

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

TILLARNI O`QITISH METODIKASI KAFEDRASI

**INGLIZ TILI FANINI O`QITISH
METODIKASI MODULI BO`YICHA
O`QUV-USLUBIIY MAJMUUA**

3.2. MODUL

Malaka toifa yo`nalishi:

Ingliz tili fani yo`nalishi

Tinglovchilar kontingenti:

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

Samarqand-2020

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.

Tuzuvchilar:

Z.Rustamova, Sh.Kutbiddinova, Samarqand viloyat XTXQTMoxM
N.Kushakova, N.Ruziyeva , Hakimov H. ingliz tili o`qituvchilari

Taqrizchilar: Mirsanov G'.Q. SamDChTI professor o`qituvchisi

MUNDARIJA

I. ISHCHI DASTUR	4
II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI.....	22
III.NAZARIY MATERIALLAR.....	24
IV.AMALIY MATERIALLAR.....	41
V. KEYSLAR BANKI	181
VI. MUSTAQILTA'LIM MAVZULARI.....	189
VII. GLOSSARIY.....	191
VIII.ADABIYOTLAR RO'YXATI.....	197

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 30 ta 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 sifatini 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 sifatini 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'za'ro 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'oyalari 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 differentsiallashgan 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

3.2. Ingliz Tilini o'qitish metodikasi moduli bo'yicha:

1. Mazkur kursni muvaffaqiyatli tugatgan tinglovchi quyidagilarni bilishi zarur:

- fanni o'qitishning o'ziga xos xususiyatlari va o'qitishning faol, interfaol metodlarini;
- fanni o'qitish shakllari (dars, darsdan tashqari ishlar, sinfdan tashqari mashg'ulotlar, ekskursiyalar)ni kompetensiyaviy yondashuv asosida tashkil etish;
- o'quvchilar bilim, ko'nikma va malakalarini baholash va nazorat turlarini;
- dars ishlanmalarini ishlab chiqishga qo'yilgan zamonaviy talablarni;
- fanni o'qitishda iqtidorli o'quvchilar bilan ishlash metodlarini bilishi;

2. Quyidagi ko'nikmalarga ega bo'lishi lozim:

- fanni o'qitishning zamonaviy metodlarini qo'llay olish;
- o'quvchilarning bilim, ko'nikma, malakalarini baholash uchun o'quv topshiriqlarini tuzish;
- fan yuzasidan turli tipdagi masalalarni yechish;
- zamonaviy talablar asosida dars ishlanmasini ishlab chiqish;
- o'quvchilar bilim, ko'nikma, malakalarini baholash va nazorat topshiriqlarini tuzish;
- darslarni kuzatish, tahlil qilish va baholash;

3. Quyidagi malakalarni egallagan bo'lishi shart:

- ochiq darslarni o'tkazish va ularni tahlil qilish;
- sinf va maktabdan tashqari ishlarni tashkil qilish;
- fanni o'qitishda iqtidorli o'quvchilar bilan ishlash;
- darslarda buyuk ajdodlarimiz ilmiy merosidan foydalanish;

4. Quyidagi kompetensiyalarni egallagan bo'lishi shart:

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

- ilg'or pedagogik texnologiyalardan kasbiy faoliyatda foydalanish;
- zamonaviy talablar darajasida darslarni tashkil qilish va o'tkazish.

Mas'uliyat va moslashuvchanlik kompetensiyasi:

- turli xil yangi vazifalar va mas'uliyatlarni qabul qila olish;
- o'ziga, jamoda va hamjamiyat miqyosida mas'uliyatli bo'lish;
- o'ziga va ta'lim muassasa xodimlariga nisbatan yuqori marra va standartlarni belgilash va ularga erishish;
- o'quvchilarning muvaffaqiyatli o'zlashtirishini nazorat qilish mas'uliyatini o'z zimmasiga olish.

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

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

Nazariy mashg'ulotlardaxorijiy (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 bilimini baholash, sinfdan tashqari ishlar, darslarni kuzatish va tahlil qilish o'rgatiladi. Mashg'ulotlarda texnik vositalardan, ko'rgazmali va tarqatmamateriallardan, 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'or ta'lim-tarbiya texnologiyalari va pedagogik mahorat", "Ta'lim jarayonlarida axborot- kommunikasiya texnologiyalarini qo'llash" bloklari, "Xorijiy (ingliz) tilni o'qitishda zamonaviy yondashuvlar va innovasiyalar" moduli bilan uzviy bog'langan holda pedagoglarning kasbiy pedagogik 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 sohalaridagi 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'ladilar.

Xorijiy tilni o'qitishda Davlat ta'lim standartlari, o'quv dasturlari, til bo'yicha umumevropa tavsiyalari va uning talqini, ya'ni SEFR bo'yicha tilni bilish bo'yicha belgilangan talab va darajalar. Xorijiy tilni o'qitishning o'ziga xos xususiyatlari va o'qitish metodlari. Fan doirasida o'quvchilar bilim, ko'nikma hamda malakalarini baholash. Dars ishlanmalarini ishlab chiqishga qo'yilgan talablar. Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar. Xorijiy tilni o'qitishda muammoli ta'lim, qo'shimcha va asosiy vositalar. Fan bo'yicha sinfdan va maktabdan tashqari ishlarni tashkil etish va o'tkazishning samarali yo'llari. Iqtidorli o'quvchilar bilan ishlash metodikasi. Ochiq darslarni o'tkazish va darsni tahlil qilish usullari.

Ko'chma mashg'ulotlar

Ko'chma mashg'ulotlar mutaxassislik modullari doirasida fan va texnika yutuqlari, ilg'or tajribalarni o'rganish maqsadida o'tkaziladi.

Mashg'ulotlar talablar darajasida moddiy-texnika ta'minoti, mazkur malaka

toifasi bo'yicha tajribali o'qituvchi va mutaxassisleri mavjud bo'lgan umumiy o'rta ta'lim maktablari va ijtimoiy soha tashkilotlarida tashkil etiladi.

Mustaqil ta'limni tashkil etishning shakli va mazmuni

Mustaqil ta'limda tegishli o'quv dasturida keltirilgan mavzular bo'yicha metodik ko'rsatmalar beriladi.

Dasturning axborot-metodik ta'minoti

Bloklarni o'qitish jarayonida ishlab chiqilgan o'quv-metodik majmualar, ilmiy jurnallar, internet resurslari, multimedia mahsulotlari hamda boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi

Mustaqil ta'limni tashkil etishning shakli va mazmuni

Mustaqil ta'limda tegishli o'quv dasturida keltirilgan mavzular bo'yicha metodik ko'rsatmalar beriladi.

Dasturning axborot-metodik ta'minoti

Bloklarni o'qitish jarayonida ishlab chiqilgan o'quv-metodik majmualar, ilmiy jurnallar, internet resurslari, multimedia mahsulotlari hamda boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi

Modul bo'yicha soatlar taqsimoti

№		Hammasi	Jami o'quv yuklamasi	Nazariy	Amaliy	Ko'chma amaliyot	Mustaqil ta'lim
1.	Xorijiy tilni o'qitishda Davlat ta'lim standartlari, o'quv dasturlari, til bo'yicha umumevropa tavsiyalari va uning talqini, ya'ni SEFR bo'yicha, tilni bilish bo'yicha belgilangan talab va darajalar	4	4	2	2	-	-
2.	Xorijiy (ingliz) til darslarida tinglab tushunishga o'rgatish	4	2	-	2	-	-
3.	Xorijiy (ingliz) til darslarida gapirishga o'rgatish	4	4	-	2	-	-
4.	Xorijiy (ingliz) til darslarida o'qishga o'rgatish	4	4	-	2	-	-
5.	Xorijiy (ingliz) til darslarida yozuvni o'rgatish	4	4	-	2	-	-

6.	Xorijiy (ingliz) til darslarida leksikani o'rgatish	4	4	-	4	-	-
7.	Xorijiy (ingliz) til darslarida grammatikani o'rgatish	4	4	-	4	-	-
8.	Xorijiy (ingliz) til darslarida baholash usullari	6	6	2	4	-	-
9.	Boshlang'ich sinflarda xorijiy (ingliz) til o'qitish metodikasi	10	8	2	6	-	2
10.	Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar.	2	2	-	2	-	-
11.	O'quvchilarni o'z-o'zlarini boshqarish va hamkorlikda ishlashga o'rgatish	4	4	-	4	-	-
12.	Iqtidorli o'quvchilar bilan ishlash metodikasi	2	2	-	2	-	-
13.	Mikro darslarni tashkil etish va rivojlantirish	2	2	-	2	-	-
14.	Zamonaviy metodikada asosiy va yordamchi vositalar	4	2	-	2	-	2
15.	Ochiq darslarni o'tkazish va darsni tahlil qilish usullari	2	2	-	2	-	-
16.	Xorijiy(ingliz) til ukitishda didaktik uyinlardan foydalanish	4	4	-	4	-	-
17.	Xorijiy til ukitishda "Case study" usulidan foydalanish	2	2	-	2	-	-
18.	Ko'chma mashg'ulot	6	6	-	-	6	-
Jami		64	60	6	48	6	4

NAZARIY VA AMALIY MASHG'ULOTLAR MAZMUNI

1-mavzu: Xorijiy tilni o'qitishda Davlat ta'lim standartlari, o'quv dasturlari, til bo'yicha umumevropa tavsiyalari va uning talqini, ya'ni SEFR bo'yicha tilni bilish bo'yicha belgilangan talab va darajalar (4 soat)

Xorijiy tilni o'qitishda Davlat ta'lim standartlari, o'quv dasturlari, til bo'yicha umumevropa tavsiyalari va uning talqini, ya'ni SEFR bo'yicha tilni bilish bo'yicha belgilangan talab va darajalar. Xorijiy tilni o'qitishning o'ziga xos xususiyatlari va o'qitish metodlari. Fan doirasida o'quvchilar bilim, ko'nikma hamda malakalarini baholash. Dars ishlanmalarini ishlab chiqishga qo'yilgan talablar. Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar. Xorijiy tilni o'qitishda muammoli ta'lim, qo'shimcha va asosiy vositalar. Fan bo'yicha sinfdan va maktabdan tashqari ishlarni tashkil etish va o'tkazishning samarali yo'llari. Iqtidorli o'quvchilar bilan ishlash metodikasi. Ochiq darslarni o'tkazish va darsni tahlil qilish usullari

2-mavzu: Xorijiy (ingliz) til darslarida tinglab tushunishga o'rgatish(2 soat) Tinglab tushunish nutq faoliyatining reseptiv turi va malaka sifatida xorijiy (ingliz) tilda tinglab tushunishdagi qiyinchiliklar va ularning tahlili. Tinglab tushunishning til materialini o'rganishda qo'llash. Yangi nutq birliklarining taqdimot, mashq qilish, qo'llanish bosqichlarini tinglab tushunishsiz tasavur eta olmaslik. Tinglab tushunishni o'rgatish bo'yicha turli yo'nalishlarning amaliyotda qo'llanishi. Til materialini, keyin nutq faoliyatini o'rgatish, tinglab tushunishga mo'ljallangan mashqlar sistemasi. Tinglab tushunishga o'rgatishda hayotiy materiallarning va sinfdagi tinglab tushunish materiallarining bog'liqligini o'rganish va ularning samarasini anglash. Autentik tinglash mashqlarini o'rganish. Tinglab tushunish ko'nikmasini rivojlantirish usullarini qo'llash va muhokama qilish. Kasbga oid ixtisoslashgan autentik va yarim autentik diskurslar. O'rganilayotgan chet tilining turli variantlar (aksentlar).Dolzarb mavzulardagi sodda radio va teledasturlar. Shaxsiy kizikish va kasb xunarga oid sodda dasturlar. .Rivojlantiruvchi kunikmalar: chet tilidagi materiallarning asosiy mazmunini tushunish, tulik batafsil tushunish va muayyan ma'lumotlar olish uchun tinglash.

3-mavzu: Xorijiy (ingliz) til darslarida gapirishga o'rgatish (2 soat)

Gapirish – biror fikrni izhor etish maqsadida muayyan tildagi leksik, grammatik va talaffuz hodisalarni qo'llashdan iboratligi. Gapirishning psixofizologik mexanizmlari. Gapirishga o'rgatishning turli yo'llari. Gapirishga o'rgatishda duch keladigan muammolarni aniqlash va ularni bartaraf etish. Gapirishga o'rgatish usullarining kriteriyalari haqida tushunchaga ega bo'lish. Gapirish ko'nikmasini rivojlantirishda turli usullarni va aspektlarni qo'llash.(info gap, pair work,group work activities, accuracy, fluency) Dialog .Uchrashuv va salomlashuv. Iltimos bilan murojaat etish. Ma'lumot olish va berish. Muammolarni xal qilish. Norasmiy muxokamalarda ishtirok etish. Taklif etish va taklifni kabul qilish /rad etish. Kizikarli mavzularni muxokama qilishda uzining shaxsiy karashlari va fikrlarini bildirish. Ishonch , fikr, rozilik va kilishni xushmuomalalik bilan ifodalash. Uzgalar fikrini kiskacha sharxlash. Xis tuygularini ifodalash va ularga javob kaytarish. Monolog. Ijtimoiy soxalardagi tadbir, tajriba va rejani tasvirlash. Ixtisoslik mavzusidagi takdimot kilish.

4-mavzu: Xorijiy (ingliz) til darslarida o'qishga o'rgatish(2 soat) O'qish va uning turlari (scanning, scimming, spead reading) haqida tushuncha berish. O'qish ko'nikma va malakalarini rivojlantirishga yo'naltirilgan usullar yordamida berilgan topshiriqlarni tahlil qilish. O'qish texnikasini rivojlantirishning turli yo'llari. O'qishga o'rgatishda samarali o'qish strategiyalari haqida ma'lumotga ega bo'lish. Turli o'qish texnikalarini

o'rganish. O'qish texnikalarini qo'llagan holda matn ustida ishlash. Faol til materialidan tashkil topgan kasb xunarga oid sodda matnlarni o'qib tushunish. Xat, elektron xat, broshyura, qullanma xamda kiska rasmiy xujjatlarni ukish. Turli soxalarga oid autentik matnlarni jadal (intensiv) ukib, tulik tushunish. Ommabop materiallarni ukish (gazeta , kiska xikoya, shaxsiy va elektron xatlar). Chet tilidagi materiallarning mazmunini tushunish, ayrim ma'lumotlarni olish, tafsilotlarni tushunish va yunalishni aniklash uchun ukish (belgilar, kursatkichlar va xokazo).

5-mavzu: Xorijiy (ingliz) til darslarida yozuvni o'rgatish (2 soat)

Sinfda bajariladigan yozma maqlarni tashkil etishning an'anaviy usuli. Uning ijobiy va salbiy tomonlari. Sinfda bajariladiganyozma mashqlarni tashkil tishning noan'anaviy usuli. Yozma mashqning qiziqarli bo'lishi, o'quvchi hayotidan olinganligi, kommunikativ maqsadli bo'lishi prinsiplari. Bir necha mashqlar amalda qilib ko'rsatiladi. Darslikda mashqlar va ular bilan ishlash yo'llari. Yozma mashqning kommunikativ yo'nalishda tashkil etish. Samaraliyozma mashqlarning uch bosqichdan iboratligi o'rgatiladi. Yozuvni o'rgatishda samarali usullarni va uch bosqichdagi jarayonni aniqlash.

Sodda ish xujjatlari (xatlar va elektron xatlar, xisobotlar , rejalar, xizmat kursatish taklif etish xatlari, rezyume, yullanma xatlar, anketa shakllari va xokazolar).Shaxsiy yozishmalar (xat, elektron xat va qisqa xabarlar).

6-mavzu: Xorijiy (ingliz) til darslarida leksikani o'rgatish(4 soat)

So'zning ma'no jihatdan turlari, so'z yasalishi: prefiks, suffiks, qo'shma so'z kabilarni o'rgatishning samarali yo'llari. Ingliz tilida sinonim va antonimlarni o'rgatish metodikasi. Leksikani o'rgatishda so'zlarni tanishtirish texnikalarini qo'llash. So'zlarni tanishtirishda samarali texnikani aniqlash. Yangi so'zlar bilan tanishish, tajriba qilish va qo'llashga oid o'yinlar bilan tanishish.

Lugat boyligini oshirish, darslarda kuproq suz iboralari , terminlardan foydalanish. Darslarda affiksasiyani o'rgatishni yulga qo'yilishi maksadga muvofik.

7-mavzu: Xorijiy (ingliz) til darslarida grammatikani o'rgatish (4 soat)

Xorijiy til o'qitishda grammanikaning roli. Grammatikani o'rgatish metodlari. Grammatikani zamonaviy yondashuvlar va innovasiyalar yordamida o'qitish metodikasi. Grammatikani o'rgatishda turli texnikalarni qo'llash va muhokama qilish. Inductive and deductivepresentation haqida tushunchaga ega bo'lish.

Avvalgi darajalar o'zlashtirilgan grammatik materialni ommaviy va kasb xunarga oid kontekstlarda yetarli darajada to'g'ri qo'llash (fe'l zamonlari, modal suzlar , sifat va ravishning qiyesiy darajalari, determinantiv so'zlar , predloglar va xokazo).

8-mavzu: Xorijiy (ingliz) til darslarida baholash usullari (4 soat)

Xorijiy til o'qitishda baholash metodlari. Xalqaro standart doirasida baholash, ularning turlari. "Xorijiy til darslarida baholash usullari" mavzusiga ajratilgan 4 soat(2s.amaliy 2s.mustakil ta'lim) da Xalqaro standart doirasida baholash, ularning turlari amaliy kursatib berilmagan, ya'ni turlari xakida ma'lumot berilgan, lekin uni maktablarda tadbik etilishi va kanday natija berishi xakida aytilmagan.Xususan mustakil ta'limda baholash tizimini biron yangi turini tadbik etish mumkin. Shu mavzuda kuprok ma'lumot berilishi kerak.Baholashning asosiy bosqichlari bilan tanishtirish, maqsad va natijalarini muhokama qilish.

9-mavzu: Boshlang'ich sinflarda xorijiy (ingliz) til o'qitish metodikasi(8 soat) Inson yangi ma'lumotni o'rganish holatiga qarab uch xil toifaga bo'linadi: 1) Ko'rib o'rganuvchi (vizual), 2) eshitib o'rganuvchi (audio), 3) ushlab o'rganuvchi (kinestetik).xorijiy (ingliz) tilni o'rgatish jarayonida, xususan boshlang'ich sinf o'quvchilarini qaysi toifaga kirishini inobatga olib til o'rgatish muvafaqiyatga erishishning muhim omilidir. Uchala toifani qamrab olish mahorati. Uch toifadagi o'quvchilarga yondashuv va ularning o'rganish qobiliyatlariga qarab mashqlar tanlash. Tilni o'rgatishning optimal usullari. Boshlang'ich sinflarda xorijiy (ingliz) tilni o'rgatishdagi muammolarni aniqlash va ularni bartaraf etishning o'ziga xos tomonlarini aniqlash yo'llari. Kichik yoshdagi (7-12 yosh), o'smir yoshidagi (13- 17) va katta yoshli til o'rganuvchilarning ingliz tilini o'rganish uslubidagi farqlarni aniqlash. Samarali o'quv muhitini yaratishda o'qituvchiga yordam beruvchi uslub va yo'llarni aniqlash metodlari. Boshlang'ich sinflarda ingliz tilini o'qitishdagi prinsiplar bilan tanishish. Kichik yoshdagi o'quvchilarda qo'llanadigan usullarni o'rganish. Maktablarda xorijiy til o'rgatishda CLIL metodidan foydalanib, ya'ni xorijiy tillarni o'rgatishda boshka fanlar bilan integrasiyalashuvi bilan dars o'tish, xususan ingliz tilini o'qitishda boshlang'ich sinflarda musiqa, tasviriy san'at, jismoniy tarbiya va texnologiya fanlari bilan boglangan xolda dars o'tish.

10-mavzu: Xorijiy til o'qitishda dars turlari va ularga qo'yilgan zamonaviy talablar (2 soat) 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 tadbik 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.

11-mavzu : O'quvchilarni o'z-o'zlarini boshqarish va hamkorlikda

ishlashga o'rgatish(2 soat) O'quvchilar bilan ingliz tili fani yo'nalishida o'tkaziladigan sinfdan va maktabdan tashqari tadbirlar haqida. Sinflar kesimida (1-4 – sinflar va 5-9 – sinflar) sinfdan tashqari tadbirlarni rejasini ishlab chiqish va unga ssenariy yaratish. O'quvchilarni mustaqil va tanqidiy fikrlashga o'rgatish. Dars jarayonida o'quvchilarni yakka, juftlikda, kichik va katta guruhlarda ishlashga o'rgatish texnologiyalari. O'quvchilarni o'zo'zlarini boshqarish va hamkorlikda ishlashi uchun muhitini yaratish.

“O'quvchilarni o'z-o'zlarini boshqarish va hamkorlikda ishlashga o'rgatish” mavzusida.4 soat(4s.amaliy) O'quvchilar bilan ingliz tili fani yo'nalishida o'tkaziladigan sinfdan va maktabdan tashqari tadbirlar haqida va sinflar kesimida (1-4 –sinflar va 5-9 – sinflar) sinfdan tashqari tadbirlarni rejasini ishlab chiqish va unga ssenariy yaratish, O'quvchilarni mustaqil va tanqidiy fikrlashga o'rgatish, Dars jarayonida o'quvchilarni yakka, juftlikda, kichik va katta guruhlarda ishlashga o'rgatish texnologiyalari haqida ma'lumot berish.

Sinf raxbarlik faoliyatini olib borish borasida kanday ishlar olib borish kerakligi, tadbirlar utkazish buyicha kursatmalar berish.

12-mavzu: Iqtidorli o'quvchilar bilan ishlash metodikasi (2 soat)

Iqtidorli o'quvchilar 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 yordamida berilgan 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.

13-mavzu: Xorijiy (ingliz) til o'qitishda mikrodarslarni tashkil etish (2 soat) Innovasyalar davrida Internet saytlari va ularning tasnifi. Ingliz tili faniga oid saytlar va ulardan darsda foydalanish metodikasi. Ingliz tili o'qituvchilari kasbiy mahoratini har tomonlama oshirishga mo'ljallangan mahalliy<http://eduportal.uz>,<http://ziyonet.uz>,http://ziyonet.uz/learning/learning_eng/hamda global www.teachingenglish.org.uk, www.englishclub.com, www.englishforyounglearners.org, saytlari bilan tanishtirish, undagi bloklarda

ishlash va ulardan qanday foydalanish yuzasidan tavsiyalar berish. Grafik organayzer turlari va ulardan samarali foydalanish yo'llari.

14-mavzu: Zamonaviy metodikada asosiy va yordamchi vositalar

Ingliz tili darslarini rejalashtirishning o'ziga xos jihatlari.

Ingliz tili darslarining asosiy ko'rinshi. Autentik (Authentic materials) va yordamchi (technical and nontechnical aids) . (2 soat)

Zamonaviy metodlar asosida dars loyahasini tuzish. Dars tashkil etishning xilma-xil shakllari. Ushbu rejalarning dastur, darslik, o'qituvchi kitoblari asosida to'g'ri tuzish yo'llari. Darslarni to'g'ri rejalashtirish, o'quvchilar bilan ishlash ko'nikmalarini shakllantirishga yo'naltirilgan amaliy mashq va topshiriqlar Autentik (Authentic materials) va yordamchi (technical and non technical aids) vositalar haqida tushuncha. Dars tashkil etishda zamonaviy metodlar asosida xususan CLIL metodidan foydalanish maksadga muvofiq. Bunda Autentik va yordamchi vositalardan darslardan foydalanish.

