THE MINISTRY OF HIGHER AND SPECIAL SECONDARY EDUCATION OF THE REPUBLIC OF UZBEKISTAN

GULISTAN STATE UNIVERSITY

DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE

PRINCIPLES AND APPROACHES TO LANGUAGE TEACHING

METHODOLOGICAL COMPLEX

Area of knowledge:	100000 – Humanitarian sciences
Area of Education:	110000 – Pedagogy
Specialty:	5111400 – Foreign language and literature (Roman-German Philology)

Gulistan – 2017

The given methodological complex is compiled on the basis of model curriculum on the Major Target Language approved according to the 2nd appendix of the order No. 26 of the Ministry of Higher and Special Secondary Education of the Repbulic of Uzbekistan as of 22 January, 2016.

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Methodological complex was recommended by the Methodological Council of Gulistan State Unviersity. Minutes No. _____ as of "___" _____, 20___.

CONTENTS

PRACTICAL SESSIONS

LESSON 1. INTRODUCTION TO THE COURSE

Introduction
Compulsory, Year 2, 58 hours, Semester 3.
Aims:
- to acquaint students with the history of changes in teaching approaches and methods
- to develop students' ability to differentiate between the purposes, strengths and weaknesses of different approaches to teaching English

Objectives
By the end of the course students will be able to:
- demonstrate a systematic understanding and critical awareness of the history and development of English teaching approaches and methods
- demonstrate an understanding and awareness of goals of, principles and teaching/learning processes in different approaches to teaching English
- critically evaluate the appropriateness of different approaches to their own future teaching contexts

Indicative content
- Differences between techniques, approaches, and methods in ELT
- Approaches to language teaching in practice today:
- Western approaches
  - Grammar-Translation method
  - Direct method
  - Audio-Lingual method
  - The Communicative Approach
- Approaches used in local contexts
  - Rule-based grammar teaching
  - Translation
  - Retelling
  - Phonemes in isolation
  - Learning texts by heart
  - Repetition
  - Drilling
- Issues in each of the teaching approaches
  - Goal
  - View of language and culture
  - Teaching/learning processes
  - Role of mother tongue
  - Psychological basis

Approaches to teaching and learning
- Mini-lectures
- Task-based sessions
- Experiential learning
- Seminar discussions

Learning outcomes
Students should have developed:
- their awareness and knowledge of the history and the principles underlying different approaches to teaching.
- the ability to critically analyse the level of appropriateness of different approaches to different teaching and learning contexts

Assessment profile
Semester 3

Continuous Assessment	

• Class work and homework
    • Discussions
    • Presentations
• Participation
	40
	5 x 3 discussions = 15
	5 x 3 presentations =
	15/10

Mid-course Assessment Two written assignments and one oral presentation. The best two pieces of work will be accepted for assessment. The list of topics should be given to students 2 weeks prior.	**30** 15 for each work
Final assessment Essay analysing/comparing/contrasting different approaches in different teaching contexts. The list of topics should be given to students 3 weeks prior.	**30**

ASSESSMENT SPECIFICATIONS

1. Discussions

       Procedure:
- Teacher or students choose an article (e.g. Hawkey R. *Teacher and learner perceptions of language learning activity*), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content.
- The article, extract from a book or the description of the activity or teaching technique should be given in advance to students to ensure they are ready to discuss it.
- If in the group there are more than 8-9 people you can divide them into two groups and have 2 discussions in turns on the same or different topic.

- One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.
- The moderator introduces the issue and invites group members' views on
  - importance of the issue, appropriateness of the ideas presented in the article, students own ideas/considerations regarding the issue, etc.
  - effectiveness, appropriateness, advantages of and possible problems with the discussed activity or teaching technique
- The discussion lasts for 30 minutes.
- At the end the moderator summarises the discussion.

Task response (e.g. timing, for speakers – presenting and supporting an argument, moderator – facilitating the discussion)	2
Ability to critically analyse the ideas presented in the article, activity and teaching technique	3
Total	5

2. Presentations

Students prepare a 10 minute presentation individually on comparing and contrasting different approaches, advantages and disadvantages of using a particular approach in a particular teaching context. The following topics can be recommended:

- Role of Mother Tongue in Grammar-Translation and Audio-Lingual methods
- Advantages and disadvantages of drilling in grammar lessons
- Effectiveness of learning texts by heart in Communicative language teaching

Assessment criteria:

Task response (e.g. timing, presenting and supporting an argument)	1
Ability to critically analyse different approaches, advantages and disadvantages of using a particular approach in a particular teaching context	2
Ability to suggest possible solutions to the problem or changes to the way of teaching	2
Total	15

3. Written assignments and presentation

Two written assignments and one oral presentation analysing/comparing/contrasting different approaches in different teaching

contexts. <u>Students decide which best two pieces of work they submit/do for assessment.</u> The list of topics should be given to students 2 weeks prior.

Written assignment:

Compare and contrast the teaching and learning processes in Communicative approach and drilling used in teaching grammar structures to young learners. Give examples to support your points. Your response should be about 500 words.

Criteria for assessment

Task response (number of words, relevance)	3
Ability to critically analyse the approaches in different teaching contexts	4
Support	4
Coherence	2
Cohesion	2
Total	15

Presentation:

Compare and contrast the teaching and learning processes in Communicative approach and drilling used in teaching grammar structures to young learners. Give examples to support your points. Your response presentation should last about 5 minutes.

Criteria for assessment

Task response (timing, number of words, relevance)	3
Ability to critically analyse the approaches in different teaching contexts	4
Support	3
Coherence	2
Cohesion	2
Total	15

4. Essay

Essay analysing/comparing/contrasting different approaches in different teaching contexts. The list of topics should be given to students 3 weeks in advance.

Write an essay of about 500 words based on the following: Choose two methods and/or approaches to language teaching (e.g. Direct method and Retelling) and describe similarities and differences in the views of language and culture central to them. Give examples to support your points.

Criteria for assessment

Task response (number of words, relevance)	3
Ability to critically analyse the approaches in different contexts	4
Support	4
Coherence	2
Cohesion	2
Total	15

LESSON 2. THE NATURE OF METHODS AND APPROACHES IN LANGUAGE TEACHING

Objectives:
- o To introduce the concept of language learning;
- o To teach students to know differences between method, approach and technique;
- o To discuss the importance of being aware of learner's learning styles in teaching

Procedure:
- ➢ Students listen to their teacher attentively and participate in class activities actively;
- ➢ Students do exercises on identifying what is method or approach or technique ;
- ➢ Students show their understanding by answering the questions;
- ➢ Students divided into four mini-groups and discuss any topic by using new methods and different techniques.

Key words: method, approach, technique, procedure, linguist, syllabus, theory, practices, behavior, tactic, strategy, elements, sub elements.

Brief information

When linguists and language specialists sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language -is represented and organized in memory, or how language itself is structured. The early applied linguists, such as Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949) (see Chapter 3), elaborated principles and theoretically accountable approaches to the design of language teaching programs, courses, and materials) though many of the specific practical details were left to be worked: out by others[1]. They sought a rational answer to ques

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[1] Jack C. Richards. Approaches and Methods in Language Teaching. Cambridge University Press 2001

tions such as those regarding principles for the selection and sequencing of vocabulary and grammar, though none of these applied linguists saw in any existing method the ideal embodiment of their ideas.

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language, is central. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method, and technique.

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

In order for an approach to lead to a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; and (f) the role of instructional materials.

Different theories of language and language learning influence the focus of a method; that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however, is a product of design, not of approach. Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation. Others place a greater emphasis on accurate grammar and pronunciation from the very beginning. Some methods set out to teach the basic grammar and vocabulary of a language. Others may define their objectives less in linguistic terms than in terms of learning behaviors, that is, in terms of the processes or abilities the learner is expected to acquire as a result of instruction. Gattegno writes, for example, "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in" (1972: 89)[2]. This process-oriented objective may be offered in contrast to the linguistically oriented or product-oriented objectives of more traditional methods.

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[2] J. C. Richards. Approaches and Methods in Language Teaching. Cambridge University Press 2001.
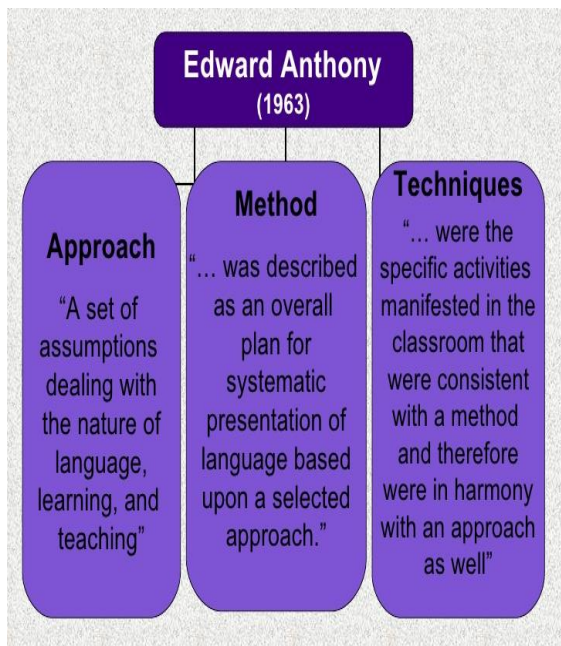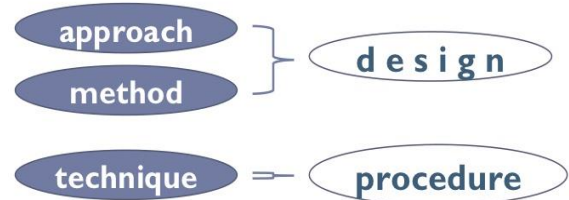
Activity 1.Give examples to...
Procedure: to improve the concept of the theme and think quickly
Time: 20 minutes
In this activity the teacher asks for students to give examples related to the conceptions of the theme. Students try to give more examples and the teacher examines their knowledge. This activity helps to understand the theme better.
e.g: Give examples to the kind of methods.
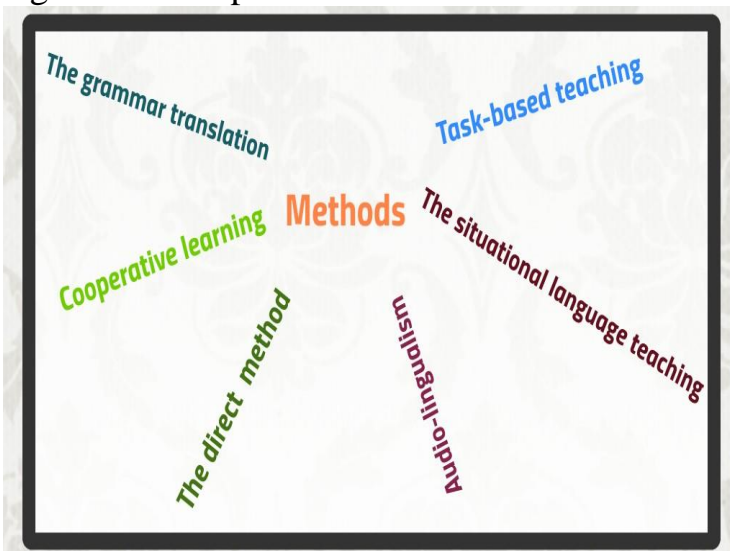
Activity 2. To make up role-play.
Time: 20 minutes
Procedure: Making up role-play related to theme helps to develop students' both speaking and listening skills. The teacher divides the class into three groups and gives one kind of methods. Students should make up role-play by using this method. Then teacher checks how they use the approach and technique of this method. The advantage of this activity is to attract students' attention to this method as well as to simply understanding.

Answer the questions:
1. What are three levels of conceptualization and organization?
2. Can you give definitions of method, approach and technique?
3. Who identified three levels of conceptualization and organization?
4. What is the syllabus?
5. What are elements and sub elements that constitute a method?

Hometask. To read the theories of approaches and methods in language teaching and make a dialogue with your partner by using text and glossary.

LESSON 3. THE ROLE OF TOTAL PHYSICAL RESPONSE IN LANGUAGE LEARNING.

Objectives:
☐ to help participants identify their preferred method
☐ to discuss the importance of being aware of learners' TPR in teaching
Tell participants that this session will introduce only with the Total physical response in teaching and learning.

Procedure:
➢ Students become participants in an audio-lingual class.
➢ Introduce many of new words about **The names of Sickness**. (for example, you can teach the word „ Stomache" (Qorinog'rig'i) in a Uzbek group by repeatedly holding by one's abdomen and saying „Stomache". You can ask the group to join you in holding by the abdomen and even making a game out of it, or commenting on the manner that some students hold. The act of moving is memory-friendly. By virtue of seeing you hold, or experiencing the act themselves, your students will easily associate holding with „Stomache". There is something about the pairing of movement and language that's so innate that children – without the help of textbooks – easily acquire language. The next words are learned so.
➢ Students are asked to repeat each word of the new vocabulary several times. Students are asked to repeat the teacher's model as accurately and as quickly as possible.
➢ Introduce a long line of the new words by breaking it into several parts. Students repeat a part of the words, preferably the last one of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. Begin with the part at the end of the vocabulary to keep the intonation of the line as natural as possible.
➢
Key words: approach, language programs, dropout, observation, ineffective methods, to do, memorable meaning, energies.

Total physical response is an approach to teaching second language that was developed in the 1970s by James Asher, professor of California. Asher observed that traditional second language programs had a dropout rate of almost 95%.He thought this could be due to flawed and ineffective methods uses in the programs. Professor still had another observation: While adults were dropping like files in their second language courses, children were easily acquiring first languages like sponges on a wet countertop. So he decided to create a method of teaching second language that mimics the process children use when picking up their first.

TPR was   born. Asher saw that children's early language repertoire consisted mainly of listening to adults telling them what to do: „Pick up the ball". „Sit down". „Open your mouth". „Look at me". The child would look to the parents for instructions, and then   perform the movements required. The child did not need to be able to say the words, only to listen and understand. Comprehension was the first step to language acquisition, not word production. Asher adopted this practice and the simple listen and respond technique now sits at the heart of TPR. It's been proven effective for teaching beginners of foreign languages . For example, you could teach „ *Sentence!"[3]*.

You can ask the class to join you sitting down. With TPR, not only do you have an approach that engages the energies of your students, you have a tool that creates memorable meaning through movement. Just as TPR borrowed plenty of techniques and insights from psychologists and linguists like Dr. Krashen, it has also bequeathed a lot to approaches like TPRS (teaching proficiency through reading and storytelling. Of course, TPR should not be used in isolation, but as one of many teaching tools in a language teacher's bag. TPR starts with the „silent phase". Here, the job of your students is to listen (and understand) what the command is and respond accordingly. No pressures are placed on properly enunciating vocabulary[4].

In the phase of TPR, you don't see the teacher leading the class in pronouncing the words loudly and urging the students to repeat after her.TPR considers comprehension as the highway to language acquisition. So the first goal of TPR is making the students to listen and observe. Mouths are not opened, but eyes and ears are just like how it happens with children. As this is one of the prime benefits of using TPR in the classroom. Listening is given its due. Instead of being seen as a passive activity, TPR rightly identifies listening as a vital first step in any linguistic endeavor. Because the normal human reaction to listening is, „Not much is happening – when do we get started with the real stuff?" But if first language acquisition is any guide, we'll understand that we learned just as much (probably even more) when we were silent than when we fumble words without comprehension.

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[3] J. C. Richards. Approaches and Methods in Language Teaching. Cambridge University Press 2001.

[4] J. C. Richards. Communicative Language teaching today. Cambridge University Press 2001.

When Professor Asher developed TPR, he made sure that the approach to teaching the language was stress- free for both teacher and students. He posited that another reason why students don't learn is that they get emotionally overwhelmed by the language. It can be a frightening experience that lowers self-esteem. Who would learn in that kind of environment? Stress kills motivation.

Activity 1 The Amazing Race.

Objective: to raise participants' awareness of learner differences

Time: 20 min

Materials: handouts (pictures of animals), handout 2 (five sets of the jumbled story).

►Procedure:

I. (5 min) Tell participants about an activity called In „The Amazing Race"

II. (10 min) The group are divided into four or five teams. Each team would ideally be composed of three to four players. The tasks that you choose to give your students are only limited by your imagination- but instead of writing out of the tasks, give them verbally.

e.g.one task can be a „ mengaolibkel" (bring me), Mohinur and you can tell the teams in your Uzbek group to bring you „Sariq" (yellow) object.Or you can ask the group to „ Baqir" (shout)

III. (10 min) You must search it, you can go outside the building for this activity and have it in the yard.

☐ (5 min) Check the tasks with the whole group and ask that what it means.

Suggested questions:

~ Did your race end successfully? Why/why not? (*It wasn't successful because Wedid not have enough adroitness.)*

~ What do you think of the main point of the race is?

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

Activity 2. What is Storytelling Session in TPR?

