

**O`ZBEKISTON RESPUBLIKASI XALQ TA`LIMI VAZIRLIGI
SAMARQAND VILOYATI XALQ TAQ`LIMI XODIMLARINI
QAYTA TAYYORLASH VA ULARNING MALAKASINI
OSHIRISH HUDUDIY MARKAZI**

TILLARNI O`QITISH METODIKASI KAFEDRASI

**INGLIZ TILI FANINI O`QITISHDA
INNOVATSION YONDASHUVLAR
MODULI BO`YICHA
O`QUV-USLUBIY MAJMUA**

3.1. MODUL

Malaka toifa yo`nalishi:

Ingliz tili fani yo`nalishi

Tinglovchilar kontingenti:

Umumiy o`rta a`lim maktablarining
Ingliz tili fani o`qituvchilari

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Mazkur o`quv-uslubiy majmua Tillarni o`qitish metodikasi kafedrasining 2020-yil 3-yanvardagi № 1-sonli yig`ilishida ko`rib chiqilgan, hududiy markaz Ilmiy-metodik kengashining 2020-yil 4-yanvardagi 1-sonli buyrug`i bilan tasdiqlangan.

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KIRISH

Bugungi kunda butun dunyoda ro‘y berayotgan globallashuv sharoitida mamlakatimizning barqaror taraqqiy etib borishi uchun har tomonlama modernizatsiyalashgan tizimli yondashuvni taqozo qilayotganligi hamda hayotning barcha sohalarini liberallashtirish bo‘yicha ustuvor yo‘nalishlarni amalga oshirish maqsadida O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning O‘zbekiston Respublikasida umumiy o‘rta va maktabdan tashqari ta‘limni tizimli isloh qilishning ustuvor yo‘nalishlarini belgilash, o‘sib kelayotgan yosh avlodni ma‘naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko‘tarish, o‘quv-tarbiya jarayoniga ta‘limning innovatsion shakllari va usullarini joriy etish maqsadida, shuningdek, O‘zbekiston Respublikasi Prezidentining 2018-yil 5-sentabrdagi “Xalq ta‘limi boshqaruv tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlari to‘g‘risida”gi PF-5538-son Farmoniga ko‘ra O‘zbekiston Respublikasi Xalq ta‘limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi tasdiqlandi. O‘zbekiston Respublikasining 2030-yilga kelib PISA (The Programme for International Student Assessment) Xalqaro miqyosda o‘quvchilarni baholash dasturi reytingi bo‘yicha jahonning birinchi 30ta ilg‘or mamlakatlari qatoriga kirishiga erishish borasida bir qancha ishlarni amalga oshirish ko‘zda tutilgan: xalq ta‘limi sohasiga zamonaviy axborot-kommunikatsiya texnologiyalari va innovatsion loyihalarni joriy etish; yoshlarni tarbiyalash va ularning bandligini ta‘minlashda maktabdan tashqari ta‘limning zamonaviy usullari va yo‘nalishlarini joriy etish; yoshlar ta‘lim-tarbiyasi uchun qo‘shimcha sharoitlar yaratishga qaratilgan kompleks chora-tadbirlarni o‘z ichiga olgan beshta tashabbusni amaliyotga tatbiq etish masalasi bugungi kunning eng dolzarb masalasi hisoblanadi.

O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi PF-4947-sonli Farmoni hamda «Pedagog kadrlarni tayyorlash, xalq ta‘limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida»gi Qaroriga muvofiq, ta‘lim bosqichlarining uzluksizligi va izchilligini ta‘minlash, ta‘limning zamonaviy metodologiyasini yaratish hamda ular asosida pedagog xodimlarini qayta tayyorlash va ularning malakasini oshirish mazmunini yanada takomillashtirishni taqozo etadi. Mamlakatimizda kompetensiyaviy yondashuvga asoslangan yangi davlat ta‘lim standartlarini joriy etilishi o‘rta maktab o‘qituvchilari zimmasiga qator dolzarb

vazifalarni ko‘ndalang qilib qo‘ymoqda. Shu bilan birga, 2017-2018- o‘quv yilidan maktablarda 11 yillik o‘rta ta‘limning joriy etilishi ham, o‘z navbatida, o‘qituvchilarning malaka oshirishga bo‘lgan yangi ehtiyojlarni keltirib

chiqardi. Ayni paytda vujudga kelgan shart-sharoitlar va o'qituvchilarning yuqoridagi keltirilgan ehtiyojlari malaka oshirishning shakli, mazmuni va uni amalga oshirish mexanizmlarini qayta ko'rib chiqishni va bu jarayonga tegishli o'zgartirishlarni kiritishni taqozo etmoqda. Xususan, shu kunlarda yuqoridagi ehtiyojlardan va ular oldida ko'ndalang turgan muammolardan kelib chiqqan holda, ingliz tili o'qituvchilarining malakasini oshirish mazmuni va shakllarini takomillashtirish zarurati paydo bo'ldi.

«Xorijiy (ingliz) tilni o'qitish metodikasi» modulining ishchi o'quv dasturi xorijiy til o'qituvchilari malakasini oshirish kursining o'quv dasturi asosida tuzilgan bo'lib, u ingliz tili o'qituvchilariga zamonaviy ta'lim texnologiyalari va metodlarning mazmun va mohiyatini ochib beradi.

Umumiy o'rta ta'lim maktablari fan o'qituvchilarining malakasini oshirish mazmuni, sifati va ularning tayyorgarligi hamda kompetentligiga qo'yiladigan

MALAKA TALABLARI

I. Umumiy talablar

Malaka oshirish sifati hamda tayyorgarligining zarur va yetarli darajasi tinglovchilar bilimlari, ko'nikma va malakalarining rahbar va mutaxassis xodimlarga qo'yiladigan malaka talablariga muvofiqligi bilan belgilanadi.

Umumiy o'rta ta'lim maktablari fan o'qituvchilarini malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan malaka talablari tegishli yo'nalishlar bo'yicha o'quv rejalari va dasturlarini, shuningdek, qayta tayyorlash va malaka oshirish ta'lim muassasalarining o'quv jarayonini, ta'lim sifati nazorat qilish va baholash tartibi hamda boshqa hujjatlarni ishlab chiqish uchun asos hisoblanadi.

II. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilarining tayyorgarligi va kompetentligiga qo'yiladigan umumiy talablar

1. Xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda bilim, ko'nikma, malaka va kompetensiyalariga ega bo'lishi lozim:

Umumiy o'rta ta'lim davlat ta'lim standarti (umumiy qoidalar), shuningdek, o'qitilayotgan predmet bo'yicha o'quv dasturi talablarini bilishi;

umumiy o'rta ta'lim to'g'risidagi normativ-huquqiy va direktiv hujjatlarni ishlab chiqishi;

sinflar va kabinetlar (laboratoriyalar)ni tegishli o'quv-laboratoriya anjomlari bilan jihozlash bo'yicha talablarni bajara olishi;

o'quv-tarbiya jarayonini tashkil etish va sifati ta'minlash prinsiplariga amal qilishi; o'quv predmetlarining mazmuni va ularni o'qitishdagi izchillik asoslarini ishlab chiqish;

o'quvchilarning umumiy va yosh psixologiyasini inobatga olishi; o'qitishning interaktiv metodlarini qo'llay olishi; o'quvchilarni milliy mustaqillik g'oyalari asosida ma'naviy-axloqiy tarbiyalash metodologiyasi bo'yicha bilimga ega bo'lishi;

o'quvchilar o'rtasida kasbga yo'naltirish ishlarini olib borish shakli va metodlarini qo'llay olishi; o'quvchilar va ularning ota-onalari bilan muomalada etika va estetika normalarig amal qilishi; sinfdan tashqari (darsdan tashqari) ishlarni tashkil etish va o'tkazish metodikasidan foydalana olishi; belgilangan sanitariya-gigiyena normalariga rioya qilishi.

2. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda kompetentlikka ega bo'lishi lozim:

Umumiy kompetensiyalar. Xalq ta'limi xodimlarining barcha toifalari uchun umumiy bo'lgan kompetensiyalar tarkibiga quyidagilar kiradi:

1. Kommunikativ kompetentlik.
2. AKT va media savodxonlik kompetentligi.
3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi.
4. Mas'uliyat va moslashuvchanlik kompetentligi.
5. Inklyuziv ta'limni joriy etish kompetentligi.
6. Huquqiy kompetentligi.

1. Kommunikativ kompetentlik ko'rsatkichlari:

- o'zgalar fikrini hurmat qilishni namoyish eta olish;
- o'zgalar fikriga ta'sir etuvchi (ishontira olish, to'g'rilash, fikrni qarama-qarish qo'yish) muloqot manerallarini tanlay olish;
- o'zgalarning huquqlari va hissiyotlarini hurmat qilishga qaratilgan muloqot manerallarini tanlay olish;
- o'zaro munosabatlarni o'rnatishga qaratilgan (qo'llab-quvvatlash, konstruktiv, ruxlantiruvchi) muloqot manerallarini tanlay olish;
- ta'lim jarayoni sifatini oshirish va o'quvchilarning o'quv ehtiyojlarini qondirish maqsadida o'z hamkasblari bilan AKTning turli vositalari yordamida aloqa o'rnatish va hamkorlik qilish;
- ta'lim sifatini oshirish maqsadida global tarmoqdagi turli pedagogik hamjamiyatlarda ishtirok etish;
- o'zgalar bilan o'zaro hurmat asosiga qurilgan munosabatlarni o'rnatish;
- o'zini tutishda, boshqalar bilan munosabatga kirishishda, qaror qabul qilishda, resurslarni boshqarishda axloq normalariga rioya etish;
- milliy qadriyatlarni, shaxs erkinligi va uning mas'uliyati, ijtimoiy adolatni himoya qila olish.

2. AKT va media savodxonlik kompetentligi ko'rsatkichlari:

- ta'lim muassasasini axborotlashtirish g'oyalarini ilgari surish, AKT madaniyatini rivojlantirish va ushbu g'oyalarni amalga oshiruvchi ta'lim muxitini shakllantirishni ta'minlash;
- AKTdan foydalangan holda o'quvchilarning ta'lim olish imkoniyatlarini kengaytirishga qaratilgan ta'lim strategiyalarini joriy etishga ko'maklashish;
- ta'lim jarayonida AKTdan foydalanishning ijtimoiy, huquqiy va

axloqiy normalari ahamiyatini tushunish, ulardan havfsizlikni ta'minlagan holda foydalanish va ushbu yo'nalish bo'yicha tegishli yo'riqnomalarni ishlab chiqish;

- ta'lim mazmuniga mos bo'lgan AKTni o'qitish vositasi sifatida ta'lim jarayoniga integrasiya qilishning turli samarali strategiya va yondashuvlarini rejalashtirish, ilgari surish va qo'llab-quvvatlash;
- maktab boshqaruvida va fanlarni o'qitishda jarayonida faoliyatini takomillashtirish va samarali tashkil etishda AKT vositalarini joriy etilishini ta'minlash;
- ta'lim muassasa faoliyatini va o'quvchilar kompetensiyasini baholashning samarali usullarini joriy etishda axborot texnologiyalaridan foydalanish;
- ommaviy axborot vositalaridagi media kontentni tushunish, media savodxonlik elementlarini o'zida mujassam etgan holda ularni o'quvchilarda shakllantirish yo'llarini bilish;
- turli xil shakllarda va vositalar orqali axborotlarni tahlil etish, baholash, boshqarish va yangi ma'lumotlarni yaratish.

3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi ko'rsatkichlari:

- o'z kasbiy mahoratini oshirish rejasini tuza olishi;
- kasbiy rivojlanishiga oid manbalarni aniqlay olishi, o'zining va maktab ehtiyojlaridan kelib chiqib kasbiy malakasini oshirish bo'yicha o'quvlarni tanlay olishi va ularda ishtirok etish;
- AKT va global tarmoq resurslaridan foydalangan holda doimiy tarzda o'z kasbiy malakasini oshirib borish;
- boshqaruv (ta'lim berish) usullari, ta'lim va axborot texnologiyalaridan ta'lim jarayonida foydalanishga oid innovasiyalar bilan tanishib borish;
- kasbiy (rahbarlik, pedagogik, mutaxassislik) faoliyatini takomillashtirishda turli texnologiyalardan foydalanish;
- o'z kasbiy bilim va mahoratini oshirish hamda takomillashtirishda kollegial forumlardagi muhokamalarda ishtirok etish.

4. Mas'uliyat va moslashuvchanlik kompetentligi ko'rsatkichlari:

- ta'lim jarayonida yuz berayotgan turli o'zgarishlarga va yangilanish jarayonlariga tez va oson moslasha olish;
- ta'limdagi yangi yondashuv va strategiyalarni qabul qila olishi, ularni egallashi va o'z kasbiy amaliyotiga joriy eta olish;
- turli hil yangi vazifalar va mas'uliyatlarni qabul qila olish;
- o'ziga, jamoada va hamjamiyat miqyosida mas'uliyatli bo'lish;
- o'ziga va ta'lim muassasa xodimlariga nisbatan yuqori marra va

standartlarni belgilash va ularga erishish.

- har bir o'quvchining o'zlashtirishi va muvaffaqiyatli ta'lim olishiga mas'uliyatni o'z zimmasiga olish;
- ta'lim jarayonining markaziga o'quvchini qo'yish va har bir o'quvchining o'zlashtirish va muvaffaqiyatli bo'lishi uchun mas'uliyatni o'z zimmasiga olish.

5. Inklyuziv ta'limni joriy etish kompetentligi ko'rsatkichlari:

- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb qilishga oid qonun hujjatlarini bilish va ularning ta'lim olishlarini qo'llab-quvvatlashning turli strategiyalarini bilishi;
- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb etishga qaratilgan tadbirlarni ishlab chiqish va joriy eta olish;
- tarbiyasi og'ir o'quvchilar bilan ishlashda yuzaga keladigan muammolarni samarali xal eta olish.

6. Huquqiy kompetentlik ko'rsatkichlari:

- qonunchilik normalarini bilish hamda ularga og'ishmay rioya qilish;
- ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda samarali foydalana olish;
- o'z kasbiy faoliyatiga doir normativ-huquqiy hujjatlarni ishlab chiqishda ishtirok etish;
- bolalarning huquqlari to'g'risidagi normativ-huquqiy hujjatlarni bilish va ularga rioya qilish.

Pedagog kadrlarning xususiy kompetensiyalari:

1. Pedagogik kompetentlik.
2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash kompetentligi.

1. Pedagogik kompetentligi ko'rsatkichlari:

- ta'lim oluvchilarning jismoniy, ijtimoiy va intellektual rivojlanish qonuniyatlarini bilish va ulardan kelib chiqib ta'lim sifatini oshirishga qaratilgan turli yondashuvlar, strategiya, texnologiya va metodlardan foydalana olish;
- ta'lim oluvchilarning ta'limiy ehtiyojlarini qondirishda o'qitishning differensiallashgan yondashuvlaridan foydalana olish;
- ta'lim mazmuni va strategiyalarini tushunishini namoyish qila olish;
- DTS, o'quv dasturlari va baholash mezonlarini inobatga olgan holda dars rejalarini tuza olish;
- ta'lim oluvchilarda kechadigan kognitiv jarayonlarni yaxshi bilishi;
- turli ta'lim yondashuvlari, strategiyalari, texnologiya va metodlarini tushunish va farqlay olish;
- ota-onalarni ta'lim jarayoniga jalb etishning turli strategiyalarini

bilish;

- ta'lim oluvchilar jamoasini boshqarish va ular o'rtasida turli tadbirlarni tashkil eta olish;
- o'z fani bo'yicha o'qitishning texnik-didaktik vositalarini bilish;
- o'quv (mashg'ulot) xonalari, kabinetlari va laboratoriyalarining namunaviy jihozlanish normativlarini bilish va ulardan samarali foydalana olish;
- tegishli jihoz, vosita va didaktik materiallardan foydalangan holda dars mashg'ulotlarini mahorat bilan o'tkazish.

