrease in recreational reading during middle school. In a second survey, a majority of 159 seventh- and eighth-grade pupils reported reading independently up to seventh grade but practically ceasing to read anything not required or assigned after that. Recreational reading ranked lowest among their preferences for independent activities.

Feitelson and Goldstein found that light reading provides motivation for more reading. Pupils who read books in series (several books written about the

same characters) developed reading fluency and the linguistic competence necessary to read higher quality material. They gained knowledge of the world, learned story structures, and became aware of literary devices by reading series books. Light reading became a stepping stone to further reading. Increased reading proficiency and fluency makes it possible for pupils to read more complex material. They often choose light reading for independent reading because they enjoy it, and they become more fluent readers in the process. Adults who encourage pupils to develop the reading habit through light reading can lead them to further reading. Pupils must take the first step of developing reading fluency before they can take the second step of becoming avid readers.

There is some evidence from case studies and large group research that light reading, such as comic books, leads preteens and young adults to more, if not always higher quality, reading. For example, researchers Dorrell and Carroll placed comic books in a junior high school library but did not allow them to circulate; pupils had to come to the library to read them. The researchers compared circulation figures of non-comic-book material and total library use during the seventy-four days the comics were in the library with the fifty-seven days prior. Library use increased 82 percent with a 30 percent increase in the circulation of non-comic-book material. Other studies, however, showed that comic book reading does not correlate positively with higher levels of literacy

Educators have long lamented pupils' academic losses during the summer break. They are discouraged when pupils perform well in May or June but return in September reading at a level six months or a year below their earlier performance. Heyns studied sixth-grade pupils from varied racial and socioeconomic groups to search for differences between those who regressed and those who continued to learn over the summer. She found that the single summer activity that is most strongly and consistently related to summer learning is reading. Whether measured by the number of books read, the time spent reading, or regularity of library usage, reading systematically increased the pupils' vocabulary scores.

Barbieri found that seventh-grade girls read for personal reasons: to clarify their beliefs, to find out who they are, and to discover that they are not alone. Like Atwell, she found that time, choice, and response are necessary parts of a literacy program if pupils are to develop enthusiasm for reading. Psychologists Brown and Gilligan found that girls' sense of identity is deeply rooted in their perceptions of relationships, which they see as a way of knowing, an opening between self and others that creates a channel for discovery—an avenue for knowledge. Girls read to explore relationships; it is central to their reading. Barbieri found that girls read to search for answers to personal problems that bother them. Pupils want the freedom

to choose the books they read, to talk with peers about the books, and to respond to reading in ways they chose.

Most educators are concerned about what pupils read because reading only light material does not automatically result in an ability to read advanced material. Hafner, Palmer, and Tullos found that better readers preferred complex fiction. In a large-scale study in fifteen countries, Thorndike found that for fourteen-year-olds, the types of reading that correlated best with reading comprehension were (1) humor, (2) history and biography, science fiction, myths, and legends, and (3) adventure and current events. By the end of secondary school, the pattern changed somewhat: pupils with the highest levels of reading comprehension read history, biography, technical science, philosophy, and religion. Mellon found similar reading tastes and habits among rural teens.

Cunningham and Stanovich assessed the construct validity of a new measure of exposure to print by using a book title recognition test (TRT) with middle school pupils. The TRT correlated significantly with spelling, vocabulary, verbal fluency, word knowledge, and general information. Further, the TRT accounted for variance in the criterion variables when differences in both general ability and phonological decoding ability were controlled. Although correlation, the data suggest that print exposure is an independent contributor to the development of verbal abilities. Based on cumulative data from several studies, Cunningham and Stanovich concluded that print exposure is a significant, unique predictor of spelling, vocabulary knowledge, and general world knowledge.