Objective: to introduce one of learning styles

Time: 10 min

Materials: flipchart paper, markers, handout , pictures.4 (summary of learning styles)

►Procedure:

☐ ☺ (10 min) Tell participants about it briefly.

Suggested questions:

~ *Whatelse learning styles do you know?*

~ *What did you learn in this session?*

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

~ *Have you ever participated like such session?*

Answer the questions:

1) Do you know about the play „Simon says with a Twist"?
2) Do have an idea about TPR classroom Activities?
3) How will you be able to organize to make the lessons fun?
4) How can you understand the prosses of language acquisition over language learning?

Home work. Find new activities in teaching and learning.

LESSON 4. SILENT WAY

Procedure:

➢ Students join in an audio-lingual class;
➢ The new theme explained by the teacher. According to the theme teacher introduces a new text or dialogue which is going to be listened;
➢ Introducing the text twice in classroom, students are asked to create than remember;
➢ After that, students read the text by breaking it into several parts. Then students identify new words of the sentences, they find their definitions
➢ To do matching exercises independently;
➢ Evaluating students.

Objectives:
✓ To introduce main idea of the given theme;
✓ To explain the advantages or disadvantages of the silent way in language teaching;
✓ Accurate pronunciation, listening comprehension, recognition of speech symbols and using symbols in writing
✓ To exchange of information among students.

Key words: Gattegno, color charts, the colored rods, educational philosophies, physical objects, discovery learning, phonological and supersigmental elements, functional vocabulary, lexical syllabus.

The Silent Way

Gattegno takes an openly skeptical view of the role of linguistic theory in language teaching methodology. He feels that linguistic studies may be a specialization, [that] carry with them a narrow opening of ones sensitivity and perhaps serve very little towards the broad end in min (Gattegno 1972: 8. Considerable discussion is devoted to the importance of grasping the "spirit" of the language, and not just its component forms[5]

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[5] J. C. Richards. Approaches and Methods in Language Teaching. Cambridge University Press 2001.

. By the "spirit" of the language Gattegno is referring to the way each language is composed of phonological and supra segmental elements that combine to give the language its unique sound system and melody.

The learner must gain a "feel" for this aspect of the target language as soon as possible. By looking at the material chosen and the sequence in which it is presented in a Silent Way classroom, it is clear that the Silent way takes a structural approach to the organization of language to be taught. The sentence is the basic unit of teaching, and the teacher focuses on propositional meaning, rather than communicative value. Students are present with the structural patterns of the target language and learn the grammar rules of the language through largely inductive processes.

Gattegno sees vocabulary as a central dimension of language learning and the choice of vocabulary as crucial. The most important vocabulary for the learner deals with the most functional and versatile words of the language, many of which may not have direct equivalents in the learner's native language. This "functional vocabulary" provides a key, says Gattegno, to comprehending the "spirit" of the language.

In elaborating a learning theory to support the principles of Silent Way, like many other method proponents Gattegno makes extensive use of his understanding of first language learning. He recommends, for example, that the learner needs to "return to the state of mind that characterizes a baby's learning - surrender" (Scott and Page 1982: 273). Having referred to these processes, however, Gattegno states that the processes of learning a second language are "radically different from those involved in learning a first language.The second language learner is unlike the first language learner and "cannot learn another language in the same way because of what he now knows" (Gattegno 1972: 11).

The "natural" or "direct" approaches to acquiring a second language are thus misguided, says Gattegno, and a successful second language approachwill replace a 'natural' approach by one that is very 'artificial' and for some purposes, strictly controlled" (1972: 12). "arificial approach" that Gattegno proposes is based on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active tri Gattegno s repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the commitments. The self, we are told, consists of two systems - a learning system and a retaining system. The learning system is activated only by way of- intelligent awareness. "The learner must constantly test his.

Silence is considered the best vehicle for learning, because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment. Repetition (as opposed to silence) Silence, as avoidance of repetition, is thus an aid to alertness, concentration, and mental organization.' Awareness is educable. As one learns "in awareness," one's powers of awareness and one s capacity to learn become greater. The Silent Way! Psychologists call "learning to learn." Again, the process chain that develops awareness proceeds from attention, production self-correction, and absorption. Silent Way learners acquire inner criteria," which play a central role "

in one's education throughout all of ones life" (Gattegno 1976: 29). These inner criter ia allow learners to monitor and self-correct their own production. It is in an activity of self-correction through self-awareness that the Silent Way claims to differ most no tably from other ways of language learning this capacity for self-awareness that the Si lent Way calls upon, a capacity said to be little appreciated or exercised by first lang uage learners.

Activity 1 . Students should work independent on this task. They should spend about 20 min.

4 Now answer these multiple-choice questions about the extract you have just read.

Test spot
Remember to read each question carefully, find the relevant part of the text, consider *all* the options, and choose only one answer to each question. ···▷ TF 6

Choose the correct letter, A, B or C.

1 Which of these animals spends most, but not all, of its life alone?
A palalo
B herring gull
C spider

2 European robins and herring gulls are different with regard to
A how many birds help to bring up each chick.
B the social organisation in which pairs bring up their young.
C how long they spend together.

3 What point is made about hens?
A The best fighters eat different kinds of food from weaker hens.
B They live in larger groups than most other species of birds.
C Their social structure gives certain individuals advantages over others.

4 What is said about the life of lions?
A They live in a group and do some activities together.
B They live separately and come together for some activities.
C They live in a group and do all activities together.

5 What point is made about worker bees?
A They carry out different tasks as they get older.
B They live in a social structure unlike that of any other animals.
C They could not survive alone.

5 What do you think are the advantages and disadvantages for animals of living in groups? Consider

6 Now read the next section of the extract.
⏱ about 250 words

Advantages of social co-operation

frogs

Social co-operation can provide a number of benefits. Groups of male frogs sing to attract females, and large groups generally attract more females per male than smaller groups, making it easier for the males to find a mate.

5 The young can be reared more safely in social groups. Birds in a colony tend to lay their eggs at around the same time, so all the chicks emerge from the egg almost simultaneously. As an individual predator (an animal that kills and eats other animals) can only consume a 10 finite number of eggs or chicks, each individual is less likely to be eaten. Groups of adult elephants surround all their young, giving each one much greater protection than its parents alone could provide.

Groups are also more effective in bringing up the 15 young. In some species of apes and monkeys, female 'aunties' help to look after the young which are not their own, while learning how to raise their own young in the future. Lion cubs drink the milk not only of their mother but also of other lionesses in the group, and 20 the range of antibodies that different females provide increases their resistance to disease.

A group that spreads out in search of food is likely to be more successful than an animal searching alone. When one has found food, others may simply join it, but some 25 species have developed a highly complex form of communication. When a honeybee finds some food it returns to its hive and performs a complex dance to indicate the location of the food to others.

Activity 2. You should spend about 10 minutes on this task

Find 25 words.

A	M	P	A	H	S	D	I	H	R	G	P	A	V	A	U	N	C	H	O	T	T	A	X
E	A	I	U	B	A	C	E	B	H	A	L	V	G	N	U	N	S	K	I	S	R	A	
K	N	M	K	M	V	Z	V	O	R	N	U	O	K	I	M	E	E	E	P	A	E	N	N
T	I	M	I	D	A	I	G	N	E	M	T	M	A	A	T	V	T	O	K	S	A	G	E
N	I	O	A	L	H	E	O	J	I	K	R	O	A	P	H	A	Y	O	P	D	A	M	D
A	B	N	C	S	T	I	P	G	P	S	E	V	E	N	L	G	L	E	T	N	U	H	S
K	A	A	I	A	T	S	C	A	R	E	D	C	I	U	I	E	C	R	A	M	Y	T	U
B	N	V	R	C	L	E	L	Z	O	N	C	H	M	G	N	T	C	D	E	T	H	E	A
Y	O	A	I	E	I	R	E	T	A	M	I	U	O	N	I	Y	I	E	E	E	C	G	
N	A	F	R	S	K	I	N	E	A	T	N	L	R	E	O	X	I	O	R	R	A	L	
N	D	N	A	I	M	P	R	E	S	S	I	O	N	H	T	R	R	N	G	H	E	A	I
U	B	M	I	G	M	I	Z	S	T	A	T	N	C	E	Y	A	A	A	S	K	C	E	C
R	U	A	K	S	M	E	M	U	P	S	C	A	I	K	V	N	B	T	N	A	R	A	K
Y	A	V	M	I	X	A	J	N	H	N	H	U	R	A	N	U	J	U	S	C	M	M	G
N	A	M	E	A	Y	A	D	U	M	U	A	T	R	S	A	D	A	H	A	E	E	N	

Answer the questions

1. What does the teacher focus in teaching silent way method?
2. How silent is considered?
3. What does Gategno refer about the silent way?
4. What is dominant in silent way method.

LESSON 5. COMMUNICATIVE LANGUAGE TEACHING

Objectives:

☐ to introduce the concept of communicative language teaching

☐ to provide opportunities for students to communicate using the target language and negotiate meaning

☐ to discuss the importance of being aware of communicative language teaching method in teaching

Tell participants that this session will introduce only one classification of out CLT

of many that exist in the field of education.

Procedure:
- ➢ A circle was formed so that everyone had visual contact with each other
- ➢ One student initiated conversation with another student by giving a massage in the L1(English)
- ➢ The instructor-,sending behind the student, whispered a close equivalent of the message in the L2 (german)
- ➢ The student then repeated the L2 message to its addressee **and** into the tape recorder as well.
- ➢ Each student has a chance to compose and record a few message .
- ➢ The tape recorder was rewound and replayed at intervals.

Each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.

Key words: **Communicative language, approach, ultimate goal of learning a language, communicative approach, product of educators, developing procedures, meaningful communication, method and syllabus, CLL techniques.**

Communicative language teaching

Communicative language teaching is an approach to the teaching of second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as 'communicative approach to the teaching of foreign languages' or simply the 'c'. It's origins are many ,insofar as one teaching methodology tends to influence the next.

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the foreign language instruction .This method aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims at having students become communicatively competent. A set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure ,use not usage .In this approach ,students are given tasks to accomplish using Language ,instead of studying the language. The method was developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor 0f psychology Chicago[6].

CLL techniques also to a large set of foreign language teaching practices sometimes described as humanistic techniques. Moscowitz defines humanistic techniques as those that blend what the student feels, thinks and knows with what he is learning in the target language.

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[6] Karen E. Johnson. Second Language Teacher Education. The Pennsylvania State University

CLL does not use a conventional language syllabus which sets out in advance the grammar ,vocabulary, and other language items to be taught and the order in which they will be covered. The progression is topic –based ,with learners nominating things they wish to talk about and messages they wish to communicate to other learners. The teacher's responsibility provide is to conveyance for these meanings in a way appropriate to the leaners' proficiency level.IN THIS SENSE ,then a CLL syllabus emerges from the interaction between the learner's expressed communicative intentions and the teacher's reformulations of these into suitable target language utterances. Specific grammatical points ,lexical patterns and generalization will be isolated by the teacher for more detailed study and analysis and subsequent specification of these as a retrospective account of what the course covered could be a way of deriving a CLL language syllabus[7].

The view of the learner is an organic one, with new role growing developmentally out of the one preceding. The teacher's role is initially likened to that of a nurturing parent. The student gradually grows in ability and the relationship changes so that the teacher's position becomes somewhat dependent on the learner. The knower derives a sense of self – worth through requests for the knower's assistance.

CLT places unusual demands on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2.THthey must be familiar with and sympathetic to the role of counselors in psychological counseling .They must resist the pressure 'to teach' in the traditional senses. The teacher must be to accept and even encourage the 'adolescent' aggression of the learner as he or she strives for independence. The teacher must operate without conventional materials, depending on student topics to shape and motivate the class. Special training in Communicative language teaching techniques is usually required.

Activity 1 who is the best?
Objective: to improve speaking skill, listening skill and develop an understanding of the meaning and method of CLT
Time: 20.
MATERIAL:HANDOUT
A) Work in small groups, imagine you met the following famous people ,what would you ask them? What would you like to say to them ?
Martin Luther King,Prime Minister Meles, Nelson Mandela, Abraham Lincoln,Barack Obama

B) Do matching task.
1. Curran
2. Moskowitz
3. La Forge

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[7] Karen E. Johnson. Second Language Teacher Education. The Pennsylvania State University

a)   Defined humanistic technique of communicative language teaching.

b)   Accepted that language theory must start ,though not end ,with criteria for sound features the sentence,and abstract models of language.

c)   Was a specialist in counseling and a professor of psychology at loyalo university.

Activity 2 What is "Communicative language teaching?"

Objective: to introduce the participants to the concept of communicative language teaching

Time: 10 min

Materials: flipchart paper, markers, handout 3 (summary of communicative language teaching)

►Procedure:

☐ ☺ (10 min) Tell participants that they answer following questions and make a conclusion

Suggested questions:

~ *What learning styles do you know?*

~ *How can we bring feature of real communication into language class?*

~who was the founder of this method?

~ *Do you know about the advantages and disadvantages of CLT?*

Answer the questions

1.Are you communicative or non communicative?

2.How can we improve our communication skill?

3.How can the method help your teaching?

4.How is it different from the kind of controlled practice that takes place in language class?

Home assignment: Work in pairs, take a video with your pairs and take turns to give your talk –you should speak for two minutes on 'How important is it for children to read books?

LESSON 6. SUGGESTOPEDIA

Objectives:

-to introduce the main concept of new theme of Suggestopedia

- to deliver advanced conversational proficiency quickly

-to discuss the importance of being aware of learner's learning quickly style.

Procedure:

❖   Learned materials is used as the basis for discussion by teacher and students in class.

❖ All participants sit in a circle in their specially designed chair and are given to grammar, vocabulary, and questions.

❖ The second part of the class new material is presented and discussed.

❖ Afterwards, all conversation stops for a minute and teacher listens to music coming from a tape-recorder, then begins to recite new text with musical phrases. Students follow the text in their textbooks where each lesson is translated into the mother tongue. At second time listening, students close their textbooks and listen to teacher's reading. At the end, students silently leave the room.

Key words*:* **Modified techniques, gifted and ungifted, rhythm, lexical translation, contextualization, suggestipedic course, a desuggestive-suggestive sense, an authoritative source.**

Suggestopedia

Suggestopedia, also known dessuggestopedia, is a method developed by the Bulgarian psychiatrist-educator **Georgi Lozanov**. He describes it as a "science… concerned with the systematic study of the nonrational and nonconscious influences" that human beings are constantly responding to.

The most conspicuous characteriscts of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

Lozanov claims that his method works equally well whether or not spend time on outside study. He promises success through Suggestopedia to the academically gifted and the ungifted alike.

A most conspicuous feature of Suggestopedia is the centrality of music and musical rhythm to learning. Suggestopedia thus has a kinship with other functional uses of music, particularly therapy. Gaston defines thee functional uses of music, particularly therapy: to facilate the establishment and maintenance of personal relation; to bring about increased self esteem through increased self-satisfaction in musical performance; and to use the unique potentional to rhythm to energize and bring order.

Varying the tone and rhythm of presented material help both boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic material. In the first presentation of linguistic material, three phrases are read together, each with a different voice level and rhythm. In the second presentation, the linguistic material is given a proper dramatic reading, which helps learners visualize a context for the material and aids in memorization[8].

Both intonation and rhythm are coordinated with musical background. The musical background helps to induce a relaxed attitude, which Lozanov refers to as concert pseudo-passiveness. Lozanov does occasionally refer to the importance of experiencing language material in "whole meaning text" and

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[8] J. C. Richards. Approaches and Methods in Language Teaching. Cambridge University Press 2001.

notes that suggestopediccource directs "the student not to vocablura memorization and acquiring habits of speech, but to acts of communication".

In describing course work and the organization Lozanov refers most oftento the language to be learned as "the material". The sample protocol given for an Italian lesson does not suggest theory of language different from that which holds a language to be its vocabulary and the grammar rules for organization vocabulary.

The **objectives** of Suggestopedia are to deliver advanced conversational proficiency quickly. It bases its learning claims on student mastery of prodigious lists of vocabulary pairs and suggest to the students that it is appropriate that they set such as goals for themselves. Lozanov emphasizes, however, that increased memory power is not an isolated skill but is a result of "positive, comprehensive stimulation of personality"[9].

A suggestopedia course lasts 30 days and consists of ten units of study. Classes are held 4 hours a day, 6 days a week. The central focus of each units is a dialogue consisting of 1200 words or so, with an accompanying vocabulary list and grammatical commentary. The dialogues are graded by lexis and grammar.

Learners' roles are carefully prescribed. Students are expected to tolerate and fact encourage their own "infantilization". In part this is accomplished by giving themselves over to activities and techniques designed to help them regain the self-confidence, spontaneity and receptivity of the child. Such as activities include role playing, games, songs, and gymnastic exercises. Lozanov lists several expected teachers behaviors that contribute to these presentations.