2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash mahorati ko'rsatkichlari:

- ta'lim oluvchilar bilimlari va kompetensiyalarini baholashning turli strategiyalaridan, diagnostik va umumiy yondashuvga asoslangan baholash usullaridan foydalana olishi;
- ta'lim oluvchilarning o'quv faoliyatini, bilim va kompetensiyalarini baholashga qaratilgan turli usul va vositalarni tanlay olish;
- baholashni ta'lim jarayonining ajralmas qismi sifatida tan olish, u orqali o'quvchilar bilan teskari aloqani o'rnatish;
- o'quvchilar o'zini baholashi, o'quvchilar boshqa o'quvchilarni baholashi va o'qituvchi tomonidan baholash yondashuvlaridan keng foydalanish;
- ta'lim oluvchilarning kompetensiyalarini baholash natijalarini tahlil qilish va ushbu tahlillar asosida pedagogik amaliyotga o'zgartirishlar kiritish va o'zining pedagogik faoliyatidagi keyingi qadamlarni belgilash

“ INGLIZ TILINI O'QITISHDA INNOVATSION YONDASHUVLAR” MODULI MALAKA TALABLARI

Modulning maqsadi:

Umumiy o'rta ta'lim maktablari ingliz tili kasbiy bilim va ko'nikmalarini Davlat talablari asosida chuqurlashtirish, yangilash va ta'lim-tarbiya jarayonida zamonaviy ta'lim texnologiyalari va metodlaridan foydalanish imkonini beradigan kompetensiyalarini rivojlantirish.

Modulning vazifalari:

- Umumiy o'rta ta'lim maktablarining ingliz tili o'qituvchilarining nazariy va amaliy, pedagogik-psixologik, metodik tayyorgarligi darajasini orttirish;

- Umumiy o'rta ta'lim maktablarining ingliz tili o'qituvchilarida ingliz tilini o'qitishda zamonaviy ta'lim texnologiyalari va metodlari haqidagi metodologik bilimlarni shakllantirish, ko'nikmalarini tarkib toptirish;
- ta'lim-tarbiya jarayonida zamonaviy ta'lim texnologiyalaridan foydalanish uchun zarur bo'lgan bilim, ko'nikma va kompetensiyalarini rivojlantirish;
- ingliz tilini o'qitishda zamonaviy ta'lim texnologiyalari va metodlarining o'ziga xosliklari va qo'llanilish sohalarini aniqlashtirish.

Ingliz tilini o'qitishda innovatsion yondashuvlar moduli bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar

1. Mazkur kursi muvaffaqiyatli tugatgan tinglovchi quyidagilarni bилиши зарур:

- - таълим соҳасидаги инновацион фаолият асосларини;
- - фанни ўқитишда қўлланиладиган замонавий ёндашувлар ва инновацияларни;
- - фан назарияси ва уни ўқитиш методикаси ютуқлари, фаннинг техника ва ишлаб чиқаришга қўлланиши бўйича тадқиқотлари;
- - STEAM ёндашуви ҳамда ақлли таълим (Smart Education) технологияларини;
- - фанни ўқитишда қўлланилаётган илғор хорижий тажрибаларни
- - фанни ўқитишда қўйиладиган ҳозирги замон талабларини билиши;

2. Қуйидаги кўникмаларга эга бўлиши лозим:

- - фан мазмуни, воситалари, методлари ва шаклларининг узвийлиги ва изчиллигини таъминлаш;
- - дарсларда таълим ресурсларидан фойдаланиш;
- - ўқитиш мазмунига оид ахборотларни қайта ишлаш, умумлаштириш ва ўқувчиларга етказиш;

3. Қуйидаги малакаларни эгаллаган бўлиши шарт:

- - дарсларда инновацияларни қўллаш;
- - TIMSS, PISA халқаро тадқиқотларида табиий фанлар саводхонлиги

йўналишида ўтган йилларда фойдаланилган саволлардан ўқув жараёнида фойдаланиш;

- - дарсга қўйиладиган замонавий талаблар асосида дарсларни ташкил этиш;

4. Қуйидаги компетенцияларни эгаллаган бўлиши шарт:

- Ўз-ўзини ривожлантириш, ўз устида ишлаш компетентлиги кўрсаткичлари:
- - замонавий ёндашувлар ва инновациялардан касбий фаолиятда фойдаланиш;
- - фани назарияси ва уни ўқитиш методикаси ютуқлари, фаннинг техника ва ишлаб чиқаришга қўлланиши бўйича тадқиқотлардан хабардор бўлиш;
- Масъулият ва мослашувчанлик компетенцияси
- - таълим жараёнида юз бераётган турли ўзгаришларга ва янгиланиш жараёнларига тез ва осон мослаша олиш;
- - таълимдаги янги ёндашув ва стратегияларни қабул қила олиши, уларни эгаллаши ва ўз касбий амалиётига жорий эта олиш

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

“Хорijiy (ingliz) tilni o'qitish metodikasi” moduli ma'ruza va amaliy mashg'ulotlar shaklida olib boriladi.

Nazariy mashg'ulotlarda xorijiy (ingliz) til o'qitish bo'yicha yaratilgan o'quv-uslubiy majmualar tarkibi, dars ishlanmalariga qo'yilgan talablar, xorijiy (ingliz) til o'qitishning o'ziga xos xususiyatlari va uni o'qitish metodikasi haqida ma'lumotlar beriladi. Amaliy mashg'ulotlarda dars ishlanmalarini tuzish, o'quvchilar bilimni baholash, sinfdan tashqari ishlar, darslarni kuzatish va tahlil qilish o'rgatiladi. Mashg'ulotlarda texnik vositalardan, ko'rgazmali va tarqatma materiallardan, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash va boshqa interaktiv ta'lim usullaridan foydalanish nazarda tutiladi.

Modulning o'quv rejadagi boshqa fanlar bilan bog'liqligi va uzviyligi

Modul mazmuni o'quv rejadagi “Ta'lim-tarbiya jarayonlarini tashkil etishning huquqiy-me'yoriy asoslari”, “Ilg'orta'lim-tarbiya texnologiyalari va pedagogic mahorat”, “Ta'lim jarayonlarida axborot- kommunikasiya texnologiyalarini qo'llash” bloklari, “Хорijiy (ingliz) tilni o'qitishda zamonaviy yondashuvlar va innovasiyalar” moduli bilan uzviy bog'langan holda pedagoglarning kasbiy pedagogic tayyorgarlik darajasini orttirishga xizmat qiladi.

Modulning uslubiy jihatdan uzviy ketma-ketligi

Asosiy qismda (ma'ruza) modulning mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo'yicha tinglovchilarga yetkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak. Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalardagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'ngi yutuqlari e'tiborga olinishi tavsiya etiladi.

Modulning ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar xorijiy (ingliz)til o'qitish metodikasini o'rganib, mustahkamlab, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladi.

Modul bo'yicha soatlar taqsimoti

	Modul mavzulari	Hammasi	Jami o'quv yuklamasi	nazariy	amaliy	ko'chma mashg'ulot	Mustaqil ta'lim
1	STEAM yondashuvi hamda aqlli ta'lim (Smart Education) texnologiyalarini qo'llash	2	2	2	-	-	-
2	Nutq faoliyati turlarini rivojlantirishda zamonaviy	4	2	-	2	-	2

	yondashuvlar va innovasiyalar						
3	Zamonaviy talablar asosida integrasion darslar (CLIL)ni tashkil etish	2	2	2	-	-	-
4	Xorijiy (ingliz) til grammatikasini o'rgatishda noan'anaviy yondashuv	2	2	-	2	-	-
5	Ingliz tili darslarida ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari	2	2	-	2	-	-
6	Xorijiy(ingliz) til darslarida zamonaviy diktant turlari	2	2	-	2	-	-
7	Xorijiy (ingliz) tilini o'rgatishda axborot-kommunikasiya texnologiyalaridan foydalanish	2	2	-	2	-	-
8	Talaffuzni o'rgatishda innovasion texnologiyalar	2	2	-	2	-	-
9	Leksikani o'rgatishda innovasion texnologiyalar	2	2	-	2	-	-
Ja mi		20	18	4	14	-	2

NAZARIY MASHG'ULOTLAR MAZMUNI

1-Mavzu: Xorijiy tilni o'qitishdagi ilg'or xorijiy tajribalar hamda zamonaviy yondashuvlar. STEAM yondashuvi hamda aqlli ta'lim (SmartEducation) texnologiyalarini qo'llash (2 soat) Xorijiy tilni o'qitishdagi ilg'or xorijiy tajribalar hamda zamonaviy yondashuvlar. STEAM yondashuvi hamda aqlli ta'lim (Smart Education) texnologiyalarini. Zamonaviy ta'lim vositalaridan foydalanish. Ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari. Xorijiy til darslarida axborot kommunikasiya texnologiyalaridan foydalanishning samarali yo'llari.

2-Mavzu Nutq faoliyati turlarini rivojlantirishda zamonaviy yondashuvlar va innovasiyalar (2 soat) Nutq faoliyati turlari (*tinglab-tushunish, gapirish, o'qish va yozuv*) ni rivojlantirishda zamonaviy yondashuvlar va innovasiyalar. O'quv materialini mavzusini o'quvchilarga tushunarli va qulay yetkazishga yordam beruvchi interfaol uslublarni dars jarayonida qo'llanilishi. Ingliz tili darslari uchun o'quv materialini tayyorlash, o'quvchilarga yetkazishda yangicha yondashuv. Kommunikasiya t'limning anik maksadlariga qaratilgan nutk faoliyatini rivojlantirishga imkon beradigan bilim , kunikma , malaka va shaxsiy fazilatlar yigindisini ifodalaydi.

3-Mavzu: Zamonaviy talablar asosida integrasion darslar (CLIL)ni tashkil etish (2-soat) O'quv materialini mavzusini o'quvchilarga tushunarli va qulay yetkazishga yordam beruvchi interfaol uslublarni dars jarayonida qo'llanilishi. Ingliz tili darslari uchun o'quv materialini tayyorlash, o'quvchilarga yetkazishda yangicha yondashuv. Leksik materiallar ustida ishlash metodikasi bilan tanishish. Lug'atni o'rgatishda turli uslublardan foydalanish. O'quvchilarga o'rganilgan yangi so'z va iboralarni o'z nutqida ishlata olish imkoniyatini yaratish yo'llari. Xorijiy til darslarida CLIL metodidan foydalanib leksik materiallarni turli uslublardan foydalangan xolda dars utish, yangi so'z va iboralarni interfaol uslublarni dars jarayonida qo'llanilishi

4-Mavzu: Xorijiy (ingliz) til grammatikasini o'rgatishda noan'anaviy yondashuv (2 soat) Grammatikani o'qitishda zamonaviy yondashuvlar va metodlarni qo'llashni xamda o'quvchilarni motivasiyalashda o'yinlar va video lavhalardan o'rinli foydalanishga o'rgatish. zamonaviy mashq turlari bilan tanishtirish, tinglovchini bilim, ko'nikma va malakasini rivojlantirish Gapirishga o'rgatishda pre, while, post mashqlar tizimini yaratishga o'rgatish. Gapirish va talaffuzni o'rgatishning samarali usullari. Darsda o'qituvchining inglizcha talaffuzi. 2- 4-sinf xorijiy tili darsliklari yordamida to'g'ri talaffuzni o'rgatish mashqlari tahlili va ular bilan ishlash metodikasi. gapirish malakalarini rivojlantiruvchi o'yinlar. O'qituvchilar bilan til o'rganuvchilarning turli "Beginner", "Elementary", "Intermecdiate"(A1.A2,B1.B2)darajasiga mo'ljallangan matnlarni o'qish va uning turlari (scanning, scimming, spead reading) bo'yicha berilgan matnlarni o'qib, o'qish ko'nikma va malakalarini rivojlantirishga yo'naltirilgan usullar yordamid aberilgan topshiriqlarni tahlil qilish.O'qish texnikasini rivojlantirishning turli yo'llari. Bayon va insho yozish keng ko'lamda mashq qilinadi. Uyda o'qilgan matnlar mazmunini yozma shaklda bayon etishga alohida e'tibor beriladi. Imlo va tinish belgilarini to'g'ri yozish ko'nikmalari rivojlantiriladi. Talab etilgan aktiv leksikasi yozuvda qo'llanadi. O'z fikr-mulohazalarini, taassurot va his-tuyg'ularini yozma ifodalash, konspekt, ma'ruza yozish kabilarga ko'proq e'tibor qaratiladi. Tinglab tushunishga doir zamonaviy mashq turlari bilan tanishtirish, tinglovchining bilim, ko'nikma va malakasini rivojlantirish gapirishga o'rgatishda mashqlar tizimini yaratishga o'rgatish metodikasi berilgan. Lekin gapirish va talaffuzni o'rgatishning samarali usullari, darsda o'qituvchining inglizcha talaffuzini rivojlantiruvchi va 2-, 4-sinf xorijiy tili darsliklari yordamida to'g'ri talaffuzni o'rgatish mashqlari ko'prok beriladi. Gapirish malakalarini rivojlantiruvchi o'yinlar berilsa,o'qituvchilarga til o'rganuvchi turli mashqlar,matnlarni o'qish va uning turlari (scanning, scimming, spead reading) bo'yicha o'qish ko'nikmasi va malakalarini rivojlantiruvchi matnlar beriladi.

5-Mavzu: Ingliz tili darslarida ta'lim jarayonini boshqarish texnologiyalari va nazorat turlari . Dars jarayonida innovasion texnologiyalarni qo'llash o'quvchilarda ilmiy izlanishga qiziqishni uyg'atadi, ijodkorlik va bunyodkorlik qobiliyatini rivojantiradi. Natijada egallagan bilim, ko'nikma va malakalar amaliy faoliyatda tadbiq etiladi, o'zlashtirish sifati oshadi. Buning uchun o'qituvchi mahoratli bo'lishi va mavzularning mazmuniga qarab darsni to'g'ri rejalashtirishi, ma'g'ulot davomida barcha o'quvchilarni faol va ongli ishlashlariga erishmog'i lozim.

6-mavzu:Xorijiy(ingliz) til darslarida zamonaviy diktant turlari .Xorijiy tillarni o'rganishda diktant turlari va ulardan unumli foydalanish usullari. Mavzuga mos ta'limiy va nazorat uchun beriladigan matnlardan to'g'ri foydalanish. O'quvchilarning umumiy saviyasini, ularning savodxonligini oshiruvchi, ingliz tiliga oid bilim, ko'nikma, malakalarini rivojlantiruvchi, fikrlash qobiliyatini va nutq yamadaniyatini o'stiruvchi o'yinlarni tanlash yo'llari.