Stanovich and Cunningham continued to question where knowledge comes from; they challenge “cognitive efficiency” theorists, who say that the crucial variable in learning is not exposure per se, but conceptual need and inference of meaning from context. They also challenge those who say that information is available to individuals in all but the most seriously deprived environments and conclude that exposure to print could not account for differences. In their study of 268 college pupils, measures of exposure to print predicted differences in knowledge in a variety of subject domains after individual differences on four indicators of general ability had been statistically controlled. Although correlation, the results suggest that exposure to written sources of information is an independent contribution to the acquisition of content knowledge.

Educational policy makers have asked questions about when to begin teaching children to read. Hanson and Farrell conducted a follow-up study of 3,959 high school seniors from twenty four school districts in ten states. Using curriculum guides and school records, they assessed the inclusion of kindergarten reading instruction, family background, and educational history variables. Following a direct assessment of reading interests and competencies of high school

seniors, they compared the relationship between reading instruction in kindergarten, pupils' subsequent schooling experiences, and their reading competencies as high school seniors. Their data show clear, consistent, and positive differences associated with receiving instruction in reading in kindergarten. The advantage of early instruction in reading was maintained throughout schooling and remained evident at the senior high school level.

Scholars from a variety of disciplines have attempted to specify the effects that reading has on cognitive functioning, but it is difficult to document specific behavioral outcomes associated with reading. Spurious correlations may arise because literacy levels correlate with many other desirable behaviors. It is well known that exposure to print is a good predictor of spelling, vocabulary knowledge, and general world knowledge. Even when the variance attributable to general ability and phonological decoding are controlled, measures of exposure to print correlate significantly with spelling, vocabulary, verbal fluency, and general information. Research shows that the amount of time spent reading varies by age level.

1.3. Main methods and approaches of writing after class scenario of measure

Morris and Kaplan developed a program to increase independent reading among middle school readers, who are at an age when independent reading tends to drop. As part of the program, parents came to school to participate in discussion groups organized around books their children chose to read. The program led parents to continue reading and discussing books with their children outside of the organized groups.

Teaching practices have a lasting effect on pupils' ability and willingness to read. Ozburn described a sustained silent reading program in a ninth-grade reading class of sixty, most of whom were at-risk pupils. Pupils gained an average of 3.9 year levels on their reading achievement test scores during a one-year program. Kelley surveyed public and school librarians in Massachusetts. Several hundred librarians were asked to describe factors necessary to promote reading and instructional use of the library among pupils. The factors they identified include adequate budgets to provide media resources and up-to-date collections, and enthusiastic, certified school and public librarians available to serve pupils.

Increasingly, businesses, schools, and libraries are cooperating to encourage reading. For example, the Library Administration and Management Association (LAMA), a division of ALA, sponsors workshops on creating alliances and partnerships among business, community, and libraries. The seminars focus on establishing coalitions among community organizations, business, and government to support literacy at all levels. Another successful library, school, and business

alliance encourages pupils to sign up for library cards as a part of ALA's "Sign Me Up" contest. Public librarians visit local schools, teachers bring their pupils to the library, and the World Book provides prizes.

Some common features of effective programs cited for primary and intermediate pupils remain the same for programs for middle school pupils and young adults, for example, active parental involvement in pupil learning, partnerships among community institutions, and collaboration among school and public librarians and teachers. The added freedom of middle school and young adult pupils makes it imperative to give adequate time for independent, self-chosen reading, to demonstrate the value and pleasure of reading and writing, and to make technology available in the search for information.

Independent reading is the kind pupils choose to do on their own; it is not assigned or assessed, but it has a positive effect on learning and school achievement. Research about the effects of independent reading on school achievement and programs planned to promote it demonstrates these common factors:

- The amount of free reading done outside of school has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information. Pupils' reading achievement correlates with success in school and the amount of independent reading they do.
- Numerous surveys show that many pupils do not choose to read great quantities, nor do they choose to read often .
- The preschool years are crucial ones for children's language and literacy development.
- Library programs are founded on the knowledge that literacy experiences have a lasting effect on language growth, reading development, and scholastic achievement.
- Common features of effective programs designed to promote reading in schools, homes, and libraries include access to varied material that appeals to all ages and tastes, active parent involvement, partnerships among community institutions, and collaboration among significant adults in pupils' lives.