1. Show absolute confidence in the method.
2. Display fastidious conduct in manners and dress.
3. Organize properly and strictly observe the initial stages of the teaching process – this includes choice and play of music, as well as punctuality.
4. Maintain a solemn attitude towards the session.
5. Give tests and respond tactfully to poor papers(if any)
6. Stress global rather than analytical attitudes toward material.
7. Maintain a modest enthusiasm.

Materials consists of direct support materials, primarily text and tape, and indirect support materials, including classroom fixtures and music. The text is organized around the ten units described earlier. The textbook should have emotional force, literary quality, and interesting characters. Language problems should be introduced in a way that does not worry or distract students from the content. "Traumatic themes and distasteful lexical, material should be avoided" (Lozanov). Each unit should be governed by a single idea featuring a variety of subthemes, "the way it is in life".

[9] Hammerly, H. 1982. Synthesis in Second Language Teaching. Vancouver B C • Second Language Publications.

Although not language materials per se, the learning environment plays such a central role in Suggestopedia that the important elements of the environment need to briefly enumerated. The environment comprises the appearance of the classroom(bright and cheery), the furniture(reclining chairs arranged in a circle), and the music(Baroque largo).

Activity 1. Listen the music and write the correct words.
Time:10min

06 Company.mp3

Company (Justin Bieber)

Can we, we keep, keep each other company?
Maybe we can be, be each other's company
Oh, company
Let's set each other's … nights
Be each other's paradise
Need a … for my frame
Someone to share my reign tell me what you wanna drink
I tell you what I got in mind
Oh, I don't know your…
But I feel like that's gonna change

It ain't about the complications
I'm all about elevation
We can keep it goin'up
Oh, don't miss out on us
Just wanna…. …

Forget about the obligations
Maybe we can stay … ….
Oh, that ain'tdoin too much

Activity 2 Listen and repeat. 5 min
Objectives: to introduce the unit topic; to warm up
Teacher play the DVD. Ask the pupils to listen to and repeat the song. Ask which words they recognised

The bear Went Over the Mountain
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.
To see what he could see, to see what he could see,

The bear went over the mountain, the bear went over the mountain,
The bear went over the mountain, to see what he could see.
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,

Activity 3.Watch and write numbers. *10 min*
Objectives: to introduce the new cartoon "The Chinese New Year story"; to revise numbers
*STEP 1:teacherI*play the DVD. Ask the pupils to watch the cartoon.
*STEP 2: teacher a*sks the pupils:
1) What's the name of the cartoon? *(At the beginning of the cartoon it will be written)*
2) Who are the heroes of the cartoon?
The answer: emperor, rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and boar.
STEP 3: Now teacher ask the pupils to open their Workbooks to Page 76. Say: *'Take your pens, look at Activity 2c, and prepare to listen and write the numbers for each animal'.*
STEP 4: teacher check that everybody understands what to do and is ready to listen. Play the DVD again.
STEP 5: teacher ask the pupils to swap their Workbooks in pairs and check each other's answers.
*STEP 6:*Then teacher can match the animals and numbers together.
DVD script:
The Chinese New Year story
One day the Chinese Emperor wanted to give a name to each year.
Twelve animals came. There was a big river.
The rat asked the ox, 'I cannot swim. Can you help me?'
The ox said, 'Yes, I can. Sit on me.'
They swam. The rat saw the land and jumped on it.
The Emperor said, 'Well, the rat is the first. The year of the rat is number 1. The ox is the second. The year of the ox is number 2.'
Then he saw the tiger and the rabbit. 'Look! Here are the tiger and the rabbit. The year of the tiger is number 3. The year of the rabbit is number 4.'
They saw the dragon. The Emperor said, 'The year of the dragon is number 5.'
After that the snake, horse, goat, monkey, rooster, dog and boar name to the Emperor.

<div align="center">Answer the questions</div>

1. Who describes it as a "science… concerned with the systematic study of the nonrational and nonconscious influences"
2. What is the characteristics of suggestopedia?

3. Why Gaston defines three uses?
4. What are the objectives of Suggestopedia?

Home assignment: Learn the new vocabularies and learn the new music by heart.

LESSON 7. MULTIPLE INTELLIGENCES

Objectives:
☐ to introduce types of multiple intelligence
☐ to help participants identify their intelligence
☐ to help students to choose their learning styles using multiple intelligences

Procedure:
Awaken the Intelligence. The teacher brings many different objects to class. Students experience feeling things that are soft, rough, cold, smooth, and so on. They might taste things that are sweet, salty, sour, spicy, and so on. Experiences like this help activate and make learners aware of the sensory bases of experience.

- **Stage** 2. Amplify the Intelligence. Students are asked to bring objects to class or to use something in their possession. Teams of students describe each object attending to the five physical senses. They complete a worksheet including the information they have observed and discussed.

- **Stage** 3: Teach with/for the Intelligence. At this stage, the teacher structures larger sections of lesson(s) so as to force and emphasize sensory experiences and the language that accompanies these experiences. Students work in groups, perhaps completing a worksheet.

- **Stage** 4: Transfer of the Intelligence. This stage is concerned with application of the intelligence to daily living. Students are asked to reflect on both the content of the lesson and its operational procedures (working in groups, completing tables, etc.).

Key words: Theory of language, interaction, transposition, operational procedures, "Design" section ,reflective learning ,visualization ,optical illusions, interpersonal , intrapersonal ,body kinathetic.

Multiple intelligence.

Multiple Intelligences (MI) refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Traditional IQ or intelligence tests

are based on a test called the Stanford-Binet, founded on the idea that intelligence is a single, unchanged, inborn capacity. However, traditional IQ tests, while still given to most schoolchildren, are increasingly being challenged by the MI movement. MI is based on the work of Howard Gardner of the Harvard Graduate School of Education. Gardner notes that traditional IQ tests measure only logic and language, yet the brain has other equally important types of intelligence.

Gardner argues that all humans have these intelligences, but people differ in the strengths and combinations of intelligences MI thus belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences. Pedagogy is most successful when these learner differences are acknowledged, analyzed for particular groups of learners, and accommodated in teaching. In both general education and language teaching, a focus on individual differences has been a recurring theme in the last 30 or so years, as seen in such movements or approaches as Individualized Instruction, Autonomous Learning, Learner Training, and Learner Strategies. The Multiple Intelligences model shares a number of commonalities with these earlier proposals.

Gardner (1993) proposed a view of natural human talents that is labeled the "Multiple Intelligences Model." This model is one of a variety of learning style models that have been proposed in general education and have subsequently been applied to language education. Gardner claims that his view of intelligence(s) is culture-free and avoids the conceptual narrowness usually associated with traditional models of intelligence (e.g., the Intelligent Quotient [IQ] testing model). Gardner posits eight native "intelligences," which are described as follows: Alternative approaches and methods ..

1. ' **Linguistic**: the ability to use language in special and creative ways, which is something lawyers, writers, editors, and interpreters are strong in
2. **Logical**/mathematical: the ability to think rationally, often found with doctors, engineers, programmers, and scientists
3. **Spatial**: the ability to form mental models 'of the world, something architects, decorators, sculptors, and painters are good at
4. **Musical**: a good for music, as is strong in singers and composers
5. **Bodily**/kinesthetic: having a well-coordinated body, something found in athletes and craft persons
6. **Interpersonal**: the ability to be able to work well with people, which is strong in salespeople, politicians, and teachers
7. **Intrapersonal**: the ability to understand oneself and apply one's talent successfully, which leds to happy and well-adjusted people in all areas of life
8. **Naturalist**: the ability to understand and organize the patterns of nature

, . The idea of Multiple Intelligences has attracted the interest of many educators as well as the general public. Schools that use MI theory encourage learning that goes beyond traditional books, pens, and pencils. Teachers and parents who recognize their children's particular gifts and talents can provide learning activities that build on those inherent gifts. As a result of strengthening such differences, individuals are free to be intelligent in their own ways[10].

Other "intelligences" have been proposed, such as Emotional Intelligence, Mechanical Intelligence, and Practical Intelligence, but Gardner defends his eight-dimensional model of intelligence by. claiming that the particular intelligences he has nominated are verified by eight data based "signs." Detailed discussion of the signs is beyond the range of this chapter. However, signs include such clues as an intelligence having a distinct developmental and a distinct evolutionary history; that is, within individuals there is a similar sequence of development of an intelligence beginning in early childhood and continuing into maturity.

This sequence will be universal for individuals but unique to each intelligence. Similarly, each intelligence is deeply embedded in evolutionary history. Human tool using, for example, has such an evidential evolutionary history and is an example, Gardner says, of bodily/kinesthetic intelligence.

Approach: Theory of language and language learning

MI theory was originally proposed by Gardner as a contribution to cognitive science. Fairly early on, it was interpreted by some general educators, such as Armstrong, as a framework for rethinking ; school education. Some schools in the United States have indeed remade their educational programs around the MI model. Applications of MI in language teaching have then more recent, so it is not surprising that MI theory lacks some of the basic elements that might link it more directly to language education. One lack is a concrete view of how MI theory relates to any existing language and/or language learning theories, though attempts have been made to establish such links.

It certainly is fair to say that MI proposals look at the language of an individual, including one or more second languages, not as an "added- on" and somewhat peripheral skill but as central to the whole life of the language learner and user. In this sense, language is held to be integrated with music, bodily activity, interpersonal relationships, and so on. Language is not seen as limited to a " linguistics" perspectives but encompasses all aspects of communication.

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[10] Bancroft J 1996. SALT for language acquisition. Mosaic 3(3): 16-20.

1a Look and match.

1 photographer
2 interpreter
3 computer
   programmer
4 architect
5 policeman
6 sales
   assistant
7 fireman
8 chef
9 gardener
10 pilot
11 TV star
12 reporter
13 nurse
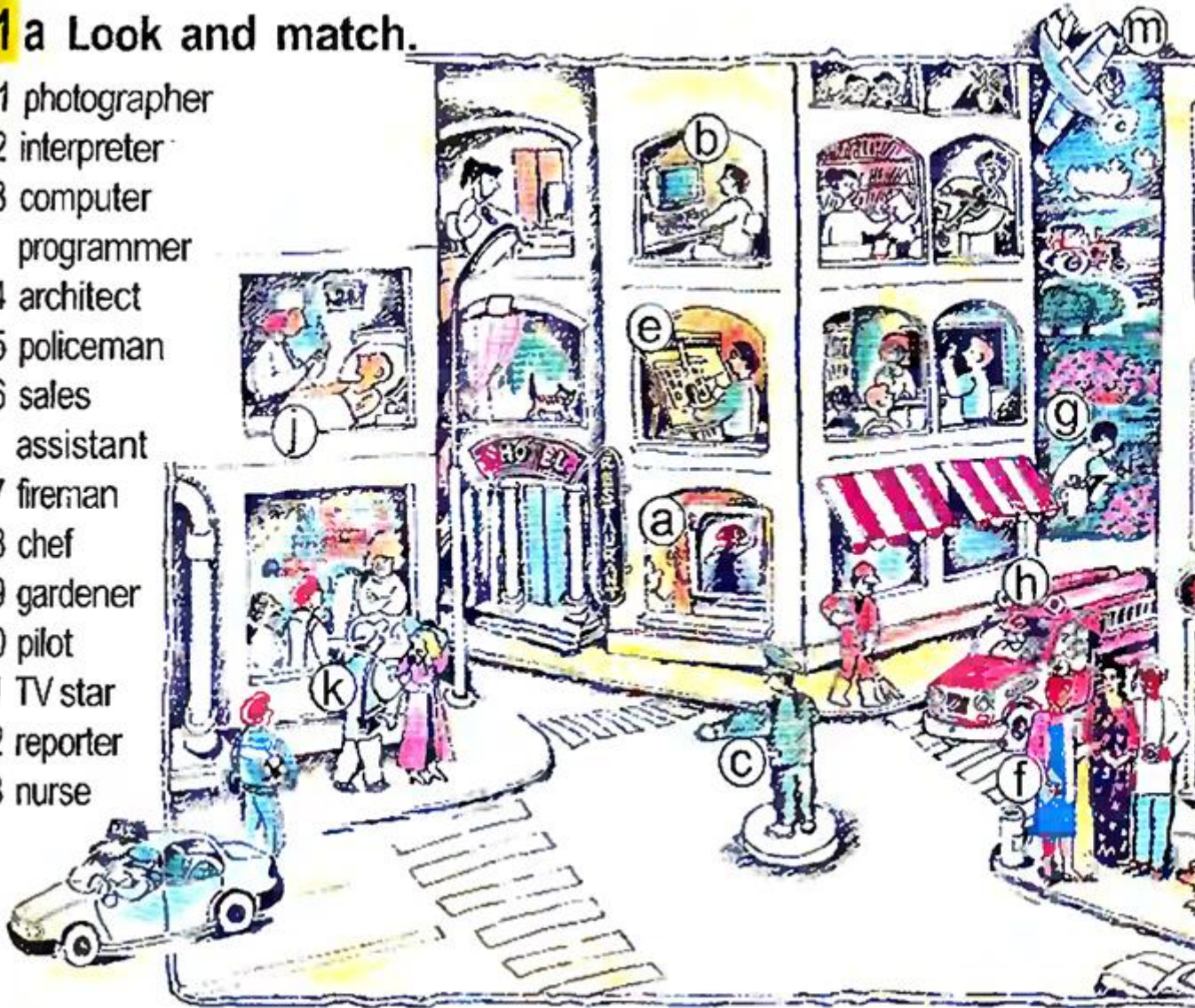
Activity 2
   1. Puzzle box
Find out 25 words in this tab.

A	M	P	A	H	S	D	I	H	R	G	P	A	V	A	U	N	C	H	O	T	T	A	X
E	A	I	U	B	A	A	C	E	B	H	A	L	V	G	N	U	N	S	K	I	S	R	A
K	N	M	K	M	V	Z	V	O	R	N	U	O	K	I	M	E	E	E	P	A	E	N	N
T	I	M	I	D	A	I	G	N	E	M	T	M	A	A	T	V	T	O	K	S	A	G	E
N	I	O	A	L	H	E	O	J	I	K	R	O	A	P	H	A	Y	O	P	D	A	M	D
A	B	N	C	S	T	I	P	G	P	S	E	V	E	N	L	G	L	E	T	N	U	H	S
K	A	A	I	A	T	S	C	A	R	E	D	C	I	U	I	E	C	R	A	M	Y	T	U
B	N	V	R	C	L	E	L	Z	O	N	C	H	M	G	N	T	C	D	E	T	H	E	A
Y	O	A	I	E	I	I	R	E	T	A	M	I	U	O	N	I	Y	I	E	E	E	C	G
N	A	F	R	S	K	I	K	N	E	A	T	N	L	R	E	O	X	I	O	R	R	A	L

N	D	N	A	I	M	P	R	E	S	S	I	O	N	H	T	R	R	N	G	H	E	A	I
U	B	M	I	G	M	I	Z	S	T	A	T	N	C	E	Y	A	A	A	S	K	C	E	C
R	U	A	K	S	M	E	M	U	P	S	C	A	I	K	V	N	B	T	N	A	R	A	K
Y	A	V	M	I	X	A	J	N	H	N	H	U	R	A	N	U	J	U	S	C	M	M	G
N	A	M	E	A	Y	A	D	U	M	U	A	T	R	T	S	A	D	A	H	A	E	E	N

1.master	6.impression	11.hurt	16.variety
2.fiction	7.shiver	12.bare	17.ignorance
3.timid	8.start	13.aline	18.vital
4.scared	9.ache	14.accept	19.humanity
5.protest	10.pain	15.stimulate	20.respect

21.choice   **22.career**   **23.stare**   **24.agree**   **25.gaze**

Answer the questions.

1.   By whom MI was originally proposed?
2.   What are the types of MI?
3.   What is the history of MI?
4.   What other intelligence do you know in human being?

Home assignment: Read and understand the theme "multiple intelligence" . Try to find your Intelligence and answer the questions

LESSON 8. THE ROLE OF ARTICLE IN LANGUAGE TEACHING

Objectives:
o   To introduce the concept of using lexics;
o   To teach students to know differences between individual words and clusters or chunks of words;
o   To help participants identify their preferred learning style;
o   To discuss the importance of being aware of learner's learning styles in teaching
Procedure:
➢   Students listen to their teacher attentively and participate in class activities actively;
➢   A lot of lexical chunks are analyzed and explained to the students;
➢   Students show their understanding by making sentences related to new word collocations;
➢   Students listen to any text and then find word collocations in it;
➢   Students divided into four mini-groups and discuss any topic by using new word collocations. Which group uses more, they will get higher mark.

Key words: syllabus, procedure, design, teacher roles, instructional materials, Task-Based Language Teaching, Structural-Situational, interaction, ethnomethodology, functional view, structural view, interactional view.