7- Mavzu: Xorijiy (ingliz) tilini o'rgatishda axborot-kommunikasiya texnologiyalaridan foydalanish (2 soat) Ingliz tilini o'rgatishda axborot-kommunikasiya vositalarining roli juda katta.Ularni qo'llash imkoniyatlari ko'lamida kundan-kunga kengayib, texnik vositalar o'quv jarayonining ajralmas qismiga aylanib bormoqda. Yoshlarga ingliz tilini kompyuter orqali o'rgatish uchun birinchi navbatda o'qituvchining o'zi kompyuter texnologiyalaridan professional darajada foydalana oladigan bo'lishi kerak.Bu darajadagi foydalanishga nafaqat kompyuterning mavjud imkoniyatlaridan to'liq foydalana olish, balki u asosida yangi o'quv dasturlarini tashkil eta olish ham kiradi. Bunday darajadagi pedagog bo'lish uchun har bir chet tili o'qituvchisi zamonaviy texnologiyalar sohasi bo'yicha o'z ustida ko'proq ishlashi zarur. Ingliz tilini kompyuter yordamida o'rgatishning an'anaviy o'rgatish usullariga nisbatan bir necha ustunlik jihatlari bor.Birinchi navbatda, kompyuter asosida ingliz tilini o'rganayotgan o'quvchida tilning to'rt yo'nalishida (gapirish, tinglabtushunish, yozishva'ozish) o'z ko'nikmalarini sinovdan o'tkazish imkoni bo'ladi. Hozirgi

vaqtda rivojlangan dasturlar yordamida buning imkoni bor. Faqat bu usuldagi ta'limga o'quvchini to'g'ri yo'naltira olish kerak.

8-mavzu: Talaffuzni o'rgatishda innovasion texnologiyalar (2 soat). Xorijiy til o'qitishda to'g'ri talaffuzning ahamiyati va mohiyatini ochib berish.

O'quvchilarning talaffuzi ustida ishlash jarayonida uchraydigan qiyinchiliklarni aniqlash hamda ularni bartaraf etishda qo'llanadigan so'nggi nazariyalar bilan tanishtirish, berilgan ma'lumotlarni amaliy mashg'ulotlarda mustahkamlash. Bayon va insho yozish keng ko'lamda mashq qilinadi. Uyda o'qilgan matnlar mazmunini yozma shaklda bayon etishga alohida e'tibor beriladi. Imlo va tinish belgilarini to'g'ri yozish ko'nikmalari rivojlantiriladi. Talab etilgan aktiv leksikasi yozuvda qo'llanadi. O'z fikr-mulohazalarini, taassurot va his-tuyg'ularini yozma ifodalash, konspekt, ma'ruza yozish kabilarga ko'proq e'tibor qaratiladi. Tinglab tushunishga doir zamonaviy mashq turlari bilan tanishtirish, tinglovchining bilim, ko'nikma va malakasini rivojlantirish gapirishga o'rgatishda mashqlar tizimini yaratishga o'rgatish metodikasi berilgan. Lekin gapirish va talaffuzni o'rgatishning samarali usullari, darsda o'qituvchining inglizcha talaffuzini rivojlantiruvchi va 2-, 4-sinf xorijiy tili darsliklari yordamida to'g'ri talaffuzni o'rgatish mashqlari ko'prok beriladi. Gapirish malakalarini rivojlantiruvchi o'yinlar berilsa, o'qituvchilarga til o'rganuvchi turli mashqlar, matnlarni o'qish va uning turlari (scanning, scimming, speed reading) bo'yicha o'qish ko'nikmasi va malakalarini rivojlantiruvchi matnlar beriladi.

9- mavzu: Leksikani o'rgatishda innovasion texnologiyalar (2 soat)

O'quv materialini mavzusini o'quvchilarga tushunarli va qulay yetkazishga yordam beruvchi interfaol uslublarni dars jarayonida qo'llanilishi. Ingliz tili darslari uchun o'quv materialini tayyorlash, o'quvchilarga yetkazishda yangicha yondashuv. Leksik materiallar ustida ishlash metodikasi bilan tanishish. Lug'atni o'rgatishda turli uslublardan foydalanish. O'quvchilarga o'rganilgan yangi so'z va iboralarni o'z nutqida ishlata olish imkoniyatini yaratish yo'llari.

MUSTAQIL TA'LIM MAZMUNI

Modulga oid o'rganilgan materiallar asosida —Xorijiy til o'qitishda zamonaviy yondashuvlar va innovasiyalar mavzusida mustaqil ish bajariladi.

O'QITISH SHAKLLARI

Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko'rilayotgan topshiriqlar yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (topshiriqlar yechimi bo'yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

**MODULNI O'QITISHDA
FOYDALANILADIGAN
INTERFAOL TA'LIM
METODLARI**

MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

INCIDENT PROCESS

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

CLUSTER

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

BRAINSTORMING

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

CASE STUDY

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

INFORMATION GAP ACTIVITY

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

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when

each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

ICE-BREAKER

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

PRESENTATION

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

TRUE-FALSE ACTIVITY

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

THINK, PAIR AND SHARE

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

Q&A SESSIONS

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

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

Keep it open-ended — If necessary, rephrase pupil questions so that participants must analyze, evaluate and then justify the answers. Hop it up — Gradually increase the speed of the Q & A. At some point, you should limit the responses to a single answer, moving faster and faster from question to question.

**NAZARIY
MASHG'ULOTLAR
MATERIALLARI**

NAZARIY MASHG'ULOTLAR MATERIALLARI

SESSION 1 STEAM approach in Education and use of SMART Education

Plan

1. What is STEAM approach in Education?
2. STEAM framework
3. Integrated levels
4. SMART Education

STEAM is an integrated approach to learning which requires an intentional connection between standards, assessments and lesson design. True STEAM experiences involve two or more standards from SCIENCE, MATH, and the ARTS, to be taught and assessed in and through each other.

STΣ@M is a developing educational model of how the traditional academic subjects (silos) of science, technology, engineering, arts and mathematics can be structured into a framework by which to plan integrative curricula. It includes reviews of the epistemologies of general and discipline specific developments in conjunction with the individual discipline's standards, as related to integrative, or holistic, education. Investigating these educational relationships to one another is currently being explored as a way to find the commons of education in relation to pedagogy and language. Along with the development of commons is the need for the disciplines to work with one another in a structure that is able to be adaptable to the many variations of discipline combinations that make up different directions that people in society pursue.

STΣ@M Framework

The fields of the arts were important to the overall creation of knowledgeable and well-rounded citizens, this investigation led me into a deeper study of each of the main subject areas with the hope that I would be able to find established definitions and classifications of the finer educational divisions within each silo. My goal was to find a way to broadly classify all areas of study into a structure that would allow students to understand the importance of the relationships of the fields and hopefully come to respect their need to acquire skills in all areas if

they were to become well-rounded citizens. My other goal was to afford academe a structure by which to help organize the teaching of the fields that would not establish hierarchy, but instead establish a reflection of how fields of study interconnected with one another in reality so that those connections could be reflected in scholastic arenas. Such a structure would allow for subjects to be taught based in one subject with naturally occurring cross-curricular elements to be explored or for topical studies to be taught through more universally integrative methods. The following definitions and classifications are the result of that investigation: Science what exists naturally and how it is affected .Physics, Biology, Chemistry, Geosciences, Space Science & Biochemistry (including history, nature of, concepts, processes and inquiry) .

Engineering the use of creativity and logic, based in mathematics and science, utilizing technology as a linking agent to create contributions to the world Aerospace, Architectural, Agricultural, Chemical, Civil, Computer, Electrical, Environmental, Fluid, Industrial/Systems, Materials, Mechanical, Mining, Naval . Mathematics Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis & Probability, Problem Solving, Reasoning & Proof, Communication, (including Trigonometry, Calculus & Theory) (NCTM, 1989) Arts how society develops, impacts, is communicated and understood with its attitudes and customs in the past, present and future . Physical, Fine, Manual, Language & Liberal (including; Sociology, Education, Politics, Philosophy, Theology, Psychology, History & more...)

Integrated Level

The second level of the pyramid I have labeled the integrated level. It is at this I by teaching them with a purposefully planned and reality-based interdependence. An excellent way to teach about natural inter-relations in practice is to teach thematic concepts that allow for transference to the realm of education. For example, teaching a unit on biotechnology would allow for broad or in-depth studies

- the science of the biological, chemical and physical elements involved,
- the technology of machines, concepts and skills transportation, communication and power and energy of the systems stud
- the engineering of planning and designing with given constructs,

- the mathematics needed to comprehend and develop the project and its results,
- the physical, manual, fine and liberal arts used for both large and in topics including the history and politics and
- the language arts to research, convey and report on all of this knowledge.

It is at this stage that students begin to understand the educational realm. Instructors have the choice of focusing in depth on spec broad scope of the topic. Teams of teachers can work together to provide in depth coverage of their areas of expertise while reinforcing what students are learning in other specific areas. For these all of the pyramid I have labeled the multi disciplinary level. It is at this level where students can obtain a scope of specifically chosen fields and a concentrated overview of how they reasons, I have associated this second level of the pyramid as being most relevant to primary and middle school education. However, I find the integrated STΣ@M approach to be appropriate for levels of education.

Multidisciplinary Level

The third level

late in reality. An excellent way to teach about natural inter-relations in practice is to teach reality-based/authentic units. When purposefully planned to cover certain fields and concepts, instructors can still easily use themed education, however, fields not focused on should not be all together excluded from the curriculum, but instead, at least explained as being an element of that would occur in reality. Any of these methodologies, and more, helps allow for transference of learning from the realm of specific topics to all related topics.

Current trends in education have already established STEM as a relevant block of core field .Trends have also shown many of the branches of the arts being on, only the language arts and social studies are still formally given substantive attention as having importance outside of the STEM areas. To me, this is a tragedy, as it eliminates many primary ways for students to obtain contextual understanding. Therefore, as students are exposed to promine and marginalized fields, they begin to understand the hierarchy and politics of both education and practice. It is here that students might begin to have a concept of specific areas of interest to explore as potential career paths. For these reasons, I have associated

this third level of the pyramid as being more relevant to current transitional or middle-school education.

Content Specific Level

The fifth level of the pyramid I have labeled the content specific level. It is at this content areas are studied and delve into the tighter realm of the specific content areas of their choice, usually in postsecondary studies. Areas can be studied alone or in specifically grouped clusters from within their silos or from across the fields. Again, this should still be relevant and contextual to the world at large but this is the point where educational and professional practices most fully interrelate with each other's developments. Vygotsky did not base his theory on children but couched it in terms of the socio-cultural perspectives that all people experience. He referred to there being group interpretations of the world and that a person's exposure to a variety of interpretations causes an assimilation of these to create a personal interpretation (Driscoll, 2005). Inclusive in societal groups, would also be structural groups of knowledge. He stated that the connections to how the disciplines developed and function is critical to understand (Driscoll, 2005). When these two concepts are tied together, one realizes that people are vastly influenced by the structure of the disciplines which they study. When the disciplines are kept separate, people are indoctrinated to analyze them and the elements they represent separately.

However, Vygotsky also introduced the concepts of scaffolding and/or spiraling, where people learn by building on the base of knowledge that they already have and the cross-connections of information between those concepts (Driscoll, 2005). This element of his work, adds to the concept that if students keeps building upon the knowledge they have to make sense of things, it is inevitable that the cross connections will lead them to build up to a collective knowledge that has elements from all disciplines.

Along these lines, Vygotsky coined the concept of the 'zone of proximal development (Driscoll, 2005).' This concept represents what someone already knows, what they can figure out from that information is considered to be 'in the zone,' and what cannot be figured out without more knowledge is considered not 'in the zone.' When this is applied to the culture of education, it should be realized that collectively, the education industry has obtained a zone of proximal development that affords them the perspective of knowing that it is in student's

best interest to explore cross-connections and that the most effective way to do so is to present information to students in a cross-disciplinary way. This realization is further backed up by his promotion that reality-based situational learning is the best way to frame guided inquiry in order to provide new and creative connections for concepts (Driscoll, 2005).

This not only allows for new constructed ways of inquiry, but also leaves the door open for fields of study to evolve as fields themselves evolve. The limiting factor then becomes the interpretation factor.

Lesson 2: Organizing integrated lessons (CLIL) based on modern requirements

Plan:

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

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

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

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

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

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

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

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

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

Lambert makes a further distinction between additive and subtractive bilingualism. In additive bilingualism, the acquisition of a second language does not have a negative effect on first language proficiency, whereas in the latter case, the second language gradually replaces the first language in different contexts.

Subtractive bilingualism may take place, for example, in the case of immigrant children if they learn the language of the majority without receiving any educational support for their first language development. However, if the society assigns positive values to both languages, the more likely result is additive bilingualism.

CLIL is regarded as the umbrella term for various types of educational models that involve a foreign language as a medium of content instruction.

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

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

In the following sections, we will briefly describe the general methodological outlines and goals of immersion and CLIL as well as present the

CLIL programme followed in Primary School. I will start with immersion as it is the original form of CLIL, and then carry on with CLIL.

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

The CLIL teachers are either bilingual or native speakers of the target language and depending on the CLIL model the school is following, the learners either have some knowledge of the target language or start from the very basics.

All in all, according to the description of CLIL by the European Commission, CLIL refers to a range of diverse methodologies that are adaptable to different learning environments and purposes. The key issue is that the learner is gaining new knowledge about the non-language subject while encountering, using and learning the foreign language. The methodologies and approaches used are usually linked to the subject area with the content leading the activities. CLIL does not require extra teaching hours and it complements other subjects rather than competes with them.

4.2 Key Dimensions in teaching English language

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

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

cultural context.

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

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

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

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

Immersion and CLIL: The Main Differences

Immersion education and CLIL have similar goals and methods, but they differ in three main respects. First, a pre-requisite for successful immersion is a society that enables the learners to become functional bilinguals and in which the first language of the learners has a strong position. Basically, this applies to societies with two official or main languages. This is not a pre-requisite for CLIL.

Second, in immersion education the learners learn to read and write in the immersion language, whereas in CLIL they learn to read and write in their first language. Third, in immersion classes approximately 50% of the teaching and learning discourse should take place in the immersion language while in CLIL the minimum requisite is only 25%. Moreover, immersion has well established methodological principles and goals whereas CLIL is an umbrella term for various educational models and goals, including immersion itself.

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

The pupils do not need to speak or write English before commencing the programme, but their language aptitude is tested before they are admitted to the programme to ensure that they are able to undertake the programme. Pupils are,

thus, selected on the basis of their score in the language aptitude test. Involving both an underlying language learning capacity and the capacity to handle decontextualized language, language aptitude has been found to be one of the best predictors of L2 learning. Studying in both Finnish and English typically means much extra work and challenges for the pupil as well as requires ample support from parents. Practically, all CLIL pupils speak or at least understand Finnish at the start of the programme even if their first language is something different.

They also learn to read and write in Finnish on the first grade. The first---graders

also practice reading, writing and spelling in English, but on a very basic level suitable for second- --language learners. Many pupils continue in English- -- speaking or CLIL classes in the secondary level.

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

The CLIL teachers in Uzbekistan are native speakers of Uzbek and have a native-like proficiency in English. The teachers have much freedom in deciding which content to teach in Finnish, in English, or in both languages, as long as approximately half of the instruction is carried out in English. Generally, some contents are more suitable to learn in Finnish, such as Finnish history and the geography of Finland and the Nordic Countries. Mathematics is taught mainly in English, and only the most essential mathematical concepts are learned in both languages. All CLIL pupils attend Finnish as a mother tongue lessons and L2 speakers of Finnish take Finnish as a Second Language lessons once or twice a week.