Questions

1. What is independent reading?
2. Why do we need independent reading tasks?
3. Which methods of reading do you know?
4. What are the characteristics of effective reading task?
5. What are the distinguishing features of reading a newspaper and a reading activity (exercise, task)?

6. What skills can pupils develop through independent reading in their free time?
7. Give definition for ‘free reading and independent reading tasks’.
8. What are the steps of creating a scenario of measure after class

LESSON 6: THE METHODS OF ORGANIZING EXTRA CURRICULAR ACTIVITIES

Objectives:

- to show participants the value of measures after lessons
- to explore the characteristics of effective instructions how to organize measures
- to give participants a view of different types of organizing holidays and measures
- to give participants several types of measures after their lessons in free time

Practical tasks

1. Discuss appropriate organization and effective ways of organizing measures.
2. Explain what is effective practice in organizing parties
3. Suggest innovational techniques for increasing organizing measure skills and promoting pupils to use these skills in their independent organizational aspect.
4. Effective methods of creating scenario
5. Select a narrative or factual scripts of developing independent working skills
6. Write a scenario of 21st of march Navruz’s measure and show it in role play, it should be at least hour duration.

In this activity, pupils should write a scenario to the certain measure. The purpose of the activity is for pupils to learn to create thoughtfully to a measure in order to discover creative ideas and extend their understanding of parties.

Select a narrative or factual script that has a good chance of evoking a response of measures. That is, the text of scenario itself should have qualities that motivate pupils to show a reaction to it. Pupils show the measure itself, completing appropriate scenario of holiday or party in their activities. Prepare a handout with

instructions for the activity along with a name of holiday measure. Pupils can:

- Explore their thoughts or feelings about the measure
- Relate the scenario to their own experience of holiday
- Celebrate or not celebrate that measure
- Compare holidays (Uzbek and British)

Questions

1. What is a measure scenario?
2. What are different holidays measures?
3. What is effective method on creating a plan of parties?
4. What is the role of writing a scenario of measures after classes?

IV. КЕЙСЛАР БАНКИ

Case1. Andrea's story

I was a chubby child growing up with a perfectly skinny twin sister. She seemed to receive all my parents and our peer's attention because she was thin. I felt ignored which developed my shyness. She dominated in almost everything that we did together. I thought that going on a diet would increase my self-esteem and get people to notice me. I did not starve myself, but I would limit my caloric intake to about eight hundred calories.

I would eat a bowl of cereal for breakfast so my parents would think I was eating properly. I wouldn't eat lunch. I'd make up excuses like I either did not have any money or I was not hungry and I would eat later. After school I would go to tennis practice on an empty stomach and exercise as much as I could for two hours.

My family always ate dinner together, so I would eat a full meal to keep everybody from assuming that I had an eating disorder. I'd always tell my mom that certain items were too fattening and I couldn't eat them.