We saw in the preceding chapter that the changing rationale for foreign language study and the classroom techniques and procedures used to teach languages have reflected responces to a variety of historical issues and circumstances. Tradition was for many years the guiding principle. The Grammar Translation Method reflected a time-honored and scholarly view of language and language study. At times, the practical realities of the classroom determined both goals and procedures, as with the determination of reading as the goal in American schools and colleges in the late 1920s. As other times,theories derived from linguistics, psychology, or a mixture of both were used to develop a both philosophical and practical basis for language teaching, as with the various reformist preposals of the 19th century. As the study of teaching methods and procedures in language teaching assumed a more central role within applied linguistics from the 1940s on, various attempts have been made to conseptualize the nature of methods and ti explore more systematically the relationship between theory and practice within a method . In this chapter we will clarify the relationship between approach and method and present a model for the description, analysis, and comparison of methods.

Activity 1. Make up the discussion.
Procedure: to improve speaking skill, vocabulary and learn warmer/icebreaker method
Time: 30 minutes
Divide into two group and The first group is listener, the second group is speaker.

Activity 2. Working with handouts.
Time: 10 minutes
Share space paper to all students and they should write information about theme. Then they share with each other their paper.

Activity 3.Match these words.
Time: 10 minutes

The first theoretical view	a) functional view
The second theoretical views	b) structural view
The third theoretical views	c) interactional view

Answer the questions:

1.Who was the founder of these approach and method?
2.When did it get practice?
3.When did American schools and colleges determine both goals and procedures?
4.Whose book was "Language Teaching Analysis"called?

Hometask. To write the article about teaching .

LESSON 9. TASK-BASED LANGUAGE TEACHING

Objectives:
☐ to introduce the concept of task-based language teaching
☐ to help participants identify their skills of working with tasks
☐ to teach learners language by interacting communicatively and purposefully with activities and tasks.

Procedure:
➢ Students become participants in special activities
➢ Introduce a new task (for example dialogue, telephone conversation or interviews on the campus)
➢ Students first take part in a preliminary activity that introduces the topic, the situation and the "script" that will subsequently appear in the role-play task. Such activities are of various kinds, including brain-storming, ranking exercises, and problem-solving tasks.
➢ Students then read dialogueon a related topic. This serves both to model the kind of transaction the learner will have to perform in the role-play task and provide examples of kind of language that could

Key words: activity, task, "comprehensible input", task-based syllabus, plan, role-play, "task goals"

Task-Based Language Teaching

Task-based language teaching also known as task-based instruction,focuses on the use of authenticlanguage and on asking students to do meaningful tasks using the target language. Such tasks can includevisiting a doctor, conducting an interview or calling customer service for help. Assessment is primarily based on task outcome rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of communicative language teaching. TBLT was popularized by N.Prabhu while working in Bangalore, India. Prabhu noticed

that his students could learn just as easily with a non-linguistic questions. Major scholar who have done research in this area include Teresa P.Pica, Martin East and Michael Long.

According to N. S.Prabhu, there are three main categories of task: Information-gap, reasoning-gap and opinion-gap. Information-gap activity, which involves a transfer of given information from one person to another- or from one place to another-generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information(for example an incomplete) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning –gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning or perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action best for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion-gap activity, which involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. One example is story completion.
Few would question the pedagogical value of employing tasks as a vehicle for promoting communication and authentic language use in second language classrooms and depending on one's definition of a task, tasks have long been part of the mainstream repertoire of language teaching techniques for teachers of many different rationale for the use tasks as well as different criteria for the design and use of tasks.

Activity 1

Road trip

Have your students ever asked you where you are going to travel over winter break or summer vacation? Why not let them plan a trip for you?
For this activity
▪ you should have enough maps for each group in your class. Beacause your students are likely more familiar with their home country than the country whose language they are studying, you should be sure to have local maps and everyone should work under the assumption that this is going to be a true "road trip", meaning that you will be driving.

▪at the beginning of the class, you should ask each group what information they need from you in order to plan the perfect trip. This may include the number of days you wish to travel, your budget and what you like to do while on the road or in your free time. Once your students have this information , set them loose with their maps and give them time to plan.

▪When they are done, have them present their trip to the entire class. Your class, as a whole , can now vote on which trip you are going to take! Of course, they should be able to explain why they made the choice that they made, especially if they chose a trip other than their group created for you.

Activity 2. Matching task

Match column A to column B to complete the similes, as in the examples.

Column A	Column B
1 as white as	**A** a leaf
2 to swim like	**B** a baby
3 to cry like	**C** a sheet
4 to run like	**D** a bee
5 as black as	**E** night
6 to shake like	**F** an ox
7 as fresh as	**G** a fish
8 as strong as	**H** a daisy
9 as buy as	**I** a sieve
10 to have a memory like	**J** the wind

Answer the questions
1. What is a task?
2. What is the task-based language teaching?
3. Who was the main person to make task based teaching popular?
4. What kind of tasks do you know?
5. How many main categories the task has?

Homework
1. According to the first activity students should write a short reflection
2. To make a dialogue about travel.
3. To answer the questions and learn by heart new words.

LESSON 10. LEXICAL APPROACH

Objectives:
  o To introduce the concept of using lexics;

o To teach students to know differences between individual words and clusters or chunks of words;
o To help participants identify their preferred learning style;
o To discuss the importance of being aware of learner's learning styles in teaching

Procedure:
➢ Students listen to their teacher attentively and participate in class activities actively;
➢ A lot of lexical chunks are analyzed and explained to the students;
➢ Students show their understanding by making sentences related to new word collocations;
➢ Students listen to any text and then find word collocations in it;
➢ Students divided into four mini-groups and discuss any topic by using new word collocations. Which group uses more, they will get higher mark.

Key words: word, lexis, word combination, word collocation, binomials, trinomials, idioms, phrasal verbs, similes, connectives, conversational gambits.

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The lexical approach
Brief information

</div>

A lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, **words** and **word combinations**. Lexical approaches in language teaching reflect a belief in the centrality of the lexicon to language use, and in particular to multiword lexical units or "chunks" that are learned and used as single items.

The role of lexical units has been stressed in both first and second language acquisition research.Whereas Chomsky's influential theory of language emphasized the capacity of speakers to create and interpret sentences that are unique and have never been produced or heard previously, in contrast, the lexical view holds that only a minority of spoken sentences are entirely novel creations and that multiword units functioning as "chunks" or memorized patterns form a high proportion of the fluent stretches of speech heard in everyday conversation.

Collocation refers to the regular occurrence together of words. Different types of lexical units are taught to play a central role in learning and in communication.

Many other lexical units also occur in language. For instance:
❖ **Binomials**: clean and tidy, charming and fascinating
❖ **Trinomials**: cool, calm and collected
❖ **Idioms**: money talks, donkey's year
❖ **Similes**: as cool as cucumber, as thin as stick

- ❖ **Connectives**: finally, to conclude, above all
- ❖ **Conversational gambits**: Guess what! Good luck!
- ❖ **Multiple meanings**: chair, sink

The status of lexis in language teaching has been considerably enhanced by developments in lexical and linguistic theory, by work in corpus analysis, and by recognition of the role of multiword units in language learning and communication. However, lexis still refers to only one component of communicative competence. Lewis and others have coined the term lexical approach to characterize their proposals for a lexis-based approach to language teaching.

Activity 1. Find someone who…
Procedure: to improve speaking skill, vocabulary and learn warmer/icebreaker method
Time: 20 minutes
This warmer is a standard activity which has been adopted to focus on different lexical structures all involving the word "get". It illustrates how The Lexical Approach is an approach, not a method, meaning it will work with existing methodology and activities. In this case, it merely involved planting the lexical chunks into "find someone who…" instructions. This particular activity could work with many other lexical chunks.
Find someone who…
…likes to get their own way.
…takes a long time to get back to people.
…wants to get married.
…is getting together with friends the day after tomorrow.
…got out of bed on the wrong side today.
…has got to be at work early tomorrow.
…hasn't got over a break-up.

…often got into trouble at school.

Activity 2. Listening task (song)
Time: 10 minutes
Songs are a rich source of lexical items, particularly commonly used semi-fixed expressions. When gapping song lyrics for use as a listening exercise, gap lyrics to get students to focus on useful lexical chunks rather than individual words.

I will- The Beatles
Who……….(1) I've loved you
………(2) love you still
Will I wait a lonely lifetime
If………….(3), I will

For………..(4)saw you
I didn't ………..(5)
But it never really mattered
I will always …………..(6)

Love you forever and forever,
Love you ………(7) heart.
Love you………….(8)
Love you………….(9)

And when………..(10) I find you
Your song will fill the air
Sing it loud ………(11) hear you
Make it ……..(12) near you
For the …………(13) endear you to me
You know I will

Answer the questions
1.Who was the founder of this approach?
2.When did it get practice?
3.How many idioms do you know related to numbers?
4.Make several sentences by using phrasal verbs with "do".

Hometask. To make a dialogue with your partner by using lexical units

LESSON 11. COMPETENCY BASED LANGUAGE TEACHING

Objectives:
☐ to introduce the concept of listening tips.
☐to explain how to use listening in teaching and learning
☐ to discuss the importance of being aware of learners' listening skills in teaching and learning
Tell participants that this session will introduce with listening skills in the field of education.

Procedure:
☐ Students become participants in an audio-lingual class.
☐ listen a song (for example, it is based on life), unfamiliar words is explained by teacher
☐ Students are asked to repeat new words and word combinations several times. Students give feedback to lyrics of the song.
☐ Introduce a long line of the dialogue by breaking it into several parts. Students repeat a part of the sentence, preferably the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. Begin with the part at the end of the sentence to keep the intonation of the line as natural as possible.

Key words: passion, relationship, bloody, splendid,equate …

Competency –Based Language Teaching

Most of the methods and approaches described in this book focus on inputs to language learning. The assumption is that by improving syllabuses, materials, and activities or by changing the role of learners and teachers, more effective language learning will take place. Competency-Based Education (CBE) by comparison is an educational movement that focuses on the outcomes or "outputs of learning in the. development of language programs. CBE addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective. CBE emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study. The characteristics of CBE are described by Schenck (1978: vi):

Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcome-based and is adaptive to the changing needs of stu. dents, teachers and the community. ... Competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in

everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.

Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults. It has recently reemerged in some parts of the world (e.g., Australia) as a major approach to the planning of language programs. The 'Center for Applied Linguistics called competency-based ESL curricula "the most important breakthrough in adult ESL" (1983). By the 1990s, CBLT had come to be accepted as "the state-of-the-art approach to adult ESL by national policymakers and leaders in curriculum development as well" (Auerbach 1986: 411): By 1986, any refugee in the United States who wished to receive federal assistance had to be

Alternative approaches and methods

enrolled in a competency-based program (Auerbach 1986:. Typically, such programs were based on

a performance outline of language tasks that lead to a demonstrated mastery of language associated with specific skills that are necessary for individuals to function proficiently in the society in which they live. (Grognet and Crandall 1982: 3)

Advocates of CBLT see it as a powerful and positive agent of change:

Competency-based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programs. Not only will the quality of assessment improve, but the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that comperencybased assessment can offer. These beneficial effects have been observed at all levels and kinds of education and training, from primary school to university, and from academic studies to workplace training. (Docking 1994: 15)

The most recent realization of a competency perspective in the United States is found in the "standards" movement, which has dominated educational discussions since the 1990s. As Glaser and Linn note:

In the recounting of our nation's drive towards educational reform, the last decade of this century will undoubtedly be identified as the time when a concentrated press for national educational standards emerged. The press for standards was evidenced by the efforts of federal and state .legislators, presidential and gubernatorial candidates, teacher and subject-matter specialists, councils, governmental agencies, and private foundations. (Glaser and Linn 1993:xiii)

Second language teaching, especially ESL in the United States, was a late entry in the standards movement. As the ESL project director for ESL standards development noted in 1997:

It quickly became apparent to ESL educators in the United States at that time (1991) that the students we serve were not being included in the standards-setting movement that was sweeping the country. (Short 1997: 1)

Answer the questions

1. When "standards" movement dominated in US?
2. What is SBLT?
3. How competency based teaching is common?
4. What are the approaches in learning by CBLT?

LESSON 12. THE NATURAL APPROACH

Objectives:
- The Natural Approach is for beginners and is designed to help them become intermediates.
- To help adults in learning the foreign language naturally.
- The learner will be able to pick up the grammar by themselves when they are ready.
- Specific objectives depend upon learner needs and the skill and level being taught
- Krashen and Terrell feel it is important to communicate to learners what they can expect as well as they should not expect.

Procedure:

- Krashen and Terrel provide suggestions for the use of a wide range of activities which are familiar components of Situational Language Teaching, Communicative Language Teaching and others
- Start with TPR commands.
- Use TPR to teach names of body parts and to introduce numbers and sequence.
- Introduce classroom terms and props into commands.
- Use names of physical characteristics and clothing to identify members of the class by name.
- Use visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response.
- Combine use of pictures with TPR.
- Combine observations about the pictures with commands and conditionals.
- Using several pictures, ask students to point to the picture being described.

Key words: beginner, naturally, grammar, skill, communicate, activities, pictures, vocabulary.

The Natural Approach

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.

The natural approach has become closely associated with Krashen's monitor model, and it is often seen as an application of the theory to language teaching. Despite this perception, there are some differences, particularly Terrell's view that

some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell sees as promoting subconscious language acquisition. He divides these activities into four main areas: content activities, such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favorite music; games; and problem-solving activities.

The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners. It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used. Terrell outlines three basic principles of the approach:

- "Focus of instruction is on communication rather than its form."
- "Speech production comes slowly and is <u>never</u> forced."
- "Early speech goes through natural stages (yes or no response, one- word answers, lists of words, short phrases, complete sentences.)"

These principles result in classrooms where the teacher emphasizes interesting, comprehensible input and low-anxiety situations. Lessons in the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules. They also emphasize learning of a wide vocabulary base over learning new grammatical structures. In addition, teachers using the natural approach aim to create situations in the classroom that are intrinsically motivating for students.

Terrell sees learners going through three stages in their acquisition of speech: comprehension, early speech, and speech emergence. In the comprehension stage Terrell focuses on students' vocabulary knowledge. His aim is to make the vocabulary stick in students' long term memory, a process which he calls *binding*. Terrell sees some techniques as more binding than others; for example, the use of gestures or actions, such as in total physical responds, is seen to be more *binding* than the use of translation.

According to Terrell, students' speech will only emerge after enough language has been *bound* through communicative input. When this occurs, the learners enter the early speech stage. In this stage, students answer simple questions, use single words and set phrases, and fill in simple charts in the foreign language. In the speech emergence stage, students take part in activities requiring more advanced language, such as role-plays and problem-solving activities.

Activity 1 The food and drink
Objective: to raise participants' vocabulary, listening, speaking, and writing skills.
Time: 30 min
Materials: handouts (pictures of foods and drinks), handouts 2 (gapped transcript of the previous activity), worksheet.
►Procedure:

☐ ☺ (5 min) The teacher shows a set of pictures of, say, food and drink, repeating the word that goes with each with one; the students simply watch and listen. Then:

- ➢ ☐ ☺ The pictures are displayed around the room, and the students are asked to point at the appropriate picture when the teacher names it.
- ➢ The students listen to a tape of a person (or the teacher) describing what they habitually eat at different meals; the students tick the items they hear on a worksheet.
- ➢ The students are then given a gapped transcript of the previous listening activity, and they fill in the gaps from memory, before listening again to check.
- ➢ The students, in pairs, take turns to read aloud the transcript to one another.
- ➢ The students, still in their pairs, tell each other what they typically eat, using the transcript as a model.
- ➢ They repeat the task with another partner, this time without referring to the model.

Activity 2 The game "20 questions"
Objective: : to raise participants' speaking and vocabulary skills.
Time: 15 min
Materials : equipments of the class
►Procedure:
☐ ☺ The teacher tells participants that she is thinking of an object in this room. You, students, have twenty questions to guess the object.
Typical questions: is it clothing? (yes) is it for a man or a woman? (woman) is it a skirt? (yes) is it brown? (yes) is it Ellen's skirt? (yes)

Answer the questions
1. Who did develop The Natural Approach in the late 1970s and early 1980s?
2. How many main areas did Tracy Terrell divide the activities?
3. How does The Natural Approach and Direct Method differ from each other?
4. What is the aim of The Natural Approach?
5. What are Terrell's three basic principles of the approach?

HOMEWORK. According to the handouts learn by heart new words and do the exercises.

LESSON13. LEARNING STYLES
Objectives:
☐ to introduce the concept of learning styles
☐ to help participants identify their preferred learning style/s
☐ to discuss the importance of being aware of learners' learning styles in teaching
NB: Tell participants that this session will introduce only one classification of learning styles out

of many that exist in the field of education.

Warm-up

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

Time: 10 min

Materials: none

►Procedure:

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

- I'm Svetlana and I'm good at organizing
people. What is your name and what are you
good at?
- My name is Alisher and I'm good at teaching
writing.

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

e.g.
-Hi, your name is Svetlana and you're good at
organizing people, right?
-Right, and let me think…, your name is
Alisher and you're good at teaching writing.
-That's right.