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

The general linguistic goal of the CLIL programme is to provide the pupil with a functional command of the English language and the ability to use it

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

The acquisition of L2 Grammar in CLIL

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

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

4.3 Modern approaches in CLIL to teaching upper grade pupils

There are a number of claims made for the advantages of CLIL, although it is difficult to substantiate them. One is that it can develop foreign language ability more effectively than conventional foreign language teaching does. What it certainly can do is to prepare pupils for future study and the workplace where they are likely to need to operate in English.

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

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

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

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

In language teaching it is important to encourage and devote time to pupils producing the language rather than just learning about it in terms of its grammar and structure. This means that lessons are often highly interactive with pupils trying out various tasks in the new language. Language teachers are encouraged to reduce their talking time in order to allow for more pupil talking time. In subject teaching on the other hand it is important for pupils to take in and understand the curriculum. There may be a lot of facts and information for them to learn and the input may be highly complex. In order to cover the curriculum a teacher must devote more time to giving input and not necessarily allow so

much time for the pupils to give output or to be interactive; in fact, there needs to be more teacher talking time. Subject teachers teaching through another language may have a language problem, so they need to use strategies which reduce the time spent addressing the class from the front.

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

Meyer developed the CLIL pyramid for visual support and representation of the 4Cs framework for lesson and material planning. The four components, content, communication, cognition and culture are the core elements positioned in four corners of the pyramid base. By drawing a line from each corner we would form a fifth point above the base and complete the CLIL pyramid. That of Meyer (2010) is divided into four layers, which represent the process of lesson and material planning. The base and at the same time first level is topic or content selection. The prime idea is to focus on a particular subject needs, aims and outcomes. Second level includes “study skills” and “input-scaffolding”. Firstly learning styles and learning skill have to be carefully considered and evenly distributed throughout the unit or lesson.

Drawing on “input scaffolding” we encounter various tables, charts or maps. Depending on our intention to develop content it is important to decide what kind and how much of input has to be offered to pupils. Task design at the third level has to fulfill two criteria: develop higher order thinking skills and trigger communication and cooperation among pupils. The top of the pyramid is left for final product- poster, presentation or debate. The CLIL workout also “determines how much and what kind of output- scaffolding is necessary”

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

Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how pupils will move toward attaining specific objectives. It describes the teaching behavior that will result in pupil learning. Richards as cited by Farrell says that “ lesson plans are systematic records of a teacher’s thoughts

about what will be covered during a lesson”. Further he adds “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. As can be understood he underlines the significance of lesson planning for language teachers. In this sense, lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson. The lesson planning process is of vital importance for the successful development of the upper grades. Not many teachers enter a classroom without some kind of plan.

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

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

Concept of CLIL

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

CLIL in context

Once the vision has been completed focus should switch to practice implication. The author recommends consideration of special needs a

particular school has, either it is a location of school, its specialization regional and national policies, and type of school. Above-mentioned issues play an important role in determining the type of CLIL appropriate for different context.

Planning a unit

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

Preparing a unit

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

Evaluation and monitoring

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

CLIL community

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

- The majority of teachers working on CLIL programmes are not adequately trained.
- Most current CLIL programmes are experimental.
- Subject teachers may be unwilling to take on the responsibility.
- CLIL is based on language acquisition, but in monolingual situations.

- There is little evidence to suggest that understanding of content is not reduced by lack of language competence.
- Some aspects of CLIL are artificial.

CLIL teachers dealing with lesson planning need to accept that planning for primary education learners is different from planning for secondary school learners. Even stronger emphasis is put on communication, active listening, fluency is preferred over accuracy with exception of pronunciation, activities are equally allotted for all learning styles and teacher implemented physical activities such as TPR method.

Planned work is always much more effective than unplanned work; therefore one of the most important things you need to do while planning is to identify your aims and objectives. You need to know what it is you expect your pupil achieve, what it is he/she will know or will be able to do at the end of the lesson.

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

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

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

In Uzbekistan, however, Internet seems to be one of the leading inspirations for teachers due to fact that no ready CLIL portfolios of lesson plans have

been issued. If this is the case it takes a lot of time to produce expectable lesson plans for each lesson that have to fulfill certain criteria. Mehisto provides such criteria sectioned into 10 fundamental focus areas. Make progress visible. Progress can be achieved in cautious planning. In general, language, content and learning skills have to be broken down into smaller unit and “long term and short term planned outcomes”. The pupils as the key element must be introduced to the set goals. It is believed that pupils need first know and understand the goal in order to achieve it. Above all only stimulating, inspiring and thought-provoking tasks lead the way to an achievable learning outcome.

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

Encouragement of learner’s autonomy and learning skills. Learner autonomy is not an inherited skill but rather it is a skill requiring lots of directed practice. Teachers seem to be mediators of language learning who gradually pass whole learning responsibility to pupils. Being an autonomous learner means the ability to direct one’s own learning. It is a long-term process supported by pupils’ intrinsic motivation and teacher leadership.

Well- designed materials should above all indicate the path an autonomous learner needs to take in problem- solving tasks. Consequently, materials should help the learner to gather and improve the skills found necessary to deal with assignments. It might include tips on how to complete a given assignment. Mehisto recommends pair brainstorming, finding ways how to handle difficult texts or suggesting reading a text for different purposes.

Assessment. Any type of assessment, self, peer or other, mirrors learner’s progress and achievements in learning process. It can reflect accomplished content or language objectives or progress in learning skills. Creation of a safe learning environment. Materials overloaded with information, demanding and inappropriate language level might cause more distress for learners in all aspects and trigger a tense atmosphere.

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

Cooperative learning. It is thought that two important criteria for defining cooperative learning must be taken into consideration only then cooperative learning can be understood. The first one positive interdependence recognizes each member of a group as a contributor to the group. In fact, learners work in a chain where one learner is dependent on another in order to complete a task. The second one individual accountability suggests that learners are concerned not only for personal learning but also need to feel responsibility for the learning of others.

Concerning CLIL materials if essential vocabulary and discourse patterns are provided, it opens doors to learners' communication and cooperation.

Authenticity. It deals mainly with a target language which needs to be incorporated into materials in such a way it not only provides authentic language but also urges learners to use it. The tasks should be oriented predominantly on everyday language, information from media and suggested

Internet research to develop the topic. Personalization seems to be another tool for authentic materials. Learners might be required to present projects on how to prepare a typical meal, prepare for some competition, and learn how to measure the height of a tree without climbing it and many other tasks requiring personal involvement.

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

Scaffolding belongs to the number of criteria obligatory for planning either a lesson or a teaching material. Scaffolding in CLIL provides necessary support for the learners principally in three aspects, language, content and learning skills. An offered model for conveying the meaning is given to the learners on

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

Meaningful learning encloses the circle of criteria developed for creating a learning material. It is the general truth that interesting and meaningful knowledge tends to be memorized as one might regard it as information necessary for the future development and application in life.

Therefore, learners' personal interests, life and life of community should be reflected in CLIL materials. Features as hands on activities including poster making, projects or experiments followed by meaningful communication, both illustrate interaction between content needed for language acquisition and the language needed for subject development".

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

- Sequencing: Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?
- Pacing: Are activities the right length and varied so that learners remain engaged and enthused?
- Difficulty: Do the learners have enough skill and knowledge to do the planned activities? Are teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?
- Timing: Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be

adjusted to finish the material? It is important for the teacher to evaluate how the lesson went at the end of each class period.

- What went well/wrong? Why?
- What did not go as planned? Why?
- If I had it to do over again, what would I change?
- What have I learned about my pupils that I can account for in future lesson planning?

Teachers should remember a lesson plan acts as a guide for a class session. It sets an objective of the lesson and marks out the route (activities for each stage of the lesson). It is an aid for both novice and in service teachers. Novice teachers should write down the details of each activity. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners keeps both the teacher and the learner focused on where, how, and when they arrive to the final point. Having analyzed the certain topic we can say that, the forces of global change, converging technologies and adaptability to the subsequent Knowledge age present challenges for education. And within education as a whole, they present challenges for the teaching and learning of additional languages. This is true for the learning of English globally, and for the learning of regional, minority and heritage languages in different parts of the world. As we have previously pointed out, CLIL is not exclusive to the promotion of English as a world language but is embedded in the socio-economic, political and cultural traditions of different nations.

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

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

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

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

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

Plan:

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

1.1. Communicative language teaching

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

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

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

The development of language learning or teaching from form-based to a meaning-based approach, the move towards the eclectic approach from a rigid method, the shift from teacher centered to learner centered classes, are all subsumed under the broad term communicative approach. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The socio linguists Dell Hymes propagated this approach.

According to him the purpose of teaching language is the communicative competence. The following materials are used in this approach; different functions such as requesting, informing, expressing likes and dislikes; notions of time, location and duration etc.; using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers have known that their aim is to get students communicating successfully outside the classroom.

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

Characteristics of the approach

The communicative approach aim to make all the learner attain communicative competence i.e. use language accurately and appropriately. The prime focus is on learner and teacher is just a facilitator. It is based upon need analysis and planning to prepare communicative curricular and syllabuses. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and emphasis on language in use rather than language as structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools.

Merits of communicative approach:

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

Demerits of communicative approach:

1. This approach ignores grammar and structures.

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

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

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

Check your progress

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

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

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

1.2. The Audiolingual approach

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

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

method highlighted the teaching of vocabulary while the audiolingual approach focus on grammar drills.

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

Behaviorism

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

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student. Here are some characteristics of the method: language learning is habit-formation, mistakes are bad and should be avoided, as they are considered bad habits, language skills are learned more effectively if they are presented orally first, then in written form, analogy is a better foundation for language learning than analysis, the meanings of words can be learned only in a linguistic and cultural context. The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

Advantages

It aims at developing listening and speaking skills which is a step away from the Grammar translation method. The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages

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

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

1.3. Constructive Approach

This view represents the shift from education based on behaviourism, to education based on cognitive theory. Thus, behaviourist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment.

The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Reinfried constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self teaching.

Constructivist language learning should be learner -centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well.

Constructivist language learning is to be holistic with content oriented perspective, authentic and complex learning environment.

Principle of Constructive approach

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

Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analysing not memorising. It also lays emphasis on understanding and applying and not repeating.

Constructivist teaching involves negotiation and scaffolding. Negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constraints such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities.

The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together.

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, integrates language, content, and process. In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

Teaching strategies which can be used in this approach is that a teacher can use a picture from students' cultural background. Ask students to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed.

Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations, discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Students can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc.

Check your progress

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

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

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

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

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

Questions for reflection

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

Answers of check your progress

1. Communicative approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way.
2. The basic principle of constructive approach to teaching English is: it is action oriented. The second principle in constructive language teaching is individualisation of learning which is centred on the learner. Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes.

LESSON 2. NON-TRADITIONAL APPROACHES IN TEACHING GRAMMAR

Objectives: to practise grammar teaching approaches and techniques

The deductive approach

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

Advantages of a deductive approach:

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

Disadvantages of a deductive approach:

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

Inductive approach

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

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach which favours pattern -recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

The disadvantages of an inductive approach include:

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

o An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

Functional-notional Approach

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

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

A function is some kind of communicative act: it is the use of language to achieve a purpose, usually involving interaction at least between two people.

Examples would be suggesting, promising, apologizing, greeting, inviting.

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

Teaching Grammar in Situational Contexts - Using a generative situation

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

Advantages:

A situational context permits presentation of a wide range of language items.

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

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

Disadvantages:

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

Teaching Grammar through texts

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

Authentic texts or classroom texts?

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

Teaching Grammar through stories

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

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the students. Students can help create stories

and impersonate characters in them. Students will certainly appreciate and respond to your efforts to include them in the storytelling process, but they will also enjoy learning about you through your stories.

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

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

Teaching grammar through songs and rhymes

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

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

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

traditional folk songs the base of the learners knowledge of the target culture can be broadened.

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

Teaching Procedure

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

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

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

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

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an

effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching.

Session 3 Testing

Learning Outcomes

By the end of the session participants will:

- have reflected on language testing in their teaching contexts
- have explored and discussed different question types and principles in language testing

Key Learning Points

- Achievement tests are tests based on the course.
- It is important to test what we teach.

Plan

1 Outcomes Explaining the learning outcomes to participants 5 minutes

2 Lead in Reflection on language testing procedures used in participants' teaching contexts

10 minutes

3 Question types for testing language

Exploring tasks suitable for testing language areas 25 minutes

Handout 1

4 Testing language skills

Exploring basic principles in testing and assessing language skills 15 minutes

Handout 2

5 How to write and organise tests

Exploring basic principles in writing tests 15 minutes

Handout 3

6 Reflection and action planning

Reflecting on workshop and selecting goals for development

10 minutes

1. Outcomes

Objective: to help participants understand the outcomes of the session

Time: 5 minutes

Materials: none

Interaction: plenary

Procedure:

- Explain the session outcomes to participants:

By the end of the session participants will:

- have reflected on language testing in their teaching contexts
- have explored and discussed different question types for language testing

2. Lead in

Objective: to help participants reflect on language testing procedures used in their teaching contexts.

Time: 10 minutes

Materials: none

Interaction: plenary

Procedure:

- Ask participants the following questions:
 - o Do you have tests with your pupils? If yes, what do these tests test? (write participants responses on the board as at a later stage you will need to come back to them again)
 - o Why do you have tests?

- o Do you have obligatory tests at your school? If yes, what kind of tests are these?
- Elicit responses to the questions from participants.
- Elicit from participants when each of the tests they mentioned earlier is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:
 - o When are the tests conducted and what is the purpose of each of the tests?
 - o Are these tests based on the course (i.e. syllabus/programme)?

Beginning of the term -----> MSNI 1 -----> MSNI 2 -----> MSNI 3

- Establish that tests based on the course are called achievement tests (e.g. progress checks and final tests) and that the purpose of this type of the test is to show how much of the course pupils learned.

3. Question types for testing language

Objectives: to help participants reflect on the types of tasks they use in their own tests and explore tasks suitable for testing pronunciation, use of grammar, vocabulary and functional language

Time: 25 minutes

Materials: Handout 1

Interaction: individual, pair work, plenary

Procedure:

- Refer participants back to their responses in the ‘Lead in’ stage question about the language skills and areas their tests focus on.
- Explain that many tests check the knowledge of grammar and vocabulary, but it is also important to test the use of language, pronunciation and the four language skills as well.
- Ask participants the following question and elicit responses in plenary:
 - o Consider the tests you have with your pupils. What types of questions and tasks do they include to test language areas (e.g. grammar, vocabulary, pronunciation, etc.) and skills (reading, writing, speaking and listening)?

Possible answers:

multiple choice questions, filling in the gaps in the text, True/False statements, completing tables and sentences, etc.

Ask participants the following questions and elicit responses in plenary:

o Are the types of questions or tasks you have in tests similar to activities and exercises that your pupils do in the lessons?

o How are they similar and different from each other?

Establish that teachers can use many of the activities from their lessons in tests they develop. This will ensure that pupils are familiar with the type of question in the test because the format and instructions of these tasks and activities are similar. However, there is a fundamental difference in the purpose, because the purpose of the test task or question is to test, not to teach.

Tell participants that now they will look at some more types of tasks they can use for testing grammar, vocabulary, language functions and pronunciation.

Give out Handout 1 and ask participants to work individually and decide which language area each task is testing.

Ask participants to compare and discuss their answers in pairs.

Discuss answers in plenary.

Answer keys: 1 – vocabulary, 2 – grammar, 3 – language functions, 4 – pronunciation

4. Testing language skills

Objective: to help participants explore the basic principles in testing and assessing language skills

Time: 15 minutes

Materials: Handout 2

Interaction: pair work, plenary

Procedure:

Ask participants to work in pairs and decide whether the suggestions in Handout 2 are true or false.