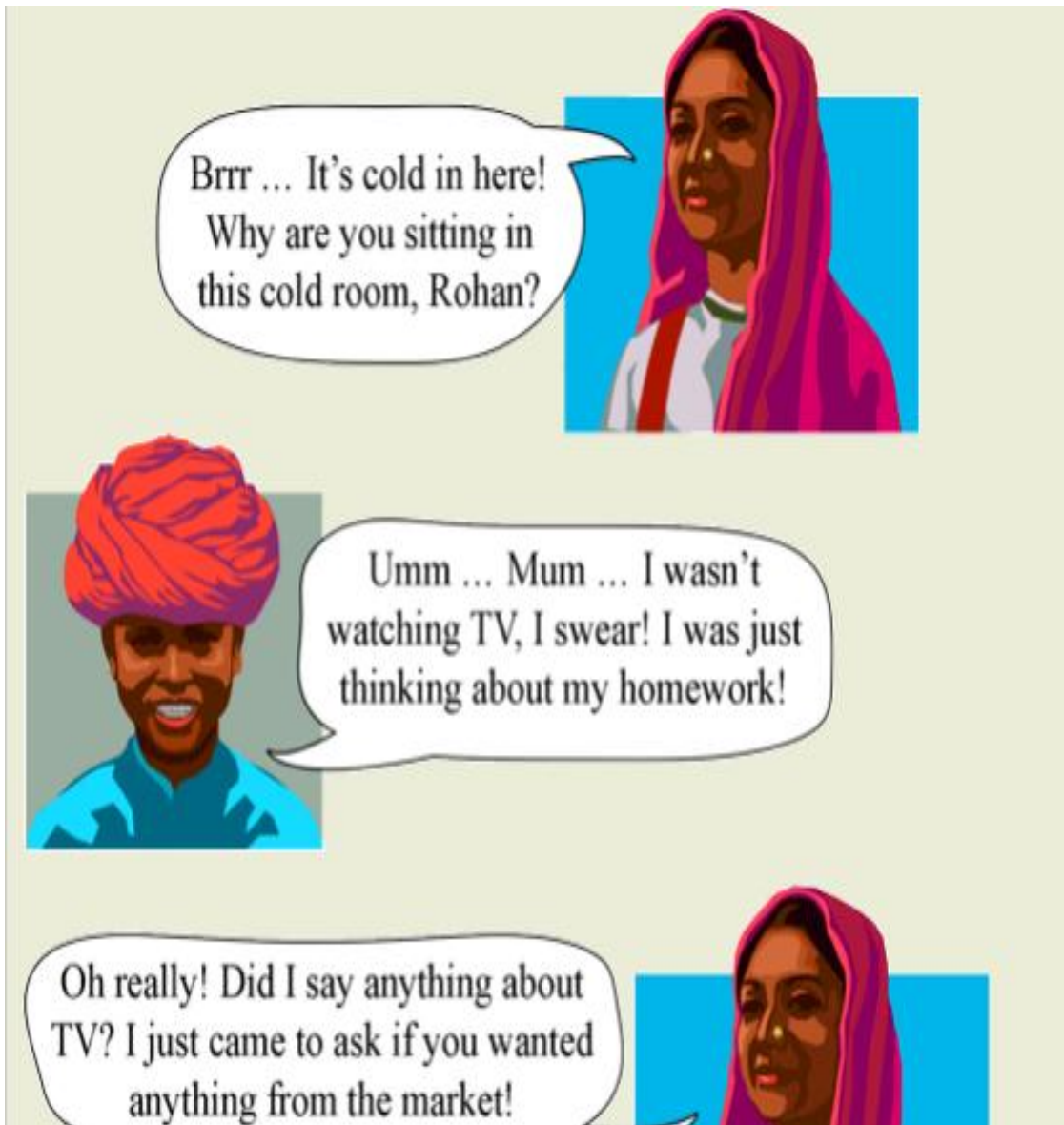
Question: Does Andrea have a problem or disease? What would you do if you were Andrea?

Case 2.

Anju Talwar encourages her students to keep a literature logbook. Teacher Anju Talwar teaches English in Class IX at a local government girls' school. My students come from a village that has no cinema hall or Internet booth. Nor do all the girls have a TV set at home. All this, however, does not lessen the girls' eagerness to learn English. They read their English lessons regularly because the only English they get to see is in the lessons in their English textbook. They write and memorise answers, complete gap-filling exercises, match columns and do other comprehension tasks to get good marks in the English exam. I realise that I cannot stop my students from reading their English lessons to prepare for their exams. But I also hope, as their English teacher, to make them enjoy reading the stories, adventure tales, poems, plays, travel accounts and other interesting units given in their textbook. I believe this will encourage them to enjoy reading literature outside the class text and develop their language skills. Last year, I decided to try a new strategy to make my students read their English literature lessons. I made every student record their feelings about the story (or play, or poem, etc.) they had just read in a notebook. I explained this was called a logbook and that they could use it to note down answers to some questions about the text.