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

Activity 1 The Animal School

Objective: to raise participants' awareness of learner differences

Time: 20 min

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

►Procedure:

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

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

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

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

Suggested questions:

~ Was the animal school successful? Why/why not? (*It wasn't successful because the instructors made different animals do things they were not good at.*)

~ What is the moral of the story?

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

Activity 2 What are Learning Styles?

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

Time: 10 min

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

►Procedure:

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

Suggested questions:

~ What learning styles do you know?

~ How do visual learners learn best? (by seeing)

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

~ How do auditory learners learn best? (by hearing)

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

> **a) Tactile b) Kinaesthetic c) Auditory d) visual**
> ☐ Give out handout 3☐ and tell participants that they can read it later.
>
> **Activity 3 Learning styles quiz**
> Objective: to identify participants' own learning styles
> Time: 10 min
> Materials: handout 4 (quiz)
> ►Procedure:

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

☐ ☺ (5 min) Ask participants in which box they had the highest score. Tell them that Box A shows the features of a kinaesthetic learning style, Box B shows the features of a tactile learning style, Box C – a visual learning style and Box D – an auditory learning style. Ask participants some questions to discuss their reactions to what they have found out about themselves.

Suggested questions:

~ Do you have one strong and one weak learning style, or do you have a mixture?

~ Does this correspond to what you predicted?

~ How might your learning style influence your teaching?

~ What happens when a teacher appeals to only one learning style?
~ Which style do you think is best? Why?

Activity 4 Consolidating the concept of learning styles
Objective: to practise adapting exercises to cater for different learning styles.
Time: 10 min
Materials: handout 5 (cards)
►Procedure:
□ ☺ (5 min) Tell participants that each of them will get a card with a sentence on it. They need to decide which learning style it describes. Distribute handout 5□ (cards) and tell participants to mingle and by asking questions (e.g. *Does your card talk about the visual learning style?*) find other people who have the same learning style and form a new group. Tell them that there should be four groups in the end.
□ ☺ (5 min) Check whether all the participants are in the right groups. Rearrange participants if necessary.

Activity 5 Task adaptation
Objective: to reflect on the use of learning styles in various activities
Time: 10 min
Materials: flipchart, marker, handout 6 (task adaptation)
►Procedure:
□ ☺☺☺ (5 min) Tell participants that now each group will receive a dialogue taken from a textbook. Explain that they will need to adapt the task for the dialogue to make it address as many learning styles as possible. Give out handout 6□.
□ ☺ (5 min) Ask the groups to share their ideas.

Possible ideas:
• to give the students a jumbled dialogue so that they can put the replies in order (cards on the table – T and V);
• to ask participants to role play the
dialogue (A and K)

LEARNING STYLES
Activity 1, Handout 2, The animal school
The Animal School
Once upon a time, the animals decided they must do something heroic to meet the problems of a 'New World', so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to
□

administer, all the animals took all the subjects. The duck was excellent at swimming, better in fact than the instructor, and got excellent grades for flying, but he was very poor at running. Since he was so bad at running, he had to stay after school and also drop swimming to practise running. This was kept up
□

until his web feet were badly worn and he was only average at swimming. But average was acceptable in school, so nobody worried about that except the duck. The rabbit started at the top of the class in running, but had a nervous breakdown

Activity 2, Handout 3
LEARNING STYLES AND METHODS OF TEACHING
Do you remember things better if you read them or if someone tells you? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? Different people like to learn in different ways. These different ways are called *learning styles.* A *learning style* is the way a person learns best, understands best and remembers best. There are four basic learning styles:

1. visual (seeing)
2. auditory (hearing)
3. kinaesthetic (moving, doing)
4. tactile (touching or holding)

1. *Visual* learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practise and remember new ideas and information.

2. *Auditory* learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.

3. *Kinaesthetic* learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.

4. *Tactile* learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

LEARNING STYLES
Activity 3, Handout 4, Learning Styles quiz
Learning Styles Quiz
Mark each sentence with '0', '1' or '2'. Write '0' if the sentence is not true for you. Write '1' if it is sometimes true for you. Write '2' if it is completely true for you.
Box A
_____ 1. I like to play games.
_____ 2. When I studied science in school, I liked to do the experiments.
_____ 3. When I have free time I try to go outside to walk or participate in some kind
of sport .
_____ 4. It is hard for me to sit quietly.
_____ 5. It is fun to act in role plays.
_____ 6. If I want to do something well, I practise doing it many times.

_____ 7. When I teach I move around the room.
_____ **Total**
Box B
_____ 1. I like to use typewriters or computers.
_____ 2. When I have free time I like to knit, sew, make things from wood or repair something.
_____ 3. It is enjoyable for me to write, draw or paint.
_____ 4. I use my fingers to point at words when I read.
_____ 5. I like to touch and feel things before I buy them.
_____ 6. When I learn new vocabulary I like to use flash cards.
_____ 7. I hold my pencil or notebook even when I am not using them.
_____ **Total**
Box C
_____ 1. It is easy to remember things I read about in a book or magazine.
_____ 2. I prefer to have written instructions.
_____ 3. I always read instructions before I do something.
_____ 4. I am more comfortable when I can study information in a textbook instead of
listening to a lecture.
_____ 5. I always write notes about what my teachers or colleagues say in class.
_____ 6. It is interesting to look at photographs of different places .
_____ 7. I always use a lot of visual aids when I teach.
_____Total:
Box D
_____ 1. I like it when someone reads to me.
_____ 2. I can remember things I hear on the radio.
_____ 3. If someone tells me something I usually remember it.
_____ 4. When I am alone I usually play music or sing.
_____ 5. When I have free time I like to listen to music.
_____ 6. It is easy for me to memorize a poem or a song that I hear.
_____ 7. I enjoy attending lectures.
_____ **Total**

LESSON14. GRAMMAR TRANSLATION METHOD

Objectives:
☐ to identify the importance of the grammar translation method
☐ to give the concept of the grammar translation method
☐ to teach the students to use the grammar translation method
Tell participants that this session will introduce with the grammar translation method in the field of education.
Procedure:
➢ The lesson begins with giving explanation to students about the grammar translation method.

> ➢   To investigate the method through exercises along with students
> ➢   Giving exercises to students to do in the classroom
> ➢   Giving exercises to students for doing at home

Key words: Translation, Focus on, Accuracy, Vocabulary selection, Moral value, Writing ability

The concept of the grammar translation method

As the names of some its leading exponents suggest (Johann Seidenstucker,Karl Plotzetc)Grammar translation was the offspring of the German scholarship,object of which, according to one of its less charitable critics,was to know – to know everything about something rather than the thing itself –
The principal characteristics of the grammar translation method were these-

1. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules,followed by application of this knowledge to the task of translating sentences and texts into and the out of the target language.
2. Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening
3. Vocabulary selection is based solely on the reading texts used and words are taught through bilingual word lists, dictionary, study and memorization.
4. The sentence is the basic unit of teaching and language practice.
5. Accurasy is emphasized.
6. Grammar is taught deductively

7. The students native language is the medium of instruction. IT is used to explain new items and to enable comparisions to be made between the foreign language and the student's native language .

      Grammar translation dominated European and foreign language teaching from 1840 to 1940,and in modified form it continues to be widely used in some parts of theworld today. As its best, it was not necessarily the horror that its critics depicted it as. Its worst excesseswere introduced by those who wanted to demonstrate that the study of French or German was no less rigorous than the study of classical languages.
      This resulted in the type of GRAMMAR_TRANSLATION courses remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless list of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose although the Grammar translation method often creates frustration for students, it makes few demands on teachers.

It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language. Contemporary texts for the teaching of foreign language at the college level often reflect Grammar translation principles these texts are frequently the products of people trained in literature rather than in language teaching or applied linguists.

Activity 1. IDIOMS

Objective: FILL the correct idioms from the list : Work like a dog; kill two birds with one stone; fight like a cat; a memory like an elephant; straight from the horse's mouth

Time: 20 min

►Procedure:

1. If you are going to Manchester on business you might as well visit cousin May – that way you can… (to do two tasks with one action)
2. Paul never forgets anything- he has got …(the ability to remember many things)
3. Since Dina started her own business, she has had to work … she never has any free time.(work very hard)
4. Of course, it is true that Sally quit her job- I heard it… (directly from the person involved)
5. Tim and Ann used to… but now they get on very well (argue all time)

Activity 2. Match the numbers to the letters

1. Drought	a. LACK OF FOOD
2. Contaminate	b. TAKE IN
3. Famine	c. LACK OF RAIN
4. Absorb	d. POLLUTE

Answer the questions

1. Who are the advocates of the grammar translation method?
2 . With what name this method first was known in the USA ?
3. For how many years this method dominated European and foreign language teaching?
4. What was the opposition of this method?

Home task: Take one academic article from the internet and translate it into uzbek

LESSON 15. AUDIO-LINGUAL METHOD

Objectives:

1.   To introduce main idea of the certain theme;

2.   To explain the advantages of audio-lingual method in language teaching;

3.   Accurate pronunciation, listening comprehension, recognition of speech symbols and using symbols in writing

Procedure:

➢   Students join in an audio-lingual class;

➢   The new theme explained by the teacher. According to the theme teacher introduces a new text or dialog which is going to be listened;

➢   Introducing the text twice in classroom, students are asked to fill each gap of the new text;

➢   After that, students read the text by breaking it into several parts. Then students identify new words of the sentences, they find their definitions;

➢   Students will be divided into 3 subgroups and given special tasks;

➢   Playing a game "Guess the melody";

➢   To do matching exercises independently;

➢   Evaluating students.

Key words : Theory of language, basic structures, the stimulus, the response, the reinforcement, generalization and discrimination, morphlogical, phonological and syntactic key items, repetition,inflection, replacement.

The Audio-lingual method.

The Coleman Report in 1929 recommended a reading-based approach to foreign' language teaching for use in American schools and colleges. This emphasized teaching the comprehension of. texts. Teachers taught from books containing short reading passages in the foreign language,- preceded by lists of vocabulary. Rapid talent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach (Darian 1972). Unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced at the whim of the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patters, and vocabulary were most important for beginning, intermediate, or advanced learners.

But the entry of the United States into World War II had a significant effect on language teachirig in "America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, 'Japanese, Malay, and other languages, and who could work as interpreters, code-room "assistants, and translato

rs, it was necessary to set up a special language training program. The government commissioned American universities to develop foreign language programs for military personnel. Thus the Army Specialized Training Program (ASTP| was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943.

The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. Since this was not the goal of conventional foreign language courses in the United States, new approaches were necessary. Linguists, such as Leonard Bloomfield at Yale, had already developed training programs as part of their linguistic research that were designed to give linguists and anthropologists mastery of American Indian languages and other languages they were studying.

Textbooks did no t exist for such languages. The technique Bloomfield and his colleagues used" was "sometimes known as the "informant method, since it used a native speaker of the language — the informant — who served as a source of phrases and vocabulary and who provided
sentences facilitation, and a linguist, who supervised the learning experience. The linguist did not necessarily know the language but was trained in eliciting .the basic structure of the language. 'from the informant.
Thus the students and the linguist were able to take part in guided conversation with the informant, and together they gradually learned how to ASTPA, as well as to understand much of its basic grammar. Students in such courses 'studied 10 hours a day, 6 days a week. There were generally drill with native speakers_ and 20 to 30 hours of private study spread over two to three 6-week sessions. This was the system adopted by the army, and in small classes of mature and highly motivated students, excellent results were often achieved.

The syllabus underlying the Situational and Audio lingual methods consists of a list of grammatical items and constructions, often together with an associated list of vocabulary items. Notional-functional syllabuses specify the communicative content of a course in terms of functions, notions, topics, grammar, and vocabulary. Such syllabuses are usually determined in advance of teaching and for this reason have been referred to as "a priori syllabuses.

1. Audio-Lingual Method is an oral-based approach.
2. It drills students in the use of grammatical sentence patterns;
3. Based on behavioral psychology (Skinner);
4. Conditioning →helping learners to respond correctly to stimuli through shaping and reinforcement;
5. Habit-formation;
6. The teacher is like an orchestra leader;

7. Providing students with a good model for imitation;
8. Students are imitators.

Activity 1
Dialogue exercise.
- ➥ Sally: Good morning, Bill.
- ➥ Bill: Good morning, Sally.
- ➥ Sally: How are you?
- ➥ Bill: Fine, Thanks, and you?
- ➥ Sally: Fine. Where are you going?
- ➥ Bill: I am going to the post office.
- ➥ Sally: I am too. Shall we go together?
- ➥ Sure. Let us go.

Activity 2
I am going to the post office.
1. Introduces a new dialogue
2. Uses a backward build-up drill
3. Uses a repetition drill (group)
4. Initiates a chain drill (individual)
5. Leads a single-slot substitution drill (replaces a word or phrase) (shows pictures)
6. Praise the class during the practice

Activity 3
To play a game "Guess the melody"
In this activity, students should listen only music of some songs and find the singer or the name of the song. It demands students to act faster than usual. Because there are three groups, and they will win who find the melody first.
Furthermore, the teacher gives some pictures of the musicians students can match them with their names.

The list of the songs:
1. The Earth Song
2. La isla bonita
3. Bailamos
4. Every time
5. Chandelier
   a. Sia
   b. Enrique Iglesias
   c. Britney Spears
   d. Michael Jackson
   e. Madonna

Answer the questions:

1) How did you understand the audio lingual method?
2) Does it help to improve speaking skills?
3) Does it help to improve reading skills?
4) Does it help to improve writing skills?
5) Can you tell a brief history of this method?

Home task: to read a dialogue in Ex 4, find the new words, and answer the questions.

LESSON 16. THE ROLE OF DISCUSSIONS IN TEACHING

Objectives:
to introduce the concept of e-learning.
to explain how to use discussion in teaching

to discuss the importance of being aware of learners discussions in teaching and learning

Tell participants that this session will introduce with discussions in the field of education.

Procedure:

☐ Students become participants inadiscussionclass.

☐ Introduce a new article which is connected somehow discussion. Introduce the article twice: by modeling the correct answers.

☐ Students are asked to repeat each line of the new article several times. Students are asked each answer as accurately and as quickly as possible.

☐ Introduce a long line of the dialogue by breaking it into several parts. Students repeat a part of the sentence, preferably the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. Begin with the part at the end of the sentence to keep the intonation of the line as natural as possible.

-Studentsdividedintosomegroups.

-Evaluatingstudents.

Key words: agreement or disagreement, digital device, approach, technology, integration.

o

Activity1QUESTIONARES

Objects to raise participants' listening, reading and speaking skills

Time: 20 min

Materials: handouts(the discussion article) handouts 2 (famous people or fictional characters).

►**Procedure:**

☺ (5 min) Divide the class into groups of two or three, and have each group come up with three to five questions they would like to ask that person in an interview style e.g. All group members should agree on all the questions.etc.

☺ (10 min)Each group passes their questions to another group. Papers are changed until all questions are answered. (5 min) Then encourage each group to share their questions and the answers they received.

Activity 2 Throw the Ball

Objective: to introduce the participants to the concept of this activity.

Time: 10 min

Materials: ball (beach ball or nerf football),time keeper

►**Procedure**:

☺ (10 min) call on students by letting them catch a ball. This way of calling on students can either be a lot of fun and full of energy, or it can be a disaster.

<Do not intercept the ball.

< Do not throw the ball at another student.

< Do not try to break anything in the class with the ball.

Answer the questions
1) What is the main purpose for discussion?
2) What kind of discussions doyou know?
3) Did you find any importance from discussion?
4) What do you think can this theme increase your speech?
5) Did you like this theme?

Home task. Find new themes for discussion and learn by heart new words.

LESSON 17. USING PICTURES IN LANGUAGE TEACHING AND LEARNING

1. Procedure:
➢ Students join in class;
➢ The new theme explained by the teacher.
➢ Introducing the them twice in classroom, by using pictures
➢ Students read the text by breaking it into several parts.
➢ Students will be divided into 3 subgroups and given special tasks;
➢ To do matching exercises independently;
➢ Evaluate students.

2. Objectives
4. To introduce main idea of the certain theme;
5. To explain the advantages of audio-lingual method in language teaching;
6. Accurate pronunciation, listening comprehension, recognition of speech symbols and using symbols in writing.
7. Language as native speaker uses.
8. To work with pictures in order to improve both speaking and listening skills;

Key words : basic structures, the stimulus, the response, the reinforcement, generalization and discrimination, morphlogical, phonological and syntactic key items, repetition,inflection, replacement,restatement, completion, transposition, expansion/contruction, integration, transformation, rejoinder.

Using pictures in language teaching.

The aim of this theme is to show how visual materials are used in the EFL classroom when vocabulary is being taught and what their effect on Young Learners is. The use of visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computers can help Young Learners easily understand and realize the main points that they have learned in the classroom.

The targets of this research are the Young Learners in Primary School in Korca, Albania at Grade 3 and Grade 6 and they are seen how they response in vocabulary classes with visual materials. This method is used to collect data from the teachers. The teachers gave information about the extent they used visual materials in the classrooms, what their main sources of the visual materials were and what attitude they had towards them.