- When the pairs are ready, discuss the answers in plenary.

Answer keys:

1. True. Using texts pupils have already seen tests pupils' memory, not their reading skills.
2. True. This makes it easier for pupils to understand the text.
3. True. Setting context helps better understanding of the listening passage.
4. False. Dictation is a very useful form of listening test when it requires pupils to listen for some communicative purpose, for example, to listen to get specific information or understand the main points from the passage. However, the teacher should ensure that every pupil can hear her/him or the recording.
5. True. This is to ensure that, firstly, pupils are familiar with the types of tasks and, secondly, we test what we have taught.
6. False. Pupils' awareness of what marks will be given for different criteria is crucial, as they will focus more on these aspects when they write.
7. True. As it is in writing, in speaking too it is important to decide on the criteria and aspect of speaking being tested. Teachers can give marks for grammatical accuracy, using vocabulary you have taught them, using appropriate functional language, pronunciation, etc.
8. True. This is a practical way of dealing with large classes. However, teachers need to be careful how they group pupils in case stronger pupils always dominate weaker ones in the group. It is also important to decide whether the teacher gives a group mark or an individual mark.

5. How to write and organise tests

Objective: to help participants explore the basic principles in writing tests

Time: 15 minutes

Materials: Handout 3

Interaction: individual, plenary

Procedure:

- Tell participants that sometimes teachers need to write tests for their pupils themselves. Ask participants if they have written their own tests?

- Explain that in the next stages of the session they will explore how to write or organise a good reliable test and look at some examples of different kinds of questions they could include in their own tests.
- Ask participants to work individually and match the recommendations for writing tests in column A with their explanations in column B in Handout 4.
- Ask participants to compare and discuss their answers in pairs.
- Discuss the answers in plenary.

Answer keys: 1 d, 2 a, 3 e, 4c, 5b

6. Reflection and action planning

Objectives: to help participants to reflect on the activities they practised; to give participants opportunity to think of the things they would like to learn more about; to help participants to decide on the goals for development

Time: 10 minutes

Materials: none

Interaction: individual, pair work, plenary

Procedure:

- Ask them to complete these sentences individually by reflecting on the session:

1) One thing that I found very interesting in the session is ...

2) A testing technique that is new for me is ...

- Ask them to get into pairs and discuss their answers.

- Summarise the session by establishing that

o At schools we mostly deal with achievement tests because they are based on the course we teach.

o We should test what we teach.

Handout 1

Which language area (grammar, vocabulary, language functions and pronunciation) is each task testing?

1. Put the words in the appropriate column. apple cucumber cherry onion
potatotomato pear banana carrot orange Fruit example: apple Vegetables

2. Write a complete sentence.

I/go/city/visit/brother/last Thursday

+`

3. Draw a line to show the best way of speaking to the people in Column B

A B

Have you got a pen? A stranger

Could I borrow your pen, please? Your teacher

I'm sorry to trouble you, but could I borrow a pen? Your friend

4. Underline the stressed syllables in these words:

Example: doctor

a) engineer

b) artists

c) photographer

Handout 2

Work in pairs and decide whether the suggestions below are true or false.

1. For reading test tasks do not use texts that pupils have already seen.

2. Choose texts that are based on pupils' own life or knowledge.

3. For listening tasks set the context of the listening as you would in listening practice.

4. Dictation is not a useful form of listening test.

5. The way a writing test is organised depends on the writing activities you have been using with your pupils.

6. Decide what marks you give for accurate writing, correct content, creativity or appropriate style but don't tell the pupils this on the test paper.

7. When you construct a speaking test, be clear what you are giving marks for.

8. In a speaking test, you can test pupils in groups of two or three.

Handout 3

Match recommendations with their explanations.

Example: 1 d

A – Recommendations B – Explanations

1. Test only the language and skills which pupils have already learnt.
 - a. All pupils must be able to understand the instructions. They also need to be familiar with the type of question or task (for example, have they done multiple choice (choosing the correct answer from A, B, C and D) tasks before?).
2. Write very simple, clear instructions and give an example with an answer on the test paper.
 - b. For example, will they get marks for correct grammar, correct spelling, good content, tidy writing, or all of these things?
3. Decide on a marking scheme that is objective.
 - c. It is no good pupils doing a test which is so difficult that most of them fail. Remember, success motivates your pupils.
4. Decide on how difficult the test should be.
 - d. So check the syllabus (course programme) or the learning objectives of the lesson to make sure you are testing what you taught.
5. Write on the test paper exactly how many marks pupils will get for each question.
 - e. Decide on the descriptions of what answers should get what marks so that if another teacher marks the test pupils will still get the same marks.

LESSON 4: THE CONTEMPORARY (MODERN) TYPES OF DICTATION IN TEACHING ENGLISH

Plan:

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

The word "dictation" comes from the Latin verb "dicto". Dictation is a variant of a written task; in which pupils write different texts for the dictation of the teacher. Dictation has numerous uses in the ELT classroom, often involving very little preparation and a lot of creativity and interest. Used imaginatively, it can be an effective tool for working on accuracy and fluency in all four skills.

What is dictation?

Why do it?

What are the potential problems?

How can we make dictation more learner-centred?

What is dictation?

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

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

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

Why do it?

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

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

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

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

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

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

For the pupils, dictations:

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

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

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

Additionally, dictation activities where pupils compare their version of the text to the original can increase their ability to notice aspects of the language

which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person 's', etc. The comparison also helps pupils to become better at identifying errors in their own written work.

What are the potential problems?

Boredom

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

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

3.2. The merit and demerits of Dictation

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

The -'s possessive

The -s third person singular

The -ed ending for regular past participles.

- dictation shows pupils the kinds of spelling errors they are prone to make;
- dictation gives pupils practice in comprehending and transcribing clear English prose.

Note: I find this important because we have all encountered awkward sentences in textbooks that are not good models of English writing, or raise grammatical, syntactic, or semantic questions that are not the point of the exercise to begin with. One example from a rather famous source: "When you receive a request like that, you cannot fail to obey it." This was in a textbook for a pre-intermediate class and came without a footnote to aid the pupil;

- dictation gives pupils valuable practice in note taking. ESL college pupils may already be in courses in which they must take notes of lectures delivered in English at normal speaking speed. While no one should take lecture notes that are exact transcriptions, learning to write spoken language quickly is an essential college skill;

- dictation gives practice in correct forms of speech. Note: We have all read pupil compositions with grammatically correct sentences that are not correct forms, for example She is a surgeon of hearts or He is a good cooker;

- dictation can help develop all four language skills in an integrative way;

- dictation helps to develop short-term memory. Pupils practice retaining meaningful phrases or whole sentences before writing them down;

- dictation can serve as an excellent review exercise;

- dictation is psychologically powerful and challenging;

- dictation fosters unconscious thinking in the new language;

- if the pupils do well, dictation is motivating;

- dictation involves the whole class, no matter how large it is ;

- during and after the dictation, all pupils are active. Correction can be done by the pupils;

- dictation can be prepared for any level;

- the pupils, as well as the teacher, can get instant feedback if desired;

- dictation can be administered quite effectively by an inexperienced teacher;

- while dictating, the teacher can (in fact should) move about, giving individual attention ;

- dictation exercises can pull the class together during the valuable first minutes of class;

- dictation can provide access to interesting texts;
- knowing how to take dictation is a skill with "real world" applications.

Many jobs demand accurate understanding of spoken orders (phone agents, dispatchers, administrative assistants, etc.);

- dictation can be a good indicator of overall language ability. (For its use in testing, the research of John W. Oller, Jr. is particularly useful.);
- dictation is a valuable language learning device that has been used for centuries. Although linguists have not completely understood how it facilitates language acquisition--it would be extremely difficult to isolate the language competencies that are employed--many have attested to its pedagogical value.

One of the 20th century's most influential linguists, Leonard Bloomfield, strongly endorsed the use of dictation as a learning device. Today, many methodologists are at least inclined to agree with Finocchiaro's summary of its value: "[Dictation] ensures attentive listening; it trains pupils to distinguish sounds; it helps fix concepts of punctuation; it enables pupils to learn to transfer oral sounds to written symbols; it helps to develop aural comprehension; and it assists in self-evaluation."

Difficulty

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

Accuracy when checking

Pupils often aren't very good at looking for mistakes in what they have written when comparing it to the original text. It can often be easier to check the errors in someone else's text rather than in our own. Also, it might be an idea to leave some time between completing the dictation and checking the text against a correct version as pupils are often better able to find their errors with 'fresh' eyes. Doing this will also be good training for pupils, giving them strategies for checking their own written work.

How can we make dictation more learner-centred?

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

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

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

Do the dictation yourself but let the pupils control the speed that you speak at and the amount of repetition you do. Tell the pupils that they need to pretend that you are no longer a teacher but you have turned into a human tape recorder.

As you read the text, they call out instructions such as 'Stop', 'Rewind', 'Play', 'Decrease speed' etc.

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

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

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

work, reading. In short, it gives practice in almost everything. The one skill absent from this list is speaking, but this too can be practised if the dictation is approached in a slightly different way.

Point one

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

Point two

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

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

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

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

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

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

Point three

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

Point four

Dictation can also be used to promote the skill of inferring from context. Take a short text and remove eight to ten words from it. These could be random or you could focus on a particular class of word, verbs for example. Read the dictation to the class in the usual way, but when you reach a gapped word, say 'gap'. The pupils then have to use the context to think of a suitable word that will fill each gap. In terms of writing skills, try dictating a text without punctuation and then asking the pupils to work in groups to punctuate the text appropriately. This is not as easy as it sounds!

Point five

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

Despite claims such as these from respected methodologists, dictation is not widely used in ESL programs. Likewise, it has long been ignored in most teacher-

training programs. The purpose of this paper is to re-introduce dictation as a valuable language learning device and to suggest ways for using it in an effective and interesting manner. As a testing method, dictation has been confirmed to be reliable and valid by many researchers. Based on the summary of empirical studies, Oller, for example, considers dictation to be a type of integrative test, a test which requires a learner to use several language skills at the same time). Heaton says, "the integrated skills involved in tests of dictation include auditory discrimination, the auditory memory span, spelling, the recognition of sound segments, a familiarity with the grammatical and lexical patterning of the language, and overall textual comprehension", and claims, "dictation tests can prove good predictors of global language ability".

Dictation is, in a sense, an established means of testing. As a teaching method, however, dictation lacks sound empirical grounds. Harris, for example, insists that dictation can be a useful pedagogical device but offers little empirical support. Davis and Rinvolutri also mention that dictation is an effective measure of teaching, and provide us with various methods of dictation.

However, empirical support for their claim of effectiveness is slight. One example of empirical data was provided by Yoshida. He found statistically significant positive correlations between dictation and the results of listening tests, and, based on these findings, claims that dictation can be a good teaching device. His findings do indicate that dictation is a good predictor of learners' listening ability. However, a good predictor does not necessarily turn out to be a good teaching device. The literature as a whole, therefore, shows that dictation has been utilized by foreign language teachers for teaching with precarious empirical support.

3.3. Effectively Usage of Dictation in teaching foreign languages

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

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

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

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

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

1. Learner to learner dictation is running dictation- Someone has got a piece of paper where is written a reader, someone' got a write. Get a pair, in each pair should be one reader and one writer. Instructions- who is a reader , you run and read sentences only on a green piece of paper, then you come back to your partner .

The writer writes what you say.

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

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

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

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

-To divide the participants in 2 groups .

Instructions

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

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

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

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

INSTRUCTIONS;

1. You are listening to some interesting sounds.

2. First time you just listen

3. While listening second time you are writing some notes. Do not write whole sentences.

4. -create a story in a group

6) Picture dictation refers to learner to learner dictation.

To divide pupils in pairs “A” ‘B”.

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

7.Wild dictation refers teacher to learner independent type.

-Pointing to the board to tell pupils that they are going to think of 7 words,

№ 1-the place ,where people might live.....

3 minutes

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

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

Questions:

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

Answers:

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

Learning Outcomes

By the end of the session participants will have:

- clarified what a dictation is
- practised different types of dictations

Key Learning Points

- Dictation is an effective language teaching activity.
- There are a great variety of dictations.
- Dictations can be creative.

Preparation: Do necessary preparations for activity 3

Plan

1. Outcomes Finding out what participants know about dictations

2 minutes

2. Lead in Filling in a table on dictation, its types and aims

10 minutes Handout 1

3. Practice, reflection and action plan

Practising 5 types of dictations, reflecting on this practice and writing an action plan

40 minutes Handout 2

cards, copies of text, pictures

4. Tips for dictating Eliciting and discussing tips for dictating

15 minutes Handout 3

5. Benefits of dictations; reconsidering ideas

Eliciting and discussing benefits of dictations; reconsidering ideas about dictations

13 minutes Handout 4

1. Outcomes

Objective: to raise participants' awareness of what a dictation is

Time: 2 minutes

Materials: none

Interaction: plenary

Procedure:

- Start the session with a brief review of a previous day.
- Ask participants to guess the topic of the session by unscrambling the word

Dictation: TICOTIAND

- Elicit from participants what a dictation is, accept all answers.

2. Lead in

Objective: to encourage participants to think about dictations, their types and aims

Time: 10 minutes

Materials: Handout 1

Interaction: individual task

Procedure:

- Say that there is some information about dictations on Handout 1 (see below). Ask them individually to tick what they think the correct answer is and write their reasons to use dictations. Give them 5 minutes.
- Check understanding of the instruction.
- Distribute Handout 1 (you need 10 copies of Handout 1 p.8 for 20 participants).
- Say that at the end of the session participants will look through the table again.

3. Practice, reflection and action plan

Objectives: to familiarise participants with different types of dictations; to give participants an opportunity to practise different types of dictations; to reflect on the dictations and make an action plan

Time: 45 minutes

Materials: Handouts 2, cards, a picture of a room, copies of the text London, flipchart

Interaction: individual task, group work

Preparation: 1) before the session prepare 10 pictures of a car, a tomato, a potato, a banana, a table, an apple, a carrot, a pear, an orange, a cabbage (one object on one card) for Silent picture dictation; 2) for Silent picture dictation write the appropriate names of fruits and vegetables in 2 columns on a poster; 3) draw 3 pictures (of a robot, books and trees) for Picture dictation; 4) write the words bad, short, black, dog on flipchart. Pupils should not see these words; 5) make 6 copies of the text London for Dictogloss;

Procedure:

- Ask participants which types of dictation they use with their pupils. Accept their answers.
- Say that you will demonstrate 5 types of dictations and participants will write them as pupils in their notebooks.

1) Silent picture dictation

- Say that the dictation they will have is called ‘Silent picture dictation’ because you won’t dictate anything, you will only show. Put participants into two groups, fruits and vegetables. Explain that you will demonstrate different pictures, but ‘fruits’ participants should write only the names of fruits and ‘vegetables’ – only the names of vegetables.
- Check understanding of the instruction.
- Show one by one 10 pictures for participants to write down their words: a car, a tomato, a potato, a banana, a table, an apple, a carrot, a pear, an orange, a cabbage. Ask ‘fruits’ participants to read aloud their words and ‘vegetables’ participants - theirs.
- Ask participants to exchange their notebooks in pairs and to check spelling of the words by comparing with the examples on the poster. Put the poster with the words of fruits and vegetables on the wall.
- Say that participants are teachers again and they will analyze the Silent picture dictation with the help of Handout 2. Explain what participants are supposed to do in Handout 2.
- Distribute Handout 2. Encourage participants to express their ideas for dictation 1. Accept their ideas. Monitor participants and help them if necessary.