Description An example of a student's logbook. It is a table of two columns. The righthand column is blank; the rows in the left-hand column read 'Date', 'Title of the story/poem/other', 'Author (if given)', '1. The character I liked the most', '2. The reasons why', 'Five memorable sentences/pieces of dialogue from the text', and 'Why I liked/did not like the text'. I gave my students a week to finish reading and noting down their responses. I allowed them to note down their feelings in their home language the first time, because I did not want them to feel they were writing a test. At first, the students found it difficult to read the lesson without help, and they kept asking me for the meanings of new words. I encouraged them to guess the meanings by reading the surrounding sentences carefully. Slowly, the girls began to enjoy the challenge of reading on their own. Every Friday, the students talked about the book that they had read or were reading. Because they could speak in their home language, they participated eagerly in the discussion.

Case 3. Sonia Sinha helps her students to understand plays Teacher Sonia Sinha is an English teacher for Class IX in a local CBSE school. I love to read English plays, so when I was appointed as an English teacher I was very excited. On my first day, I asked the students whether they had read any of the plays in their Literature Reader. The students said they were waiting for me to give them notes that they would memorise for the exams, and one student asked if he could write answers from a guidebook. I was shocked to hear such comments. I realised that they were all serious about their English course, but somehow they had not learnt how to read and respond to a play. They looked at the chapters in their Literature Reader simply as lessons to 'prepare' for the examination. I realised I would have to do something to change the way students read literature. I wanted my students to focus on a play's dialogue and stage directions [additional information given beside the dialogue that tell us where the characters are placed and what expressions they have to enact], and see how these contributed to the theme of the play. I wanted them to notice that the dialogue makes the reader understand what the characters feel and how they express their feelings and opinions. I thought of a strategy. A day before my drama class, I selected a student, Satish, and made him practise reading with me a few short pieces of dialogue, as if we were acting a play on the stage. The next day, I announced to my class that they would listen to a play. I told the students to pay attention to their reading, because they would have to answer questions on it. Then Satish and I read the dialogue as naturally as we could.



Question: Was Rohan watching TV? How can you substantiate that?

V. ГЛЮССАРИЙ

English	Definition
Activity	A short task which is a part of a lesson
Blog	A shared on-line journal where people can post diary entries about their personal experiences and hobbies
Cambridge ESOL	University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge
CEFR	Common European Framework of References for Languages
Communicative language teaching	The goal of this teaching method is communication, both in the classroom and in real life. It generally encourages more learner talk for real communicative purposes and a facilitative role for the teacher.
Distance education	The education of students who may not always be physically present at a school.
English-speaking country	A country where English is the first language/ mother tongue
ETS	Educational Testing Service that is the nonprofit educational organization
Extracurricular activities	Educational activities not falling within the scope of the regular curriculum
Genre	Type of a text
IELTS	International English Language Testing System
Integrated skills	All of the language skills (listening, reading, speaking, writing) together. Integrated skills activities bring together different language skills (e.g. learners discuss a writing assignment, thus practicing listening, speaking and writing).
Language acquisition	'Picking up' a language; not learning it consciously, but by being exposed to it in natural situations
Method	The procedures and techniques characteristic of teaching
Mind map	A diagram which supposedly represents the brain or the mind: topics are clustered on the page together as they are believed to be collected in the brain.
Misconception	An incorrect conception
Pronunciation	The act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability
STT	The amount a learner or a student talk during a lesson
TOEFL	Test of English as a foreign language
TTT	The amount a teacher talk during a lesson

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