Teachers were interviewed to get additional information concerning the impact these visual materials have on children as they learn fast and in an enjoyable way. Pupils were interviewed in a random way in the schools concerning the techniques they liked most when vocabulary is taught. They also were asked about the visual materials the book provided for them and if they were enough in the vocabulary section.

3. **Activity. What is it?**
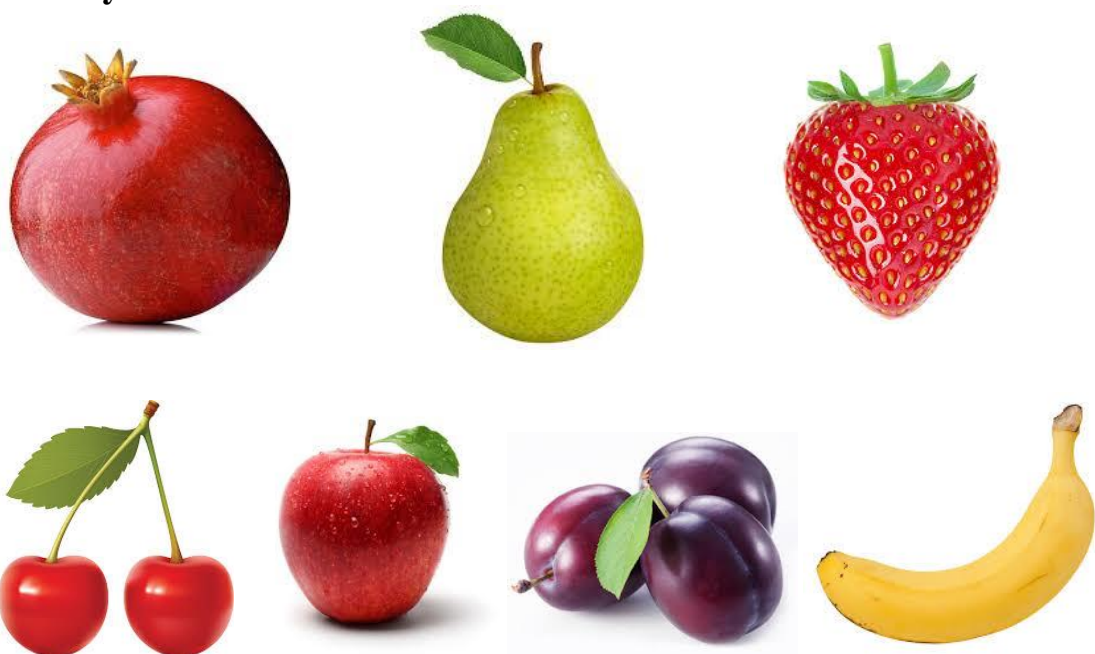
Find the fruits and their names
1. *banana*
2. *apple*
3. *cherry*
4. *plum*
5. *pomegranate*
6. *grapes*
7. *strawberry*
8. *pear*

Answer the questions:
1.How do teachers use pictures to teach new vocabulary?
2. What are the main sources for pictures?

3. What are pupils' attitudes towards using pictures in learning vocabulary?
4. What are the teachers' attitudes towards using pictures in teaching new vocabulary?
 5.What are the main sources for using pictures?

Home task: to read a dialogue in Ex 7, find the new words, and answer the questions.

LESSON 18. ESL

Objectives:
☐ to introduce the concept of language
☐to explain how to teaching and learning foreign language
☐ to discuss the importance of being aware of learner's learning style in teaching and learning
Procedure:
☐   Students become participants in an audio-lingual class.
☐introduce a new dialogue (for example, any one from sanll talk) . introduce the dialogue twice: (1) by modeling the correct answers and (2) by modeling the proper sounds in the target language.
☐ Students are asked to repeat each line of the new dialogue several times. Students are asked to repeat the teacher's model as accurately and as quickly as possible.
Key words: ESL, learners, manner, languages, instructions, comprehensible, programs, classroom, broad, directions, influence.

English as a second or foreign language

        English as a second or foreign language is the use of English by speakers with different native languages. Instruction for English-language learners may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken.
        The term ESL has been seen by some to indicate that English would be of secondary importance. For example, where English is used as a Lingua Franca in a multilingual country. The term ESL can be a misnomer for some students who have learned several languages before learning English. The terms English Language Learners (ELL), and more recently English Learners (EL), have been used instead, and the students' home language and cultures are considered important.

The way English learners are instructed depends on their level of English proficiency and the programs provided in their school or district. In some programs, instructions are taught in both, English and their home language. In other programs, instructions are only in English, but in a manner that is comprehensible to the students (Wright, 2010).

Yet, there are other programs in which ELLs are pulled out of the classroom for separate English instruction, or the instruction can also be given in the classroom itself (Wright, 2010). English as a language has great reach and influence; it is taught all over the world. In English-speaking countries, English language teaching has evolved in two broad directions: instruction for people who intend to live in countries where English dominates and instruction for those who do not. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on.

Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms. Although English is the principal language in both the US and the United Kingdom, it differs between the two countries, primarily in pronunciation and vocabulary. For example, some words and phrases that are inoffensive in the US are offensive in the UK and vice versa. These differences are the butt of many jokes. "We have really everything in common with America nowadays, except, of course, language" (Oscar Wilde, in The Canterville Ghost). Similarly, Bertrand Russell said: "It is a misfortune for Anglo-American friendship that the two countries are supposed to have a common language."Another similar variation attributed to George Bernard Shaw, is that England and America" are two countries [or nations] divided [or separated] by a common language [or tongue].

Activity1. Match the expressions and responses. When do we use these expressions?

Time: 15 min

a) How are you	a) Sleep well
b) Hello, Jane	b) Yes. Can I help you
c) How do you do	c) Good morning
d) See you tomorrow	d) Fine, thanks
e) Good night	e) Pleased to meet you, El;
f) Good morning	f) Not at all. Don't mention i
g) Hello, I'm Ela Pau	g) Thanks
h) Cheers	h) Same to you
i) Excuse me	i) That's very kind. Thank yo
j) Bless you	j) Bye
k) Have a good weekend	k) How do you do
l) Thank you very much indee	l) Hi, Peter
m) Make yourself at home	m) Cheers

T 1.2 Listen and check. Practice saying them.

Activity 2. Read Ed's blog. Put the verb in brackets in the Past simple or the Past continuous.

Ed's blog
12 July
The day I nearly died
Today I _____(walk) next to the river when I nearly _____(stand) on a snake. I _____(stop) immediately. The snake's fangs _____(go) in and out. I was terrified. I _____(not move). One bite and you're dead in 3 hours.
10 September
Knives and guns
Early this morning we ____(cross) the river by boat when we _____(see) five canoes. The tribesmen _____(carry) knives and guns. They were angry because we _____(not have) permission to be on their land. We _____(leave) as fast as we could.
24 November
The Jungle at night
I ____(lie) in my hammock last night trying to sleep, but it was impossible because the noise of the jungle was so loud. Monkeys _____(scream) in the trees, and millions of mosquitos _____(buzz) round my head. I _____(take) a sleeping pill and finally _____(fall) asleep at 3.00 a.m.
T 1.3.listen and check.
Activity 3.How happy are you ?

Your happiness depends on how you see yourself, what you want from life, and how well you get on with other people. But you need to know yourself. What sort of person are you? What makes you happy? Do you know how to make yourself happier? If you can answer these questions, you can learn to change the way you think and behave. And you can actually be happier. It just needs practice.

Do the quiz and find out how happy you are.

Write 1-5 for each statement.

1 I take every opportunity to play, laugh, and have a good time.
2 I usually have a holiday at least once a year.
3 I get pleasure from lots of different things – art, nature, sport, friends …
4 Sometimes I get really enthusiastic about things.
5 I have the things in life that I think are important.
6 I have a positive image of myself.
7 I am grateful for what I have, and appreciate it.
8 I don't often feel jealous or envious of other people.
9 I sleep well and wake up feeling ready for a new day.
10 I keep fit and I take care of myself.

Your score
10-16 Extremely happy
17-22 Happy enough
23-27 About average
28-35 Not very happy

Answer the questions.

a) What is a first language?
b) What is a second language?
c) What is second language acquisition?
d) How does skill in speaking develop?

LESSON 19. ERROR CORRECTION

Objective: to explore the nature of errors/ mistakes and ways of dealing with them
►**Procedure:**
☐ (Explain to participants the topic of the session and ask them to come up with their associations with mistakes. Ask the following question and invite several responses from the group:
~ What is a mistake like? (*e.g. a disease, a defect in construction, an occasional but natural thing*)
Give your own example if necessary.

☐ Give brief comments on participants' associations, where appropriate, suggesting that there are different types of mistakes caused by different factors that should be treated differently. Make two important distinctions:

Mistakes are caused by the lack of passive knowledge of certain vocabulary or grammar items (e.g. *when students cannot recognise and understand a certain word or a grammar structure*) and the lack of a certain productive skill (e.g. *when students know words or structures but cannot use them correctly in speaking or writing*.)

Explain the term 'productive skill' if necessary.

Mistakes in form, (e.g. *when students use an appropriate word or grammar structure but mispronounce / misspell a word or make mistakes in the structure*: *treveling *instead of* travelling; **I am agree *instead of* I agree.) and mistakes in meaning (e.g. *when students use a word or phrase the form of which is correct but which is used in a wrong context which causes distortion of meaning:* *I am interesting in films *instead of* I am interested in films; **She is always very accurately dressed *instead of* She is always very neatly dressed)

ERROR CORRECTION

Applied linguists have done a lot of good over the years but mostly their theories are of interest to their fellow academics. On the other hand, in the area of errors they have helped teachers in all sorts of ways. There's a concept that I'd like to share with you. It is called 'interlanguage' and it comes from the field of second language acquisition. If you take this continuum as being all the way from beginner to native speaker's standard in a language, this continuum is sometimes called interlanguage. It is literally 'language between the languages', it's when you are in between being a beginner and a native speaker.

There are a lot of studies about mistakes and the role they play in the development of the interlanguage in learners. One of the first insights in interlanguage was that there are some mistakes that learners can self-correct and there are others, which learners cannot selfcorrect. As teachers, we should distinguish between these types of mistake. For example, learners should be able to self-correct post-systematic mistakes.

A post-systematic mistake is an error in a structure or a piece of vocabulary which the learner is supposed to have learned, which that learner has been exposed to already. This kind of post-systematic error is susceptible to self-correction or peer-correction and is typical in students who are at some point along this continuum but still finding the language difficult. As we know, learners never learn what teachers teach. Teachers often get irritated by students making a lot of mistakes. These errors are mostly post-systematic and they irritate teachers because they think that the learners should know this by now and that they shouldn't be making this kind of mistake.

But there is another kind of error, which is a pre-systematic error. And a pre-systematic error results from a learner trying to express something which they don't yet have the linguistic tools to express. Those errors cannot be self-corrected

because the learner doesn't have the system internalised that they need in order to correct that error. You often notice it with learners when they are trying to say something spontaneously, something real from their own life, something that they really want to tell you which is not in the textbook. They are trying to use language for communicative purposes. You can encourage your learners to experiment with language or you may say 'oh, no, don't try to say that yet because you're not ready to do it.' However, there is evidence that if you encourage your learners to experiment with language they seem to be learning more effectively.

It is because when they are trying to say what they still cannot say, they are trying to express what they really want to say, so their motivation is higher than when they are just repeating things from the textbook or repeating things which you want them to repeat in a drill or in an exercise.

Stephen Krashen, one of the leading theoreticians about the role of errors, had some very useful things to say. One of them was that learners have an in-built monitor and that they can monitor their own errors to a certain extent, but only the post-systematic ones. The presystematic ones they need your help with, but help in a supportive way. And Krashen also holds that errors are 'stepping stones on the way to learning'. This has been an insight which also to some extent disturbed the practice of language teaching.

Traditionally errors are used to discriminate between strong students and weak students, so that the one who makes more mistakes is a weak student and the one who makes fewer mistakes is a strong student. But what happens when a student who makes fewer mistakes does so only because she decides to limit her language only to what she knows? And then another student took risks, experimented with the language and made more mistakes as the result of this. Which student is more likely to make progress in a language? The second one. And yet our system recognises errors as something bad.

There's a notion that an error is a sin, that if you make a mistake you should go and confess, that there's something wrong with an error. But if we take another view, that errors are developmental, then even in the classroom this should change our attitudes to the ways we correct our students' mistakes and to their efforts at producing English. We should recognise when a student is experimenting, trying something out and we should support this student. We should also recognise when a student can self-correct and we should give them an opportunity to self-correct. And if there is a positive attitude to error in a classroom, then peer-correction should not cause any 'loss of face' for your students.

Activity 1
Objective: to explore participants' perceptions of mistakes
Time: 20 min
Materials: handout 1
Procedure:

☐ ☺(5 min) Ask participants to examine a few statements about mistakes and choose one which they most strongly agree with. Distribute handout 1 to each participant.

☐ ☺☺☺ (5 min) Put participants in groups of 4-5 and ask them to discuss their views for 4-

5 minutes before reporting back to the whole group.

☐ ☺(8 min) Invite a spokesperson from each group to comment on their discussion.

☐ ☺(2 min) Say that there is no one 'right' way of dealing with mistakes. Suggest that teachers should be able to recognise different kinds of mistakes and deal with them in a way that supports students' own language learning efforts. State that the next activity will focus on types of mistake.

Activity 2 Watching English lessons
Objective: to explore types of mistakes and the ways of dealing with them
Time: 25 min
Materials: video
►Procedure:
☐ ☺(1 min) Tell participants that they are going to watch a fragment of student's speech and that their task is to notice the mistakes the student makes and think about the causes of and differences between these mistakes.

☐ ☺(10 min) Invite random responses from the group about the mistakes they have noticed and their causes. Ask participants to identify examples of mistakes which show that the student is actually learning – i.e. when she knows the rule but applies it wrongly (e.g. forms like 'thinked'* – showing that the student knows how to make verbs in the past (adding '–ed'), but doesn't know (some) irregular verbs.)

☐ ☺(5 min) Tell participants that they are going to watch two fragments of English lessons and that their task is to notice how the teachers deal with the mistakes their students make. Ask them to consider why the teachers behaved in this way, what mistakes they corrected, when and how.

Activity 3 Approaches to error correction
Objective: to introduce some techniques of error correction
Time: 25 min
Materials: video, handout 2 and 3
►Procedure:
☐ ☺(3 min) Introduce the concept of **errors** (i.e. 'regular' mistakes coming from misconceptions) and **mistakes** (i.e. occasional ones, which seem to be more random in nature). Say that the teacher should focus more on **error** correction rather than on correcting students' **mistakes**. Refer back to the videos.

☐ ☺(1 min) Say that now you would like participants to watch a clip of an ELT specialist talking about different types of errors and different approaches to error correction. Ask participants to take notes of the talk using a special form and answer some questions.

Distribute handout 2 to each participant.

☐ (11 min) Play the video fragment of Rod Bolitho talking about errors and error correction.

☐ ☺(5 min) Discuss the questions on the form and participants' answers. Check whether all participants understood the terms used in the talk.

Suggested answers:

1. Pre-systematic and post-systematic errors.

2. Interlanguage is the language produced by a learner between the beginner stage and native speaker standard.

3.   Interlanguage

I--I

Beginner   **Native speaker**

4. Traditionally mistakes have been perceived as 'punishable sins' that have to be avoided at all costs. This often breeds fear of making mistakes and therefore discourages students from experimenting with language.

5. Teachers should cultivate positive attitude to errors as learning steps and should encourage self- and peer-correction of post-systematic mistakes. However, teachers should recognise that students have no language capacity to correct their pre-systematic mistakes and should help students with recognition and correction of these mistakes.

6. Possible answers: Pre-systematic and post-systematic error; self- and peer-correction; comprehensible input; interlanguage;

☐ ☺(4 min) Conclude by saying that irrespective of the approach or error correction techniques, mistakes should not be regarded as punishable sins, and that they are a natural part of the language learning process. Discuss the negative impact of fear of making a mistake. Establish that error correction should really serve only one purpose: to facilitate students' learning.

☐ (1 min) Distribute handout 3☐ (the transcript of Rod's talk) to each participant.

ERROR CORRECTION

Activity 1, Handout 1

Read the statements below and choose the one which you agree with most.

WHAT ARE MISTAKES AND HOW TO DEAL WITH THEM?

1. Mistakes are like diseases or viruses – they should be prevented, if possible. If this is not possible, then a teacher, like a doctor, should diagnose the disease and prescribe the appropriate medicine.

2. Mistakes are the signs of students' poor work during the lessons or at home. Students who make mistakes should therefore be punished and made to work harder.

3. Mistakes are unavoidable in learning a language and should be ignored – with time and practice they will take care of themselves.