15-mavzu : Ochiq darslarni o'tkazish va darsni tahlil qilish usullari

(2 soat) Ingliz tili darslarini kuzatish va tahlil qilish. Maktab darsining o'quv jarayonidagi o'rni, ahamiyati va uning tiplari. Darsga qo'yilgan didaktik talablar. Darsga kasbiy tayyorgarlik: tashkil qilish va o'tkazish. Pedagogik ijodkorlik. Darslarga kirish va ularni tahlil qilish texnikasi. Treninglar va ularni oddiy darslardan farqi. Dars davomida sinf taxtasi, ko'rgazmali qurollar, plakat, slaydlar, texnik vositalar bilan ishlash texnikasi. Dars tahlilining turlari. Dars kuzatuvchilarining vazifalari va ularga qo'yiladigan talablar.

16-mavzu: Xorijiy (ingliz) til o'qitishda didaktik o'yinlardan foydalanish(4 soat) Rolli o'yinlar. Muayan holatni (vaziyat) o'rganish va boshqalar) orqali sinab ko'rish. Didaktik o'yinli texnologiyalar boshlang'ich sinflarda o'quvchi faoliyatini faollashtirish va jadallashtirishga asoslanganligi. Didaktik o'yinlarning asosiy turlari: Intellektual (aqliy), harakatli va aralash o'yin turlari. Fanlarning o'qitish sifatini oshirish va o'quvchilarda tahlil qilish, mantiqiy fikrlash, tadqiq qilish, hisoblash, o'lchash, yasash, sinash, kuzatish, solishtirish, xulosachiqarish, mustaqil qaror qabul qilish, guruh yoki jamoa tarkibida ishlash ko'nikmalarini shakllantirishga yo'naltirilganligi. O'yinda ishtirok etuvchilar soniga ko'ra didaktik o'yin turlari: Individual o'yinlar, Guruhli o'yinlar, Ommaviy o'yinlar, Syujetli rolli o'yinlar, Ijodiy o'yinlar, Ishbilarmonlar o'yini, O'yin mashqlar O'quvchilar faoliyatiga ko'ra turlari: O'quvchi faoliyatini o'zlashtirishni talab etadigan o'yinlar, Bilimlar mustaqil qo'llaniladigan o'yinlar, Zakovatni rivojlantiruvchi o'yinlar. Didaktik maqsadiga ko'ra: Ta'lim-tarbiya beruvchi o'yinlar, Bilimlarni mustahkamlovchi o'yinlar, O'quv materialini takrorlovchi o'yinlar, Bilimlarni nazorat qiluvchi o'yinlar.

17-mavzu: Xorijiy til o'qitishda "Case-study" usulidan Foydalanish (2 soat) Xorijiy til o'qitishda "Case-study" usulidan foydalanishning ahamiyati va afzallik tomonlari. Keysturlari. The new modern methods especially Case Study is very effective method in teaching English.17th session is about this method as well.

18-mavzu: Ko'chma mashg'ulot (6 soat) Ko'chma mashg'ulotlar mutaxassislik modullari doirasida fan va texnika yutuqlari, ilg'or tajribalarni o'rganish maqsadida o'tkaziladi. Mashg'ulotlar talablar darajasida moddiy-texnika ta'minoti, mazkur malaka toifasi bo'yicha tajribali o'qituvchi va mutaxassislari mavjud bo'lgan umumiy o'rta ta'lim maktablari va ijtimoiy soha tashkilotlarida tashkil etiladi. Ko'chma mashg'ulot "Xorijiy (ingliz) tilni o'qitish metodikasi" moduli doirasida, talab darajasidagi moddiy-texnika bazaga ega va ilmiy-uslubiy jihatdan tajribali o'qituvchilar va mutaxassislarning faoliyat ko'rsatayotgan umumta'lim muassasalarida tashkil etiladi.

Mustaqil ta'limni tashkil etishning shakli va mazmuni

Mustaqil ta'limda tegishli o'quv dasturida keltirilgan mavzular bo'yicha metodik ko'rsatmalar beriladi.

Dasturning axborot-metodik ta'minoti

Bloklarni o'qitish jarayonida ishlab chiqilgan o'quv-metodik majmualar, ilmiy jurnallar, internet resurslari, multimedia mahsulotlari hamda boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi

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);

**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**

III. Nazariy mashg'ulotlar materiallari

Lesson 1 State Educational Standards in teaching foreign languages and the role of CEFR in our educational system

Learning outcomes

By the end of the session participants will have:

- *explored about CEFR in our country and its widely use in curriculum planning*
- *discussed and practised activities for developing skills in CEFR testing*

Key learning points

*The Common European Framework of Reference for Languages:
Learning, teaching, assessment*

- *There should be a reason and a purpose for teacher to acquire knowledge in CEFR*

Plan				
1	Outcomes	Explaining the learning outcomes of the session	7 min	
2	Listening vs. Listening?	Discussing the about CEFR in our country and its widely use in curriculum planning	10 min	Handout 1
3	Listen for ...	Discussing and practising activities for developing all skills in CEFR	25 min	Handouts 2 and 3
4	Listen and ...	Discussing the purposes for acquiring CEFR knowledge	25 min	
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 4

1. Outcomes

Objective: to help participants understand the outcomes of the session

Time: 7 minutes

Materials: none

Interaction: individual, pair, plenary

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was created by the Council of Europe to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc across Europe’ (2001a:1) It was envisaged primarily as a planning tool whose aim was to promote ‘transparency and coherence’ in language education .

The CEFR is often used by policymakers to set minimum language requirements for a wide range of purposes It is also widely used in curriculum planning, preparing textbooks and many other contexts It can be a valuable tool for all of these purposes, but users need to understand its limitations and original intentions It was intended to be a ‘work in progress’, not an international standard or seal of approval It should be seen as a general guide rather than a prescriptive instrument and does not provide simple, ready-made answers or a single method for applying it . As the authors state in the ‘Notes for the User’: We have NOT set out to tell practitioners what to do or how to do it We are raising questions not answering them It is not the function of the CEFR to lay down the objectives that users should pursue or the methods they should employ . The CEFR is useful to you if you are involved in learning, teaching or assessing languages We have aimed this booklet at language professionals such as teachers and administrators rather than candidates or language learners It is based on Cambridge ESOL’s extensive experience of working with the CEFR over many years . The CEFR is a comprehensive document, and as such, individual users can find it difficult to read and interpret The Council of Europe has created a number of guidance documents to help in this interpretation Helping you find your way around the CEFR and its supporting documents is one of our key aims in creating Using the CEFR: Principles of Good Practice If you want a brief overview of the CEFR read Section 1 of this booklet If you are a teacher or administrator working in an educational setting and would like guidance on using and interacting with the CEFR then reading Section 2 will be useful to you If you want to find out about how Cambridge ESOL works with the CEFR then read

What the CEFR is ... and what it is not

The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and

Writing at six reference levels

These six levels are named as follows:

C2 Mastery	} Proficient user
C1 Effective Operational Proficiency	
B2 Vantage	} Independent user
B1 Threshold	
A2 Way-stage	} Basic user
A1 Breakthrough	

As well as these common reference levels, the CEFR provides a 'Descriptive Scheme' (2001a:21) of definitions, categories and examples that language professionals can use to better understand and communicate their aims and objectives. The examples given are called 'illustrative descriptors' and these are presented as a series of scales with Can Do statements from levels A1 to C2. These scales can be used as a tool for comparing levels of ability amongst learners of foreign languages and also offer 'a means to map the progress' of learners (2001a:xii).

The scales in the CEFR are not exhaustive. They cannot cover every possible context of language use and do not attempt to do so. Whilst they have been empirically validated, some of them still have significant gaps, e.g. at the lowest level (A1) and at the top of the scale (the C levels). Certain contexts are less well elaborated, e.g. young learners. The CEFR is not an international standard or seal of approval. Most test providers, textbook writers and curriculum designers now claim links to the CEFR. However, the quality of the claims can vary (as can the quality of the tests, textbooks and curricula themselves). There is no single 'best' method of carrying out an alignment study or accounting for claims which are made. What is required is a reasoned explanation backed up by supporting evidence. The CEFR is not language or context specific. It does not attempt to list specific language features (grammatical rules, vocabulary, etc.) and cannot be used as a curriculum or checklist of learning points. Users need to adapt its use to fit the language they are working with and their specific context.

One of the most important ways of adapting the CEFR is the production of language-specific . These are frameworks for specific languages where the levels and descriptors in the CEFR have been mapped against the actual linguistic material (grammar, words) needed to implement the stated competences Reference Level Descriptions are already available for several languages .

Lesson 2: Assessment in foreign language lessons

8 basic steps of testing and assessment

- The objective of testing and assessment is to obtain valid, reliable, and useful information concerning student achievement.

1) Determine the purpose of measurement

2) Developing specifications

3) Selecting appropriate assessment tasks

4) Preparing relevant assessment tasks

5) Assembling the assessment

6) Administering the assessment

7) Appraising the assessment

8) Using the results

- Using the steps you will achieve the main goal, which is improved learning and instruction.

Purpose

- Pre-testing
 - Tests and assessment given at the beginning of an instructional segment to determine two key components
 - a. Whether students have the prerequisite skills needed for the instruction (determine readiness).
 - b. What extent students have already achieved the objectives of the planned instruction (placement or modification of instruction).
- During Instruction

- Tests and assessments given during instruction provide the basis for formative assessment.
 - They are used to monitor learning progress, detect misconceptions, encourage students to study, and provide feedback to students and teachers.
 - Using a different types of test items and complex performance assessment needs to ensure that the full comprehension of objectives is assessed (meaning choose questions carefully to have understanding in the classroom.)
- **End-of-Instruction**
 - The main interest is in measuring the extent to which the intended learning outcomes and performance standards have been achieved.
 - Although these end-of-instruction test and assessments are used primarily for summative assessment they can serve as other functions,
 - such as,
 - 1) Feedback to students
 - 2) Encouraging students to undertake advanced work
 - 3) Assigning of remedial work
 - 4) Assessing instruction as well as for grading purposes
 - 5) Function as both formative and summative
 - 6) Pre-test for the following unit
 - 7) Evaluating instructional effectiveness

Selecting Appropriately

- It is common to make a distinction between classroom test that consist of objective test items and performance assessment that require students to construct responses or perform a particular task.

- Objective tests require students to supply a word or two or to select the correct answer from a number of alternatives.
- They are called objective because they have a single right answer or best answer that can be determined in advance.

Most Appropriate Types

- *Multiple-Choice Questions*
 - *Will measure the learning outcome directly.*
- *True-False Questions*
 - *Most valuable in those special instances where there are only two possible answers.*
- *Matching Questions*
 - *Used only where a series of homogeneous things are to be related.*

Suggestions for tests/ assessment

1. *Use your test and assessment specifications as a guide*
2. *Write more items and tasks than needed*
3. *Write the items and tasks well in advance of the testing date*
4. *Write each test item and assessment task so that the task to be performed is clearly defined and it calls forth the performance described in the intended learning outcome*
5. *Write each item or task at an appropriate reading level*
6. *Write each item or task so that it does not provide help in responding to other items or tasks*
7. *Write each item so that the answer is one that would be agreed on by experts or in the case of assessment, responses judged excellent would be agreed on by experts*
8. *Whenever a test or assessment is revised, recheck its relevance*

Improving learning

- *As you construct classroom tests and assessments, keep in mind the extent to which is likely to contribute directly or indirectly.*

Well constructed classroom tests and assessments should increase both the quality and quantity of student learning

Exercises

- *Question 1*
 - *Describe why you would use a pretest and how would the results be used in your teaching?*
- *Question 2*
 - *List several objectives that are best measured with objective test. List several that require the use of performance assessment.*

LESSON 3. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS

Learning outcomes:

By the end of the session participants will:

o have learnt some more types of activities, which are successfully used in

teaching young learners

o have learnt how to practically apply the games in teaching a foreign language

Materials:

Handout 1 with the question cards, Posters (A3), stick tape, Handout2 with Checklist, the pictures of the characters of the story

Procedure:

1 Exchange of experience 15 min

- Ask the participants to create two circles.
- Tell them the inner circle will move clockwise, the outer circle moves ...
- Tell the participants to stop when the music stops, turn to each other, ask questions, and answer each other's question.
- Ask them to exchange the question sheet and move on when the music is played again.
- Distribute 1 question per a participant. Switch on music.

□ Ask the participants to create a large circle. Ask them who has the 1st question

□ Offer to read it loudly. Ask the group to remember and retell the answers of the participants. Continue with the other questions and their colleagues' comments

For a trainer:

1. It's important to have the same amount of participants in 2 circles. If it's not enough, the trainer should be involved.

2. prepare 2 copies of the same questions copy 1 is for the outer group, copy

2 is for the inner one.

For a trainer:

While the participants are asking and answering the questions you should hang out the theory on Storytelling on the walls around the room

2 Input 10 min

o Ask the participants to find their pairs (double questions). Tell them to walk around and read the statements about storytelling. Ask to discuss in pairs what they have read

3 Telling a story 10 min

For a trainer:

It's better to prepare the pictures beforehand. it's important to use unreal language for the story presentation.

o Tell the participants they are kids now.

Step 1.

o Read the story without miming, emotions, not using the pictures. Ask them if they could understand anything. (of course, they could not understand anything). Ask why? (The answer- because the language is not understandable)

Step 2.

- o Offer to listen to the story again. Use gestures, miming, repetitions, the pictures. Ask them if they could understand anything. (This time they could understand). Ask why? (The answer- because even the language is not understandable, but the teacher's body language, pictures, etc helped them to understand)

4 Work in groups 20 min

For a trainer:

Prepare beforehand bootlaces by amount of participants. It's better to use the bootlaces of different colours. Fasten them in a unit according to the number of characters in a fairy tale

Group 1. 'Let's go to Susambil' – 8 bootlaces for 8 characters

Group 2. 'The donkey and the dog' - 5 bootlaces for 5 characters

Group 3. 'The old man and his sons' - 4 bootlaces for 4 characters

Group 4. 'Golden watermelon' - 4 bootlaces for 4 characters

- o Ask the participants to come to you. Tell them to pick out but not to let go their hold of the bootlaces. Let go your hold of the bootlaces. Ask them to make groups according to the unit of the bootlaces. Tell them to take their seats.
- o Distribute the fairy tales to the groups. Ask to read them and prepare the role play

5 Role play 30 min

- o Ask the participants to present the fairy tales to the whole group. Give 7 min to each group's presentation

6 Review 10 min

- o Distribute the Checklist. Ask the participants to fill in the Checklist. Discuss the results. Ask if they have any suggestions on the way of groups' presentations. Make a conclusion on the session.

Handout 1 Session Storytelling I

Questions

- 1 Do you read books/stories/fairy tales in classes?
- 2 What books/stories/fairy tales do you read in classes?
- 3 How do you read books in classes? What methods do you use?
- 4 Why do we need to read books/stories/fairy tales in classes?
- 5 How often do we need to read books/stories/fairy tales in classes?
- 6 What ritual do you use reading stories?
- 7 Do you explain children the unknown words? How do you do that?
- 8 Do you use any tasks accompanying to reading in classes? Which ones?
- 9 Do you think it is necessary to translate the unknown words/ the grammar /all story?
- 10 Do you answer spontaneous questions of your children while reading?
- 11 Do you involve your children in reading process? How?
- 12 Is it necessary to read the stories children know very well

Handout 2 Posters

1 Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many EFL teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer.

2 The most important advantages of storytelling may be summarized as follows:

- motivating and fun
- developing positive attitudes towards language learning
- creating a desire to continue learning

- boost of children's imagination
- authentic/semi-authentic language

3 Children like storytelling because:

- they can become involved in a story
- they can imagine themselves in a magic world
- they can interpret the narrative and illustrations
- they can predict/ change the story of a fairy tale
- they feel safe because of comfortable atmosphere

4 Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.

Amaliy mashg'ulotlar materiallari

IV. Amaliy mashg'ulotlar materiallari

Lesson 1 State Educational Standards in teaching foreign languages and the role of CEFR in our educational system

Learning outcomes

By the end of the session participants will have:

- *explored about CEFR in our country and its widely use in curriculum planning*
- *discussed and practised activities for developing skills in CEFR testing*

Key learning points

*The Common European Framework of Reference for Languages:
Learning, teaching, assessment*

- *There should be a reason and a purpose for teacher to acquire knowledge in CEFR*

Plan				
1	Outcomes	Explaining the learning outcomes of the session	7 min	
2	Listening vs. Listening?	Discussing the about CEFR in our country and its widely use in curriculum planning	10 min	Handout 1
3	Listen for ...	Discussing and practising activities for developing all skills in CEFR	25 min	Handouts 2 and 3
4	Listen and ...	Discussing the purposes for acquiring CEFR knowledge	25 min	
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 4

2. Outcomes

Objective: to help participants understand the outcomes of the session

Time: 7 minutes

Materials: none

Interaction: individual, pair, plenary

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was created by the Council of Europe to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc across Europe’ (2001a:1) It was envisaged primarily as a planning tool whose aim was to promote ‘transparency and coherence’ in language education .

The CEFR is often used by policymakers to set minimum language requirements for a wide range of purposes It is also widely used in curriculum planning, preparing textbooks and many other contexts It can be a valuable tool for all of these purposes, but users need to understand its limitations and original intentions It was intended to be a ‘work in progress’, not an international standard or seal of approval It should be seen as a general guide rather than a prescriptive instrument and does not provide simple, ready-made answers or a single method for applying it . As the authors state in the ‘Notes for the User’: We have NOT set out to tell practitioners what to do or how to do it We are raising questions not answering them It is not the function of the CEFR to lay down the objectives that users should pursue or the methods they should employ . The CEFR is useful to you if you are involved in learning, teaching or assessing languages We have aimed this booklet at language professionals such as teachers and administrators rather than candidates or language learners It is based on Cambridge ESOL’s extensive experience of working with the CEFR over many years . The CEFR is a comprehensive document, and as such, individual users can find it difficult to read and interpret The Council of Europe

has created a number of guidance documents to help in this interpretation Helping you find your way around the CEFR and its supporting documents is one of our key aims in creating Using the CEFR: Principles of Good Practice If you want a brief overview of the CEFR read Section 1 of this booklet If you are a teacher or administrator working in an educational setting and would like guidance on using and interacting with the CEFR then reading Section 2 will be useful to you If you want to find out about how Cambridge ESOL works with the CEFR then read

What the CEFR is ... and what it is not

The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and

Writing at six reference levels

These six levels are named as follows:

C2 Mastery	} Proficient user
C1 Effective Operational Proficiency	
B2 Vantage	} Independent user
B1 Threshold	
A2 Way-stage	} Basic user
A1 Breakthrough	

As well as these common reference levels, the CEFR provides a 'Descriptive Scheme' (2001a:21) of definitions, categories and examples that language professionals can use to better understand and communicate their aims and objectives The examples given are called 'illustrative descriptors' and these are presented as a series of scales with Can Do statements from levels A1 to C2 These scales can be used as a tool for comparing levels of ability amongst

learners of foreign languages and also offer ‘a means to map the progress’ of learners (2001a:xii)

The scales in the CEFR are not exhaustive They cannot cover every possible context of language use and do not attempt to do so Whilst they have been empirically validated, some of them still have significant gaps, e g at the lowest level (A1) and at the top of the scale (the C levels) Certain contexts are less well elaborated, e g young learners . The CEFR is not an international standard or seal of approval Most test providers, textbook writers and curriculum designers now claim links to the CEFR However, the quality of the claims can vary (as can the quality of the tests, textbooks and curricula themselves) There is no single ‘best’ method of carrying out an alignment study or accounting for claims which are made What is required is a reasoned explanation backed up by supporting evidence. The CEFR is not language or context specific It does not attempt to list specific language features (grammatical rules, vocabulary, etc) and cannot be used as a curriculum or checklist of learning points Users need to adapt its use to fit the language they are working with and their specific context . One of the most important ways of adapting the CEFR is the production of language-specific . These are frameworks for specific languages where the levels and descriptors in the CEFR have been mapped against the actual linguistic material (grammar, words) needed to implement the stated competences Reference Level Descriptions are already available for several languages .

Lesson 2 Teaching Listening

Learning outcomes

By the end of the session participants will have:

- *explored the relationship between listening in the classroom and listening in real life*
- *explored the nature of authentic listening tasks*
- *discussed and practised activities for developing listening skills*

Key learning points

A listening task should be close to the nature of listening in real life.

- *There should be a reason and a purpose for a pupil to listen in the listening task.*

Plan				
1	Outcomes	Explaining the learning outcomes of the session	7 min	
2	Listening vs. Listening?	Discussing the relationship between real life and classroom listening	10 min	Handout 1
3	Listen for ...	Discussing and practising activities for developing listening sub-skills	25 min	Handouts 2 and 3
4	Listen and ...	Discussing the nature of authentic listening activities	25 min	
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 4

3. Outcomes

Objective: to help participants understand the outcomes of the session

Time: 7 minutes

Materials: none

Interaction: individual, pair, plenary

- *Knocking dictation.* Dictate the outcomes with gaps instead of some phrases and words (see the extract in the box below). Knock when you reach a gap. Participants write the sentences you dictate and decide by themselves what words should be instead of gaps.
- When finished, ask participants to compare their answers with partners.
- In plenary, discuss the answers and suggest the correct answers if necessary.

By the end of the session you will have

- explored the relationship between listening in the _____ and listening in real life.
- have explored the nature of authentic listening _____.
- have discussed and _____ activities for developing listening skills.

Answer key: see Learning Outcomes

- Explain that these are the learning outcomes of the session.

>>> participants didn't know what 'authentic' means

4. Listening in real life vs. Listening in classroom

>>> the trainer didn't know what 'vs.' means

Objectives: to help participants understand/revisit the relationship between real life listening and listening in the classroom

Time: 10 minutes

Materials: Handout 1

Interaction: individual, pair work, plenary

- Distribute Handout 1 and ask participants to complete the table individually.

>>>easier just to draw the table and ask teachers to copy and complete

~~~~~  
~~~~~

Handout 1

Complete the table.

Listening in real life

What do people listen to?	Reason for listening

--	--

~~~~~  
 ~~~~~

- In 2 minutes, elicit random responses. Establish that
 - in real life we listen to wide range of sources (radio and TV programmes and advertisements, announcements in the train station, someone talking to us, people’s conversations, lectures, music, etc.)
 - the main reason for listening is to get information we need (news, specific details that interest us) and to have pleasure (music).
- Ask participants to underline the items in their responses they think are also appropriate to the English classroom. Elicit random answers.
- Put participants in pairs and ask them to discuss the **similarities and differences** between listening in real life and in classroom. In 2 minutes, ask pairs to share their ideas with the whole group. >>> possible answers could have helped: participants were confused
- Establish that listening in the classroom should to a larger extent be similar to listening in real life because: >>>would be good to simplify the language
 - we listen to a wide range of sources (radio and TV programmes and advertisements, announcements in the train station, someone talking to us, people’s conversations, lectures, music, etc.).
 - we need to get the information which is produced in the listening passage.
 - we have a reason for listening to that information.

>>> the three establishing points didn’t help the trainer – she couldn’t understand the focus and the reason of doing this

5. Listen for ...

Objective: to help participants understand the nature of authentic listening tasks.