2) Picture dictation

- Say to participants that they are pupils again. Say that dictation 2 is called ‘Picture dictation’ and they will not write words, but draw objects you will dictate. Check understanding of the instruction.
- Don’t dictate too fast to let participants keep up with your pace.

A robot has a big square head. On the top of its head the robot has 2 ears in the shape of lamps; one is bigger than the other. The robot has two small eyes, a triangle nose and an oval mouth.

- Ask participants to compare their pictures. Show the original picture of a robot.
- Say to participants that they are teachers again. Ask them to look at Handout 2, discuss dictation 2 with them. Encourage participants to express their ideas on this dictation. Monitor them and help them to fill in the table if necessary.

3) Change the text

- Say that participants are pupils now. Explain that the name of the dictation is ‘Change the text’, because participants will change the text when they write the dictation. Say that participants should write all verbs in the dictation in the Present Simple, 3 person, singular.

- To check understanding of the instruction take verbs ‘worked’ and ‘ran’ as examples. Ask participants to say the forms they will write these words in the dictation

Key: ‘works’, ‘runs’

- Say that you will dictate the text 3 times: first - the whole text, second –

sentence by sentence with pauses for participants to write and third – again the whole text for participants to check their dictations. Dictate the following text:

John cleaned his teeth, took a shower and had breakfast. He had cheese and bread for

breakfast. John did not want tea, so he drank some coffee. He went to school. John was

happy because he got an excellent mark.

- Say that participants are teachers again. Ask them to look at the answer given as an example for dictation 3 on Handout 2 and discuss it with participants. Encourage participants to express their ideas on this dictation. Accept their ideas and react properly.

- Watch that participants take notes in Handout 2.

4) Whistle dictation

- Say to participants that they are pupils again and they will write a dictation

called Whistle dictation. Explain that they will write only words which you will

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not dictate but whistle. If you cannot whistle you can knock or clap. In this case the dictation will be called 'Knocking' or 'Clapping' dictation.

- To check understanding of the instruction ask comprehension questions, e.g.:

- o Which words will you write?

Key: The words which will be whistled

There were two brothers, one good and the other (whistle). The first brother was tall and the second brother was (whistle). One brother liked white colour and the other liked (whistle).

One brother had a cat and the other had a (whistle).

- Ask participants to exchange their dictations, to look at the flipchart and to check the words.

Key: bad, short, black, dog

- Say to participants that they are teachers again. Ask them to look at the answer given as an example for dictation 4 on Handout 2 and discuss it with participants. Encourage them to express their ideas on this dictation. Monitor and help them if necessary.

5) Dictogloss

- Say that the next dictation is called 'Dictogloss'. Explain that the name of the dictation has two words: 'dicto' from 'dictation' and 'gloss' from 'glossary' which means 'a word'. Say you will read the text once only. Ask participants to write down only key words of the text and to recreate the text in groups. Ask them to choose a person in the group who will write the text on a separate sheet of paper. Give them 5 minutes.

- Check understanding of the instruction.

- Put participants in 5 groups. Read the text London.

London

London is the capital of the United Kingdom. It is on the River Thames which has more than 20 bridges. London has a lot of old buildings, museums and parks with beautiful trees and flowers. Also there are a great number of companies, offices and banks in London. About 7 million people live there. London has more than 25 million tourists every year!

- When they have finished reading distribute the original text (one text for each group), ask participants to compare it with their variant and correct it if necessary. Some participants may be inattentive to details of the dictation.

They may write that, for example, London is the capital of England. Although it is factually correct, but in the context of the task it is a wrong answer, as the task is to recreate the given text and in the text London is given as the capital of the United Kingdom.

- Choose the group with the text closest to the original, congratulate winners.
- Discuss with participants the answer given as an example for dictation 5 on Handout 2. Encourage them to express their ideas on the dictation.
- Monitor participants and help them if necessary to fill in the table.

4. Tips for giving dictation

Objective: to give participants some practical tips for dictating and discuss them

Time: 15 minutes

Materials: Handout 3

Interaction: pair work

Procedure:

- Ask participants:
 - o What is important while dictating a text?

Possible answer: The way how a teacher dictates a text.

Ask participants how they dictate texts and accept their answers. Say that there are some recommendations on how to dictate properly on Handout 3.

Some recommendations are true, but some of them are false.

Ask participants in pairs to check which recommendations are true and which are false. Give them 5 minutes.

Distribute Handout 3 (you need 7 copies for 21 participants). Check the activity.

Answer keys:

1. – T; 2. – F (Make sure the book you read from does not block your face); 3. – F

(Don't read fast, give you listeners time to understand what you read); 4. – T; 5. – T;

6. – F (Make eye contact with your pupils); 7. – T.

Ask participants which recommendations they find the most important and why. Accept their answers.

5. Benefits of dictations

Objectives: to elicit participants' ideas about benefits of using dictations; to help participants reconsider their ideas on dictations

Time: 13 minutes

Materials: Handout 4

Interaction: plenary

Procedure:

Ask participants what benefits of using dictations are. Accept their ideas. Say that they have 5 minutes to compare their ideas with the items on Handout 4.

Distribute Handout 4 (you need 7 copies for 21 participants).

Ask participants if they agree with the sentences. Why, why not? Accept their ideas.

Ask participants to look through Handout 1 again and make changes if necessary.

Ask participants if the today's session has changed their ideas about dictations and how. Accept their ideas.

Phrase box

Dictogloss, picture dictation, key words

Handout 1

Individually tick answers which you think are correct. Write your reasons to use dictations.

I. 1. In dictations we use:

A) only words B) only pictures C) words and pictures

2. How long should the text be?

A) a single word B) a phrase C) a short text

3. Must pupils write down everything?

A) yes, the whole text B) no, some parts of the text C) no, pupils must change the text

4. Who corrects the dictation?

A) a teacher B) a pupil corrects himself C) a pupil corrects another pupil's dictation

II. Write 2 reasons to use dictations:

o Reason 1

o Reason 2

Handout 2

Reflect on the dictations. Write your comments.

Dictation Is it effective (E) or ineffective (I) and why

Anything I'd like to change in the dictation for my classes

Who can check and correct the dictation

1) Silent picture

E, it checks:

1. Ability to differentiate objects
2. Knowledge of names of objects in English
3. Spelling
4. Pupils' attention

I can choose other objects, e.g., wild animals and domestic animals; summer clothes and winter clothes.

1. I can check the dictation
2. In pairs pupils can check and correct each other if I give them correct answers after dictation on Bb/ separate paper.

2) Picture

3) Change the text

1. I can ask my pupils to change the name and pronouns referring to the main character (instead of John write Jane, she and her).
2. I can ask my pupils to write other food and drinks.

4) Whistle

E, it checks:

1. Spelling
2. Vocabulary

5) Dictogloss

E, it checks:

1. Spelling
2. Pupils' attention

I can use any interesting text suitable for the level of my pupils.

Handout 3

Read the tips and decide which is true and which is false.

Tips on proper dictating T F

1. Make sure you pronounce the words correctly and clearly.
2. Make sure the book you read from blocks your face.
3. Read fast, don't give your listeners time to understand what you read.
4. It's important to pause to make sense of a text.
5. You can stress important words by increasing the volume of your voice.
6. Never make eye contact with your pupils.
7. Look interested in what you are reading.

Handout 4

Read the information about benefits of dictation; compare it with your ideas.

Benefits of dictations

1. Pupils are active during the exercise.
2. A dictation can lead to oral communicative activities.
3. A dictation can help a teacher to address different levels of English.
4. A dictation can help a teacher to manage large classes.
5. A dictation enables a teacher to use interesting texts.

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

Plan:

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

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

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

In environments where teaching staff are not able to fulfill all requirements

of the curriculum with regard to the skills and knowledge required, ready-made, high quality audio-visual and other programmes may provide sufficient backup for them to offer appropriate courses without having to engage in timeconsuming and expensive (re)training. Andreas Lund's article points out that there is a strong tradition of Computer Assisted Language Learning (CALL) addressing materials, software packages and technologies that aid and promote cognitive development and linguistic performance, but emphasizes that we must pay more attention to how technologies are embedded in larger social and cultural practices for them to be truly effective. The professional isolation of teachers may well be relegated to the history books, if they learn how to use the potential for networking, which ICTs offer.

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

Russian-speaking world into the classroom.

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

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

5.2 The advantages of multimedia learning environments

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

“Multimedia can:

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

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

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

Technological resources currently deployed in language learning .

Audio devices: The most popular and most widely used devices

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

Video: The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication: gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural contexts.

And devices like DVD players, videocassettes, web sources, the laserdisc and video cameras readily supply these. Thanks to modern technology, scenes can be located, isolated and replayed at random and there is an abundance of literature suggesting how to exploit film/video sequences meaningfully. Different forms of visual support can now be offered (e.g. optional sub -titles in the mother tongue or target language to assist understanding and facilitate access to the language).

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

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

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

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

The advent of the computer

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

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

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

Web-based learning

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

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

1. Web-based language learning materials should offer more than simple online feedback on correct or incorrect input (similar to traditional computer assisted exercises on CD-ROM), but rather offer a platform for communication and interaction within a virtual, telecooperative classroom. The features of such learning environment need to be defined, also in view of a possible link between learning in a self-study and telecooperative mode, net meetings, and contact lessons and meetings in a real classroom.

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

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

http://www.ecml.at/projects/voll/menu_top.htm.

Managing a virtual learning environment requires special qualifications and skills on the part of the teacher, so training measures in this area are to be encouraged. With regard to this, the WELL Project (Web Enhanced Language Learning) or the ICT4LT Project (ICT4LT web site), which has developed a substantial set of web-based training materials in Information and

Communication Technology for Language Teachers, could serve as examples of good practice. The WELL Project in particular aimed to promote wider awareness and more effective use of web resources for modern language teaching. It provided a starting point for discovery and also a forum for the exchange of good practice amongst more advanced practitioners.

Prerequisites for successful integration of ICT

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

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

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

In today's world of emerging trends in technology, everything is flexible, especially the teaching of English language. Methods of teaching English language have developed rapidly over the past forty years. So it is important that language learners as well as teachers adopt and understand the various techniques of language teaching and upgrade themselves of the same. Teachers teaching English at various grades must also be able to adapt themselves to the needs of the young minds and how in turn will help to bring about drastic changes in the society. According to academic research, linguists have demonstrated that there is not one single best method to teach English language and that no one teaching method is inherently superior to the others. This paper outlines the main methodologies used in language teaching such as direct methods, the conventional chalk and talk method, audio-lingual method, grammar translation, communicative approach etc. to create a learner friendly environment. It also focuses on the incorporation of technology in teaching English. The four basic language skills are listening, speaking, reading and writing. However, other socially based language skills have been identified more recently such as summarizing, describing, narrating, dramatizing etc., to be applied to language class rooms. The thrust areas of language teaching include grammar, vocabulary, and pronunciation, listening and speaking which helps learners acquire efficiency in the language.

In this modern era of information and technology, due to rise in Globalization and Commercialization, English language teaching (ELT) has

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

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

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

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

ICT and English Language Teaching Power Point Presentation: This is a useful and powerful tool that is now being used in English classrooms extensively

and effectively. PPT can be used to teach new ideas and concepts to pupils. It also helps pupils in enhancing their speaking and listening skills.

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

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

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

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

Listening Skills. Listening is the ability to accurately receive and interpret messages in the Communication process. It is a key to effective communication.

Listening is a natural way to learn a language. With the advent of technology, it is necessary to use audio-visual resources to the maximum to acquire efficiency in English language.

Speaking Skills Pupils should be encouraged to speak in the classroom.

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

Language Lab and Its Role in Enhancing Communication Skills The best way to learn English is through listening, though considered a conventional method. A language lab helps pupils develop proficiency in learning by using audio visual aids. They are also exposed to different accents of spoken language. They can also answer questions based on Grammar and Vocabulary.

Language labs also help pupils worthy of employment. Clarity English

Language Lab is a network based teaching software designed to improve teaching environment in the computer labs. Clarity English Language Lab enables a teacher to remotely control, monitor, broadcast, and assist pupils in teacher PC directly. With powerful functions and friendly user interface, Clarity English Language Lab not only facilitates the teaching process but also brings fun and efficiency to learning. It has been greatly used in Schools, Colleges and Universities.

In today's highly informational and technological world, it is extremely important to have good communication skills or presentation skills which are the need of the hour and the basic requirement of any organization.

Communication may be defined as, 'The process by which we exchange information between individuals or groups of people'. Good language skills are key to success in life, work and relationships. English language teaching has a very prominent role to play in the development and competency of a learner; it can broaden their horizons and make them familiar with the various aspects of learning language skills. A pupil, efficient and fluent in English can excel anywhere in this competitive world.

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

Similarly, Wiki media project considers ICTs as "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information." ICTs have transformed the way humans communicate and carryout different activities within and across national boundaries. They have brought innovations in the way humans carry out many activities. As human fields of endeavor are diverse, so are the uses made of

information and Communication Technologies. Today, ICTs touch almost every sphere of human life. They are used in education, politics, health, judiciary, libraries, banks, security, and commerce and so on. The role of ICTs in transforming the society therefore is indisputable able.

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

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

made it possible for teachers of various disciplines to modify their professional practices to achieve quality delivery.

ICTs such as, television, Radio, video and multimedia computer software are indispensable tools that teachers of English Language can use to teach language skills and other aspects of English Language. Multimedia computer software for instance provides real life situations in learning and teaching of English Language. They combine sounds, pictures/images and texts which draw the learners' attention or compel them to watch, listen and become engaged in the lesson. Similarly, multimedia use in classroom will provide the learners with opportunity for interacting with diverse texts that give pupils a solid background in the tasks and content English language courses designed improve their proficiency in English and interaction with learning texts. Furthermore, since ICTs are now technology integral part of the curriculum, pupils learning English Language must become proficient in accessing and using electronic resources.

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

lecturer passes the necessary information through verbal means, learning takes place.

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

- Large class has more pupils than the recommended class size.
- Large has more pupils than learning materials and physical structures.
- A large class has number of pupils in that can stop the teacher from working as expected and at the same time hampers pupils' learning.

Large class sizes are therefore is a common phenomenon which is often perceived as one of the main barriers to achieving quality education as it poses numerous problems of teaching and learning. In spite of several efforts made to

overcome the challenges, large classes remain a reality in institutions of higher learning. This does not however mean that there are no ways of making learning easy in a large class. ICTs have brought innovation in teaching and learning by transforming teacher-talking and pupils-listen traditional approach to interactive, explorative and collaborative learning.

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

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

The British Council's ICT in Schools project points out that Language teachers have been avid users of technology for a very long time. Among the

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

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

large classes. There are many programmes that can be published on CD-ROMS to be used with computers.

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

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

Videodiscs Teaching literature. Videodiscs contain authentic documentations that if manipulated well by the teacher will facilitate learning and teaching of English in Large classes. This technology helps the teacher to bring almost real life situation into the classroom. Interactive videodiscs are

suitable for teaching literature. The teacher for instance can introduce a novel or play; explain the settings, the themes and characters. After introducing the novel or play, the teacher assigns the pupils to read the text which will be followed by showing the film version to the pupils. The class can be divided into groups so as to create conducive viewing environment as viewing in large class could be noisy and pupils sitting far away may not have clear viewing or hearing. During the viewing, the teacher could select major themes and characters and discuss them through forwarding or playing back. As activities, the pupils can be grouped to work with the CD-ROM containing the complete text. Each group should be allowed to browse through the text and take note. The leader of the group may report their experiences when the class meets next. Alternatively, pupils may be allowed to watch a complete text and take note on the major characters. In a large class the teacher may divide the class into groups. Each group is given a character and is encouraged to listen and take note on the character. After note taking, the pupils exchange their notes to make comparison. By comparing the notes, the pupils then develop them into full fledged notes.