4. Mistakes are just wrong and the teacher should immediately correct them before they happen again.

5. Mistakes are learning steps and the teacher should help students to deal with and learn from their mistakes.

<div align="center">**Answer the questions**</div>

1. What two types of error have been mentioned in the talk?
2. What is interlanguage?
3. What traditional attitudes to error correction have been mentioned by the presenter?
4. What approaches to error correction have been suggested by the presenter?
5. Which new terms did you hear? Which ones would you like to discuss?

LESSON 20. METHODS OF USING ACTIVITIES FOR DEVELOPING LANGUAGE SKILLS

Objectives :
-encouraging students to talk and think on the subject
- to work on different type of activities
- support all of the activities that should be brief as can as possible.

    Procedure
- Teacher explains how to use drills as practice
- Oral substitution drills will be organised
- Production activities will be presented by students
- Fill-In-The-Blank Exercises with a Context are taught

Key words: adequate, variation, drills, combination, authentic context, preparation.

Our goal as teachers is to help students use English to communicate information relevant to their lives. Therefore, our objective in the classroom is to engage students in communicative activities that use authentic language. However, before students are ready to participate in realistic communicative tasks, they must master the necessary grammar and vocabulary. This mastery comes only through sufficient and appropriate practice. The aim of this lecture, is to present ways to improve practice activities and offer strategies for transitioning to production activities. If we adequately prepare our students, they will be able to use English not just to pass an exam, but rather to really communicate!

I. USING DRILLS AS PRACTICE

We learn habits through repetition. Using repetition in the classroom, therefore, helps students establish English structures as habits, which greatly helps the language learning process. These habits will help students communicate without having to think about every single word. This helps build student confidence, so that they will feel more ready to produce original language in the "You Do/Production" phase. Repetition exercises, or "drills," sometimes have a bad

reputation, because they can be very boring if students simply repeat vocabulary words after the teacher. However, if used with adequate variation, drills can be a fun and effective practice exercise for teachers and students. Following are some techniques that offer variety for the very important process of learning through repetition.

A. Oral Substitution Drills

In oral communication, drills help students' pronunciation. Students hear the teacher's correct pronunciation, imitate what they hear, and later are able to substitute new language in the same structure. Students repeat not just vocabulary words, but rather useful phrases or "chunks" of language. To implement oral substitution drills, give students a common structure that will be useful in their lives and that demonstrates the lesson's grammar. Start with the basic structure from the lesson and vary the language as the students engage in the repetition. Students will replace the language in the sentence with the language you give as a "cue."

Example:

Teacher says: *In my backpack, I have a notebook.*
Class repeats: *In my backpack, I have a notebook.*
Teacher says (cue):   *a pencil*
One student says: *In my backpack, I have a pencil.*
Teacher repeats: *In my backpack, I have a pencil.*
Class repeats: *In my backpack, I have a pencil.*
Teacher says (cue):   *a ruler*
One student says: *In my backpack, I have a ruler*
Teacher repeats :   *In my backpack, I have a ruler.*
Class repeats: *In my backpack, I have a ruler.*
Teacher says (cue):   *a marker*

PRODUCTION ACTIVITIES

Many English exercises, especially written exercises, use language out of context. Real communication, however, always occurs within a context. Therefore, practice activities are more authentic and interesting for students when they are given within a situation or story. An exercise with context has a theme or specific content, and all language tasks within the exercise occur within the same "situation." For example, consider the content area Family Members from 7.2.4. A practice activity without context would be an assortment of unrelated, random sentences about different peoples' family members. In this case, the target vocabulary and grammar would be practiced, but students would have difficulty connecting the new language to a realistic life situation. Compare that activity with the family tree activity (7.2.4 I Do/Presentation),¬ which is an activity with context. In this activity, all sentences are related in a single context of one family.

Furthermore, all statements about family members can be verified; students can search the tree for answers to the questions they are given. The grammar exercise comes from a realistic situation, which helps students understand the new language structure's practical use in real life. The exercise is even more effective when attached to an authentic context, like a real family tree of people the students know.

A. Fill-In-The-Blank Exercises with a Context

Fill-in-the-blank exercises, in which students complete a space with a correct verb or pronoun, are a very common "We Do/ Practice" step for any content. However, these exercises are often a random collection of sentences that are completely unrelated in their topics. When using a fill-in-the-blank exercise, maintain a consistent theme or story in all the sentences in order to give the exercise a context and to keep student interest.

Set A. Present Progressive Exercises
1. I _____ medicine. (study) I am studying medicine.
2. Joe _____ a sandwich. (eat) Joe is eating a sandwich.
3. We _____ to school. (walk) We are walking to school.
4. Donna and Matthew _____ TV. (watch) Donna and Matthew are watching TV.

Set B. Present Progressive Exercises: The Soccer Competition

1. I _____ for a soccer competition. (prepare) I am preparing for a soccer competition.
2. My brother _____ with me. (practice) My brother is practicing with me.
3. We _____ to improve our skills. (try) We are trying to improve our skills.
4. My team _____ tickets to the game. (sell) My team is selling tickets to the game.

B. Scenarios
Scenarios are another type of exercise that practice language structures within a context. A scenario is a short paragraph explaining a situation, followed by questions. It is a useful practice activity, because it shows students how target language structures are applied to real situations. Scenarios can be used to practice any vocabulary or grammar structures.

Mrs. Smith asks her son, Mike, to please take out the garbage and wash the car. She orders her daughter, Alice, to wash the dishes and sweep the floor.

Preparing and Transitioning to Communicative Production Activities

The ultimate goal of practice activities is to prepare students for communicative "You Do" activities, but students cannot produce language without sufficient

preparation. Remember that students will need to practice target language structures with two or three activities before becoming comfortable enough with the new material to use it to communicate independently. Even after a lot of appropriate, effective practice activities, it is often still difficult for students to proceed to the "You Do/ Production" phase. You can help students make this transition from practice to production by giving clear instructions and
explaining specifically the type of language that will be used in each activity.
 Consider, for example, a lesson on .
For this lesson, you can present the activity "Find Someone
Who…"
Find someone who…
_____ has no sisters.
_____ has a grandmother over 70 years old.
_____ has an uncle named Carlos.

_____ has a niece.

After the students have copied the list in their notebooks, ask them: "What questions will you need to ask to find someone? How will you find, for example, someone who has no sisters? What will you ask each person you talk to?

Answer the questions

 1.What are the production activities?
 2. What is the objective of the lesson?
3. What is the aim of Preparing and Transitioning to Communicative Production Activities?

LESSON 21. FLASHCARDS

Objectives :
-encouraging students to talk and think on the subject
- to work their projects
- support all of the presentation should be brief as can as possible.
   Procedure
* Students become participents in audio lingual closs.
* Students are asked to repeat each line of the new dialogue several times.

- Introduce a long line of the dialogue by breaking it into several parts
  Key words :download , strong neural, pathways, teach, what you'rd learning a mixture of pictures and words, mnemonic devices
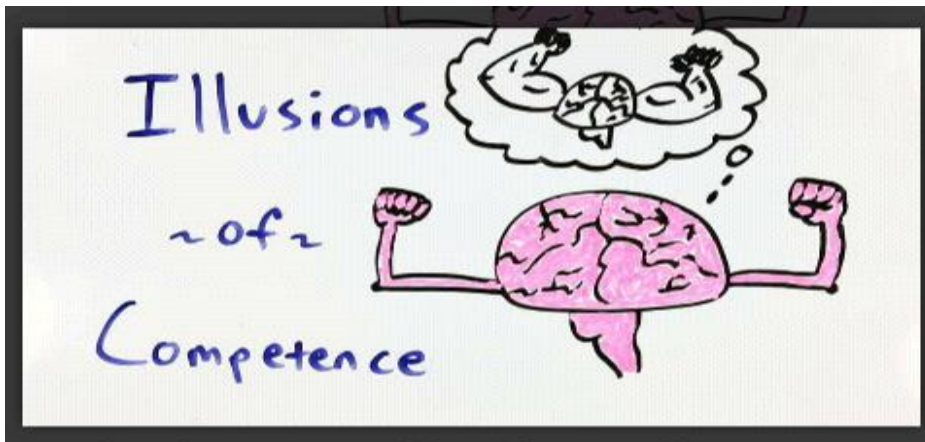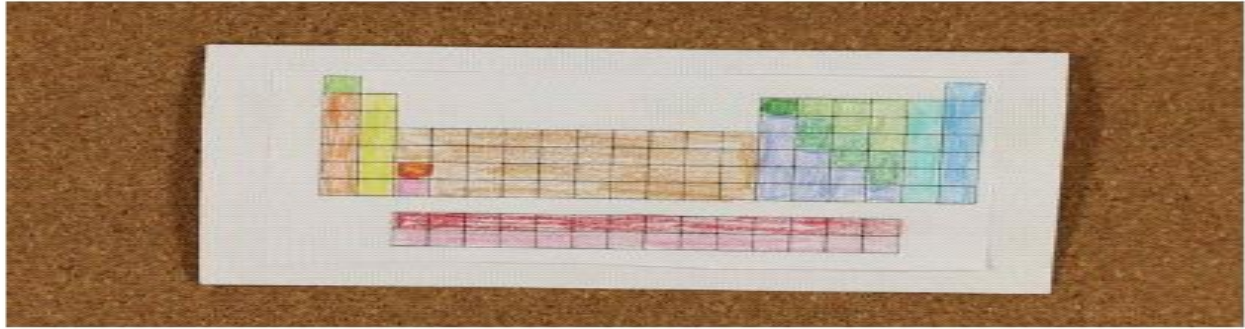

Theme:Flash cards

Lots of people like to share their flash card decks and there also plenty flesh
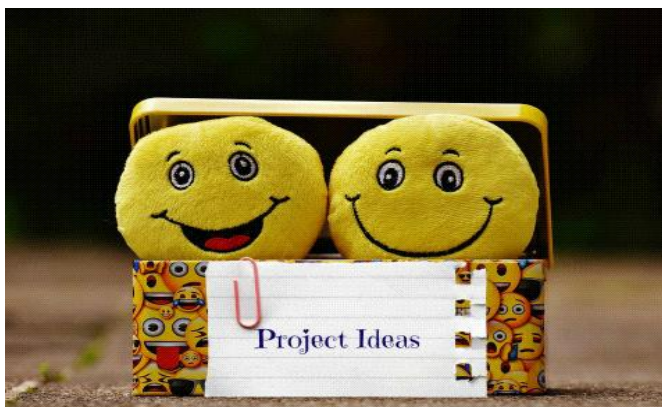
card apps. I think using pre-mode flash cards can sometimes be useful ,you'll serve your brain better by making your own flash card. Adding pictures to your flash cards can make them a lot memorable .When we think about from it from an evolutionary perspective, this makes complete sense written language has only been around for about 5000 years. However,this doesn't mean that you should replace the words on your cards with pictures. Our brains are surprisingly adaptive and it turns out that a mixture of pictures and words works better than pictures alone .

See some concepts or idioms are too complex to be encapsulated in one one question .This concepts need to be broken down into multiple questions in order to be studied well using flash cards. Take the card above. I'vecoloured the periodic table this way in order to represent the different groupings of elements which is a great way to start memorizing those elements.

Flash cards a very good at helping you drill relationships between two pieces of information. But that's it. That's makes them good for learning definitions, vocabulary words, etc,- but it makes particulary a bad study tool for information that fits into a larger visual or organizational hierarchary. When you are studying your flash cards make sure you review them from both sides. By doing this you are going to build strong neural pathways that can be traced easily in both directions. It's kind a like learning to skate in both regular and goofy stances; If you don't do this you increase the probability that you'll only be able to recall a one side of a card easily. For example the chemical symbol for tenement beryllium is Be. If you have got with a symbol and the element name on either side, but you only ever ask yourself,'' What does Be stand for?, then you might run into a test question like; what is the chemical symbol for beryllium.

Activity 1.☺

1.Divide the class into two and tell students to stand as 2 lines. Tell them Line 1will form a circle and that will be the inner one, line 2 will form another circle around the inner circle. Set the limits. Ask the students to come face to face to talk about a} something they remember from yesterday b}what they know about the topic you are going to work on. When the times is up, tell outer circle to move until you stop them and inner circle to wait for a new partner.{you can play music

while they are moving}When they stop they can talk on the same topic with their new partners. You can finish the activity after a few rounds.☺

2.The teacher gives a piece of paper to the students and ask them to write at least 5 features of their character. The teacher collects the paper from the students and puts 4 chairs in a+ shape .Then the teacher collects the papers from the students and puts 4 chairs in a+ shape. Then the students can talk about their similarities. You can even put them in groups and ask them to create a class poster. This activity will be a great 1st week activity even large classes.

3.Group your students and ask them to freeze frame a few scenes from the previous chaptrers of the book you have been reading after each scene the rest of the class try to guess which scene is in the frozen frame.

Activity 2.Flashcard memory games☺

The next stage in combining several cards is to test students on what they just saw, e.g. ''What colour is the monkey ?'' and "How many pigs are there?.A simpler one is to line the cards up, turn them face down and get the students to tell you what each one is. If you call each card "one,two,three",''a,b,c'' or "Monday,Tuesday,Wednesday",you can practice that vocabulary at the same time as whatever is pictured on the cards.

2.Flashcard Pictionary.

If students have got bored with seeing the actual card but you still want to practice the language one more time{necessary over and over with pre-school classes,}the teacher or a student could draw the picture from the card line by line on the whiteboard or blackboard.When people have guessed what it is,comparing the original picture and the picture on the board is always worth a laugh and most children take this well-but make sure that a sensitive child isn't being laughed at.☺

Both of the activity are for the kindergarten and school pupils.

Questions.

1)Why are the flashcards usually described with pictures?

2)What advantages are there of flashcards?

3)What do the students use working with flash cards?

4)How speed do the pupils work with flashcards?

5)How long did they spend on the exercise, did they finish or skip it?

Hometask: You should write 10 descriptions of anything.and your friend will find what it is

Draw a picture and express your ideas which related to the picture.(your picture must base on some details

LESSON 22. THE ROLE OF GAMES IN TEACHING ENGLISH

Objectives:
☐ to enable participants to use of games
☐ to help participants to organize games in classroom
☐ to show how to present and receive messages in different methods
►Procedure:
☐ Tell participants that this session will give them an opportunity to practise basic roles which they can later improve on their own.
☐ Tell participants to make up Questions which we might consider as we choose a game .
☐ Tell participants that **One important point in teaching English with games is rewarding**.

Key words: strengthen language skills, competitive, listening, speaking, reading or writing, neglect, rewarding.

Using games is one of the most important way to teach efficiently in a language class. **Games mean the world to children.** Nothing is more fun than playing games for them because they feel happy and free while playing. Remember when you were a child, you will remember the games you played and the happiest moments of your life.

It does not matter indoor or outdoor, we can not deny the importance of games. If students learn with games, have fun, feel happy and free, it means that you have reached your goals. Games strengthen language skills, besides, learners develop social skills and good relationships while they interact with each others.

Do not only get learners to play indoors games. It is useful to try outdoor games whenever the weather is nice. For example even we know board games as indoor games, you can use them in the open air. If there are garden seats outside in the playground, you can use them as desks. Even the idea of going out will make the students excited. They have already got tired and bored of sitting and being in the same class and desks. As soon as you say ''Let's go to the playground, it's game time'' they will go down the stairs two by two. Whatever your goal is(speaking, grammar points, vocabulary) you must believe that every game you have students play, is much more useful than tons of exercises and worksheets and you get more positive results than anything else. You should not put a fixed time for games. Most teachers keep songs and games for Fridays. You should always have a ready-to-use game in your pocket. When you feel that children are bored and tired, take them out and use them. You can get students to play short games (for 10 or15 minutes)to refresh your little ones. You do not lose time, on the contrary you win. Another thing you should remember, if you put the games you use for each unit in your yearly plan, it will be helpful for you.

Generally group games are more useful. They are competitive and children come closer with each other. With the feeling of coming first they often have a look at their books or notebooks before a game. Sometimes you should mix the groups during a game so they can play with different ones. **Because young learners are more energetic and active they enjoy exciting games**. But

teenagers do not like childish games. They prefer more challenging ones such as word games. I would like to give an example of the word games I used. At the end of a unit to consolidate the vocabulary you taught, take your students outside to the basketball field. **Do not divide them to groups**. The whole class should join the activity. If you have 20 or 25 students, this game works well. Write the revised vocabulary items on small cards. (One word for one card.)Put these cards into a hat or a bag. Have the students make a line in front of the basket- ring. Give the basketball to the first student. Let him/her draw a card out of the hat. First ask him/her the meaning of the word. (Either in English or in their native language, it is up to you.)If you get the correct answer give him/her one point. Then want him/her to make a sentence with the word. If she/he knows again, give another one point. The last step: Let him/her pass the ball through the basket-ring. You should give one point for one of the three tasks. Whoever gets the highest point, he/she wins. Of course there may be more than one winner.