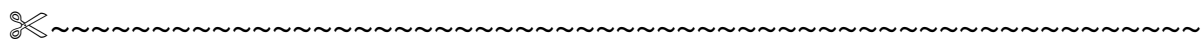
Time: 25 minutes

Materials: Handouts 2 and 3

Interaction: pair work, plenary

- Tell participants that now they will practise a listening activity as pupils. Put them in pairs. Give out the role cards of Pupils A and B to each pair (Handout 2).
- Explain that A are going to visit the UK and want to know what they can eat there, Bs are the people who have already visited the UK several times and can give suggestions about the food. If necessary, demonstrate how a task should be done. Ask them to play their roles in their pairs.

Handout 2 (should be cut as two separate cards - A and B)



~~~~~

Pupil A

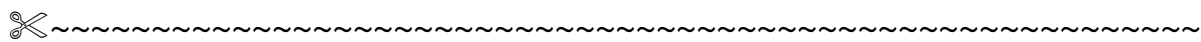
**You are travelling to the UK next month. You want to try the types of food that are very popular in this country. Your friend has visited the UK several times, so you want to talk to him in order to know more about the popular food. Ask the following questions.**

What types of food are popular in the UK?

What is each cooked from?

In which part of the UK is each type of food popular?

What food do you suggest that I have to have?



~~~~~

Pupil B

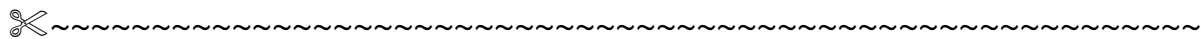
Your friend wants to know about the popular food in the UK from you because you have been there several times. Answer his/her questions to give the following information.

Chicken tikka masala – an Indian dish cooked from chicken and spices, popular in England

Fish and chips – fried fish and fried potatoes, popular all over the country

Pancakes – cooked from flour, butter, milk and sugar, popular in England

Food that one must have: Jacket potato – potato baked in the oven in its skin, usually served with fish, popular all over the country



~~~~~

- When participants finish ask them what the purpose for each pupil to listen to their partner was. (listening for specific information) >>>

sounded strange: they listened to each other because Pupil A wanted to find out the info in all details, not for 'specific info' as it sounded a bit strange the trainer just had to give the answer

- Give out Handout 3 to participants and ask them to **match** the listening tasks with their purposes. 1) >>>is it really matching? 2) participants seemed a bit confused by specific info and main idea – should be explained somehow

-----  
-----  
Handout 3

**Read the listening activities in column Activities. In column Purpose write SI if the purpose is to listen for specific information and MI if it is to listen for main ideas or B if it is both.**

| Activities                                                                                                                             | Purpose |
|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Listen to a telephone operator explaining how to find their office and follow the directions on the map you have in front of you.   |         |
| 2. Listen to two friends discussing how to solve the problem and decide whether you agree or disagree with the solution.               |         |
| 3. Listen to your partner describing a robot and draw it.                                                                              |         |
| 4. Listen to a person telling about his favourite subjects at school and decide which of them are true for you and which are not true. |         |
| 5. Listen to a crime witness and select the picture of the burglar she is describing.                                                  |         |

~~~~~  
~~~~~  
*Answer key: 1-SI, 2-B, 3-SI, 4-SI, 5-SI*

>>> participants were confused. Me too. I agree that in 1 and 4 are for specific, # 2 – main idea, but 3 and 5, I think are listening for detail

>>> the objective – 'to help participants understand the nature of authentic listening tasks'. I doubt they did understand

## 6. Listen and ...

Objective: to help participants understand the nature of authentic listening tasks. >>> is it? It seems that objective is – to give opportunity to experience and explore a listening task

Time: minutes 25

Materials: none

Interaction: pair work, plenary

- Ask participants the following question and invite them to share their responses in plenary:
  - What problems do you usually have while teaching listening?
- Tell participants that now they will listen to you reading out a teacher's description of her listening class and answer the following questions (it is very important that the questions are asked before participants listen to the passage as this will help them to focus on it):
  - What was the problem the teacher faced in her/his class? (Answer: the pupils couldn't understand the dialogue from the first listening.)

I told the class to close their books and listen, and I read the dialogue twice. Then I asked the questions. But they couldn't answer most of them. So I told them to open their books, and we read the dialogue together. Then they seemed to find it quite easy. They couldn't understand it from just listening – it was too difficult for them.

(Taken from *Doff A. (1988) Teach English. Cambridge, CUP.*)

- Tell participants that they will listen to the description once more and answer the following questions:
  - What did the teacher do in her class?
  - How did it work?
- Read the description the second time and elicit responses to the questions from participants in plenary.
- Explain that it is very important to have questions for a listening passage in classroom tasks, as they
  - *focus* the pupils' attention on the passage.
  - they give pupils the *reason* for listening.
  - *help* pupils to listen by leading them towards the main points.

However, in real life we do not listen just to answer questions – we do different actions based on what we listened to. For example, when someone shares his or her problem with us we usually discuss this problem and give suggestions for solving them. In order to make our



classroom listening tasks we need to have these follow-ups for the listening passages.

- Tell participants that one way of making the listening task based on the above passage closer to real-life listening, that is more authentic, is to ask for suggestions about how the teacher could help pupils to listen.
- Ask participants to work in pairs and answer the following question:
  - What suggestions would you give to the teacher to help her pupils to listen?

*Possible answers:*

- *Get pupils to predict content or language they might hear from title.*
  - *Introduce the topic before getting the class to listen to the dialogue.*
  - *Give a few guiding questions before the listening stage.*
  - *Divide the listening into stages: first, pupils listen to the main idea only, then they listen to a dialogue again for details.*
- 
- Ask participants to work in pairs and create a list of tips for a good listening task. Allow 5 minutes for the pair work. Elicit responses in plenary and write suggested tips on the board.

*Possible answers:*

- *Introduce the topic before the class starts listening to the passage.*
  - *Give a few guiding questions before the listening.*
  - *Listening tasks should be authentic.*
- 
- Tell participants that the listening activity based on discussing the description of a listening class by a teacher had pre-, while- and post-stages. Write on the board 'pre-', 'while-' and 'post-', and ask participants to reflect on the activity and tell the stages.

*Possible answer:*

- *Pre- participants shared their difficulties while teaching listening.*
- *While- they listened to the teacher's description of a listening lesson and gave suggestions for helping pupils to listen. >>> this is post listening activity, for while listening that had two tasks: questions*
- *They created a list of tips for a good listening task.*

- Summarise that authentic listening tasks require learners to do some actions (e.g. give advice, take notes, make a decision, continue the conversation) based on what has been listened to.

>>> strange focus - should be focus on preparing learners for listening, division of while tasks into steps – from simple to complex, and pre-, while and post

>>> loop activity – talking about teachers’ problems in teaching listening and then listening to a teacher’s problems in teaching listening is very nice but trainers and teachers got totally confused

## 7. 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 deciding on the goals for development

Time: 10 minutes

Materials: Handout 4

Interaction: individual, pair work

- Participants reflect on and complete the questionnaire individually.
- They get into pairs and discuss their answers.

Handout 1

*Complete the table.*

### Listening in real life

| What do people listen to? | Reason for listening |
|---------------------------|----------------------|
|                           |                      |

|  |  |
|--|--|
|  |  |
|--|--|

~~~~~  
~~~~~

Handout 1

*Complete the table.*

**Listening in real life**

| What do people listen to? | Reason for listening |
|---------------------------|----------------------|
|                           |                      |

~~~~~  
~~~~~

Handout 2 (should be cut as two separate cards - A and B)

✂ ~~~~~  
~~~~~

Pupil A

You are travelling to the UK next month. You want to try the types of food that are very popular in this country. Your friend has visited the UK several times, so you want to talk to him in order to know more about the popular food. Ask the following questions.

What types of food are popular in the UK?

What is each cooked from?

In which part of the UK is each type of food popular?

What food do you suggest that I have to have?

✂ ~~~~~
~~~~~

Pupil B

***Your friend wants to know about the popular food in the UK from you because you have been there several times. Answer his/her questions to give the following information.***

Chicken tikka masala – an Indian dish cooked from chicken and spices, popular in England

Fish and chips – fried fish and fried potatoes, popular all over the country

Pancakes – cooked from flour, butter, milk and sugar, popular in England

Food that one must have: Jacket potato – potato baked in the oven in its skin, usually served with fish, popular all over the country

✂ ~~~~~  
~~~~~

Handout 2 (should be cut as two separate cards - A and B)

Pupil A

You are travelling to the UK next month. You want to try the types of food that are very popular in this country. Your friend has visited the UK several times, so you want to talk to him in order to know more about the popular food. Ask the following questions.

What types of food are popular in the UK?

What is each cooked from?

In which part of the UK is each type of food popular?

What food do you suggest that I have to have?

✂ ~~~~~
~~~~~

Pupil B

***Your friend wants to know about the popular food in the UK from you because you have been there several times. Answer his/her questions to give the following information.***

Chicken tikka masala – an Indian dish cooked from chicken and spices, popular in England

Fish and chips – fried fish and fried potatoes, popular all over the country

Pancakes – cooked from flour, butter, milk and sugar, popular in England

Food that one must have: Jacket potato – potato baked in the oven in its skin, usually served with fish, popular all over the country

Handout 3

***Read the listening activities in column Activities. In column Purpose write SI if the purpose is to listen for specific information and MI if it is to listen for main ideas or B if it is both.***

| Activities                                                                                                                             | Purpose |
|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Listen to a telephone operator explaining how to find their office and follow the directions on the map you have in front of you.   |         |
| 2. Listen to two friends discussing how to solve the problem and decide whether you agree or disagree with the solution.               |         |
| 3. Listen to your partner describing a robot and draw it.                                                                              |         |
| 4. Listen to a person telling about his favourite subjects at school and decide which of them are true for you and which are not true. |         |
| 5. Listen to a crime witness and select the picture of the burglar she is describing.                                                  |         |