Teaching Spoken English. Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD ROMS. The pupils in a large class for instance can be taught the art of public speaking through slide presentations with power point projector. The use of power point projector enables almost all the pupils to see the points projected in slides and sometimes even images accompanying the texts. After the presentation, the pupils will be made to watch formal speech or debate on certain issue/topic that has been documented. This will offer them training in public speaking and expressing themselves in English Language. As an activity,

the large class can be grouped in order to have formal speech presented by each group or debating teams representing the groups. Doing this will widen the pupils' vocabulary as well as elaborate sentence structures.

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

In a similar way, all the components of informal, semi-formal or formal letters may also be presented in slides when teaching letter writing. Projection in slides can as well be done when teaching the writing of memorandum or email. In addition to power point presentation, the teacher could use Videodisc containing complete documentation of writing task. This will offer the pupils opportunity to listen and see the structuring of the writing task as well as language style. Large class could also be grouped in order to create conducive

viewing environment. The teacher should allow the pupils to browse through the documentation in group. Each of the groups should be engaged in writing task which a group leader will present on behalf of the group at the next lesson. This grouping will also ease assessment, although weak pupils will be hidden under the auspices of the strong ones. In a situation where software for writing tasks can be procured, the teacher can do his presentation with overhead projector. Where computers are limited, the class can be grouped for laboratory work. The teacher allows them to browse through on their own and goes around playing the role of consultant or facilitator. Proper utilization of technologies in the teaching and learning of English changes the teacher's role from transmitter of knowledge as in the traditional classroom to a consultant.

Utilizing the Internet Technologies

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

In English medium universities in Uzbekistan, large class sizes are common phenomenon especially the use of English classes. Due to the large

size of the classes, the teacher finds difficulties in treating individual pupil's problems. Email can be utilized by the teacher to interact and attend to the pupils' individual problems. Through exchange of email, pupils expand their vocabulary, structures and expressions. The challenges teachers of English in large classes face is access to the internet facilities in laboratories. Due to the large number of pupils in the classroom, the teacher has to group the pupils in order to be able use the meager resources (computers and laboratory space).

Utilizing the Website for Teaching English Website as an internet technology is an essential tool that the teaching can use to facilitate the teaching and learning of English Language in a large class. It provides a lot of opportunities for teaching and learning. The teacher for instance can combine offline and online teachings in order overcome some of the challenges of teaching and learning in a large. Teachers of English in large classes can use the website for different purposes in order to facilitate the teaching and learning of English Language.

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

Lesson plans, exercises and reading materials are available on English language teaching websites e.g www.teachingenglish.org.uk. Website can also be used to post assignments or exercises for the pupils. Large class size can be

reduced by posting group assignments to the website of which pupils will be instructed to download only the one of their group. The pupils decide their meeting hours for the assignment and post the result to the website for the teacher on completion. Websites provide working materials for the teacher.

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

In addition to website, pupils can access e-library materials at a distance.

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

This study has examined the role of information and communication technologies in facilitating teaching and learning of English Large in Large classes. It harnessed several views of scholars which established the fact that ICTs are indispensable tools that facilitate the teaching and learning of English Language in large classes. The paper has pointed out how multimedia

technologies such as the videodiscs, CD-ROMS, DVD, and power point projectors can be applied in the teaching of different aspects of English Language such as literature (plays, prose or poems), writing, vocabulary development and grammar. It has as well highlighted how e-mail, websites and e-library can be utilized by the teacher of English Language to facilitate teaching and learning in large classes. The study therefore, has shown that information and communication technologies encompasses several devices that the teacher can manipulate appropriate on for a lesson being taught to facilitate delivery, learning activities as well as evaluation.

5.4 Useful internet resources for teaching English language

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

Internet TESL Journal

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

Everything ESL

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

Breaking News English

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

ESL Mania

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

program. The site is cleanly laid out and information is easy to find.

Dave's ESL Cafe

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

Session 6 Teaching Pronunciation

Learning Outcomes:

By the end of the session participants will:

- have learnt useful techniques to teach pronunciation
- have experienced pronunciation activities as learners

Key Learning Points:

- teaching pronunciation increases the learner's self confidence in speaking and listening
- teaching pronunciation increases both accuracy and fluency

Preparation: For stage 3, 5 prepare Poster 1 and 2 beforehand.

Plan

1 Day review Reflect on the previous day 5 minutes

2 Warm up Pronunciation Ball game 10 minutes A small ball

3 Lead in Discussing problems in teaching pronunciation and possible ways of dealing with them

10 minutes

Poster 1, a small

mirror, rubber

bands, short and

long sticks

4 Useful language

Practising useful language for teaching pronunciation 20 minutes

Handout 1

5 Activities to teach pronunciation

Practising some fun and effective activities to teach stress and rhythm 35 minutes

Poster 2, Poster 3

Handout 2 for Optional activity

1 Previous Day Review

Objective: to help participants to reflect on the previous day

Time: 5 minutes

Materials: none

Interaction: plenary

Procedure:

Ask participants to recall previous day sessions. Ask the following questions:

1. What was the first session?
2. What did you learn in the session about pair and group work?
3. Why it is important to know about a learner's learning styles?

2 Warm-up Pronunciation Ball

Objectives: to warm up; to prepare for the session

Time: 10 minutes

Materials: a small ball

Interaction: whole group

Procedure:

Ask participants to stand up and form a circle. Say that you will play a ball game. Explain that a first person says a one-syllable word and throws a ball to somebody in the circle.

A person who will get a ball should reply with a word that rhymes with the first word. Then s/he throws the ball to another participant. If a participant cannot say a rhyming word s/he can start another round with a new one-syllable word.

e.g.

A: boat ...

B: coat. ...

C: road. ...

- Allow them to play for about 10 minutes. Ask them to go back to their places.

3. Lead in

Objective: to raise teachers' awareness in problems learners of English face

Time: 10 minutes

Materials: Poster 1, mirror, rubber band, long and short sticks.

Interaction: plenary, pair work

Procedure:

- Ask participants to recall the warm up they did before. Ask participants to guess the topic of the session looking also at the things: mirror, rubber band, long and short sticks. (Answer Key: Pronunciation)
- Write 'Pronunciation' on the blackboard. Say that in the session they will explore problems in pronunciation their pupils have and practise some interesting and effective activities for practising pronunciation.
- Ask teachers to think about their pupils and answer the questions. Write them on a poster or on the board.

1. What do your pupils find most difficult to pronounce and understand in English?

2. Which sounds do they find particularly difficult to pronounce?

3. How do you teach pronunciation? What do you use?

- Ask participants to work in pairs and share their ideas.
- Elicit ideas from pairs. Write their ideas in two columns.

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Poster 1

Answer the following questions.

1. What do your pupils find most difficult to pronounce and understand in

English?

2. Which sounds do they find particularly difficult to pronounce?

3. How do you teach pronunciation? What do you use? English Teacher Training Course

Problem Possible solution

e.g. thief Say two similar sounds one after the other to practise the difference [θ] [f]

=====

Possible answers:

Problem Possible solution

1) thief

2) w

3) asked

1) Say two similar sounds one after the other to practise the difference [θ] [f]

2) [w] work with a mirror, show the difference between [w] and [v]

3) explain that there's one syllable and that there's no [i] after [k]

Say that you will come back to the poster at the end of the session.

4. Useful language

Objectives: to raise awareness in other aspects of teaching pronunciation; to practise useful language for teaching pronunciation

Time: 20 minutes

Materials: Handout 1

Interaction: pair work, plenary

Procedure:

Ask teachers in pairs to work with Handout 1. Check they know all words in the Handout.

- Ask them to look at the classroom expressions and give an example or a situation E.g. Where's the stress in this word? – A pupil pronounced the word with wrong stress.
- Say that they have 15 minutes. Check they know what to do.
- Monitor and help if necessary. When most pairs finish, elicit answers.

Possible Answers:

- 1) A pupil pronounced a word with a wrong stress
- 2) teaching degrees of adjectives
- 3) teaching interrogative sentence, e.g. teaching Yes/No questions
- 4) teaching th, or ch
- 5) listening to the tape
- 6) presenting new words
- 7) teaching contractions e.g. there's
- 8) e.g. bags [z], backs [s]
- 9) e.g. live, leave
- 10) teaching word stress
- 11) e.g. words

- Establish that teaching pronunciation includes also stress (word and sentence stress), rhythm, contractions, linking etc.

5. Activities to teach pronunciation

Objective: to give participants opportunity to experience teaching pronunciation activities

Time: 35 minutes

Materials: Posters 2 and 3

Interaction: pair work

Preparation: Prepare Poster 2 and 3 beforehand. Prepare long and short sticks enough for each pair (matches can work).

Procedure:

Word stress

- Say that you will demonstrate some fun but effective activities to teach pronunciation.
- Say that you will show how to teach word stress using very simple things.

Demonstrate how to do it with a word 'software'.

- Distribute sticks. Give one long and five short sticks to each pair. Ask teachers to make a pattern with a word 'software': _____. Go round and check the answers.
- Demonstrate the answer on the blackboard: _____.
- Write the word 'vacation' on the blackboard. Ask participants in pairs make a syllables pattern. Go round and check the answer. Draw on the blackboard the answer: ____ _
- Do the same with the words 'restoration and globalisation'.

Answer Key:

vacation ____ _

vegetation ____ _

globalisation ____ _

- Say that we can also use rubber bands to practise word stress. Demonstrate with the word 'software' and ask participants to practise some words if time permitted. To demonstrate the word city pull rubber band twice: the first pull long, the second – short.
- Ask teachers to work in pairs. Give them rubber bands. One teacher says a word, another should demonstrate a stress pattern with a rubber band.
- Monitor and help if necessary. After about five minutes stop participants and say that they will play a game: The Echo Game.

The Echo Game

- Put Poster 2 on the blackboard.

- Divide the class into two groups. Say that group 1 participants will be Speakers and group 2 participants will be Echo. Both ‘Speaker’ and ‘Echo’ should raise hands while pronouncing a stressed syllable.
- Read the first line together: Speakers say ‘software’, Echo says: ‘everywhere’
- Point to the second line and prompt
- Check they know who are ‘Speaker’ and who are ‘Echo’ and play the game.

Poster 2

Sentence and word stress: The Echo Game

Speaker Echo

SOFTware EVERYwhere

SOFTware He must be SOMEwhere

SOFTware He’s Nowhere!

globaliSAtion We need appliCAtion.

globaliSAtion We went to vaCAtion.

globaliSAtion We see vegeTAtion.

- When they finish ask the two groups change their roles

Sentence stress

- Say that now you will demonstrate an activity for practising sentence stress.
- Put up Poster 3. Say that now they will work with sentence stress.
- Ask participants to clap their hands when they pronounce the words in capital letters.

Poster 3

Sentence Stress

TIGERS CHASE DEER.

The TIGERS have CHASED DEER.

The TIGERS will CHASE the DEER

The TIGERS have been CHASEing the DEER.

The TIGERS could have been CHASEing the DEER.

Ask participants to look at five sentences and ask the following questions:

o How many stress words are in each sentence?

o What are they?

Answer Key:

Three stress words in each sentence. The stressed words: TIGERS, CHASE, DEER.

First do the activity together with the whole class.

Then ask the first row to clap their hands and read the sentences in chorus.

After the first row ask the second row etc.

Ask teachers to think of the activities they have done and answer the following questions:

o Do you think you can use such activities with your pupils? Why? Why not?

o Are they useful for your pupils? Why? Why not?

o Why do you think teaching word and sentence stress is important?

Elicit some responses. Establish that teaching word and sentence stress can improve stress and rhythm in speaking English. It also helps learners to increase self confidence in speaking and listening.

Sum up the session. Ask participants to look at the poster you have done together at the beginning of the session. Ask them whether they have now more ideas how to overcome problems in teaching pronunciation. Elicit some ideas.

Handout 1

Give an example or a situation.

1. Where's the stress in this word?

2. How many syllables in this word?

3. Is this rising or falling?

4. What's this sound?
5. Listen and repeat!
6. Repeat after me.
7. How many words do you hear?
8. What happens to this sound?
9. Are these sounds the same or different?
10. How many vowels in this word?
11. Is there a vowel between the letter 'd' and 's'?

Session 7 Teaching Vocabulary – practice and production

Learning Outcomes:

By the end of the session participants will have:

- reflected on teaching and learning new words and phrases
- practised and discussed different techniques for presenting, practising and producing vocabulary

Key Learning Points:

- Teaching vocabulary includes presenting it to students, giving students opportunity to practise it and to produce it in their own speech.
- Logical sequence from controlled to free practice gives confidence and encourages learners to use the language.

Plan

1 Lead in Recalling the previous session

Establishing PPP 5 minutes

2 Practice makes perfect!

Vocabulary practice techniques 20 minutes

Handout 1

3 From controlled to freer practice

Vocabulary practice techniques from controlled to free practice 15 minutes

Handout 2

Draw a triangle

4 Further practice Teachers work with CLT session

Handout

10 minutes

5 Material adaptation practice

Teachers work with activities from the textbooks 15 minutes

Handout 3

6 Reflection and action plan

Reflecting on workshop and selecting goals for development 10 minutes

1. Lead in

Objective: to help participants understand learning outcomes of the session

Time: 5 minutes

Materials: none

Interaction: plenary

Procedure:

Write on the board:

P_____

P_____

P_____

Ask teachers to recall the focus of the previous session on teaching vocabulary.

Answer Key: vocabulary presentation

Remind teachers that the first P stands for Presentation. Write in Presentation on the first line.

Ask teachers to guess what the rest two PP stand for.

Answer Key:

Practice and Production. Tell participants that usually PPP is used for teaching structures but it also applies to teaching vocabulary.

Discuss the answers in plenary.

Explain that this session is a continuation of the previous vocabulary teaching session.

2. Find someone who

Objective: to help participants experience vocabulary practising techniques

Time: 20 minutes

Materials: Handout 1

Interaction: individual work and plenary

Procedure:

Say that they will practise some vocabulary in a game 'Play Find Someone Who'

NB: If somebody knows the game, ask this person to explain it to the others.

Show a card (Handout 1) and say that they will find people who can do the activities in the card.

Elicit the first question and write it on the board.

Answer Key: Can you play volleyball?

Say that in the end they must have eight names but the names must be different. They are not allowed to write the same name twice.

Say that you will stop the game when you have three winners. Say that you will check the winner's answers and give presents.

NB: You may prepare small presents for winners if possible.

Ask them not to start until you say: GO! and distribute cards. Check they

know what to do.

Say: Ready? GO!

When you have three winners stop the game and ask all to take their places.

Ask the winners to read the answers in turn. e.g. 1 - Feruza can play volleyball.

2 - Malika can play volleyball. 1 - Aziz can play volleyball.

Each time check by asking: Is it true? At the end give them prizes and congratulate them.

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Ask participants the following questions:

1. Did you like the activity? Why? Why not?
2. What did we practise?
3. How long was the game? How many questions did we ask all together?
4. Can we play the game with other vocabulary and structures?

Accept the answers and comment when necessary.

3. From controlled to freer practice

Objective: to raise teachers' awareness of the logical sequence from controlled to freer practice

Time: 15 minutes

Materials: Handout 2

Interaction: pair work and plenary

Procedure:

Ask participants to work in pairs and answer the questions in Handout 2.

Give them five minutes. Check the instruction

Discuss answers in plenary.

Establish that in activities 2, 3, 4, 5 – pupils work with given words - we call them controlled practice activities. Activities 1, 6, 7 – give a bit more freedom to pupils because they might use the same structure but different words. They are called less controlled activities. In activities like № 8 pupils choose words themselves – freer activity.

Ask participants in which type of activities teachers should correct mistakes.

Establish that in controlled and less controlled activities teachers should correct mistakes carefully. When pupils practise vocabulary in freer activities one thing teachers can do is listen and make notes in order to discuss common mistakes later.

Draw a big triangle on the board and make five lines. Write on them: Presentation (on the top), below Controlled practice, then – Less Controlled, Freer practice and at the bottom – Production.

[a triangle with five lines – Presentation - on the first line; Controlled practice –second line, Less Controlled – third line, Freer practice – fourth line and at the bottom – Production.]

Ask teachers to copy the triangle. Ask them to make it big enough and leave a space on the right for writing.

Ask teachers to look back at Handout 2 and write the names of activities on the lines. Ask: Where should we put Chain Drill? (Answer Key: Less controlled)

Ask participants to fill in the rest.

Check the instruction.

Monitor and help if necessary. English Teacher Training Course

4. Further Practice

Objective: to give opportunity to practise logical sequence from controlled practice to production stage

Time: 10 minutes

Materials: Handout 1- a page from Fly High 7, from Session 10 CLT; Handout 3

Interaction: individual work and plenary

Procedure:

Ask teachers to take out a page from Fly High 7, from CLT session. Ask them to put activities' numbers in the triangle.

Ask them: Where should we put Activity 1?

Answer Key: at the top – Presentation.

Ask them to fill in the rest. Give them seven minutes. Check the instruction.

Monitor and help if necessary, but don't give the answers.

Check the answers in plenary. Ask whether they found activities for

Production stage.

Answer Key: Activity 4a and 4b

- Ask: What's the purpose of Production stage activities?

Answer key: to give opportunity to use the language.

5. Materials adaptation practice

Objective: to give participants opportunity to adapt materials from textbooks to own teaching context

Time: 15 minutes

Materials: Handout 3

Interaction: pair work and plenary

Procedure:

- Give out Handout 3 to participants and ask them to work in pairs. Ask them to think of different ways they could use the tasks in class.
- Discuss answers in plenary.
- Establish that the options may include the following:

Activity 1:

- o Pupils can do the activity in pairs and compare their answers with other pairs.
- o Teacher could make teams and the exercise could be run as a competition, giving sentences in turns to the separate teams and awarding points for right answer.
- o Pupils can ask each other in pairs. E.g. A: A person who paints and draws.
B: an artist.

Activity 2

- o The exercise can be done in pairs.
- o It can be done as chain drill through the whole class.
- o Teacher can make teams and each team does the chain drill. The first team to finish the drill by each pupil taking turns to answer and ask the question correctly is rewarded.

6. Reflection and action plan

Objective: to reflect on the session

Time: 10 minutes

Materials: none

Interaction: individually, pair work, plenary

Procedure:

Ask teachers to complete the sentence:

1) I have learnt that ...

2) I'll try out ...

Ask teachers to discuss their ideas in pairs.

Summarise the session by establishing that Teaching vocabulary includes presenting it to students and giving students opportunity to practise and produce it.

o Logical sequence from controlled to free practice will give learners confidence in using the language. English Teacher Training Course

Handout 1

Find Someone Who Can ...

e.g. Can you play volleyball?

Name

1 play volleyball

2 swim

3 speak four languages

4 cook pizza

5 eat a kilo of ice-cream

6 write poems

7 sing English songs

8 play a musical instrument

Handout 2

Work in pairs and answer the following questions.

1. Which of the following vocabulary practice techniques do you use with your pupils? Why?
2. Which do your pupils like? Why?
3. What other activities do you use?
4. In which activities do pupils use given words?
5. In which activities do they choose words themselves?

- 1) Chain drill
- 2) Matching pictures to words and phrases
- 3) Classifying words into lists
- 4) Filling in gaps in sentences
- 5) Filling in tables, crosswords and puzzles
- 6) Snowball
- 7) Birthday Line
- 8) Guessing game
- 9) Miming

Handout 3

Look at the activities from the textbook. How could you use them in your class?

Activity 1

Complete each sentence with a word connected to different types of art.

1. An _____ is a person who paints and draws.
2. _____ are places where you go if you want to see exhibitions of historical objects.

3. When you want to watch a film you go to the _____.
4. A _____ makes figures from clay, wood or other materials.
5. Registan Square is a famous place to see wonderful _____.

Activity 2

Speak.

- What's your favourite colour?
- It's blue. What's yours?

KEYSLAR BANKI

V. KEYSLAR BANKI

Case 1: Working Together

Giving instructions and observing other teachers to help their development.

By Richard Watson Todd

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

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

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

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

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

In one of the journals he and Sophia were subscribing to he had found a technique called Jigsaw Reading. Cutting a long passage in to pieces, he would give each of the pieces to a different group of pupils. The groups would read and

try to understand their section of the passage. Then new groups consisting of one pupil from each of the previous groups would be formed. The new groups would try to reconstruct the whole passage. Paolo thought that the pupils would pay a lot more attention to the reading if he used a Jigsaw Reading technique. In addition, the technique would generate a lot of beneficial pupil-pupil interaction.

Paolo had been looking forward to trying out Jigsaw Reading with his fourth-year pupils. In the classroom, however, the new technique had been fraught with problems. The seemingly simple procedures of Jigsaw Reading turned out to be almost impossible to convey to the pupils, even when Paolo resorted to Italian. In giving the instructions before the activity, he found himself using longer and longer sentences with all sorts of convoluted phrasing to explain whether he was talking about the original grouping of pupils or the regrouping halfway through the activity. Because they had been unclear about the purpose and organization of the activity, the pupils had been uncertain of what to do while reading. Regrouping the pupils had taken a full ten minutes of class time, and once they had been regrouped, the pupils just sat there not knowing what to do next. Paolo had had to explain all the stages of the activity over and over again, until he was relieved to hear the bell ring at the end of the class.

Exhausted and dispirited after the lesson, Paolo sought out Sophia. He explained all that had gone wrong while Sophia listened attentively and made sympathetic noises. When he finished, they discussed the possible causes of the problem. They decided that everything came down to the clarity of his instructions.

The next problem, then, was how Paolo could improve his instructions. Paolo, still discouraged by the lesson, did not feel capable of improving his instructions by himself. He wanted Sophia to help him.

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

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

Questions

1. Paolo's instructions for the Jigsaw Reading activity are at the root of his problems. It is suggested that he could pay more attention to his instructions during the planning stage. One of the skills of planning is predicting what problems will arise during teaching and pre-empting these problems. How do you think Paolo can improve his problem-predicting skills while planning?

2. Instructions are vital to the success of an activity. What content should be included in instructions? Should instructions be explained or demonstrated, or both? How can a teacher tell how effective any set of instructions is?

3. The regrouping of the pupils in the Jigsaw reading activity causes most of Paolo's problems. Should all of the instructions be given at the start of the activity or should the instructions be broken down into two sets, one given at the start of the activity and one given in the middle before regrouping the pupils?

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

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

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

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

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

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

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

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

Case 2. Planning, being flexible in the classroom, and dealing with the unexpected. By Richard Watson Todd Mustafa was proud of his Bed. Now in his first job as a teacher, he had great plans for helping his pupils learn English, and he knew that what he had learnt from his Bed would help him reach this goal. All through his years as a secondary school pupil, he had thought that teaching was easy, but his degree had made him emphasise that teaching was far more complicated when seen from the teacher's perspective than from the pupil's seat. The most important thing that Mustafa had learnt from his degree was the importance of planning. His tutors had constantly emphasised and reemphasised the need to think before teaching. Planning, he had been told, was often more important for the success of a lesson than the teaching. Having been asked to teach an impromptu lesson and then compare it with a planned lesson, Mustafa firmly believed his tutors.

Mustafa had been teaching at a technical college in Cairo for two weeks now. His next lesson was on Saturday with an evening class of older pupils. He picked up the textbook assigned for the class and started planning. On his degree,

he had been told to follow a given sequence for planning and to write his plan according to a model format. Mustafa didn't need to remind himself of the sequence or the format since he had used them so often already. Starting from the unit in the textbook, he identified the objectives to be covered in the lesson, used a grammar book to check on his knowledge of these objectives, looked through the reading passage, prepared quick explanations of unknown words, checked the answers to the comprehension questions, decided how to present the grammar points, and wrote up instructions for the pair work activity. As a final flourish, he decided to devote three minutes at the start of the lesson to chatting to the pupils.

Looking over his lesson plan, Mustafa was pleased. It looked perfect. He could easily imagine his old tutor giving him an A grade for the plan. With a plan like this, he felt sure that he could help his pupils understand the grammar easily and that they would enjoy learning.

At six o'clock on the Saturday, Mustafa went into the classroom to find all of his pupils waiting for him. He checked the register and let the pupils calm down.

"OK, what did you do in the last week?", he asked. "Yes, Fatima?"

"I went to the cinema."

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

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

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

"I got married."

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

"Trapped."

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

The pupils were silent.

"Any other words?"

“Pick.”

“OK, pick means to select.”

“But I don’t understand. Here the book has that pick the lock.”

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

“But I don’t understand.”

Mustafa wondered what was wrong with Hafiz who was usually a good pupil.

Maybe it was his marriage affecting him. “What do you mean?”

“Pick a lock means select a lock. I don’t understand.”

“Never mind. Any more words? Yes, Abdullah?”

“Freezer.”

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

“Jog.”

Mustafa looked a bit put out. He had noticed the word when he had prepared his lesson, but he had assumed that the pupils would know it. He knew that in the short time he had been teaching them, the pupils hadn’t come across jog, but it was such a simple word he had thought they must know it. “Um, jog means run.” Ahmed looked up brightly. “Run. Like Said Aouita. Yeah, good runner.” Mustafa was flustered. “No, not like Said Aouita. He runs very fast, but jog is running slowly.”

It was now Ahmed’s turn to look puzzled. “But if you run, you want to win.

Why people run slow?” He then switched to Arabic and used the slang expression for ‘They must be cheats’. Mustafa felt that he was starting to lose control. This wasn’t in his lesson plan. “No. You don’t jog when you run in a race. Jog is run slowly for exercise. If you want to get fit, you can run but you only need to run slowly. So people jog for exercise or to get fit.”

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

already five minutes behind his lesson plan. He would have to rush through everything to get the lesson finished on time.

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

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

Questions

1. The Bed that Mustafa took placed a heavy emphasis on lesson planning. How important do you think lesson planning is to the success of lessons? How much emphasis should be given to lesson planning on teacher training programmes?
2. Mustafa had been taught to follow a certain sequence and format when planning. What do you think this sequence and format consisted of? How helpful do you think such a model is to beginning teachers? While models of planning can help give security to beginning teachers, they are also restrictive. Do you think the benefits of such models outweigh the extent to which they restrict teachers?
3. The lesson started with "chatting". What are the purposes of chatting to

pupils? Why is it used so often as a way of beginning lessons?

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

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

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

MUSTAQIL TA'LIM MAVZULARI

VI. MUSTAQIL TA'LIM MAVZULARI

Мустақил ишни ташкил этишнинг шакли ва мазмуни

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

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

Мустақил таълим мавзуси

1. Modern approaches and innovations in improving language skills
2. Effective ways of teaching Young learners
3. Types of dictations
4. Teaching pronunciation
5. Effective usage of ICT in the lessons
6. Teaching grammar in innovative way
7. Modern methods in teaching vocabulary
8. CLT based lessons
9. CLIL dimensions
10. STEAM approach in teaching foreign languages

GLOSSARIY

VII. GLOSSARIY

ANTICLOCKWISE

In the opposite direction to the movement of the hands of a clock.

APPLIED LINGUISTICS

the study of second and foreign language acquisition and learning the study of language and linguistics in relation to practical problems, such as lexicography, translation or speech pathology.

ASSESSMENT

The measurement of the ability of a person or the quality or success of a teaching course, etc. Assessment may be by test, interview, questionnaire, observation and so on.

AUTHENTIC TASK

A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

AUTHENTIC TEXT

Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc.

When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

AUTHENTICITY

The degree to which language teaching materials have the qualities of natural speech or writing.

AUTONOMOUS LEARNING

The process of learning without being controlled by anyone else.

AUTONOMY

The ability to act and make decisions without being controlled by anyone else

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

Brainstorming often serves as preparation for another

BUILDING RAPPORT

Building friendly classroom relationships with and between learners.

CHALLENGE

A new or a difficult task that tests somebody's ability and skill

CLOCKWISE

Moving around in the same direction as the hands of a clock.

CLT

Communicative language teaching also (communicative approach).

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often: teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. are based on a notional syllabus or some other communicatively organized syllabus emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

COMPREHENSIBLE INPUT

Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.

CONTEXT

The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word loud in loud music is

usually understood as meaning “noisy” whereas in a tie with a loud pattern it is understood as “unpleasantly colourful”. The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, spinster refers to an older unmarried woman but in a legal context it refers to any unmarried woman

CO-OPERATIVE LEARNING ALSO (COLLABORATIVE LEARNING)

An approach to teaching and learning in which classrooms are organized so that pupils work together in small co-operative teams. Such an approach to learning is said to increase pupils’ learning since a) it is less threatening for many pupils, b) it increases the amount of pupil participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher’s dominance in the classroom.

ELICITATION

Techniques or procedures which a teacher uses to get learners to actively produce a response.

EVALUATION

In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.

FACILITATE

To make a learning process possible or easier; to work with a group in order to help them to articulate ideas.

FACILITATOR

a person who helps an individual or a whole group to learn and/or express themselves.

FEEDBACK

(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

FLUENCY (FLUENCY DEVELOPING ACTIVITIES)

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes: the ability to produce written and/or spoken language with ease and without significant hesitation;

ICE-BREAKER

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

INFORMATION GAP ACTIVITY

An activity in which a pair or two groups of pupils hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.

INSE(T)T In-Service (Teacher) Training

INTERACTION PATTERN

Mode of work (individual work, pairwork, groupwork) used in learning or teaching

INTERLANGUAGE

A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.

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

LANGUAGE AWARENESS

In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

. MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected.

Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distractors.

For example: Yesterday I _____ some interesting magazines.

(a) have bought (b) buying (c) was bought (d) bought

OBJECTIVE

Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. Aims, on the other hand, are long-term goals, described in very general terms.

PAIRWORK

a learning activity which involves learners working together in pairs.

PEDAGOGY

the study of teaching methods and approaches.

PEER OBSERVATION

Observation of a teacher or trainee by a colleague of equal status.

ROLE PLAY

Classroom activities in which pupils take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, pupils might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

SCANNING

A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text

or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with skimming or skim reading, which is a type of rapid reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

SECOND LANGUAGE ACQUISITION

(SLA)

(in applied linguistics) the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.

SELF-CORRECTION

Correction by a learner of her/his own mistakes –usually possible only in the case of post-systematic errors.

SIMULATION

Classroom or training activities which reproduce or simulate real situations and which often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make

decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

**Foydalanish tavsiya
etiladigan o'quv-uslubiy
adabiyotlar ro'yxati**

Foydalanish tavsiya etiladigan o'quv-uslubiy adabiyotlar ro'yxati

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