~~~~~  
~~~~~

Handout 3

***Read the listening activities in column Activities. In column Purpose write SI if the purpose is to listen for specific information and MI if it is to listen for main ideas or B if it is both.***

| Activities                                                                                                                           | Purpose |
|--------------------------------------------------------------------------------------------------------------------------------------|---------|
| 6. Listen to a telephone operator explaining how to find their office and follow the directions on the map you have in front of you. |         |
| 7. Listen to two friends discussing how to solve the problem and decide whether you agree or disagree with the solution.             |         |
| 8. Listen to your partner describing a robot and draw it.                                                                            |         |
| 9. Listen to a person telling about his favourite subjects at school and                                                             |         |

|                                                                                        |  |
|----------------------------------------------------------------------------------------|--|
| decide which of them are true for you and which are not true.                          |  |
| 10. Listen to a crime witness and select the picture of the burglar she is describing. |  |

#### Handout 4

#### Reflection and Action planning

##### **1. Complete the following sentences.**

i) One thing that I found very interesting in this session is ...

##### **2. Think about the classes you teach. Write one or two action points for your classes.**

|                                                 | <b>1</b> | <b>2</b> |
|-------------------------------------------------|----------|----------|
| <b>Class</b><br>Which class I will work with?   |          |          |
| <b>Goal</b><br>What will I try?                 |          |          |
| <b>How</b><br>What materials or aids do I need? |          |          |
| <b>When</b><br>When will I try it?              |          |          |
| <b>Evidence</b>                                 |          |          |

|                                         |  |  |
|-----------------------------------------|--|--|
| How will I know I have been successful? |  |  |
|-----------------------------------------|--|--|

### Lesson 3 Teaching Speaking

*Learning Outcomes:*

*By the end of the session participants will have:*

- *identified problems in teaching speaking*
- *found solutions to these problems*
- *become aware of criteria of successful speaking activities*
- *practised different speaking activities*

*Key Learning Points:*

- *Speaking skill is the main tool for communication.*
- *Info-gap activities, pair work and group work are indispensable for developing speaking skill.*
- *Speaking activities may have focus on accuracy or fluency.*

| Plan |                                        |                                                                                                                                            |        |                        |
|------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------|
|      | Stages                                 | Procedure                                                                                                                                  | Time   | Materials              |
| 1.   | Lead in                                | Playing Find someone who                                                                                                                   | 10 min | Handout 1              |
| 2.   | Problems, their solutions and criteria | Identifying problems related to development of speaking and problem-solving skills; identifying criteria of successful speaking activities | 25 min | Handout 2<br>Handout 3 |

|    |                                |                                                     |        |                        |
|----|--------------------------------|-----------------------------------------------------|--------|------------------------|
| 3. | Practising speaking activities | Practising different speaking activities            | 30 min | Handout 4<br>Handout 5 |
| 4. | Reflection and action plan     | Reflecting on the session and making an action plan | 10 min | none                   |
| 5. | Outcomes                       | Eliciting learning outcomes from Pts                | 5 min  | Bb/flipchart           |

### **Procedure of the session:**

#### **1. Lead in**

Objective:

- to prepare Pts for the session

Time: 10 min

Materials: cards cut from Handout 1

Interaction: plenary

Preparation: before the session prepare the cards to give them out in the session (see Handout 1 for trainers, p.8).

- Say to Pts:
  - We are going to have an activity which is called Find someone who
  - You will act as Ls.
  - Each of you will get a card with different questions.
  - Stand up, mingle, find people who will say 'yes' to your question and write their names in a special column. Ask different people.
  - You have 3 min.
- Check the instruction.

Handout 1



| Find someone who ...                                                |      |
|---------------------------------------------------------------------|------|
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |
| corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      |

- In 3 min stop the activity and ask Pts to take their places.
- To check the activity ask Pts:
  - Say the name of a person who answered ‘yes’ to the questions I’ll read aloud.
- Read a question, when Pts say the names of people who answered positively, check the information by asking those people ‘Is it correct?’
- Read 2 or 3 questions more from ‘Find someone who...’ card.
- Ask Pts to guess the topic of today’s session.
- Write the topic of the session on the Bb.

## 2. Activity: Problems and solutions

Objectives:

- to make Pts aware of problems in teaching speaking
- to help Pts identify possible solutions to these problems
- to help Pts identify criteria for successful speaking activities

Time: 25 min

Materials: Handout 2, Handout 3

Interaction: plenary, pair work, group work

Preparation: before the session write on flipchart formulas for successful speaking activities and put it on the wall:

|                                    |
|------------------------------------|
| Formulas for ☺speaking activities: |
| 1. PW + GW                         |
| 2. STT > TTT                       |
| 3. A = F, A < F, A > F             |

1.

- Put Pts in groups.
- Ask Pts:
  - How can a T understand that a speaking activity is successful?
- Accept Pts' ideas.
- Say to Pts:
  - There are some characteristics of successful and unsuccessful speaking activities on Handout 2.
  - The information in one column is opposite to the information in the other column.
- Read aloud and explain the example.
- Say to Pts:
  - Complete the table in pairs.
  - You have not more than 2 min.
- Distribute Handout 2.

## Handout 2

In pairs complete the table by writing an opposite sentence to a given one. The example is given for you.

| Characteristics of successful speaking activities       | Characteristics of unsuccessful speaking activities                                                                                                               |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Participation of Ls in speaking activities is equal. | 1. <i>Ex.: Participation of Ls in speaking activities is not equal: some Ls speak a lot, other Ls - do not speak at all.</i><br><br>* <i>Ex.: 1 – b), d), e).</i> |
| 2.                                                      | 2. Ls don't speak<br><br>*                                                                                                                                        |
| 3. Ls are motivated to speak.                           | 3.<br><br>*                                                                                                                                                       |

➤ In 2 min ask Pts to read answers.

2.

- Ask Pts:
  - What are possible reasons for unsuccessful speaking activities?
- Accept Pts' ideas.
- Say to Pts:
  - There are some reasons for unsuccessful speaking activities on Handout 2\*.
- Read the reasons aloud and explain if necessary.
- Give out Handout\*.
- Say to Pts:
  - Match the reasons with the characteristics of unsuccessful speaking activities on Handout 2. The example is done for you in Handout 2 after the sign of a star.
  - You have not more than 3 min.

Handout \*

Match the reasons with the characteristics of unsuccessful speaking activities on Handout 2. The example is done for you in Handout 2 after the sign of a star.

### Reasons for unsuccessful speaking activities

a) Ls do not have a reason to communicate.

b) some Ls are dominating.

c) a speaking activity is not interesting for Ls.

d) Ls are afraid of making mistakes.

e) Ls do not know necessary words for communication.

- In 3 min ask some volunteers to share their ideas, check the answers.  
Key: 2 – a), d), e); 3 – a), c), d), e).

3.

- Ask Pts:
  - What should Ts do to have only successful speaking activities?
- Accept Pts' answers.
- Say to Pts:
  - Handout 3 has some recommendations for a T on how to solve these problems.
- Distribute Handout 3.

### Handout 3

Discuss why the recommendations on how to have successful speaking activities are important.

|                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Give language support to your Ls (e.g., pre-teach vocabulary necessary for a speaking activity).                                       |
| 2) Use activities with the language appropriate to Ls' level (the language of activity should not be too difficult or too simple for Ls). |
| 3) Give a purpose for speaking activities.                                                                                                |
| 4) Use speaking activities interesting for Ls.                                                                                            |
| 5) Correct Ls' mistakes after Ls finish speaking.                                                                                         |
| 6) While correcting Ls' mistakes be very tactful.                                                                                         |
| 7) Speak English as much as possible, you'll be a good example for your Ls.                                                               |
| 8) Distribute and change roles between Ls (too active L may be given a role of a secretary).                                              |

- Read the recommendations aloud and explain if necessary.
- Ask Pts:
  - Do you agree that these recommendations are important? Why / Why not?
- Accept Pts' ideas and react appropriately.

4.

- Say to Pts:
    - Have a look at 3 formulas for successful speaking activities on the wall.
    - What are PW and GW in the first formula?
- Key: pair work and group work.

- Why is it important to use PW and GW in speaking activities?  
Key: It enables a T to involve all Ls, to give Ls a certain freedom from T's control; as a result your Ls will feel more confident to speak English.
- The abbreviations TTT and STT mean Teacher Talking Time and Student Talking Time. Why is STT more than TTT in the formula?  
Key: The main aim of a lesson is to give Ls a chance to communicate in English. Ss should speak more than a T.
- Speaking has 2 aspects - accuracy (an ability to speak correctly) and fluency (an ability to speak confidently). Is any of them more important than the other?  
Key: It depends on a purpose of a speaking activity. Sometimes fluency can be more important than accuracy.
- Copy out the formulas and remember them in your lessons.

### **3. Activity: Practising speaking activities**

Objective:

- to explore different speaking activities
- to make Pts aware of effectiveness of these activities by using criteria discussed in the previous stage

Time: 30 min

Materials: observation forms for observers, Handout 4, Handout 5

Interaction: pair work, group work

➤ Tell Pts:

- Now you are going to experience some speaking activities as Ls, not Ts.
- For each activity I'll choose 2 observers who will be monitoring the class with me during the activity. The observers will give their comments using the characteristics for a successful speaking activity which we discussed in the previous stage. What are they?

Key: 1. Ls speak in English; 2. All Ls speak equally 3. Ls are motivated to speak.

- Two observers will get observation forms for activities.

- Choose 2 observers and give them observation forms.

1)

- Say that the activity is called Picture description.
  - Put Pts in groups of 3 – 4.
  - Give each group a box with buttons.
  - Say to Pts:
    - Each group will get 2 different pictures, picture A and picture B.
    - First describe picture A.
    - In your groups make up as many sentences describing this picture as possible.
    - Don't pay attention to possible mistakes.
    - Choose a person in your group who will tick each new sentence in a notebook without writing the sentences down.
    - A Pt making up a sentence takes a button from the box, so at the end of the activity the contribution of each member of the group is clear by a number of buttons s/he has near her/him. It is important that all the Pts have an approximately equal number of buttons.
    - You will have 3 min for the activity.
  - Check the instruction.
  - Give out Handout 4.
  - In 3 min stop Pts and ask the groups how many sentences they made up.
  - Say to Pts that now they'll describe picture B in their groups for another 3 min.
  - Ask Pts to make up more sentences than they created previous time.
  - In 3 min check the results.
  - Compare the number of sentences the groups made for A and B pictures. Usually B pictures have more sentences.
  - Ask observers for their comments basing on observation forms.
  - Give your comments if necessary.
  - Ask Pts:
    - Which aspect of speaking was more important in the activity, fluency or accuracy?
- Key: Fluency was more important, our task was to produce as many sentences as possible without paying attention to mistakes.
- Summarize the stage saying:
    - If the aim of a speaking activity is to develop fluency, don't correct mistakes.

2)

- Tell Pts:
  - The next activity is called Change a dialogue.
  - We will be using a dialogue from *Fly High English 6* textbook.
  - Read the dialogue to yourself and think which information you can change.
- Check the instruction.
- Distribute Handout 5.

## Handout 5

Read the dialogue and think which information you can change

Customer: Have you got any apricots?

Sales assistant: Yes, over there.

Customer: How much are they?

Sales assistant: They're 200 soums a kilo.

Customer: Half a kilo, please.

Sales assistant: That's 100 soums, please.

Customer: Here you are.

Sales assistant: Thank you.

- Give Pts half a min to read the dialogue.
  - Ask Pts:
    - Which information can you change?
- Key: names of fruit and vegetables; prices; weight.
- Say to Pts:
    - In pairs change some facts and role play the dialogue with the new information.



- This time it is important not to make mistakes using the dialogue as a model.
- You have not more than 3 min.
- Check the instruction.
- Choose 2 other observers to monitor the class with you.
- In 3 min stop the activity.
- Ask some pairs to role-play the dialogue in front of the class.
- Ask observers for their comments focussing on their observation forms.
- Give your comments if necessary.
- Ask Pts:
  - Which aspect of speaking was more important in the activity, fluency or accuracy?

Key: Accuracy was more important, our task was to change some information in the dialogue using the dialogue as a model.

- Summarize the stage saying:
  - If the aim of a speaking activity is accuracy, correct mistakes, but be tactful.

3)

- Say to Pts that the speaking activity they are going to do is called Things in common.
- Put Pts in groups of 3 - 4.
- Tell Pts:
  - Find at least 4 things you have in common.
  - These things should not be very simple, like “We study in the same class” or “We go to the same school”, or “We are all boys”.
  - Ask questions to learn facts which you do not know about each other, e.g. “We all like chocolate”, “We all were born in summer”, “We all have little sisters”, “We all have pets”.
  - You have 3 min.
- Check the instruction.
- Choose 2 other observers who will be monitoring the Pts with you.
- In 3 min ask Pts from different groups to say the most interesting things in common they found and react properly (Pts may say facts which are too obvious).
- Ask observers to give their comments focussing on their observation forms.
- Add your comments if necessary.
- Ask Pts:

- Although the activity Find someone who which we did at the beginning of the lesson and the activity Things in common are different, there is something they have in common. What is it? Give your ideas.

Key: These activities are information gap or info gap activities. They are activities in which a L knows something that another L does not know, so they have to ask questions to get the information.

- Summarize the stage saying:
  - Info gap activities stimulate communication and use of pair work which is very important for speaking.

#### **4. Activity: Reflection and an action plan**

Objective:

- to help Pts to reflect on the session and make an action plan

Time: 10 min

Materials: none

Interaction: individual task, pair work

- Ask Pts to complete the sentences:

1) I have learnt that .....

2) I will try out ..... in my class because .....

- Ask Pts to discuss their ideas in pairs.
- Ask some pairs to share their ideas with the class.

#### **5. Learning outcomes**

Objective:

- to elicit the learning outcomes of the session from Pts

Time: 5 min

Materials: Bb/poster paper

Interaction: plenary

- Elicit the learning outcomes of the session by asking:
  - What did we do today?
  - What is very important for developing speaking skill?

Phrase box

Accuracy / fluency, info-gap (information gap) activities, appropriate language, TTT (teacher talking time)/ STT (student talking time).

Handout 1

| Find someone who ...                                                |      | Find someone who ...                                                |      |
|---------------------------------------------------------------------|------|---------------------------------------------------------------------|------|
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name | Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |
| corrects Ls during a speaking activity?                             |      | corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      | likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      | uses speaking activities interesting to Ls?                         |      |

|                                                                     |      |                                                                     |      |
|---------------------------------------------------------------------|------|---------------------------------------------------------------------|------|
| Find someone who ...                                                |      | Find someone who ...                                                |      |
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name | Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |
| corrects Ls during a speaking activity?                             |      | corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      | likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      | uses speaking activities interesting to Ls?                         |      |
| Find someone who ...                                                |      | Find someone who ...                                                |      |
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name | Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |
| corrects Ls during a speaking activity?                             |      | corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      | likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      | uses speaking activities interesting to Ls?                         |      |
| Find someone who ...                                                |      | Find someone who ...                                                |      |
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name | Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |

|                                                                     |      |                                                                     |      |
|---------------------------------------------------------------------|------|---------------------------------------------------------------------|------|
| corrects Ls during a speaking activity?                             |      | corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      | likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      | uses speaking activities interesting to Ls?                         |      |
| Find someone who ...                                                |      | Find someone who ...                                                |      |
| Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name | Question <i>E.g.: Do you correct Ls during a speaking activity?</i> | Name |
| corrects Ls during a speaking activity?                             |      | corrects Ls during a speaking activity?                             |      |
| likes to use pair work and group work for speaking activities?      |      | likes to use pair work and group work for speaking activities?      |      |
| uses speaking activities interesting to Ls?                         |      | uses speaking activities interesting to Ls?                         |      |

## Lesson 4 Teaching Reading

*Learning Outcomes:*

*By the end of the session Pts will have:*

- *learnt professional terms related to reading*
- *become aware of effective reading strategies*
- *explored different reading techniques*
- *learnt how to work with textbooks effectively using proper reading techniques*

*Key Learning Points:*

- *Reading skill has a number of effective strategies and techniques.*
- *Appropriate use of the effective strategies and techniques increases Ls' language proficiency.*

| Plan |                     |                                                               |        |            |
|------|---------------------|---------------------------------------------------------------|--------|------------|
|      | Stages              | Procedure                                                     | Time   | Materials  |
| 1.   | Lead in             | Involving Pts in the session; announcing outcomes to Pts      | 5 min  | cards      |
| 2.   | What we read        | Analyzing what Pts read outside the class and in lessons      | 5 min  | flipchart  |
| 3.   | Why and how we read | Discussing aims and ways of reading in real life and in class | 10 min | Handout 1, |

|    |                                |                                                                           |        |                         |
|----|--------------------------------|---------------------------------------------------------------------------|--------|-------------------------|
|    |                                |                                                                           |        | Handout 2,<br>flipchart |
| 4. | Exploring reading strategies   | Exploring effective reading strategies                                    | 15 min | Handout 3               |
| 5. | Exploring reading techniques   | Exploring reading techniques and identifying them in texts from textbooks | 35 min | Handout 4,<br>Handout 5 |
| 6. | Outcomes                       | Eliciting learning outcomes from Pts                                      | 5 min  | none                    |
| 7. | Reflection and action planning | Reflecting on Pts' professional experience and planning their actions     | 5 min  | Handout 6               |

### Procedure of the session:

#### 1. Outcomes

Objective:

- to involve Pts in the topic of the session

Time: 5 min

Materials: cards with words of the proverb 'Reading for the mind is the same as exercises for the body'.

Interaction: plenary

Preparation: before the session write words of the proverb 'Reading for the mind is the same as exercises for the body' on 4 cards so that phrases of the proverb are on separate cards. Prepare 3 sets of the cards:

|                         |             |              |               |
|-------------------------|-------------|--------------|---------------|
| Reading for the<br>mind | is the same | as exercises | for the body. |
|-------------------------|-------------|--------------|---------------|

- Put Pts into 3 groups.
- Put the cards with words of the proverb at random on the floor.

- Say to Pts:
  - In your group unscramble the proverb and guess the topic of the session.
- Ask Pts:
  - Do you agree with these words? Why / why not?

## **2. Activity : What we read**

Objective:

- to analyze what Pts read outside the class and in lessons

Time: 5 min

Materials: the flipchart, a list of items for reading

Interaction: plenary

Preparation: before the session write a list of items for reading on flipchart

- Ask Pts:
  - What do you read in real life?
- Accept Pts' ideas.
- Ask Pts:
  - What do your Sts read in English lessons?
- Accept Pts' ideas.
- Say to Pts:
  - We prepare our Ls to use English in real life communication, so it is necessary to read a lot of different materials from different sources. For that you can use UzTEA Resource Centre and IPK Resource Centre.

## **3. Activity: Why and how we read**

Objective:

- to make Pts understand that the aim of reading influences the way we read

Time: 10 min

Materials: Handout 1

Interaction: plenary, pair work, individual



- Ask Pts:
  - Why do people read?
 Possible answers: for pleasure, to find necessary information.
- Accept Pts' ideas. Say to Pts:
  - So, there could be different reasons for reading.
- Show Handout 1 and say to Pts:
  - Handout 1 has part A) and B). Part A) has two short texts from *English Matters 8*.
  - Individually choose the text you like more and explain your choice.
  - You have not more than 30 sec.
- Check the instruction.
- Distribute Handout 1.

## Handout 1

**A)** Read 2 texts. Which story would you like to read? Why?

| <b>Are we alone?</b>                                                                                                                                                                                                                                                     | <b>Elizabeth I</b>                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In fact, some people say that we might have been visited by aliens. These people point to 'wonders' such as Stonehenge in Britain and the Nazca lines in Peru as proof that aliens have been there.</p> <p>So, what are the chances that there is life out there?</p> | <p>She was born in Greenwich near London. She became queen at the age of 25 after both her father and mother had died.</p> <p>Elizabeth I had a very strong personality. Once she was in love but never got married, to avoid political conflicts.</p> |

**B)** Find on the list:

- the price of English Matters Uzbek-English dictionary
- the most expensive and the cheapest books on the list

### Price-list

| Name                                         | Components | Unit | Quantity | Price     |
|----------------------------------------------|------------|------|----------|-----------|
| <b>Methodology</b>                           |            |      |          |           |
| Children Learning English                    |            | p    | 1        | 28.000,00 |
| 700 Classroom Activities                     |            | p    | 1        | 25.000,00 |
| <b>Readers</b>                               |            |      |          |           |
| Black Cat + CD                               |            | p    | 1        | 13.500,00 |
| Arabian Nights                               |            | p    | 1        | 4.500,00  |
| <b>Grammar</b>                               |            |      |          |           |
| English Matters Grammar                      |            | p    | 1        | 7.500,00  |
| Elementary Language Practice<br>+ key        |            | p    | 1        | 14.800,00 |
| <b>Dictionaries</b>                          |            |      |          |           |
| New Dictionary for Advanced<br>Ls + CD       |            | p    | 1        | 65.000,00 |
| English Matters Uzbek-<br>English dictionary |            | p    | 1        | 6.500,00  |
| Essential Dictionary                         |            | p    | 1        | 33.000,00 |
| Children's Dictionary                        |            | p    | 1        | 14.800,00 |
| <b>Textbooks</b>                             |            |      |          |           |
| English Matters 5-6                          |            | p    |          | 4.000,00  |
| English Matters 7,9                          |            | p    |          | 4.500,00  |

- In 2 min ask 2-3 Pts to share their ideas.
- Say to Pts:

- Part B) is a price-list of some books.
- In pairs find and say 1) the price of English Matters Uzbek-English dictionary; 2) the most expensive and the cheapest books on the list.
- You have not more than 1 min.
- Check the instruction.
- In 1 min check the answers.  
Key: a) English Matters Uzbek-English dictionary costs 6.500; b) The most expensive book is New Dictionary for Advanced Learners + CD which costs 65.000, the cheapest book is English Matters 5-6 which costs 4.000.
- Ask Pts:
  - How did you read part A)? Why?  
Possible answer: We read 2 texts quickly to make our choice.
  - How did you read part B? Why?  
Possible answer: We looked for special information because we had a task to find this information.
- Sum up the stage saying:
  - So, when we read part A) we looked for the main idea of the text, because we chose the most interesting text for us. When we read part B) we looked for specific information.
  - Did we know why we read the texts? Key: Yes, we did.
  - Is it important to know the aim of reading before we start to read? Why / why not?
  - Do your Sts know the aim of reading before they begin to read?
- Sum up the stage saying:
  - Ts must say the aim of reading before Sts start to read, because a task influences the way Ls will read information.

#### **4. Activity: Exploring reading strategies**

Objective:

- to help Pts explore reading strategies

Time: 15 min

Materials: Handout 2

Interaction: pair work, plenary

- Say to Pts:
  - Let's look how our Ls read texts.
  - There are different reading strategies on Handout 2. They are called learners' strategies because our learners use them when they read.
  - You are teachers now.
  - Let's decide which learners' strategies are effective and which are ineffective from a teacher's point of view.
- Check the instruction.
- Distribute Handout 2.

## Handout 2

Read the strategies A – F. Write if they are effective to be used in lessons. Some examples are given to you.

| Learners' strategies                                                       | Effective (E)<br>/ineffective (I) |
|----------------------------------------------------------------------------|-----------------------------------|
| A) I read all texts aloud.                                                 | <i>I</i>                          |
| B) I try to understand a text even if I don't know some words of the text. | <i>E</i>                          |
| C) I always ask my teacher for help when I meet a word I don't know.       |                                   |
| D) I look at titles, pictures and other visuals before reading.            |                                   |
| E) I use my finger to help my eyes follow the text.                        |                                   |

1)

- Say to Pts:

- Who wants to read the instruction?
- Handout 2 has 2 columns. The first column is learners' strategies; the second column shows if the strategy is effective or ineffective.
- Discuss with Pts the item A. Say to Pts:
  - Strategy A) 'I read all texts aloud' is very popular in lessons of English. Ts often ask their Ls to read long texts one by one. This strategy is ineffective, because it slows a reader and takes a lot of time.
  - What are the aims of reading aloud in real life?  
Key: E.g., we read fairy-tales to children; we read information to a person who does not have his/her spectacles.
  - When is it appropriate to ask Ls to read aloud in class?  
Key: When Ls do exercises on pronunciation, intonation or when Ls role-play.

2)

- Ask Pts:
  - Why do you think strategy B) is given as effective?
- Accept Pts' answers and react adequately.
- Read the other strategies one by one. Explain the meaning if necessary, stress key words with your intonation.
- Say to Pts:
  - In pairs discuss and write if strategies C), D), E) are effective in lessons. Give your reasons.
  - You have not more than 5 min.
- Check the instruction.
- In 5 min check the answers and ask Pts to give their reasons.
- The answer key contains possible reasons to help a trainer.

3)

- Sum up the stage saying to Pts:
  - Now you know which learners' strategies are effective. Help your Ls use them when they read.

## **5. Activity: Exploring and identifying reading techniques**

Objective:

- to explore and identify different techniques in texts from textbooks

Time: 35 min

Materials: Handouts 3, 4

Interaction: plenary, pair work

1.

➤ Say to Pts:

- We discussed strategies our Ls use in reading lessons.
- Now we'll talk about teacher's techniques. They are called Teacher's techniques because Ts use them in reading lessons.
- Let's check your memory. Take Handout 1. Did we read part A) to find specific information?

Key: No, we read it to find the main idea of the texts.

- Did we read part B) to find the main idea?

Key: No, we read it to find specific information.

➤ Say to Pts:

- When we ask our Ls to read a text to find the main idea of it, we use the technique which is called skimming.

➤ Write the word 'skimming' on the Bb / flipchart. Watch that Pts write it in their notebooks.

➤ Say to Pts:

- The word 'skimming' comes from the verb 'to skim.' It means 'to take cream from milk', so by skimming we take 'cream' from the text, its main idea.
- Pay attention that the verb 'skim' ends with the letter 'm' and the phrase 'main idea' (which explains the meaning of the technique) starts with the letter 'm'. It could help you remember the meaning of the technique.

➤ Say to Pts:

- Repeat after me, 'skimming'.

➤ Ask Pts:

- Why to use skimming? Possible answer: To help Ls to understand the main idea.

➤ Ask Pts:

- When did we use skimming, in part A) or part B)? Key: In part A).

2.

- Say to Pts:
  - When we ask our Ls to read a text to find a specific information, we use the technique which is called scanning.
- Write the word 'scanning' on the Bb / flipchart. Watch that Pts write it in their notebooks.
- Say to Pts:
  - The word 'scanning' comes from the verb 'to scan'. It means 'to read quickly to find specific information'.
  - Which specific information can we find in a text? Key: numbers, dates, names.
- Say to Pts:
  - Repeat after me, 'scanning'.
- Ask Pts:
  - Why to use scanning? Possible answer: To help Ls to find details quickly.
- Ask Pts:
  - When did we use scanning, in part A) or in part B)? Key: In part B).

3.

- Say to Pts:
  - Handout 3 has 4 short texts.
  - They are from *Fly High English 6* and *English Matters 8*.
  - Read the instructions to the texts, but don't read the texts.
  - Work in pairs.
  - Find the instruction which uses skimming and scanning.
  - You have not more than 2 min.
- Check the instruction.
- Give out Handout 3.

## Lesson 5 Teaching writing

### *Learning Outcomes*

*By the end of the session participants will:*

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

### *Key Learning Points*

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

### **Preparation**

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

A good writing task should have \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ stages .

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

| <b>Plan</b> |                   |                                           |       |                          |
|-------------|-------------------|-------------------------------------------|-------|--------------------------|
| 1           | Learning Outcomes | Explain learning outcomes to participants | 5 min | Handout 1A<br>Handout 1B |



|   |                        |                                              |        |           |
|---|------------------------|----------------------------------------------|--------|-----------|
| 2 | Lead in                | Discuss what people write in real life       | 10 min |           |
| 3 | Discussion             | Discuss challenges while doing writing tasks | 10 min |           |
| 4 | Demo                   | Demonstrate Hot Seat activity                | 25 min |           |
| 5 | Demo activity analysis | Analyse demo activity                        | 20     | Handout 2 |
| * | Optional activity      | To give further practice                     |        |           |
| 6 | Reflection             | Reflect on what they learnt from the session | 10 min |           |

## 1. Learning Outcomes

Objectives: to help participants to understand the session outcomes

Time: 5 minutes

Materials: none

Interaction: plenary

Procedure:

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

*Answer Key – see Learning Outcomes*

## 2. Lead in

Objectives:

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

Time: 10 min

Materials: none

Interaction: pair work, plenary

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

*Possible answers*

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

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

### **3. Discussion Challenges in writing**

Objective: to explore challenges learners have in writing

Time: 10 min

Materials: none

Interaction: whole class

Procedure:

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

*Possible answers*

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

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

#### **4. Demo Writing Task**

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

Time: 25 min

Materials: none

Interaction: individual, group work

Procedure:

##### **Pre-writing stage**

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

*Possible answers:*

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

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

- Say that they must listen to each other attentively and remember the information because at the end they will write about each other. Say that in the end they will choose the most interesting person.
- Say that you will be a time keeper and signal after each three minutes. (After each three min you can whistle or clap your hands).
- Demonstrate with one group. You can join the group and be in a Hot Seat for three minutes.
- Check participants understand what they are going to do. Ask the questions:

1. What are we going to do?
2. Who will be in a Hot Seat?
3. How many minutes will you be in a Hot Seat?
4. What questions can we ask? (e.g. What's your favourite ...? Do you like ...? Can you ...? etc)
5. What to do if you don't want to answer a question?

- Monitor the groups. Give help if necessary.

### **While-writing stage**

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

### **Post-writing stage**

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

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

## **5. Demo activity analysis**

Objective: to analyse writing task

Time: 20 min

Materials: Handout 2

Interaction: individual, pair work, whole group

Procedure:

- Say that they are teachers now. Ask them to think about the activity as teachers and answer the following questions.
  1. How many main stages were there?
  2. What did you do before writing? What did you do after writing?
  3. How are the stages called?

*Answer key:*

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

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

*Answer key: 1e, 2a, 3b*

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

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

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

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

**\* Optional task (If the group is advanced give them the task)**

- Ask teachers to work in pairs. Pairs A will get Handout 3A and pairs B will get Handout 3B. Ask them to write the activities under each stage.
- Distribute Handouts.
- Pair up pairs and ask them to share their answers.

=====

Handout 3A

**Work in pairs. Write activity numbers under each stage.**

Pre-writing activity \_\_\_\_\_

While-writing activity \_\_\_\_\_

Post-writing activity \_\_\_\_\_

=====

**6. Reflection**

Objective: to reflect on what they learnt in the session

Time: 10 min

Materials: none

Interaction: individual work, plenary

Procedure:

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

A good writing task should have \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ stages.

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

*Answer key:*

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

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

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

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

Handout 1 A

**Dictate the sentence to your partner.**

By the end of the session participants will:

- Be able to define what makes a good writing task

- \_\_\_\_\_

-----

Handout 1 B

**Dictate the sentence to your partner.**

By the end of the session participants will:

- \_\_\_\_\_
- Have experienced a good writing task

-----

Handout 1 A

**Dictate the sentence to your partner.**

By the end of the session participants will:

- Be able to define what makes a good writing task
- \_\_\_\_\_

-----



Handout 1 B

**Dictate the sentence to your partner.**

By the end of the session participants will:

- \_\_\_\_\_
- Have experienced a good writing task

Handout 2

**Work in pairs. Match stages with definitions.**

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

Handout 2

**Work in pairs. Match stages with definitions.**

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

-----  
-----  
Handout 2

**Work in pairs. Match stages with definitions.**

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

|  |         |
|--|---------|
|  | message |
|--|---------|

## Lesson 6 Teaching Vocabulary

### 2 sessions

#### *Learning Outcomes*

*By the end of the session participants will have:*

- *experienced and reflected on vocabulary presentation techniques*
- *be able to identify what makes techniques for presenting vocabulary effective*

#### *Key Learning Point*

- *Vocabulary presentation techniques are effective when they involve learners, use their background knowledge and develop leaning skills.*

**Preparation:** Prepare Poster 1 for Stage 1 in advance. For stage 3: Write the questions on the poster or on the board in advance. For Stage 4 cut Handout 2 into 4 parts.

| Plan |                                               |                                                                         |        |           |
|------|-----------------------------------------------|-------------------------------------------------------------------------|--------|-----------|
| 1    | Outcomes                                      | Explain the learning outcomes to participants                           | 10 min | Poster 1  |
| 2    | Lead in                                       | Exploring activities for presenting and practising vocabulary           | 10 min | Handout 1 |
| 3    | Explore Presentation technique                | Teachers will experience a presentation technique with a word 'grumble' | 10 min |           |
| 4    | Analysis of effective presentation techniques | Teachers will analyse vocabulary presentation techniques                | 40 min | Handout 2 |
| 5    | Reflection and action planning                | Reflecting on workshop and selecting goals for development              | 10 min |           |

## 8. Outcomes

Objective: to help participants understand the outcomes of the session

Time: 10 minutes

Materials: Poster 1

Interaction: individual, plenary

Preparation: Prepare Poster 1 beforehand. Try to write the text that it looks like a text from a dictionary.

Procedure:

- Put Poster 1 on the board. Ask teachers to read and guess a missing word.

### Poster 1

|                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. all the words that someone knows, learns, or uses 2. the words that are typically used when talking about a particular subject<br/>3. all the words in a particular language 4. a list of words with explanations of their meanings, in a book for learning foreign languages</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Check the answer. *Answer key: vocabulary*
- Write **Vocabulary** on the board and say that this is the theme of the session.

## 9. Lead in

Objective: to give opportunity for teachers to share their experience

Time: 10 minutes

Materials: Handout 1

Interaction: plenary

Procedure:

- Ask teachers: Where is the text from?  
*Answer key: from monolingual (English – English) dictionary*
- Ask teachers:
  1. Can we use monolingual dictionaries for presenting vocabulary in our lessons? Is it effective technique? Why? Why not?
  2. What other techniques do you use for presenting vocabulary?

*Possible answers: 1) It is effective for higher levels, for beginners it might not be appropriate. It develops learners' thinking skills, prepare for independent learning etc.*

- Ask teachers to answer the questions in Handout 1 individually. Give them five minutes.
- Check the instruction. Distribute Handout 1.

~~~~~  
~~~~~

### Handout 1

#### **I. Read a list of vocabulary presenting techniques and answer the questions.**

1. Which of them do you use?
2. Which do learners like most? Why?

- 1) Pictures
- 2) Translations
- 3) Real objects
- 4) Gestures & acting
- 5) Opposite words

---

---

---

---

---

---

#### **II. Work in pairs and complete the list.**

~~~~~  
~~~~~

- Elicit ideas in plenary.
- Ask teachers to do the second task in the handout. Give them five minutes.
- Check the instruction.
- Elicit ideas in plenary.
- Say that in the session they will explore why some techniques are more effective than others.

#### **3. Explore Presentation technique**

Objective: to give opportunity to experience a vocabulary presentation technique

Time: 10 minutes

Materials: Blackboard

Interaction: plenary

Preparation: Write the questions for step 2 on the poster or on the board in advance.

Procedure:

- Write the word '**grumble**' on the board. Then give an example in English to show what it means.  
Say: Some people grumble about everything. For example, they grumble about the weather all the time. If it's sunny, they say, 'Oh dear, it's too hot today'; if it's cold, they say, 'Oh, it's too cold' – they are never happy.
- Ask participants to ask and answer the following questions in pairs:
  - Do you grumble?
  - Do you know any person who grumbles a lot?
  - What does he/she grumble about?
  - What do you do when someone starts grumbling?
- Elicit random responses from pairs. Ask them to say about their partner not about yourself.
- Tell participants that now they will look at the activities from the teacher's perspective. Ask participants the following questions:
  - What new word did you learn?
  - How was the word presented?
  - Did you manage to understand the word without translation? How did you feel when you guessed the meaning?
  - Is it effective techniques? Why? Why not?
- Elicit answers in plenary.
- Say that they will explore some more techniques and analyse them to see whether they are effective or not.

#### **4. Analysis of effective presentation techniques**

Objectives:

- to give opportunity to explore several vocabulary presentation techniques
- to help teachers understand what makes presentation technique effective

Time: 40 minutes

Materials: Handout 2

Interaction: plenary

Preparation: Cut Handout 2 into 4 parts.

Procedure:

- Ask participants to work in groups of 4 and do the task in Handout 2. Say that Group 1 will work with task 1; Group 2 – with task 2; Group 3 with task 3; Group 4 – with task 4.
- Check the instruction. Distribute handouts: Task 1 for group 1, Task 2 for group 2 etc .
- Monitor and give help if necessary.

~~~~~  
~~~~~

Handout 2

### Task 1

Look through the vocabulary presentation techniques and answer the following questions:

1. Will your pupils be able to do the task?
2. What helps pupils to do the task?
3. Is it effective technique? Why? Why not?
4. What skills do they develop?

### 1. Word-building

#### Lesson 2 Personal qualities and jobs

**1a Read the words and guess the professions. Do you know any more which end in –sit?**

biology – biologist    economy – economist    sociology – sociologist  
ecology – ecologist

**1b Say what you know about these professions.**

e.g. A biologist is a person who studies people's bodies, animals and plants.

*Taken from Fly High 9*

-----  
**Task 2 Guessing form context**

**1 Read the text and guess what the word below means.**

- disappointed    a) happy about something  
b) not happy about something

Dear TV Guide,  
I am writing to say just how disappointed I am in the standard of the programmes on TV nowadays.  
Last night I turned on the TV and it was rubbish! Soap operas, chat shows and football, that was all!  
What has happened to all those wonderful nature programmes? And the programmes about gathering and cooking?

*Taken from English Matters, Class 8*  
*Answer key: b*

---

### Task 3 Matching words and pictures

#### 1a Match the words and pictures.

[pictures of textbooks – Ona Tili, Adabiyot, maths, history; a computer and paints with a brush]

- 1 mathematics (maths)
- 2 history
- 3 art
- 4 mother tongue
- 5 literature
- 6 computers

#### 1b Listen and repeat.

*Taken from Fly High 5*

---

### Task 4 Using word definitions

#### 1a Match the words and definitions.

|               |                                                                   |
|---------------|-------------------------------------------------------------------|
| 1 promotion   | a telling customers about your products                           |
| 2 marketing   | b persuading your customers to buy your products                  |
| 3 advertising | c deciding on a product, its price, how to get it to the customer |

*Taken from Fly High 9*  
*Answer key: 1a, 2c, 3b*



- ~~~~~
- ~~~~~
- Elicit responses from the groups and discuss answers.

*Possible answers:*

1) *Yes, most pupils will be able to do the tasks.*

2) *Various clues help pupils: e.g. pictures, words which are similar with L1 words e.g. history, maths*

3) *These are effective techniques because they make pupils think, analyse*

*the language, make them confident, prepare for independent learning etc.*

4) *Thinking skills, analytical skills*

- Establish that effective presentation techniques: i) use learner's background knowledge, ii) make learners think, analyse the language and make conclusions, iii) develop learners' thinking skills, iv) make them confident and prepare for independent learning

## **5. Reflection and action planning**

Objectives:

- to help participants to reflect on the activities they have practised
- to help participants to decide on the goals for development

Time: 10 minutes

Materials: none

Interaction: individual, pair work, plenary

Procedure:

- Ask participants to write words from the session that they have learnt.
- Ask teachers to complete the following sentences.
  - One thing that I found very interesting in the session is ...
  - One thing I will try out is ...
- Ask them to discuss their answers in pairs.
- Elicit some responses.
- Summarise the session by establishing that effective presentation techniques:

i) use learner's background knowledge, ii) make learners think, analyse the language and make conclusions, iii) develop learners' thinking skills, iv) make them confident and prepare for independent learning

~~~~~  
~~~~~

Handout 1

**I. Read a list of vocabulary presenting techniques and answer the questions.**

1. Which of them do you use?
2. Which do learners like most? Why?

- 1) Pictures
- 2) Translations
- 3) Real objects
- 4) Gestures & acting
- 5) Opposite words

---

---

---

---

---

---

---

**II. Work in pairs and complete the list.**

## Lesson 7 Teaching Grammar

2 sessions

*Learning outcomes*

*By the end of the session participants will have:*

- *reflected on teaching and learning grammar*
- *practised and discussed different techniques for presenting grammar*

*Key learning point*

- *Grammar can be presented to pupils inductively or deductively.*
- *Inductive presentation develops learner's thinking skills, ability to analyse the language and understand how it works*
- *Inductive grammar presentation enables pupils to work independently*

| Plan |                                |                                                                                                                                                 |        |                                    |
|------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------|
| 1    | Lead in                        | Reflecting on participants' own grammar teaching                                                                                                | 10 min | None                               |
| 2    | How to present grammar         | I Using visual for inductive presentation<br>II Using tables for inductive presentation<br>III Inductive grammar presentations in the textbooks | 40 min | Handout 1 (a page from Fly High 5) |
| 3    | Inductive or deductive?        | Teachers discuss both ways of presenting grammar                                                                                                | 10 min |                                    |
| 4    | Reflection and action planning | Reflecting on workshop and selecting goals for development                                                                                      | 10 min |                                    |

### 10. Lead in

Objective: to help participants reflect on their grammar teaching

Time: 10 minutes  
 Materials: none  
 Interaction: group work, plenary

Procedure:

- Put participants into groups of 4-5. Ask them to answer the following questions.
  - How do you present grammar? *e.g. using a grammar table*
  - Which of techniques do your pupils like most?
  - Do you explain grammar in English or L1? Why?
  - What do pupils do when teachers explain grammar rules?
- Elicit answers after five minutes. Encourage teachers from different groups to answer.
- Establish that in most cases teacher explains grammar rules to pupils and gives examples to illustrate the rules. Pupils just listen and copy rules and examples.

### 11. How to Present grammar?

Objective: to give participants opportunity to explore different inductive techniques for presenting grammar

Time: 40 minutes

Materials: for Stage I prepare pictures or just draw on the blackboard, for stage 2 draw the table on the blackboard. Handout 1 for stage III.

Interaction: whole class, pair work, plenary

Procedure:

#### I. Using visuals for inductive presentation

- Say that you will demonstrate how teaching grammar can be done differently.
- Ask participants to imagine that they are pupils of class 5.
- Put the following table on the board. In each box: a picture and a word to illustrate it or a blank line.

|                                            |                                                    |
|--------------------------------------------|----------------------------------------------------|
| [A picture of a tree]<br><u>a tree</u>     | [A picture of three trees]<br><u>trees</u>         |
| [A picture of a ball]<br><u>a ball</u>     | [A picture of three or four balls]<br><u>balls</u> |
| [A picture of a flower]<br><u>a flower</u> | [A picture of two flowers]                         |

|                       |                           |
|-----------------------|---------------------------|
|                       | _____                     |
| [A picture of a bag]  | [A picture of three bags] |
| <u>a bag</u>          | _____                     |
| [A picture of a book] | [A picture of four bags]  |
| <u>a book</u>         | _____                     |

- Ask the pupils to look at the first line in the table. Point to the pictures and say: *Look – ‘a tree – trees’*.
- Then point to the second line and say: *‘a ball – balls’*
- Then point to the third line and say: *‘a flower’* and make a pause while pointing at a line.
- When pupils say: ‘flowers’ put the word under the picture of flowers.
- Do the same with the last two lines.
- Ask pupils to make own example with real objects. E.g. a pencil – two pencils, a girl – ten girls etc.

### Analysis:

- Tell participants that now they will analyse the technique as teachers.
- Ask participants the following questions and elicit responses in plenary:
  1. Which grammar point is presented?
  2. Did the teacher explain the rule?
  3. What did the teacher do?
  4. Did you do the task? What helped you to do the task?

*Answers:*

*1) Plural form of nouns*

*2) No, the teacher didn’t explain the rule.*

*3) The teachers just pointed to the pictures with examples and invited pupils to give examples.*

*4) The pupils managed to do the task looking at pictures and examples.*

- Say that this way of presenting grammar is called **inductive**. (Write the word ‘inductive’ on the blackboard.) Establish that in inductive presentation pupils work out grammar rules themselves with the help of teacher.
- Say that traditional way of presenting grammar when the teacher explains grammar rules herself/himself is called **deductive**. Write the word ‘deductive’ on the blackboard.

## II. Using tables for inductive presentation

- Say that now you will use a table for presenting grammar inductively.
- Ask participants to imagine that they are pupils of class 6.
- Write the following table on the board.

| How many         | How much          |
|------------------|-------------------|
| eggs?<br>plates? | butter?<br>sugar? |

- Ask the pupils to look at the table and complete it with the following words: *cucumbers, salt, cups, money, carrots, milk, bananas, apples, juice.*
- Put the first two words in appropriate columns together. Ask pupils: Shall I put '*cucumbers*' under '*plates*' or under '*butter*'? What about '*salt*'?
- Ask pupils to finish the task individually. Give them five minutes.
- Check the instruction.
- After five minutes check the answers in plenary. Ask pupils to say the whole question: '*How many eggs?*' *How many plates?* etc.
- Ask pupils to play Chain Drill.  
e.g. A: *boys.* B: *How many boys?*  
B: *water.* C: *How much water?*

### Analysis:

- Tell participants that now they will analyse the technique as teachers.
- Ask participants the following questions and elicit responses in plenary:
  1. Which grammar point is presented?
  2. Did the teacher explain the rule?
  3. What did the teacher do?
  4. Did you do the task? What helped you to do the task?

*Answers:*

1) *How much and How many*

2) *No, the teacher didn't explain the rule.*

3) *The teacher asked pupils to look at the examples in the table and make conclusion.*

4) *The pupils managed to do the task looking at the examples in the table.*

- Ask participants: Was it inductive or deductive presentation? (*Answer key: inductive.*)

- Ask participants: What about our textbooks? Is grammar presented in the textbooks inductively or deductively? (*Answer key: both ways are used*)

### III. Inductive Grammar presentation in the textbooks

- Say that you will give another example from the textbook Fly High 5.
- Ask participants to imagine that they are pupils of class 5.
- Distribute Handout 2 to participants. Ask pupils to look at the picture and sentences in exercise 2a.
- Ask pupils to do Activity 2b - Match the sentences in exercise 2a with the words *possession* and *regular activity*. Check the answers.

*Answer Key:*

*possession – sentences 1 and 2*

*regular activity – sentences 3 and 4*

- Ask pupils to do Activity 2c. Check the answers.
- Elicit and write on the blackboard:  
     Possession - have got (has got)  
     Regular activity – have (has)

### 12. Inductive or deductive?

Objective: to give participants opportunity to discuss advantages and disadvantages of inductive way of presenting grammar

Time: 10 minutes

Materials: none

Interaction: pair work, plenary

Procedure:

- Say that they are teachers now. Ask them to work in pairs and answer the questions:
  1. What way of presenting grammar is more effective? Inductive or deductive? Why?
  2. Can we use only inductive way? Why? Why not?

*Possible answers:*

*1) By using inductive presentation we develop learner's thinking (analytical) skills, help them to understand how the language works, help them to work out grammar rules themselves, prepare them for independent learning etc.*

*2) We cannot use only inductive way of presenting grammar. Sometimes we need deductive presentation also. Establish that sometimes we can combine deductive and inductive ways.*

- Elicit some answers.

### \* **Optional Activity – Presenting Present Perfect Tense inductively**

- Ask teachers to imagine again that they are pupils.
- Put some objects on a desk in front of the class: your bag, some books, pencils, pens, some objects from the pupils.
- Ask pupils to close their eyes for a few seconds and quickly move some objects.
- Ask pupils to open their eyes and ask them: *What have I moved?*
- Elicit random responses. When pupils say one of the objects which you have really moved confirm their answers by saying: *Yes, The bag is not in its place. It is in another place. I have moved the bag.*
- Write on the board: *I have moved the bag.* Read the sentence aloud and ask pupils to repeat it after you.
- Ask pupils *What else have I moved?* and elicit pupils responses using *You have moved...* Write the examples of sentences pupils provided on the board.

### **Analysis:**

- Tell participants that now they will analyse the technique as teachers.
- Ask participants the following questions and elicit responses in plenary:
  1. Which grammar point is presented?
  2. Did the teacher explain the rule?
  3. What did the teacher do?

*Answer Key:*

*1) Present Perfect Tense.*

*2) No.*

*3) The teacher asked pupils to answer the questions.*

## **13.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 deciding on the goals for development

Time: 10 minutes

Materials: none

Interaction: individual, pair work, plenary

- Summarise by establishing that grammar can be presented to pupils deductively (by simply explaining the grammar rule to pupils) and



inductively (by giving pupils opportunity to compare, analyse and draw conclusions how a grammar point is formed, what it means and how it is used).

- Ask teachers to complete the sentences
  - i. One thing that I found very interesting today is ...
  - ii. One thing that I have to study/read about more is ...
  
- 1. Ask them to discuss the sentences in pairs. Elicit some responses.

Handout 1

# Lesson 5 They have lunch at school

**1** Work in pairs. Check your partner's homework.

**2 a** Look.

- 1 Anvar has got a schoolbag.
- 2 He has got a brother.

- 3 We have Uzbek on Monday.
- 4 We have English on Tuesday.



**2 b** Match the sentences in 2a with the word.

possession

regular activity

egalik  
принадлежность

muntazam harakat  
регулярные действия

**2 c** Answer the questions.

Which verb goes with possession?

Which verb goes with regular activity?

have got      have/do you have

Qaysi fe'l egalik ma'nosini ifodalaydi?

Qaysi fe'l muntazam (kundalik) harakatni ifodalaydi?

Какой глагол выражает принадлежность?

Какой глагол выражает регулярные действия?

**4 a** Say True or False.

- 1 English children have lessons on Saturday.
- 2 English children have lunch at school.
- 3 English children do not have homework.

**3** Complete. Use 'have got' or 'do you have...?'.  
e.g. We **have** maths on Tuesday.

**4 b** Read and check your answers.

English schoolchildren go to school on Monday, Tuesday, Wednesday, Thursday and Friday. They have four lessons in the morning and two in the afternoon. They have a long lunch break at school. School ends\* at a quarter past three. English schoolchildren usually do their homework in the evening.

## Remember:

Do we have lessons on Monday?  
Yes, we do. No, we don't.  
We have lessons on Monday.

**5** Listen and complete.

I don't like ...



Betsy

## **Lesson 8 Classroom Test and Assessment**

### **1<sup>st</sup> session**

#### **8 basic steps of testing and assessment**

- The objective of testing and assessment is to obtain valid, reliable, and useful information concerning student achievement.
- 1) Determine the purpose of measurement
  - 2) Developing specifications
  - 3) Selecting appropriate assessment tasks
  - 4) Preparing relevant assessment tasks
  - 5) Assembling the assessment
  - 6) Administering the assessment
  - 7) Appraising the assessment
  - 8) Using the results
- Using the steps you will achieve the main goal, which is improved learning and instruction.

#### **Purpose**

- Pre-testing

Tests and assessment given at the beginning of an instructional segment to determine two key components

Whether students have the prerequisite skills needed for the instruction (determine readiness).

What extent students have already achieved the objectives of the planned instruction (placement or modification of instruction).

- During Instruction
  - Tests and assessments given during instruction provide the basis for formative assessment.

- They are used to monitor learning progress, detect misconceptions, encourage students to study, and provide feedback to students and teachers.
  - Using a different types of test items and complex performance assessment needs to ensure that the full comprehension of objectives is assessed (meaning choose questions carefully to have understanding in the classroom.)
- **End-of-Instruction**
  - The main interest is in measuring the extent to which the intended learning outcomes and performance standards have been achieved.
  - Although these end-of-instruction test and assessments are used primarily for summative assessment they can serve as other functions,
  - such as,
    - 1) Feedback to students
    - 2) Encouraging students to undertake advanced work
    - 3) Assigning of remedial work
    - 4) Assessing instruction as well as for grading purposes
    - 5) Function as both formative and summative
    - 6) Pre-test for the following unit
    - 7) Evaluating instructional effectiveness

### **Selecting Appropriately**

- It is common to make a distinction between classroom test that consist of objective test items and performance assessment that require students to construct responses or perform a particular task.
- Objective test require students to supply a word or two or to select the correct answer from a number of alternatives.

- They are called objective because they have a single right answer or best answer that can be determined in advance.

### ***Most Appropriate Types***

- *Multiple-Choice Questions*
  - *Will measure the learning outcome directly.*
- *True- False Questions*
  - *Most valuable in those special instances where there are only two possible answers.*
- *Matching Questions*
  - *Used only where a series of homogeneous things are to be related.*

### ***Suggestions for tests/ assessment***

- 9. Use your test and assessment specifications as a guide*
- 10. Write more items and tasks than needed*
- 11. Write the items and tasks well in advance of the testing date*
- 12. Write each test item and assessment task so that the task to be performed is clearly defined and it calls forth the performance described in the intended learning outcome*
- 13. Write each item or task at an appropriate reading level*
- 14. Write each item or task so that it does not provide help in responding to other items or tasks*
- 15. Write each item so that the answer is one that would be agreed on by experts or in the case of assessment, responses judged excellent would be agreed on by experts*
- 16. Whenever a test or assessment is revised, recheck its relevance*

### ***Improving learning***

- *As you construct classroom tests and assessments, keep in mind the extent to which is likely to contribute directly or indirectly.*

*Well constructed classroom tests and assessments should increase both the quality and quantity of student learning*

### ***Exercises***

- *Question 1*

- *Describe why you would use a pretest and how would the results be used in your teaching?*
- *Question 2*
  - *List several objectives that are best measured with objective test. List several that require the use of performance assessment.*

## **LESSON 8 WAYS OF ASSESSMENT IN ENGLISH LESSONS**

### **2<sup>nd</sup> session**

Objective:

to raise participants' awareness of other ways of assessing their students' performance to enable participants to explore transferable skills that can be developed through alternative ways of assessment to emphasise the importance of varying types of assessment to combine different skills and motivate students

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

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

Time: 15 min

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

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

► Procedure:

☺☺☺(5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters.

Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

What do you think the task of the project was?

How many students do you think worked on the task?

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

How much time do you think the project took?

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

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

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

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

Time: 30 min

Materials: board, markers, flipchart paper

► Procedure:

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

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

Make a list of skills on the board/flipchart.

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

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

Possible answers:

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

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

Teachers can suggest the tasks which will involve these

skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

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

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

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

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

Suggested criteria:

Language accuracy

Information (content)

Design (creativity)

Structure of information

Evidence of research

Evidence of group work (contribution of each group member)

☺☺ (5-6 min) Say that now you want participants to practise. Distribute handout 1 to each participant. Allow participants to discuss the project task in



pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria. Tell participants to follow the questions on the handout.

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

(2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that

teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

### Activity 3 More ideas

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

Time: 35 min

Materials: handout 2

► Procedure:

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

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

Possible answers:

Seen examination

Open book examination

Observations

Posters

Projects

Portfolio

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

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

Why?

What types of assessment can offer students some feedback?

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

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

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

Summary

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

maintain the balance between the types and to consider students' and teachers' workload.

### Activity 2, Handout 1

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

What will the marking criteria be?

Are all the criteria equally important?

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

### Task for students

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

- think about the specific things in the zoo you would like to concentrate on;
- visit the zoo and collect all the necessary information;
- analyse the information you have collected and think how you can use it to write an article;
- think about the article structure;
- write the article.

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

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

## **LESSON 9. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS**

### **1<sup>st</sup> session**

Objectives:

to introduce the concept of information gap and genuine communication

to raise participants' awareness of some features of real life communication

to introduce some ways of getting students to communicate with each other

Activity 1 Real life communication

Objective: to raise participants' awareness of some features of real life communication

Time:

Materials:

25 min handout 1a, 1b

► Procedure:

☺(2 min) Show participants handout 1a and ask what the man and the woman are doing in the picture. (The man is asking a question and the woman is answering it.)

☺☺☺ (3 min) Ask participants to work in groups of 4 and think in what situations a conversation might take place in real life.

☺(3 min) Ask the groups to share their ideas.

☺(5 min) Discuss what is common in all the situations mentioned by the participants.

Suggested questions:

What are the people doing in all the conversations?

(exchanging information)

Why is one person in each situation asking a question? (s/he wants to find something out)

☺(3 min) Tell participants that as seen from the discussion, genuine (real) communication has the following characteristics (put them on the board):

Genuine communication exchange of information, ideas, opinions one person doesn't know something and wants to find out some information. there is a reason for asking questions

☺(3 min) Distribute handout 1b and tell participants to look at the picture which is a typical picture that can be found in a language textbook. Ask them to think what kind of questions about the picture students are usually asked to produce. Give an example.

Suggested questions and answers:

What kind of room is it? (Answer: A sitting room.)

Is there a sofa in the room? (Answer: Yes, there is.)

☺(5 min) Collect some ideas. Elicit some questions and answers to demonstrate that asking and answering questions about something obvious can be rather boring because there is no reason to ask questions, no need to listen to the answers as they are obvious and say nothing new.

☺(1 min) Establish that the activity could become interesting if there is a reason for asking the questions.

Activity 2 Information gap

Objective: to introduce some ways of getting students to communicate with each other

Time: Materials:

30 min handout 2a, 2b

► Procedure:

😊(2 min) Tell participants that one of the ways to make the activity more communicative is to hide some information either from all students or some of them so that there is something they need to find out. Tell participants that this is called ‘an information gap’ where one person has information and the other does not, so there is a need to communicate.

😊😊(15 min) Put participants in pairs. Ask them to sit back to back so that partners can’t see each other’s handouts. Say that they will read about the information gap but that each partner will get different pieces of information (handout 2a, 2b), which they should not show to each other. Each participant will receive a text on the handout with the two sets of questions. The first set of questions is based on the text. Answering these will help them to summarize the content of the article. The other set of questions is for them to ask their partner who will provide the information in response to the questions. Monitor the activity.

😊(10 min) After participants have finished, ask the questions on the handouts to check comprehension.

😊(3 min) Ask participants to recall the conversation in picture A in activity 1 and evaluate them from the point of view of genuine communication. Ask the following questions and accept all reasonable ideas:

In which of the activities is there genuine communication? Why?

How can we make the activity based on picture B an information gap activity?

### Activity 3 Find 10 differences

Objective: to give participants an opportunity to experience and reflect on an information gap activity

Time:

Materials:

25 min

handout 3a, 3b

Preparation: cut the handout in advance to make picture 3a and picture 3b different handouts

► Procedure:

☺(3 min) Tell participants that one of the ways to turn a boring description of a picture into an information gap activity is to ask students to work in pairs and find some differences in the pictures by asking and answering questions. Tell them that they are going to experience this activity now.

☺☺(12 min) Ask participants to sit back to back so that partners cannot see each other's handouts. Tell them that they will get a picture of the room similar to one in activity 1 and that they should try to find ten differences between the pictures by asking each other questions. Remind them that they are not allowed to look at each other's pictures. Give out handout 3a to one participant in each pair and handout 3b to the other participant. Ask participants to start the activity and stop it after 10 minutes.

☺(5 min) Ask participants what grammar structures and vocabulary they practised during the activity.

☺(5 min) Invite any comments on the activity.

Summary

Establish the following:

You can turn almost any activity into an information gap activity by 'hiding' some part of the information, thus creating for learners a need or a reason to communicate.

Information gap activities can be used to practise vocabulary, grammatical structures or any other material.

Back to board picture dictation (optional activity)

😊(2 min) Tell participants that another way of turning a picture description into an information gap activity is to hide the picture from some students and ask the other students to describe it to their partner.

😊😊(3 min) Tell participants to work in pairs. Tell one person in each pair to sit with their back to the board and the other person to face it. Explain that in a minute you will draw a picture on the board and those who face the board will need to describe the picture to their partner so that he/she can draw it.

Emphasise that those who will be describing the picture to their partners are not allowed to help their partner by pointing at things on the paper or drawing something for him/her. Remind participants that the drawing should be as close to the original as possible.

😊😊(5 min) Draw a simple picture or shape on the board and let participants describe the picture to their partner.

😊😊(3 min) Stop the activity and allow all participants to compare their drawings with the original picture.

😊(2 min) Invite any comments on the activity.

Invite pairs to swap their roles (if time allows) and repeat the activity.

Possible follow up questions:



Did you like the activity? Was it interesting?

What language did you practise? (language of description, shapes, prepositions of place, imperative mood for giving instructions)

## Lesson 9 Teaching Young Learners

### 2<sup>nd</sup> session

*Teaching Young Learners*

*Learning Outcomes*

*By the end of the session participants will have:*

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

*Key Learning Points:*

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

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

| Plan |                             |                                              |        |                                                                             |
|------|-----------------------------|----------------------------------------------|--------|-----------------------------------------------------------------------------|
| 1.   | Lead in                     | Guessing the topic of the session            | 5 min  | none                                                                        |
| 2.   | The ABC                     | Checking the ABC                             | 10 min | poster, Handout 1                                                           |
| 3.   | Butterfly                   | Activities for young learners                | 15 min | Handout 1, a pair of scissors, scotch, coloured pencils, flipchart, markers |
| 4.   | How to teach young learners | Exploring methods of teaching young learners | 20 min | Handout 2                                                                   |

|    |                       |                                                     |        |           |
|----|-----------------------|-----------------------------------------------------|--------|-----------|
| 5. | Practising activities | Practising activities for teaching young learners   | 15 min | Handout 2 |
| 6. | Reflection and action | Reflecting on the session and making an action plan | 10 min | none      |
| 7. | Outcomes              | Eliciting learning outcomes from Pts                | 5 min  | none      |

## Procedure of the session:

### 1. Lead in

Objective:

- to help Pts guess the topic of the session

Time: 5 min

Materials: the board, flipchart, markers

Interaction: plenary

- Write on the board / flipchart:

OGUNY RREELSAN

- Ask Pts:

- Unscramble the words to get the topic of today's session.

- When Pts have guessed the topic of the session, ask them:

- Who are young learners?

Key: Learners of 6 – 10 years old.

- Do you teach them in the same way as older Sts? Why / why not?

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

### 2. Activity: the ABC

Objective:

- to demonstrate two activities to check the ABC

Time: 10 min

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

Interaction: plenary

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

1.

➤ Ask Pts:

- What do we teach young learners?

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

- The alphabet is one of the first steps Ls take in English. How do you check if your Ls know the alphabet?

➤ Ask some volunteers to share their experience.

➤ Say to Pts:

- There is another way to do it. Now you are Sts and I'll check if you know the ABC.
- The game is called 'Swat a fly'.
- A volunteer will come to the poster and will take a flapper.
- The rest will start buzzing.
- I'll say different letters. The volunteer should swat the fly with the letter.
- You'll stop buzzing only if s/he 'swat' the correct fly.

➤ Check understanding the instruction:

- Who can say what we are going to do now?

➤ Ask some volunteers to swat flies one by one.

➤ Say to Pts:

➤ Ask Pts:

- Did you like the activity? Why / why not?

➤ Accept Pts' answers.

- Will your Ls like the activity? Why / why not?

➤ Accept Pts' answers.

- What are advantages of the activity?

Key: All learning styles are addressed, all Sts are involved, it's fun.

➤ Ask Pts:

- How can we change the activity?

Key: If two Ls swat flies, each of them will try to swat his/her fly quicker than the other.

- Say to Pts:
  - Let's play the game with 2 volunteers to swat flies.
- After 2 -3 pairs of volunteers do the activity stop them.
- Ask Pts:
  - What are the advantages of this variant of the game?  
Key: As 2 Ls do the activity, each of them wants to swat first. The game becomes a competition.

2.

- Say to Pts:
  - There is another activity to check the ABC.
  - On Handout 1 there are some letters and dots. Connect the dots in the alphabetic order, from the first letter of the alphabet to the last. If you do it correctly, you'll get a picture at the end.
  - Let's see who will be the first to get the picture.
  - You have 2 min.
- Distribute Handout 1.
- In 2 min ask Pts:
  - Which picture did you get? Key: a picture of a butterfly.
  - Did you like the activity? Why / why not?
- Accept Pts' answers.
  - Will your young Ls like the activity? Why / why not?
- Accept Pts' answers.
  - What are the advantages of this way of checking?

Possible answers: 1) a T can check all the Sts; 2) the activity is amusing; 3) Ls are motivated to do the task because they want to get a picture; 3) the activity is not time-consuming.

### **3. Activity: Butterfly**

Objective:

- to do some activities for young learners

Time: 15 min

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

Interaction: plenary

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

- Say to Pts:
  - You are young learners.
  - Now you have a picture of a butterfly on your Handout.
- Show what you say:
  - Butterflies fly. Repeat after me: Butterflies fly!
  - Stand up. We are butterflies now! Let's fly together! We are very high in the blue sky!
  - Good! Take your seats.
  - Let's learn a rhyme about a butterfly.
  - Repeat after me the lines:  
Butterfly, butterfly,  
  
Where do you fly?
- Pts repeat after you.
- Say to Pts:
  - Repeat after me the lines:  
So high, so high  
  
In the blue, blue sky.
- Say to Pts:
  - Copy out the rhyme near your picture of the butterfly on Handout 1.
  - You have 2 min.
- In 2 min tell Pts:
  - I'll say some words of the rhyme without voice, guess and say them.
- Mime some words of the rhyme.
- Say to Pts:
  - Now you have 5 min to colour your butterflies. Don't show your picture.
- Distribute coloured pencils.
- In 5 min say to Pts:
  - Collect your pictures and give them to me.
- Put the pictures on the wall.
- Ask a Pt:

- What colours is your butterfly?
- Ask other Pts to find this butterfly on the wall by asking the author of the picture, 'Is it your butterfly?'
- When Pts find the butterfly, ask some other Pts about their butterflies.
- Ask Pts:
  - Look at the wall. How many butterflies are there?
  - All these beautiful butterflies fly in our classroom!
  - Let's say the rhyme about a butterfly all together.

#### 4. Activity: How to teach young learners

Objective:

- to help Pts explore the methods of teaching young learners

Time: 20 min

Materials: Handout 2, the board / flipchart

Interaction: plenary, pair work

- Say to Pts:
  - Now you are teachers again. Let's analyze how we worked with the rhyme 'Butterfly'.
  - What kind of rhyme is it?

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

  - Is it important for young learners to have short activities? Why / Why not?

Key: It is important, as young learners cannot concentrate on something for a long time.
- Ask Pts:
  - Did we repeat the words of the rhyme?

Key: Yes, we did.

  - How did we repeat the words of the rhyme?

Key: We repeated the words in different ways.

  - So, our repetition was a meaningful drilling. For example, I was miming the words and you were saying them.
  - Did you like this activity? Why / why not?

- Accept Pts' answers.
- Ask Pts:
  - Will you Sts like the activity? Why / why not?
- Accept Pts' answers.
  - What else did I ask you to do when we repeated the words?  
Key: You asked us to do some actions.
  - It is very helpful for young learners to imitate actions to remember verbs better. Which verbs can you ask your Sts to show?  
Possible answers: Swim, sleep, sing, see, hear.
- This method is called Total Physical Response, or TPR. Use it because most children are kinaesthetic learners.
- Ask Pts:
  - Why did I not explain any grammar rules but only asked you to repeat some phrases?  
Possible answers: With the Sts of this age it's easier to say a phrase in English than to explain rules how the phrase is made up. So, it's easier to say the phrase 'Butterflies fly' without explaining the Present Simple Tense.
  - What else did we do?  
Key: We coloured our butterflies, asked and answered questions, counted our butterflies.
- Ask Pts:
  - What are some advantages of the activities?  
Possible answers: 1) Children like to draw and colour pictures, so they'll be motivated to do the task; 2) The activities address Sts of all learning styles: kinaesthetic (and most children are kinaesthetic), visual, auditory ; 3) There is a meaningful drilling of a construction 'What colours are your butterfly?'; 4) Ls revise words for different colours; 5) Ls revise numbers.
- Say to Pts:
  - So using the short rhyme we did a lot of activities which help young learners to remember new vocabulary and revise words they know.
  - On Handout 2 there are 4 characteristics of young learners and some ways what Ts can do with them.
  - In pairs complete the table by matching characteristics with the ways given in the box below.

- Read the left column of the table explaining the meaning of words if necessary.
  - You have not more than 10 min.
- Give out Handout 2.

## Handout 2

Complete the table by matching the characteristics of young learners (A) with methods given in B below. There are some answers and the example for you.

| A Characteristics of young learners                        | B Methods of teaching young learners                                                                                                                                                                        |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inability to understand theoretical issues                 | 1) Teaching through demonstration how the language works rather than explanation<br>2) <i>Ex.: D) Using a lot of visual aids, realia</i>                                                                    |
| Inability to concentrate on long and monotonous activities | 3) Frequent short breaks<br>4)                                                                                                                                                                              |
| Necessity to move to learn better                          | 5) Total Physical Response (TPR)<br>6)                                                                                                                                                                      |
| All skills are weak and need training                      | 7) Meaningful drilling<br>8)<br><br>A) Repetition in different ways<br><br>B) Games, physical exercises, songs, drawing<br><br>C) Short and various activities<br><br>D) Using a lot of visual aids, realia |



- In 10 min check the answers.  
Key: 4) – C); 6) – B); 8) – A).
- Say to Pts:
  - Remember these methods are helpful for young learners.

## **5. Activity: Practising activities for young learners**

Objectives:

- to help Pts practise activities for teaching young learners

Time: 15 min

Materials: the board / flipchart, markers

Interaction: plenary

Preparation: look at the picture ‘Hands up!’ to know how to draw stick men

1.

- Say to Pts:
  - Now you are young learners.
  - Aren’t we sitting too long? Stand up! Let’s move a bit!
  - Repeat and do with me!
- Say the rhyme sentence by sentence and do the actions yourself. Pts should repeat your words and actions:
  - Hands up!
  - Hands down!
  - Hands on hips!
  - Sit down.
  - Stand up!
  - Hands to the sides!
  - Bend to the left!
  - Bend to the right!
  - Hands on hips!
  - One, two, three, hop!
  - One, two, three, stop!
- Tell Pts:
  - Take your seats, please.

- Now you are teachers.
  - Did you like the activity? Why / Why not?
  - Accept Pts' ideas.
  - Ask Pts:
    - Will your Sts like the activity? Why / Why not?
  - Accept Pts' ideas.
  - Ask Pts:
    - Which methods of teaching young learners did we use?
- Key: 1) TPR; 2) repetition of the words; 3) the rhyme is short.

2.

- Ask Pts:
  - Can you draw stickmen? I'll teach you.
  - Now you are Sts.
- Say to Pts:
  - The first line of the rhyme is 'Hands up!'.
- Write the first line on the board / flipchart and draw a stickman.
- Ask Pts to copy out the line and stickman.
- Line by line write and illustrate the rhyme. Pts copy out everything.
- Say to Pts:
  - You are teachers again now. Did you like the activity? Why / why not?
- Accept Pts' ideas.
- Ask Pts:
  - Will your Sts like the activity? Why / why not?
- Accept Pts' ideas.
- Ask Pts:
  - What else can we do with the rhyme?
- Accept Pts' ideas.
- Tell Pts:
  - You can ask your Sts to make a booklet with the rhyme and pictures at home.
  - Physical exercises are very important. When people move, their brains get oxygen and the process of thinking goes better. Time by time do physical exercises with your Sts.

## **6. Activity: Reflection and an action plan**

Objective:

- to help Pts reflect on the session and make an action plan

Time: 10 min

Materials: none

Interaction: individual task

- Ask Pts to complete the sentences:

3) I have learnt that .....

4) I will try out .... in my lesson because .....

## 7. Learning outcomes

Objective:

- to elicit the learning outcomes of the session from the Pts

Time: 5 min

Materials: Bb / flipchart

Interaction: plenary

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

Phrase box

TPR; developing skills; kinaesthetic, visual and auditory learners;  
meaningful drilling; miming.

|  |
|--|
|  |
|--|

Handout 2

Complete the table by matching the characteristics of young learners (A) with methods given in B below. There are some answers and the example for you.

| A Characteristics of young learners                        | B Methods of teaching young learners                                                                                                                                                                                                                         |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inability to understand theoretical issues                 | 1) Teaching through demonstration how the language works rather than explanation<br>2) <i>Ex.: D) Using a lot of visual aids, realia</i>                                                                                                                     |
| Inability to concentrate on long and monotonous activities | 3) Frequent short breaks<br>4)                                                                                                                                                                                                                               |
| Necessity to move to learn better                          | 5) Total Physical Response (TPR)<br>6)                                                                                                                                                                                                                       |
| All skills are weak and need training                      | 7) Meaningful drilling<br>8) <ul style="list-style-type: none"> <li>A) Repetition in different ways</li> <li>B) Games, physical exercises, songs, drawing</li> <li>C) Short and various activities</li> <li>D) Using a lot of visual aids, realia</li> </ul> |

**Learning Styles**

**1. Lead in: 'I am a word' game**

Objective:

- to prepare Pts for the session

Time: 5 min

Materials: none

Interaction: individual, pair work, plenary

- Tell Pts:
  - Think of an English word which characterizes you best.
  - The word should 'contain' a picture or a sound or a movement. For example, you think that the word is a flower because you are as beautiful as a flower, or a bird if you like singing, or a car if you like speed.
  - In pairs say the word and explain to your partner why you think the word describes you best.
  - You have 3 min for this.
- In 3 min ask some volunteers to share their words.

## **2. Activity: Identify your learning style**

Objective:

- to help Pts identify their learning style

Time: 10 min

Materials: Handout 1

Interaction: pair work, plenary

- Say to Pts:
  - Your ideas about the words which characterize you best may be helpful to do the task you'll have now.
  - You will get Handout 1 with some sentences.
  - Put near the sentences numbers from 1 to 5, where 1 is the least true for you, 5 is the most true for you.
- Give Handout 1 out.

Handout 1

Read the questionnaire and put near the sentences numbers from 1 to 5 (1 – the least true for you, 5 – the most true for you).

- \_\_\_ 1. I understand oral instructions better than written ones.
- \_\_\_ 2. I often touch objects.
- \_\_\_ 3. I understand things better if I see them (for example, on the board).
- \_\_\_ 4. I often tell jokes and stories.
- \_\_\_ 5. I like to write down what a speaker says to review later.
- \_\_\_ 6. I use my hands a lot to communicate.
- \_\_\_ 7. I need to watch a speaker's face and body language to understand what they mean.
- \_\_\_ 8. I am always moving.
- \_\_\_ 9. I like to participate in discussions.

**Key:**

Total 1: \_\_\_\_\_ Add up your scores for questions 1, 4, and 9.

This is your total for an *auditory* learning style.

Total 2: \_\_\_\_\_ Add up your scores for questions 3, 5, and 7.

This is your total for a *visual* learning style.

Total 3: \_\_\_\_\_ Add up your scores for questions 2, 6, and 8.

This is total for a *kinaesthetic* learning style.

The highest total shows your strongest learning style. What kind of learner are you?

- 
- Read aloud sentence by sentence. Make sure Pts understand them and write numbers.
  - When Pts count their results say the words auditory, visual and kinaesthetic and ask Pts to repeat them after you.
  - Ask Pts;
    - Auditory Ls, put your hand up.
    - Visual Ls, how many are you here?
    - Do we have only \_\_\_\_ kinaesthetic Ls?
  - Sum up this stage saying:
    - People are different and they learn in different ways; learning styles show the ways we learn information best. As Ts we should remember about this.

>>> Teachers were very confused: 1) they couldn't understand what learning style mean, 2) they kept asking questions What does it mean 'auditory'? What does kineasthetic' mean?

### 3. Activity: Know your learning style

Objectives:

- to make Pts aware of specific features of their learning style
- to help Pts produce strategies for Ls with different learning styles
- to help Pts consider all learning styles in lessons

Time: 25 min

Materials: Handout 2; 3 cards about learning styles.

Interaction: group work, plenary

Preparation: Cut information about 3 learning styles given at the end of the session into 3 cards, visual, auditory and kinaesthetic learners. Put them on different parts of the wall.

1) Tell Pts:

- We are going to learn more about learning styles by doing a running dictation.
- You will act as Ls.

- Put Pts in 3 teams.
- Say to Pts:
  - In your teams choose a secretary who will write down the information you will dictate.
  - 3 cards about learning styles are put on different places of the wall.
- Say to Pts:
  - Team 1 should copy out the information about visual Ls, team 2 - about auditory Ls and team 3 – about kinaesthetic Ls.
  - All team members (except secretaries) should stand in a row.
  - When I clap my hands, one member from each team should run up to their card on the wall, read the first sentence, run back to their group and dictate the sentence to the secretary.
  - When the secretary finishes writing the first sentence, the second member of the team runs to the wall, reads the second sentence, runs back and dictates it to the secretary.
  - Do it until the end of the text.
  - There are 4 sentences in each card.
  - The team which finishes copying first, wins the game.
  - Team members who are not running should read the information their secretary has and try to remember it.
- Check comprehension of the instructions.
- Monitor Pts.
- When Pts finish copying out the texts, ask them to sit in the same teams 1, 2, 3.
- Congratulate the winners.
- Say to Pts that they are Ts again.

>>> 1) as there were 8 teachers and only 4 were allowed to run, the rest didn't know what to do,

2) those who ran couldn't remember the whole sentence and they had to run back and read the sentence again – why not to allow participants to remember a part of a sentence: this will involve all

2) Ask Pts:

- How did you feel while doing the running dictation?
- What learning styles were addressed?

Key: All the learning styles were addressed and this is an advantage of the activity.



- Do you think your Ls would like the activity? Why / why not?  
Key: Children like this kind of activities, because children are often kinaesthetic Ls and the running dictation enables them to move a lot.

- Ask any volunteers:
  - What do you remember about learning styles?
- Accept Pts' ideas.
- Say to Pts:
  - You will get the cards which you used during the running dictation.
  - Each team will get one card: team 1 – the card about visual Ls, team 2 – about auditory Ls and team 3 – about kinaesthetic Ls.
  - Read again the information in your card.
  - You have not more than 2 min.
- In 2 min ask Pts:
  - Who are visual learners?
- Accept answers and correct / clarify if necessary.
- Ask Pts:
  - Who are auditory learners?
- Accept answers and correct / clarify if necessary.
- Ask Pts:
  - Who are kinaesthetic learners?
- Accept answers and correct / clarify if necessary.

### 3) Say to Pts:

- Let's think how we can help out Ls to learn information better.
- Handout 2 has recommendations for Ls of a certain learning style.
- In groups write 1 or more recommendations for Ls of a certain learning style.
- Team 1 will write for visual Ls, team 2 – for auditory Ls, team 3 - for kinaesthetic Ls.
- Say that Pts have not more than 5 min for the task.
- Give out the cards and Handout 2.

### Handout 2

Write recommendations to Ls of different learning styles on how to learn new information. Examples are given for you.

For visual Ls I recommend:

1. 'Draw a picture' in your head to remember the information better.
2. Write things down.
3. Look at pictures before you read a text.
- 4.

For auditory Ls I recommend:

1. Participate in discussions.
2. Ask your T for oral explanations if you do not understand something.
3. Read aloud when you study at home;
- 4.

For kinaesthetic Ls I recommend :

1. Change your tasks frequently.
2. Move around your room while you are learning at home.
3. Take frequent breaks.
- 4.

Possible answers:

Visual Ls: 4. Look at a person who speaks with you. 4. Auditory Ls: 4.Listen to tapes.




Kinaesthetic Ls: 4. Draw something on your notes to remember them better.

- Monitor Pts and help them if necessary.
- In 5 min ask some Pts to share their ideas.
- Say to Pts:

- Stand up, mingle with members of the other groups, ask them about their recommendations and fill them in your Handout 2.
- You have not more than 3 min for that.
- In 3 min stop Pts and ask:
  - Ts have different learning styles. What is a danger of it for Ls? >>> participants were astonished – they couldn't understand what did the trainer mean
  -
- Key: Ts may use the activities which address only their own learning style.
- So, what is important for a T to remember when s/he chooses activities?
  - Key: It is necessary to give Ls tasks addressing different learning styles.
- Say to Pts:
  - Handout 3 contains all 3 cards we used for running dictation.
  - You will need this information to analyze activities you are going to have now.
  - You will do the activities as Ls, but analyze them as Ts.
- Distribute Handout 3.

### Handout 3

#### Three types of learning styles

| Visual learners<br>                                                                                                                            | Auditory learners<br>                                                                                                                 | Kinaesthetic learners<br>                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| These Ls need to see things to learn better. It helps if they see the T's face and body language during class. They may think in pictures, and learn best from handouts and videos. During a lesson, these Ls like to take notes. | These Ls learn best through hearing information. They enjoy discussions and lectures. They like to talk about things they learned. These Ls remember better when they read something aloud or listen to a tape recorder. | For this kind of Ls, it is not enough to read or hear information to learn. They have to do the information to remember. They learn best through different activities. For these Ls it may be difficult to sit still for a long class. |

#### 4. Activities addressing all learning styles

Objectives:

- to explore activities addressing different learning styles
- to involve Pts into the activities

Time: 25 min

Materials: cards with words, Handout 4 (see it attached)

Interaction: pair work, plenary

Preparation: 1. write on cards words of the sentence 'Tom likes to play football with his friends.' for Variant – 2 of Moving words game; 2.

##### 1. Moving words game

Variant – 1

- Tell Pts:
  - Now you are Ls, not Ts.
  - I need 5 Ls.
- With 5 Pts go outside the classroom. Explain that they are going to play a word game. Give them one word each and say that each word is a word in a sentence. E.g., London, is, a, big, city.
- Put Pts into random order and tell them to go back into the classroom and stand in a row facing the class.
- Say to other Pts:
  - These 5 Ls are words in a sentence and you should put them in the right order.
  - 5 Ls tell you their word, starting with the Lr on the far right.
- Ask 5 Ls to say their words (e.g., they will say, 'city, a, London, big, is'.)
- Ask Pts:
  - Is this a correct sentence?
- When they say, 'No', ask any volunteer to give an instruction to one of the Ls to move so that their position in the sentence is correct. E.g., 'London', go to the front of the sentence. 'Is', go after 'London'.

*>>>the sentence is too easy – participants shout it immediately – the sentence should be a bit difficult – let them struggle a bit then they will be able to say why Version 2 with cards is easier*

- Ask other Pts to give instructions until the sentence is correct. Between each move, ask the members of the ‘sentence’ to repeat their words.
- Between each move ask Pts if the sentence is now correct.
- When Pts have a correct sentence, say that they are Ts again.
- Say to Pts:
  - Look at the cards with description of 3 learning styles and say which learning styles was the activity most beneficial for?
  - You have not more than 1 min.
- In a min check Pts.
 

Key: auditory and kinaesthetic Ls.
- Ask Pts:
  - What are other benefits of the activity?

Key: Ls practise giving instructions, the activity is fun and interesting, gives practice in sentence structure, no materials needed.

## 2. Moving words game

### Variant – 2

- Ask Pts:
  - How can we change the activity to address visual Ls?
- Accept Pts’ ideas and say:
  - Now you’ll do a variant of the previous activity.
  - You will be Learners, not Teachers.
  - I need 8 Ls.
- With 8 Pts go outside the classroom. Explain that they are going to play a word game. Give each of them one card with a word and say that each word is a word in a sentence. E.g., Tom, likes, to, play, football, with, his, friends.
- Put Pts into random order and tell them to go back into the classroom and stand in a row facing the class. (E.g., they will stand in the following order, ‘to, friends, his, with, Tom, play, likes’.)
- Say to the other Pts:
  - There are 8 cards with words of a sentence. Put them in the right order.
- Ask Pts:
  - Look at the words now. Is this a correct sentence?
- When they say, ‘No’, ask any volunteer to give an instruction to one of the Ls to move so that their position in the sentence is correct. E.g., ‘Tom’,

*move to the front of the sentence. 'Likes', stand between 'Tom' and 'to', 'play', stand after 'to'.*

- Ask other Pts to give instructions until the sentence is correct.
- Between each move ask Pts if the sentence is now correct.
- When the Pts have a correct sentence, say that they are Ts again.
- Say to Pts:
  - Look at the cards with description of 3 learning styles and say which learning styles was the activity most beneficial for?
  - You have not more than 1 min.
- In a min check Pts.

Key: visual, auditory and kinaesthetic Ls.
- Ask Pts:
  - What are other benefits of the activity?

Key: Ls practise giving instructions, the activity is fun and interesting, gives practice in sentence structure.

>>>the activities could be used for establishing smth like auditory and visual styles: after doing ask them questions. At the moment they are just for illustration. There's no learning here

### 3. Island game

- Say to Pts:
  - You are Ls now.
  - The game which we are going to play now is called 'Island game'.
  - You will get a map of an island on Handout 4. Before you have it, let's brainstorm what we can find on maps.

Key: rivers, lakes, mountains, forests, valleys, deserts, cities, villages, roads, airports, railway stations, national parks etc.
- Write Pts's ideas on the Bb and draw appropriate symbols (e.g., desert - ☀, railway - ☐☐☐, river - ~~~, road - ||, lake - O, forest - ▲▲▲, beach - ■■■, mountains - ΔΔΔ, P – national parks).
- Give each pair of Pts a copy of Handout 4.
- Say to Pts:
  - In pairs discuss and put symbols on the map you have.
  - The more details you use, the more interesting the game is.
  - You will have 5 min for this.
- Monitor Pts.
- In 5 min stop the game and say to Pts:

- Now you'll get another copy of the map and then each pair will sit opposite another pair.
  - Don't show your map, keep it secret.
  - By asking each other questions you should get as many details about the other pair's map as possible and fill in your map without looking at the other pair's map.
  - For that you use the reference grid, e.g., 'A river flows from A3 to C3; there is an airport in F5; there are mountains in the middle of E5 and E6; there is a sea port in C3.'
  - You can show your map to another pair only when all the information is taken down.
  - Compare your map with another pair's version.
  - Ask Pts:
    - What are advantages of this activity?
- Key: It addresses all learning styles, stimulates communication and imagination, gives a lot of language practice.

>>> Gulzira didn't have time for this activity

## 5. Activity: Reflection and action

Objectives:

- to help Pts reflect on the session
- to help Pts make an action plan

Time: 10 min

Materials: none

Interaction: individually, pair work, plenary

- Ask Pts to complete the sentences:
  - 1) I have learnt that ....
  
  - 2) I will try out ..... in my class because .....
- Ask Pts to discuss their ideas in pairs.
- Ask some volunteers to share their ideas with the whole class.

## **6. Outcomes**

Objective:

- to elicit learning outcomes of the session from Pts

Time: 5 min

Materials: none

Interaction: plenary

- Ask Pts:
  - What did we do during today's session?
- Accept Pts' ideas.
- Ask Pts:
  - Which activities did we have for different learning styles?
- Accept Pts' ideas.

## **LESSON 9. THE METHODS OF TEACHING ENGLISH TO YOUNG LEARNERS**

### **3<sup>rd</sup> session**

Learning outcomes:

By the end of the session participants will:

- have learnt some more types of activities, which are successfully used in teaching young learners
- have learnt how to practically apply the games in teaching a foreign language

Materials:

Handout 1 with the question cards, Posters (A3), stick tape, Handout2 with Checklist, the pictures of the characters of the story

Procedure:

1 Exchange of experience 15 min



- Ask the participants to create two circles.
- Tell them the inner circle will move clockwise, the outer circle moves ...
- Tell the participants to stop when the music stops, turn to each other, ask questions, and answer each other's question.
- Ask them to exchange the question sheet and move on when the music is played again.
- Distribute 1 question per a participant. Switch on music.
- Ask the participants to create a large circle. Ask them who has the 1st question
- Offer to read it loudly. Ask the group to remember and retell the answers of the participants. Continue with the other questions and their colleagues' comments

For a trainer:

1. It's important to have the same amount of participants in 2 circles. If it's not enough, the trainer should be involved.
2. prepare 2 copies of the same questions copy 1 is for the outer group, copy 2 is for the inner one.

For a trainer:

While the participants are asking and answering the questions you should hang out the theory on Storytelling on the walls around the room

2 Input 10 min

- o Ask the participants to find their pairs (double questions). Tell them to walk around and read the statements about storytelling. Ask to discuss in pairs what they have read

3 Telling a story 10 min

For a trainer:

It's better to prepare the pictures beforehand. it's important to use unreal language for the story presentation.

- o Tell the participants they are kids now.

Step 1.

- o Read the story without miming, emotions, not using the pictures. Ask them if they could understand anything. (of course, they could not understand anything). Ask why? (The answer- because the language is not understandable)

Step 2.

- o Offer to listen to the story again. Use gestures, miming, repetitions, the pictures. Ask them if they could understand anything. (This time they could understand). Ask why? (The answer- because even the language is not understandable, but the teacher's body language, pictures, etc helped them to understand)

4 Work in groups 20 min

For a trainer:

Prepare beforehand bootlaces by amount of participants. It's better to use the bootlaces of different colours. Fasten them in a unit according to the number of characters in a fairy tale

Group 1. 'Let's go to Susambil' – 8 bootlaces for 8 characters

Group 2. 'The donkey and the dog' - 5 bootlaces for 5 characters

Group 3. 'The old man and his sons' - 4 bootlaces for 4 characters

Group 4. 'Golden watermelon' - 4 bootlaces for 4 characters

- o Ask the participants to come to you. Tell them to pick out but not to let go their hold of the bootlaces. Let go your hold of the bootlaces. Ask them to make groups according to the unit of the bootlaces. Tell them to take their seats.

- o Distribute the fairy tales to the groups. Ask to read them and prepare the role play

5 Role play 30 min

o Ask the participants to present the fairy tales to the whole group. Give 7 min to each group's presentation

6 Review 10 min

o Distribute the Checklist. Ask the participants to fill in the Checklist. Discuss the results. Ask if they have any suggestions on the way of groups' presentations. Make a conclusion on the session.

Handout 1 Session Storytelling I

Questions

- 1 Do you read books/stories/fairy tales in classes?
- 2 What books/stories/fairy tales do you read in classes?
- 3 How do you read books in classes? What methods do you use?
- 4 Why do we need to read books/stories/fairy tales in classes?
- 5 How often do we need to read books/stories/fairy tales in classes?
- 6 What ritual do you use reading stories?
- 7 Do you explain children the unknown words? How do you do that?
- 8 Do you use any tasks accompanying to reading in classes? Which ones?
- 9 Do you think it is necessary to translate the unknown words/ the grammar /all story?
- 10 Do you answer spontaneous questions of your children while reading?
- 11 Do you involve your children in reading process? How?
- 12 Is it necessary to read the stories children know very well

Handout 2 Posters

1 Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times. Storytelling involves two elements – selection and delivery. Many EFL

teachers are interested in storytelling as a resource in teaching. A successful storyteller chooses adequate stories and must be a good performer.

2 The most important advantages of storytelling may be summarized as follows:

- motivating and fun
- developing positive attitudes towards language learning
- creating a desire to continue learning
- boost of children's imagination
- authentic/semi-authentic language

3 Children like storytelling because:

- they can become involved in a story
- they can imagine themselves in a magic world
- they can interpret the narrative and illustrations
- they can predict/ change the story of a fairy tale
- they feel safe because of comfortable atmosphere

4 Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.

5 ORGANIZATION OF IDEAS:

- Check sentence length and complexity. You may change words or mime actions to make the meaning more explicit.
- Check time references: is the sequence of events clear or it needs time markers (first, then, the next day, etc?)
- Check the way ideas are linked: if the link between sentences is clear

6 Techniques for storytelling:

-Different voices for different characters

-Loud and soft voice- you need have a loud voice to make sure that every student can hear your voice clearly

-Mime and gesture- It not only makes your story alive but also helps students easy to understand content of story

-Pictures and real objects- you can use real objects or picture to represent and explain difficult words and phrases

-Using pauses to create time for understanding

-Using various expressions; clear and simple language

-Making eye contact to connect to children

### Handout 3 Checklist

# Techniques Tick the used ones

1 Using different voices

2 Using mime and gesture

3 Using pictures and real objects

4 Using repetition

5 Using pauses

6 Using clear and simple language

7 Making eye contact to connect to children

### Handout for a trainer: Story

Uta buli Totona as Tutika.

Uta sari Totona: “E buli pamana, heyli pamana! Tutika, giti be zabara on fuaki papita, bodrita on popola. E kori salata”.

Tutika sari: “Ok, Totona!”

Tutika giti be zabara on fuaki papita, bodrita on popola. Tutika giti be neha on giri Totona papita, bodrita on popola. Totona kori salata, heyli oishi salata. Totona on Tutika tabemasi heyli oishi salata.

Pare buli no-no pamana. Oishi!!!Handout 1 Session Storytelling II Fairy tales

Group 1 'Let's go to Susambil'

A donkey lives on the farm. He does a lot of work. But his master is a bad man. He always beats the donkey. The donkey decides to go away. On his way he meets a rooster. Where do you go?- asks the rooster. I want to go to Susambil says the donkey. What is Susambil?- asks the rooster. There is a lot of grass, fresh air, and clean water there- answers the donkey. I want to go to Susambil too!- says the rooster. Let's go to Susambil- says the donkey.

On the way the donkey and the rooster meet 2 bees.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-We want to go to Susambil too.

- Let's go to Susambil

On the way they meet a mouse.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-I want to go to Susambil too.

- Let's go to Susambil

On the way they meet a cow.

- Where do you go?

- We want to go to Susambil. There is a lot of grass, fresh air, and clean water there.

-I want to go to Susambil too.

- Let's go to Susambil

Then they meet ugly, angry wolves. The rooster cries- cockle-cockle-doo! The cow shouts- Moo-moo! The mouse screams- Squeak, squeak! The donkeyshouts- Eaaaa-eaaa! The bees- Zzzzzzz! The wolves hear it and run away!

#### Group 2 The donkey and the dog

A boy has a dog. He loves it very much. He gives it food. He touches its head. He puts it on his knees. The donkey is very sad. He sees the boy loves the dog. The donkey says, 'Why doesn't the boy like me? I help him. The dog doesn't do a job. It jumps and plays. It sits on the knees of the boy.' Then the donkey says, 'I'm going to jump and play. I'm going to sit on the knees of the boy.' The donkey runs into the room of the boy. It jumps and plays. Then it jumps on to the knees of the boy. The boy says, 'The donkey's crazy.' People come and make the donkey go to the farm. The donkey is sad. It says, 'Why doesn't the boy like me? I can jump and play. I can sit on his knees.'

#### Group 3 The old man and his sons

An old man has three sons. His three sons always fight. They are not good. They don't listen to their father and mother. They do what they want. Their father's not happy. He says to his three sons, 'Sons, your mother and I are old. We love you. We want you to be good. Here are three sticks. I'm going to give you one stick. I want you to break the stick.' The sons have the sticks. The first son breaks the stick. The second son breaks the stick. The third son breaks the stick. It's easy to break one stick. The old man gives three sticks to the first son. He says, 'Break the three sticks.' The old man gives the three sticks to the second son, and to the third son. The sons can't break three sticks. The old man says, 'Sons, it's easy to break one stick and it's easy to break you one by one. It's not easy to break three sticks and it's not easy to break my three sons. We want you to stay together and be strong. Never fight, be always friends!'

#### Group 4 The golden watermelon

A rich man has 2 sons: Alisher and Aziz. Alisher is very greedy, but Aziz loves to help people. When the rich man dies, his sons get all his money. Alisher doesn't help even very poor and ill people. Aziz helps everyone, gives money and food. Once he sees a bird. It cannot fly. Aziz treats it very carefully. When the bird is OK, it gives a seed to Aziz. Aziz plants

the seed, and has a big watermelon from it. The watermelon is full of money. Aziz is very glad. He gives money to all poor people. Alisher hears about the bird. He shoots it and then treats. 3 days later Alisher orders the bird to gift him money. The bird gives him a seed. Alisher plants it. When he cuts up the watermelon many bees fly out from it. They bite Alisher and he runs away.

## **LESSON 10 Types of lesson and the demands for modern lesson plans**

Lesson planning I: objectives and outcomes

Learning Outcomes

By the end of the session participants will have:

- reflected on their experience of lesson planning
- discussed the importance of lesson planning
- discussed and explored lesson objectives and outcomes

Key Learning Points

- Planning a lesson is important for a teacher firstly for identifying the objectives and outcomes of the session.
- Language in the objectives should be learner-centred.

Preparation: As Handout 1 for Tasks 2 and 3 prepare photocopies of different lessons from existing textbooks. Alternatively, ask participants to bring the textbooks they use to the session. There should be one lesson for each group.

Plan

1 Lead in &

Outcomes

Reflecting on lesson planning practice and planning the learning outcomes to participants

15 minutes

2 Lesson objectives Discussing and practising establishing lesson objectives



30 minutes

Handout 1

3 Lesson outcomes Discussing and practising establishing lesson objectives

25 minutes

Handout

1 from Task

4 Reflection and action plan

Reflecting on workshop and selecting goals for development

15 minutes

1. Lead in & Outcomes

Objectives: to help participants to reflect on their own experience in planning a lesson; to help participants understand the outcomes of the session

Time: 15 minutes

Materials: none

Interaction: plenary

Procedure:

Ask participants the following questions:

o Do you plan your lessons? Why?

o Why is planning a lesson important?

o What does your lesson plan include?

o What is the most difficult to formulate in the lesson plan?

Establish that

o planning a lesson is important because it shows what the teacher hopes to achieve in the lesson and how s/he hopes to achieve it.

o among other components, a lesson plan usually includes information about the objectives and outcomes of the lesson.

□ Tell participants that in this session they will have a chance to explore objectives and outcomes of the lesson. In the next session they will discuss how to achieve them. NB: For the purposes of the session the lesson objectives are not differentiated from lesson aims.

## 2. Lesson objectives

Objective: to help participants to explore and practise establishing lesson objectives

Time: 30 minutes

Materials: Handout 1

Interaction: group work, plenary

Procedure:

□ Ask participants why it is important to identify the objectives of the lesson.

Elicit responses in plenary.

□ Establish that identifying objectives of the lesson is important because teachers need to know what they hope to achieve and what it is they want their pupils to be able to do at the end of the lesson that they couldn't do before.

□ Write the following on the board (alternatively, prepare a poster beforehand):

Objectives:

□ to help pupils practise use of the Simple Present Tense for related activities, expressions of frequency, as well as words and expressions associated with household chores;

□ to enable pupils to talk about common, everyday household chores.

□ Ask participants to work in groups of 3-4 to decide which lesson in Handout 1 the objectives on the board belong. Distribute Handout 1 to participants and ask them to do the task.

- Discuss the answers in plenary.

Answer key: Lesson C.

- Ask participants to look at the objectives again, this time focussing on the language used for writing them, and to decide why the teacher used ‘to help practise’ and ‘to enable’ instead of ‘to teach’.

Answer key:

These verbs are learner-centred and mean that pupils will be involved actively in the lesson. The verb ‘to teach’ does not imply that pupils are involved in the lesson. Teaching does not always mean learning.

- Draw the following table on the board.

Learner- centred    Teacher- centred

- Ask participants to copy the table into their notebooks. Tell that you will dictate verb phrases used for writing lesson objectives and that they will have to write them in the correct column.
- Dictate the following verb phrases: to help pupils to discuss, to present, to give opportunity to practise, to enable, to explain, to help pupils to explore
- Discuss the answers in plenary.

Answer keys:

Learner- centred: to help pupils to discuss, to give opportunity to practise, to enable, to help pupils to explore

Teacher-centred: to present, to explain

- Briefly ask participants to give the meaning of each verb phrase and to suggest their equivalents in their native language(s).
- Tell participants that now they will practise writing lesson objectives using learner centred verb phrases.
- Tell participants that they will work in groups and write objectives for the other lessons in Handout 1. Remind them to use the learner centred verb phrases.

- Put participants in groups and allocate the remaining three lessons (Lessons A, B and D) to different groups.
- When groups finish, ask them to display their lessons and objectives on the wall, to walk around, to read other groups' lessons and objectives and to comment on them.
- To initiate feedback and summarise ask participants the following questions and elicit responses in plenary:
  - o Which objectives did you like? Why?
  - o Which objectives do you think should be changed? Why? How they should be changed?

### 3. Lesson outcomes

Objective: to help participants to explore and practise establishing lesson outcomes

Time: 25 minutes

Materials: Handout 1 from the previous task.

Interaction: group work

Procedure:

- Explain to participants that formulating objectives also important for being able to see the outcomes of the lesson – that is what will be the end result of the lesson in terms of pupils' skills, abilities and knowledge. Ask participants to give the equivalents of lesson outcomes in L1.
- Discuss the outcomes of Lesson C from the previous activity (the one to which participants identified objectives) by asking the following questions:
  - o What language knowledge will pupils have by the end of the lesson?
  - o What topic will pupils be able to communicate (write, speak, understand while listening and reading) on?
  - o What skills will pupils have developed by the end of the lesson?

o What cultural knowledge will pupils gain from the lesson?

Discuss answers in plenary.

Answer keys:

o Pupils will have knowledge about the simple present for repeated activities, expressions of frequency.

o Pupils will be able to communicate about common, everyday household chores.

o Pupils will have developed reading, writing, speaking and listening skills.

o Pupils will learn more about household chores of their classmates.

Establish that discussing these questions help teachers to identify the educational, developing and upbringing outcomes of the lesson (Uzbek: darsining ta'limiy, rivojlantiruvchi va trabiyviy maqsadlari; Russian: образовательные, развивающие и воспитательные результаты урока).

Ask participants to look at their lessons from Task 2 (Handout 1: Lesson A, B or D) again and discuss the following questions in their groups:

o What language knowledge will pupils have by the end of the lesson?

o What topic will pupils be able to communicate (write, speak, understand while listening and reading) on?

o What skills will pupils have developed by the end of the lesson?

o What cultural knowledge will pupils gain from the lesson?

Ask participants to write the outcomes of 'their' lesson and present it to the bigger group.

Discuss the outcomes presented by each group and comment if necessary.

#### 4. Reflection and action planning

Objectives: to help participants to reflect on the tasks they practised; to give participants opportunity to think of the things they would like to use in

their teaching

Time: 15 minutes

Materials: none

Interaction: individual, pair work, plenary

Procedure:

- Ask participants to complete the following sentences
  - o One thing I found interesting in the session is ...
  - o One thing I will try in my teaching or lesson planning is ...
- Ask participants to get into pairs and discuss their answers.
- Elicit random responses in plenary.
- Summarise the session by establishing that
  - o Planning a lesson is important for a teacher firstly for identifying the objectives and outcomes of the lesson.
  - o Lesson planning helps teachers to think of the essential aspects of the lesson objectives and outcomes:
    - Language knowledge pupils will achieve
    - Abilities pupils will develop.
    - Skills pupils will develop
    - Cultural knowledge pupils will gain

## **Lesson 11 Learner autonomy**

### **2 sessions**

Learners who take an active role in their learning:  
take responsibility for their own learning  
evaluate their own learning  
are hardworking  
are always well prepared  
are motivated

work independently  
develop learning strategies  
set their own learning goals  
define the ways to achieve the goals  
always seek for further information and study on their own  
find different ways to improve their language skills  
these are the  
characteristics of autonomous learners who define their own goals and ways to achieve those and who are responsible for their own learning and do not always depend on a teacher.

An autonomous person is independent and able to make his/her own decisions.

Why is it important to develop autonomy in learners?

to prepare them for life beyond the classroom

to help them become effective learners

to help learners become effective language users

What is the teacher's role in developing learner autonomy?

to guide learners

to arrange/create the conditions for autonomous learning

to equip learners with necessary skills and knowledge

It is possible to develop autonomy in our learners which they need in order to continue learning outside the classroom.

There are different activities that a teacher can use to help learners become more autonomous.

Developing autonomy is a gradual process.

What is learner autonomy?

Autonomous:

Autonomous means being self-governing; acting independently or having the freedom to do so.

An autonomous learner

Someone who controls his or her learning is an autonomous learner. If you are an autonomous learner you work under your own direction.

Everyone controls his or her learning to some extent, but when children start school most of what they learn, how they learn, and the pace they learn at, is set by the teachers. We become more autonomous learners as we make more of our own choices of what we learn and how we learn it.

An autonomous learner is in charge of his/her own learning, they hold responsibility for all decisions concerning all aspects of their learning, i.e.: determines the objectives; defines the contents and progression; selects methods and techniques to be used; evaluates their progress.

### Autonomous learning

Autonomous learning is self-managed learning.

It means that the learner has much of the responsibility for planning and organizing their learning, for doing it, for assessing its value to him or herself and even for suggesting the mark that the work produced should get.

Sometimes the term is used for learning with only a small amount of teacher support. A university document, for example, defined autonomous learning as “learning requiring no more than 12 hours lecturer contact” in a course.

## Making Lessons More Communicative

### 1. Previous Day Review

Objectives: to help participants to reflect on the previous day

Time: 10 minutes

Materials: none

Interaction: plenary

Procedure:

- Ask participants to recall previous day sessions.
- Ask the following questions:
  1. How many stages does a reading lesson consist of? What are they?
  2. What are objectives of pre-, while and post reading activities?
  3. What are main features of a good writing task?
- Say that today’s session will help them to explore communicative lesson’s features.



## 2. Outcomes and Lead in

Objective: to establish common understanding of CLT

Time: 5 min

Materials: none

Interaction: plenary

### Procedure

- Write C \_\_\_\_\_ L \_\_\_\_\_ T \_\_\_\_\_ on the blackboard. Ask teachers to guess what CLT stands for. If necessary, help them to guess by asking leading questions, e.g. What's your job connected with? Etc.
- Say that the session will focus on how to make lessons more communicative.

## 3. Demo lesson

**Note:** you can teach the whole lesson or a part of it depending on a group. See Trainer's Notes with lesson plan from Fly High 7 Teacher's Book.

Objective: to have common experience in CLT lesson

Time: 25 min

Materials: Handout 1 (a page from Fly High 7 Unit 6 Lesson 1), Handout 2 (Don't give it to participants at this stage. You can use it for teaching.)

Interaction: individual, pairs, group work, plenary

### Procedure

- Tell teachers that you will teach a CLT lesson and they will be pupils of class 7.
- Distribute Handout 1. Teach a lesson.
- At the end of the lesson ask the following questions:
  1. How did you feel?
  2. What did you learn today?

*Guidelines for the lesson: Unit 6 Lesson 1 Fly High 7*

- 1. Activity 1a – encourage learners to use their own background knowledge to form new words e.g. book +shop = bookshop*
- 2. Activity 2a – the authors used monolingual dictionary entry to enlarge learner’s outlook and help learners understand where the needed information can be found and how to work with monolingual dictionary*
- 3. Activity 2c – learners relate own real life experience to newly acquired knowledge*
- 4. In Activities - 1c Chain Drill, 3 Pair work, 4 a Group work teacher only gives instructions. Most of speaking is done by learners.*
- 5. In 4a and 4b learners do role play which is very close to real life situation.*

**4. Demo lesson analysis**

Objective: to reflect on and analyse the lesson

Time: 20 min

Materials: Handout 2

Interaction: plenary

Procedure:

- Say that now they are teachers again. Ask them to think about the lesson they had together and fill in Reflection Grid.
- Draw an empty Reflection Grid on the board and ask teachers to copy it. Explain that together you will analyse the lesson. Distribute Handouts 2.

|   | <b>Steps</b> | <b>Purpose of the step</b> | <b>Interaction</b> | <b>Feelings</b> |
|---|--------------|----------------------------|--------------------|-----------------|
| 1 | Activity 1a  |                            |                    |                 |

**Steps**

- Elicit the steps from teachers using the questions below. Write in participants' answers bit by bit.
- Ask "What was the first thing we did? What was the next thing we did?" etc.
- Fill in with participants all columns for activity 1a.
- Then give them time to fill in the rest of two columns.
- Say that the last columns Feelings you will fill in together.
- Give them 15 min. Check the instruction.

### **Purpose of the step**

- When most teachers finish work ask all teachers to work together. Say "Now let's think about the purpose of each step. Why did we do activity 1a? etc.

### **Interaction**

- Ask "How did you do activity 1a? Did you work individually or with the whole class?" etc.

### **Feelings**

- Next tell participants "Try to remember your feelings during each step. Did you feel interested / anxious / curious, etc?" Fill in feelings wherever appropriate.

## **5. CLT and traditional lessons comparison**

Objectives:

- to compare CLT and traditional lessons;
- to draw main features of CLT lessons

Time: 20 min

Materials: Handout 3

Interaction: individual, pairs, plenary

Procedure:

- Distribute Handouts 3 and ask teachers to fill in the table in the handout. Ask them to think of the lesson they had together and also of many CLT activities they have experienced since the beginning of the course.
- Ask teachers to look at the table. Ask them whether they have any questions. Be ready to help with leading questions if necessary:
  1. How did you work in the lesson? Did you work in pairs, in groups?
  2. Who talked more in the lesson, the teacher or learners?
  3. What did the teacher do in the lesson?
  4. How did you feel during the lesson? etc
- When they finish ask them to compare their answers in pairs.
- Then elicit answers from the whole group.
- Sum up by asking the following questions:
  1. What are main features of CLT lessons?
  2. Are communicative lessons effective? Why?

*Possible answers: creating a positive friendly atmosphere, using different patterns of interaction including pair and group work, teacher is mainly a facilitator and manager, learners feel responsible for their learning, learners are actively involved in the learning process, student's talking time raises dramatically, learners use the language to communicate.*

=====

=====

Handout 3

**Fill in the table. Compare CLT and traditional lessons.**

|                                | <b>CLT lesson</b> | <b>Traditional lesson</b> | <b>Comments</b> |
|--------------------------------|-------------------|---------------------------|-----------------|
| <b>Patterns of interaction</b> |                   |                           |                 |
| a) T→C1                        |                   |                           |                 |
| b) T→P1, T→P2                  |                   |                           |                 |
| c) P1→P2                       |                   |                           |                 |
| d) P1→P2→P3→P4→P5              |                   |                           |                 |

|                                                                                       |  |  |  |
|---------------------------------------------------------------------------------------|--|--|--|
| <b>% TTT</b> (Teacher Talking Time)                                                   |  |  |  |
| <b>% STT</b> (Student Talking Time)                                                   |  |  |  |
| <b>Teacher's Roles</b><br>(manager, facilitator, organiser, controller, adviser, etc) |  |  |  |
| <b>Roles of English</b><br>(academic purpose, communicative purpose)                  |  |  |  |
| <b>Learner's responsibility</b><br><b>(ОТВЕТСТВЕННОСТЬ)</b>                           |  |  |  |
| <b>Feelings of pupils</b>                                                             |  |  |  |
| <b>Atmosphere in class</b>                                                            |  |  |  |

## 5. Reflection and action planning

Objective: to reflect on the session

Time: 10 min

Materials: none

Interaction: individually, pair work, plenary

Procedure:

- Ask participants to complete the sentences:
  - 1) One thing I've found very interesting in the session is \_\_\_\_\_
  - 2) One thing I'll try out is \_\_\_\_\_
- Ask participants to discuss their ideas in pairs.
- Ask some pairs to share their ideas with the whole group.
- Sum up the session. Ask participants to answer the following question:
  - 1) Are communicative lessons effective? Why?
  - 2) What shall we do to make our lessons more communicative?

## **Lesson 12 MODERN APPROACHES IN TEACHING EFL LEARNERS**

Plan:

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

Interest in the teaching English to young learners has been steadily growing in recent years. Now English is offered in primary and even in pre-school education.

It is worth remembering that every child has his or her own inner incentive for learning a foreign language and the teacher's task is to develop this motivation.

There are a number of reasons for teaching English at the primary level. Here are the basic ones:

- The most favorable period for linguistic development can be used successfully to form a solid basis for further linguistic education;
- an early start provides maximum learning time for English as a foreign language – the earlier you start the more time you have to learn;
- children who learn a first foreign language at pre-school or primary school

levels have a better chance to take a second foreign language in the secondary school;

- from an early age children are exposed to the cultures of the countries where the target language is spoken;

- they grow up tolerant and sympathetic to other people;

- learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better;

- learning languages improves children's memory, thinking, perception, imagination, etc. In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident.

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

A great many explanations have been put forward for taking into account the age, level, and goals of our pupils. In this section, we shall look at young beginners, and the ways to cope with their problems. Young pupils at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers.

Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first received. At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue (which they are also still learning to use correctly).

On the other hand, once they learn a few words, they are ready to communicate, to talk. Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of times. They will enjoy drawing the same picture and laugh at the way grammar can be learned.

## 2.2. Psychological and cognitive concepts of EFL learning

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

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

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

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

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

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

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

Intrapersonal intelligence is based on silent individual work and self reflection. Only a combination of differently-aimed activities guarantees success in developing pupils' mental abilities together with communicative skills.

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



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

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

### 2.3. Differentiation method

Teaching English to young learners has its own peculiarities based on psychophysiology of their age. Psychologists assert that preschoolers' perception, memory and attention are involuntary. Children cannot regulate their perception and analyze an object.

Schoolchildren's attention is drawn by bright objects. Their concentration lasts as long as they are interested in the activity.

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

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

Learning a foreign language is a pleasant moment in a child's life. He climbs the stairs to a new level of knowledge. In an effort to teach children the basics of English phonetics, grammar and enrich their vocabulary, a teacher overshadows the individual characteristics of a child, the reaction rate, mental health [6].

Because of this, children cannot move forward in learning knowledge as the basis for successful learning is not only the traditional age principle.

Pupils might be very varied in their prior learning, motivation, learning style, and in other respects. One needs to teach in a way that accommodates

these differences, which is called differentiation. The main goal of a differentiation approach is not to provide the necessary minimum in the assimilation of knowledge and skills, but to ensure the greatest possible depth in mastering the material, proper development of abilities of each pupil. Thus, differentiation involves an implementation of developing learning.

In elementary school, it is useful to divide most children into groups based on the basic channel of perception. This allows a greater training effect. Although, the bone of contention is the training based on the type of child's temperament.

This type is considered to be impractical in a traditional lesson system. This division is more suitable for extra-curricular activities such as the preparation of the play or concert. It is possible to apply a gender perspective at any stage of the lesson when working with any language material. Modern research shows there are quite large differences in the behavior and training of boys and girls due to a number of factors – biological, physiological, neuropsychological, social, psychological and pedagogical.

### 3. Use of Games in the educational process

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

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

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

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

The method of project work is worth mentioning too: it gives every pupil a good chance to show their creative individuality and develops their team spirit at the same time. Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons we often prefer to organize games in pair or general class work, rather than in group work.

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

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

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

The main functions of the foreign language as a subject of the school curriculum are to develop willingness to use a foreign language as a means of communication, to familiarize with other national culture.

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

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

- stimulates the language and overall development of children and, as a consequence, increases the value of comprehensive early childhood education and elementary education as the foundation of general education;

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

## **Lesson 13 Preparation for Microteaching**

### Learning Outcomes

By the end of the session participants will:

- have learned the aims of microteaching
- have established microteaching procedure and components

### Key Learning Points

- Microteaching enables teachers to try out new things in safe environment
- Microteaching gives an opportunity to learn from peers and get professional support

Preparation: The day before ask teachers to bring textbooks and Teacher's Guides (Fly High or English Matters). Prepare a poster with empty Timetable for

Microteaching.

Note: Although microteaching will be at the end of the course the session will give teachers an opportunity to start thinking about microteaching over the weekend.

### Plan

#### 1. Outcomes and

#### Lead in

To establish common understanding of Microteaching

10 minutes

## 2. Microteaching procedure

To establish a procedure for

Microteaching

20 minutes Handout 1

3. Practice To prepare a lesson 40 minutes

4. Reflection and action planning

Reflection on the session and signing up

10 minutes Poster with

Microteaching Timetable

1. Outcomes and Lead in

Objective: to establish common understanding of microteaching

Time: 10 minutes

Materials: none

Interaction: plenary

Procedure:

Write 'Microteaching' on the blackboard. Ask teachers to guess what the word stands for. If necessary, help them to guess by asking leading questions, e.g. Do you think it will be real teaching in real classroom ? etc.

Answer Key: Microteaching is teaching a group of colleagues to try out new things in a friendly and non-threatening atmosphere.

Say that the aim of the session is to prepare for Microteaching.

2. Microteaching procedure

Objective: to establish microteaching procedure

Time: 20 minutes

Materials: Handout 1

Interaction: plenary

Procedure:

- Ask teachers to work in pairs or groups of 3. Say they should choose partners for Microteaching and choose a lesson for Microteaching. Say that they can choose any textbook (Fly High or English Matters) and any level (from Class 5 to Class 9).
- Say that each pair or group will have 20 or 30 minutes for teaching and after Microteaching lessons every group will have time for getting feedback.
- Say that they should take into account the points mentioned in Handout 1.

Distribute Handout 1.

- Check participants know what to do. Monitor and help if necessary.

### 3. Practice

Objective: to prepare a lesson for Microteaching

Time: 40 minutes

Materials: none

Interaction: pair work, group work

Procedure:

- Say to teachers that they have 40 minutes for lesson preparation.
- Be ready to monitor and give help if necessary.

### 4. Reflection

Objective: to reflect on the session

Time: 10 minutes

Materials: none

Interaction: plenary

Procedure:

- Sum up the session and ask whether they have any questions.

- Ask teachers to sign up. Prepare a poster with an empty table.

### Handout 1

Read the list. Take into account the following points while preparing your lesson:

1. Patterns of interaction
2. STT and TTT (Student Talking Time and Teacher Talking Time)
3. Learner's involvement
4. Logical links between the stages of the lesson.
5. Addressing learning styles
6. Use of English and L1
7. Giving clear instructions
8. Monitoring

## **Lesson 16**

### **2 sessions Using didactic materials in teaching English.**

Didactic materials are those that can be used to improve the English learning amount. It is a very important element when teaching but is almost unappreciated by the people unlike to teaching

#### Types of DM

There are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials.

#### Learning materials

- are those assets or resources that support learners during the process of learning (e.g., books, games, worksheets, etc.).

#### Teaching materials

- provide academic staff with resources to guide and support the learning process of students.

#### Learning materials

- - these are materials for students in the school and
- learners in the out-of-school sector (student's guides, story books, comic books, primers, reading materials, resource books, lessons/activities, etc.)

#### Teaching materials

- these are materials meant to teach skills and concepts
- to teachers, administrators, facilitators, health workers, etc. (teachers' guides;
- resource books; manuals/handbooks; instructional modules; primers, etc.)

#### Support AV materials

- like videos, Internet, slides, posters, wall charts, flip charts, leaflets, brochures, pamphlets, badges, models, etc.

#### Reference/generic materials

- which are mainly textual and serve as further



- readings or source books to further enhance and update the knowledge of
- teachers, field workers, and other educators.

#### Examples of Didactic materials

- Blackboard Charts Diagrams
- Pictures List Puppets
- Toys Shapes Sound color charts
- Gattengo's Cuisenaire rods
- Cd's DVD'd Flashcards

#### Didactic material

- is important for the teacher as the equipment in the classroom, which helps to achieve the goals set by the teacher on the lesson.
- must be selected according to age, national mentality and language proficiency.

#### What we refer to teaching materials on English language?

- First of all, it is specially designed for each training course, a very useful test to monitor the digestibility of the material students.
- A didactic materials in English are different games for learning English. The game is very well stimulate active and passive vocabulary of the pupil, and the spirit of competition and desire to win speed up his thought processes, develop the mind and intelligence.

Songs are a great way to get the language into their minds

- Example:
- 1.....
- 2.....
- 3.....

Animated stories

- Animated stories help you to teach. The bright colours and careful pronunciation of English-language animated films and television shows captures children's attention, while making it easy for them to understand

#### Use the Internet

Use the Internet as a resource. The internet has many sites created to help children learn English through

- Language knowledge pupils will achieve
- Abilities pupils will develop.
- Skills pupils will develop
- Cultural knowledge pupils will gain

# 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

possible 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 emphasis 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 emphasized 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

ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

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

Мустақил таълим мавзуси

1. Effective ways of teaching listening skills
2. Innovative methods in teaching vocabulary
3. The role of CEFR in our education system
4. Integrated skills I teaching foreign language
5. SLA
6. CLT
7. CLIL
8. Inductive way of teaching grammar
9. Assessment
10. Feedback and observing
11. Games in the lessons
12. Lesson planning
13. How to manage the classroom

14. Case study method

15. Demo lessons

# **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**

### **I. O'zbekiston Respublikasi Prezidentining asarlari**

1. Mirziyoyev Sh.M. “Erkin va farovon, demokratik O'zbekiston davlatini mard va olijanob xalqimiz bilan birga quramiz” mavzusidagi O'zbekiston Respublikasi Prezidenti lavozimiga kirishish tantanali marosimiga bag'ishlangan Oliy Majlis palatalarining qo'shma majlisidagi nutqi. – T.: “O'zbekiston”, 2016. – 56 b.

2. Mirziyoyev Sh.M. “Qonun ustuvorligi va inson manfaatlarini ta'minlash – yurt taraqqiyoti va xalq farovonligi garovi” mavzusidagi O'zbekiston Respublikasi Konstitusiyasi qabul qilinganining 24 yilligiga bag'ishlangan tantanali marosimdagi ma'ruzasi.–T.:“O'zbekiston”, 2017. 48 b.

3. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. –T.: “O'zbekiston”. – 2017.– 102b.

4. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob halqimiz bilan birga quramiz. – T.: “O'zbekiston”, 2017. – 488 b.

5. Mirziyoyev Sh.M. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi. -T.:“O'zbekiston”,2018. – 80 b.

6. Karimov I.A. Yuksak ma'naviyat – yengilmas kuch. –T.: “Ma'naviyat”, 2008.–176 b.

7. Karimov I.A. O'zbekiston mustaqillikka erishish ostonasida. –T.: “O'zbekiston”, 2011.–440 b.

8. Karimov I.A. Ona yurtimiz baxti iqboli va buyuk kelajagi yo'lida xizmat qilish – eng oliy saodatdir. –T.: “O'zbekiston”, 2015. – 302 b.

### **II. Normativ-huquqiy hujjatlar**

1.O'zbekiston Respublikasining Konstitusiyasi. – T.: O'zbekiston, 2014.

2. O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda

“Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi № PQ-1875-sonli Qarori.

3. Uzluksiz ta’lim tizimining chet tillar bo’yicha davlat ta’lim standarti, Vazirlar Mahkamasining 2013 yil 8 maydagi 124-son qarori.

4. O’zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O’zbekiston Respublikasini yanada rivojlantirish bo’yicha Harakatlar strategiyasi to’g’risida”gi 4947-son Farmoni.

5. O’zbekiston Respublikasi Prezidentining 2017 yil 5 iyuldagi “Yoshlarga oid davlat siyosati samaradorligini oshirish va O’zbekiston yoshlar ittifoqi faoliyatini qo’llab-quvvatlash to’g’risida”gi 5106-son Farmoni.

6. O’zbekiston Respublikasi Prezidentining 2017 yil 26 sentyabrdagi “Pedagog kadrlarni tayyorlash, xalq ta’limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi № PQ-3289-sonli Qarori.

7. O’zbekiston Respublikasi Prezidentining 2018 yil 5 sentyabrdagi “Xalq ta’limini boshqarish tizimini takomillashtirish bo’yicha qo’shimcha chora-tadbirlar to’g’risida”gi PF-5538-sonli Farmoni

8. O’zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 15 martdagi “Umumiy o’rta ta’lim to’g’risida nizomni tasdiqlash to’g’risida”gi №140-sonli Qarori.

9. O’zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 6 apreldagi “Umumiy o’rta va o’rta maxsus, kasb-hunar ta’limining davlat ta’lim standartlarini tasdiqlash to’g’risida”gi № 187-sonli Qarori.

10. O’zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 28 dekabrdagi “Pedagog xodimlarni qayta tayyorlash va ularning malakasini oshirish to’g’risida”gi 1026-sonli Qarori



### III. Maxsus adabiyotlar

1. Jo'rayev R.H., Zunnunov A. Ta'lim jarayonida o'quv fanlarini integrasiyalashtirish omillari. O'qituvchilar uchun o'quv qo'llanma. –T.: Sharq, 2005.
2. Ismailov A.A., Sattarov T.Q., Jalolov J.J., Ibragimxo'jayev I.I. Ingliz tili amaliy kursidan o'quv-uslubiy majmua // Nofilologik yo'nalishda ingliz tilini horijiy til sifatida hamda filologik yo'nalishda ingliz tilini ikkinchi horijiy til sifatida o'qitiladigan oliy ta'lim muassasalari ilk (Basic User, Breakthrough A1) bosqich talabalari uchun. T.: O'zDJTU. 2011
3. Ishmuhamedov R. O'quv jarayonida interfaol uslublar va pedagogik texnologiyalarni qo'llash uslubiyati. - T.: RBIMM, 2008. – 68 b.
4. Ishmuhamedov R., Abduqodirov A., Pardayev A. Ta'limda innovasion texnologiyalar (ta'lim muassasalari pedagog-o'qituvchilari uchun amaliy tavsiyalar). – T.:Iste'dod, 2008.-180 b.
5. Yo'ldoshev J.G'. Zamonaviy dars. Malaka oshirish: muammolar, izlanishlar, yechimlar. A.Avloniynomidagi XTXQTMOMI. – T.:, 2007. – 200 bet.
6. Tolipov O'.Q., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. –T.: “Fan” nashriyoti, 2006
7. Jalolov J. Chet tili o'qitish metodikasi.-T.: «O'qituvchi», 1996 y.
8. Hoshimov O.U., Yakubov I.Ya. Ingliz tili o'qitish metodikasi.-T.: «O'qituvchi», 1993 y.
9. S. Khan, L. Juraev “ Training Guide to Fly High English 9” Oxford University Press, 2002 British Council
10. Starting ETE “ Teachers Together” ( Peer Support) Groups - British Council, 2010.
11. Mary Spratt, Alan Pulverness, Melanie Williams. “The TKT Course”. Course book. Cambridge. 2011

12. Mary Spratt, Alan Pulverness, Melanie Williams. "The TKT Course". Teacher's book. Cambridge. 2011
13. Louse Huston Massoud "Preludes to reading" Washington, D, C
14. Rossie Tanner, Catherine Green "Tasks for teaching education" Course book. Longman. 2014
15. Teaching English – Training Videos- British Council 2008
16. Resource Centre Manager Training materials - British Council, 2010
17. Diann Larsen – Freeman "Techniques and Principles in language Teaching" Oxford, 2011
18. Penny Ur. Anrew Wright "Five minute activities" Cambridge, 1996
19. Andian Doff "Teach English" Cambridge, 2004
20. Richard I. Arends "Learning to teach", USA, 2008
21. Virginia French Allen "Techniques in teaching vocabulary", Oxford University Press, 2000

#### **IV. Elektron ta'lim resurslari**

1. O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi:  
[www.edu.uz](http://www.edu.uz).
2. O'zbekiston Respublikasi Xalq ta'limi vazirligi: [www.uzedu.uz](http://www.uzedu.uz).
3. Xalq ta'limi sohasida axborot-kommunikasiya texnologiyalarini rivojlantirish markazi: [www.multimedia.uz](http://www.multimedia.uz)
4. O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi huzuridagi Bosh ilmiy-metodik markaz: [www.bimm.uz](http://www.bimm.uz)
5. Toshkent davlat pedagogika universiteti huzuridagi xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi: [www.giu.uz](http://www.giu.uz)
6. Ijtimoiy axborot ta'lim portali: [www. Ziyonet. uz](http://www.Ziyonet.uz).
7. Infocom.uz elektron jurnali: [www.infocom.uz](http://www.infocom.uz).
8. <http://www.busyteacher.org> – o'qituvchilar uchun.
9. <http://www.FluentU.com> – o'quvchi va o'qituvchilar uchun

### **ADABIYOTLAR RO'YXATI**

1. Berardo, S. —The use of authentic materials in the teaching of reading. The Reading Matrix, 6(2), 2006. 60-69.
2. Fairclough, N. Language and Power. (2nd Ed.). London: Longman, 2001.
3. Gebhard, J. G. Teaching English as a Foreign or Second Language. A Self Development and Methodology Guide (second edition). The University of Michigan Press, 2006.
4. Jacobson, E., Degener, S. and Purcell-Gates, V. Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners. USA: NCSALL, 2003.
5. Kilickaya, F. —Authentic materials and culture content in EFL classrooms. The Internet ELT Journal, 10(7), 2004.
6. Earl, L. (2003). Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. Thousand Oaks, CA: Corwin Press.
7. Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.
8. Van-Dijk, D., & Kluger, A. N. (2000, April). Positive (negative) feedback: Encouragement or discouragement? Retrieved September 2001
9. Biggs, J. & Tang, C. (2007). Teaching for quality learning. Maidenhead, Berkshire: Open University Press.
10. Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education.
11. Earl, L. (2003). Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. Thousand Oaks, CA: Corwin Press.
12. Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.

13. Van-Dijk, D., & Kluger, A. N. (2000, April). Positive (negative) feedback: Encouragement or discouragement? Retrieved September 2001
14. Paran, A. (2006). Literature in language teaching and learning. Alexandria, VA: Teachers of English to Speakers of Other Languages.
15. McNicholls, S. (2006). Using enchantment: Children's literature in an EFL teacher education context.
16. Hess, N. (2006). The short story: Integrating language skills through the parallel life approach.
17. Ravela, P. 2005. —A Formative Approach to National Assessments: The Case of Uruguay. *Prospects* 35(1): 21-43.
18. Ravela, P., P. Arregui, G. Valverde, R. Wolfe, G. Ferrer, F. Martinez, M. Aylwin, and L. Wolff. 2008. —The Educational Assessments that Latin America Needs. *Working Paper Series No. 40*. Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL)
19. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, 2000.
20. Monica M. Catramado. *Integrating the six skills in every esl/ efl class*, 2004
21. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. *Modern English Teacher*, 9 (2), 35-39.
22. Stanley, G. (2006). Blog-EFL: Observations and comments on the use of weblogs, emerging technologies & e-learning tools for English language teaching, Thursday, November 16. Retrieved on April 1, 2007, from <http://blog-efl.blogspot.com/> (online video: 2:00-2:56).
23. Warschauer, M., & Whittaker, P. (2002). The Internet for English teaching: Guidelines for teachers. In J. Richards & W. Renandya, *Methodology in language teaching: An anthology of current practice*, (pp. 368-373). Cambridge: Cambridge University Press.
24. Sundeen, T. (2007). So what's the big idea? Using graphic organizers to guide writing for secondary students with learning and behavioral issues. *Beyond Behavior*, 16(3), 29-33.