   One important point in teaching English with games is rewarding. You should not neglect this point. Everyone who succeeds a hard task would like some praise or a gift. I know you always praise your students. But giving small presents motivates them. They do not have to be expensive ones. According to your learners' ages you can give them different presents. For your teenagers you can make CDs which have popular pop songs or another suitable gift can be a second-hand graded reader. If you play English games with young learners very often, you should think of your budget. They can be happy with small things. Have a beautiful, colorful bag with some sweets, candies and small chocolates in it to give to the winners.

How to Choose a Game

   Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. 'Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways. 'The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

   Below are some questions which we might consider as we choose a game:
Which language does the game target?
Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.
What type of game is it?
What's the purpose for using it?
Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' needare taken into consideration.
How much interaction and participation is there? Maximum involvement is something we are pursuing.

Do I like the game myself?

When giving instructions to beginners, a few words in the mother tongue wouldbe the quickest way to make everything clear. More English exposure is neededat a later stage.

LESSON 23.

TEACHING WRITING. TASK ANALYSIS AND ESSAY STRUCTURE

Objectives:
☐ to raise participants' awareness of the importance of task analysis for the quality of writing
☐ to explore the structure of an essay

Warm-up
Time: 13 min
Materials: handout 1 for each participant
►Procedure:

☐ ☺ (5 min) Tell participants that in the previous session they talked about the importance of giving clear instructions to students for writing essays and this session will focus on how the instructions are followed. Distribute handout 1 to each participant. Tell them that they have to do the task as quickly as possible. Make sure everyone finishes the task.

☺ (5 min) Tell participants to raise their hands if they have followed the instructions precisely. Say that this activity is like a game. It is based on people's overconfidence and belief that they know what to do just reading the first line of the instructions. In reality, in 90% of cases students read (if they read) what they are asked to do after they have done the task. Make sure that participants understand that it was a joke and check that no-one feels offended.

☐ ☺ (3 min) Make a transition to the next activity by saying that very often the problem students have with their writing assignments is that they fail to follow the instructions in the task. So, now you are going to analyse a sample written task and see what effect it has on the quality of writing.

Activity 1 Task analysis
Objectives: to analyse a sample writing task with participants to uncover their current practices of in pre- writing; to raise awareness of the importance of task analysis in writing
Time: 30 min
Materials: handouts 2, 3 and 4
Preparation: write down the task from handout 2 on the blackboard/ flipchart before the session
►Procedure:

☐ ☺ (30 min) Distribute handout 2 to each participant and ask participants the following questions:

1. What are you asked to do?
2. Who are you writing for? How does this affect what and how you write?
3. How long should your writing be?
4. How much time do you have?
5. What is the topic of the writing?
6. What are the main questions that you will have to address in your essay?
7. What else does the task say you should do?
8. What do you think we have done just now?

Suggested answers:
1. To present a written argument; to write an essay; to produce a piece of writing
2. For an educated reader; it means that more formal/academic language should be used in the writing
3. at least 250 words; no less than 250 words
4. 40 min
5. Computers in our life are a help or a hindrance
6. In what ways are computers a hindrance? What is your opinion?
7. Use ideas, knowledge and experience and support arguments with evidence and examples.
8. We've analysed the writing task
☐ Write down participants' answers on the blackboard.
Tell participants that pre-writing work can help students to be clear about the requirements of the task and how to structure their writing
☐ Distribute handouts 3a and 3b to each participant. Tell them to read the 2 samples of students' writing and see if they managed to fulfil the task. Tell them not to pay attention to students' mistakes.
☐ Invite comments on the samples. Tell participants that very often students rush to write an essay thinking that they know what to write about without proper analysis. They often fail to address the task as it is specified
☐ Ask participants the following questions:
~ Why is it that students often fail to analyse the task before they write?
~ How helpful is task analysis for quality of writing?
☐ Invite 3-4 random answers. Make a transition to the next activity by saying that often students find it difficult to produce a clear and well-organised piece of writing because they do not know some basic writing conventions such as those that are going to be discussed now.

Activity 2 Essay Structure
Objective: to raise participants' awareness of basic essay writing conventions
Time: 30 min
Materials: handouts 3 and 4
►Procedure:
☐ ☺ (30 min) Ask participants to have a look at handouts 3a and 3b again and answer the following questions:
~ Which writing sample did you find clearer and easier to follow and read? Why?
~ What do you think makes Student A's writing clear/ easy to follow/read?

~ How many parts/ sections does it have?

Suggested answers:

~ Student A's

~ Clear structure; language is clear; opening and closing are in place

~ 3 paragraphs/ sections/ parts

☐ Tell participants that an essay usually consists of at least 3 main parts: Introduction, Body and Conclusion, which on the one hand have different functions but on the other hand serve one main purpose. Normally, the Introduction and Conclusion are much shorter than the Body, which can consist of several paragraphs.

☐ Tell them that now you will talk about each part in greater detail. Distribute handout 4

to each pair of participants and ask them to fill in the gaps in the task.

☐ When they have finished, check their answers. The key is provided at the end of the session notes.

Activity 3 Recommendations to students

Objective: to review essay structure by having participants develop guidelines for students on essay-writing conventions

Time: 30 min

Materials: 5 blank flipchart sheets or 5 pieces of A4 paper, 3-4 markers of different colours

►Procedure:

Put students into groups of 5.

☐ ☺☺☺ (15 min) Give one flipchart sheet or blank pieces of A4 paper to each group and tell participants to prepare a reminder in a form of either a poster or a booklet with a list of recommendations to students on what they have to know to produce a quality piece of writing.

☐ ☺ (20 min) When they have finished, invite each group to present their posters/ booklets. Tell participants that each group has 5 min to present their recommendations.

Summary

Emphasize the following:

☐ pre- writing work (task analysis and brainstorming of ideas for the essay) aids students in better understanding of the task and therefore contributes to the quality of writing;

☐ it is important to do task analysis before one starts writing because it helps to stay focused on the task and thus helps students to address the exact task specifications;

☐ an essay should consist of at least 3 paragraphs: Introduction, Body and Conclusion; each part has its own function.

TEACHING WRITING 2: TASK ANALYSIS

Warm up, Handout 1, Instruction sheet

INSTRUCTION SHEET Follow the instructions below carefully. Work as quickly as possible.

Read through all the instructions first.

1. Put today's **date** (*day/month/year*) in the upper left hand corner on the back of the Instruction Sheet.

2. Write your **full name** (*your first name and your last name*) in the upper right hand corner.

3. Draw a **smiling face** in the middle of the paper.

4. **Fold** the paper in half and pass it on to your partner on the left.

5. **Get** the paper from your partner on the right.

6. Write your full name in the **lower left hand corner**.

7. **Give the paper back** to the person you took it from.

8. Ignore instructions **1 to 7** and go to point 9.

9. Write down **"I know how to follow the instructions"** at the bottom of your paper.

TEACHING WRITING 2: TASK ANALYSIS

Activity 1, Handout 2, Essay Writing task

Time: 40 min

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

• In what ways are computers a hindrance?

• What is your opinion?

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

TEACHING WRITING 2: TASK ANALYSIS

Activity 2, Handout 3, Samples of Students' writing/ Student A Some people believe that computers are more a hindrance than a help in today's world. Others feel they are such indispensable tools that they would not be able to live or work without them. In what ways are computers a hindrance?

What is your opinion?

It is undeniably true that our lives nowadays are linked with computers. However, some people believe that computers are not a help but rather a hindrance. So, I would like to tell in what ways computers can be a hindrance and give my own point of view on the issue. First of all, computer games could be a major distractor from work or study, especially for youngsters, who are ready to play computer

games day and night forgetting about homework, which leads to bad marks and poor attendance. Secondly, as life has been developing at fast speed, more and more people nowadays tend to use credit cards or virtual money, not cash, which is of great help on the one hand. On the other hand, imagine a situation when you are stuck in a queue at a supermarket because the card or the computer reading fails or ATM doesn't give you cash because it suddenly broke. Thirdly, as much as computers help us in our work and life, they can cause lots of problems. For instance, computers can get infected with viruses, which can bring lots of harm starting from deleting important information on a hard disc and finishing with total destruction of a computer network. It can be especially disastrous in the case of multinational corporations or banks when each minute of not working can bring severe financial losses. In conclusion, I would like to say that despite all negative consequences, we cannot live or work without computers anymore because they are indispensable in daily routine making
work easier and faster.   (262 words)

TEACHING WRITING 2: TASK ANALYSIS

Activity 2, Handout 3, Samples of Students' writing/ Student B
Some people believe that computers are more a hindrance than a help in today's world. Others feel they are such indispensable tools that they would not be able to live or work without them. In what ways are computers a hindrance?
<div align="center">What is your opinion?</div>

As we all know computers have made a tremendous impact on our daily lives. Computers has its own merits as well as its disadvantages since nothing in life is perfect. One of the ways computers can be a hindrance is when you were working with a computer and suddenly the lights went off. What would you do as a precaution steps? First you should have saved the data in advance so that when the lights are back you can continue doing your work. One of the more extreme cases has happened recently with me when my computer lost all the data because of a system breakdown as a result of a virus attack.

Hopefully, I took precautions in advance by copying all my data into the mobile hard disc which I use in case of an emergency. The bottom line is everything can be secured, solved because problems are made to be solved. So, in my opinion computers are in no way a hindrance but rather an indispensable tool which some people would not be able to live or work without. Just imagine what would happen if a computer database of a large organisation or a government unit breakdown? As a consequence, there will be an unimaginable chaos that would struck the whole markets and government units.

As an example, I can bring you the situation which happened in Tokyo Stock Exchange where there was an overloading of orders for stocks which led to unprecendent chaos and it paralysed the whole exchange and the Japanese financial system. As a conclusion, we should ensure that we are still in the position that we

are able to control the computer before it can take control of the human race. (287 words)

Answer the questions

1. What is the role of task analysis in teaching?
2. What type of analyses are taught in high schools?
3. How many aims are required in assessment writing?
4. What factors are crucial to analyse the task?

LESSON 24. USING TV, DVD AND VIDEO

Objectives:
☐ to enable participants to use basic Microsoft Word functions such as select, copy, cut, paste, save, name
☐ to help participants open e-mail accounts
☐ to show how to send and receive messages with attachments

Activity 1 Introduction to MS Word Documents
Objective: to familiarise participants with basic Microsoft Office Word skills
Time: 30 min
Materials: computers
Room: Computer class
►**Procedure:**
☐ Tell participants that this session will give them an opportunity to practise basic computer skills which they can later improve on their own.
☐ Tell participants to switch on the computers.
☐ Ask participants to find **Start** button in the bottom left hand corner of the display and click on it with the left button of the mouse.
☐ Tell participants to go to **All Programs,** find **Microsoft Office** - *Microsoft Office Word* as shown in the picture and open a word document.
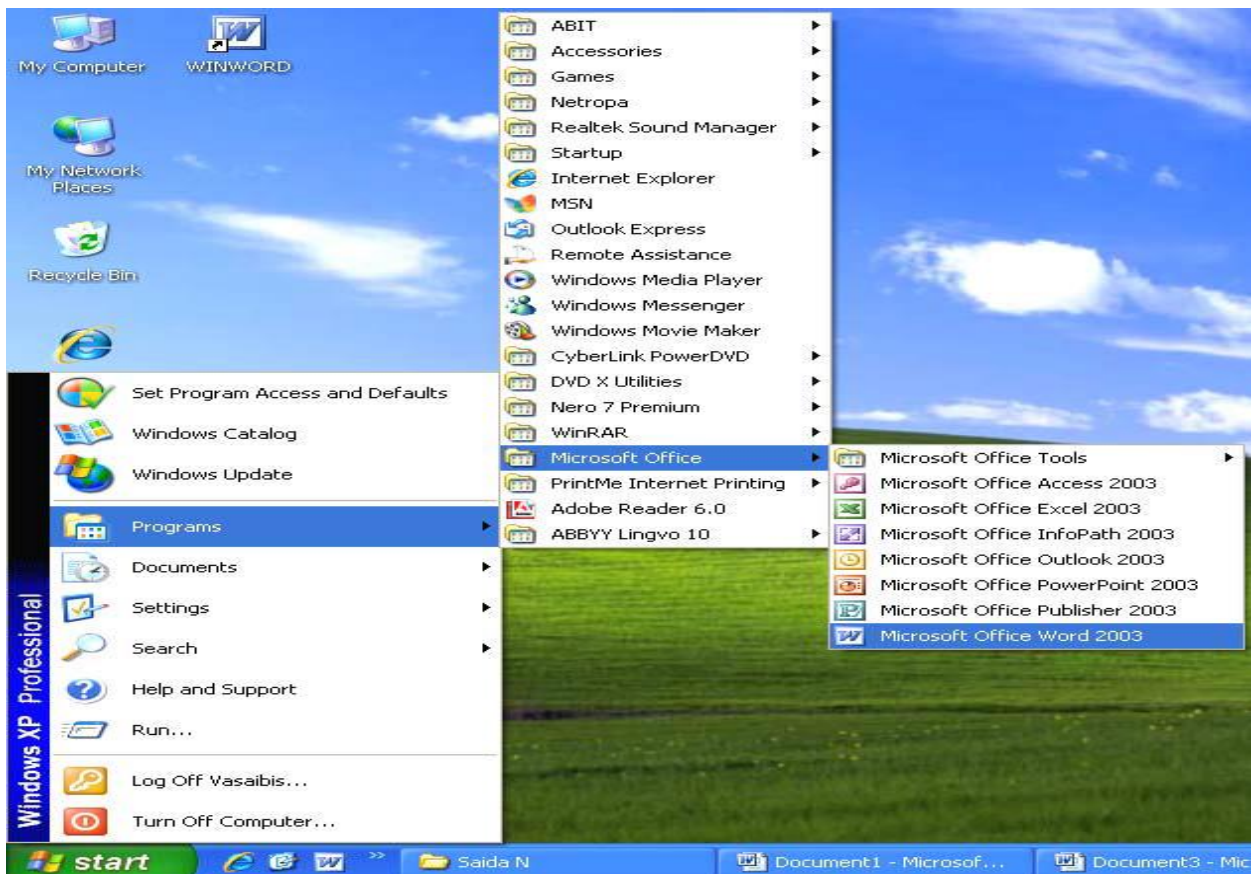
 Tell participants that there are three main bars at the top of the screen:

a. Menu bar

b. Standard Toolbar

c. Formatting Toolbar

 Tell that the Menu bar is generally found directly below the Title bar. The Menu bar has 9 titles – File, Edit, View, Insert, Format, Tools, Table, Window, and Help. You use them to give instructions to the document.

 Give participants a few minutes to see what each button contains.

Activity 2 Working with an MS Word Document

Objective: to let participants practise basic operations in Microsoft Office Word

Time: 30 min

Materials: Handout 1, computers

Room: Computer class

►Procedure:

 Distribute handout 1 to participants. Tell them to type the text on the handout in Microsoft Office Word (Winword)

 Tell them to highlight the text with the cursor, find the **Copy** icon in the **Standard toolbar** and click on it. Place the cursor under the text, find the **Paste** icon in the **Standard toolbar** and click on it.

 Tell participants to highlight the copy of the text, click to open the Font pull-down menu on the Formatting toolbar and click "Arial."

☐ Tell them to type **14** in the Font Size box on the toolbar and press Enter, then select the first line by pressing **Shift + .**

☐ Tell participants to go to icon **B** in the Formatting toolbar and click on it. Tell them to find the **Save** icon in the *Standard toolbar* and click on it. Give a name to the document and click on **OK.**

Activity 3 Writing e-mails

Objective: to help participants open e-mail accounts; to show how to send and receive messages with attachments
Time: 20 min
Materials: computers, internet connection
Room: Computer class
►Procedure:
☐ Tell participants that this time they will send their documents to each other via e-mail. Ask participants to click **Launch Internet Explorer** button to connect to the internet. Ask them to type www.yahoo.com in the address window and press '**Enter**'.

☐ Ask participants to click on the **My mail** button and then ask them to click on the **Sign up** button if they don't have a mail account. Give participants enough time to fill in the necessary information and open their e-mail accounts.

☐ Ask participants to click **New Message** on the toolbar in their mail boxes and ask them to write the e-address of a partner in the top line where it says **To.** Then ask them to write the subject of the letter in the **Subject** line.

☐ Ask participants to write a short message e.g. "Hello (name), Please see attached the document that I typed up. Cheers, Natasha."

☐ Ask participants to find the "Attaching files" icon, click on it and attach the document that they have created.

☐ Ask participants to send the message by clicking on the **Send** button.

☐ Ask participants to check if they have received a message and opened the attached files

COMPUTER SKILLS

Activity 2, Handout 1
   1. In Microsoft Office Word (Winword), type the following text:
There are several ways to save documents in Microsoft Word. You can save the active document you are working on, whether it is new or existed previously. You can save all open documents at the same time. You can save a copy of the active document with a different name or in a different location.
2. Highlight the text with the cursor.
3. Find the Copy icon in the Standard toolbar and click on it.
4. Place the cursor under the text.
5. Find the Paste icon in the Standard toolbar and click on it.
6. Highlight the copy of the text.

7. Click to open the Font pull-down menu on the Formatting toolbar.
8. Click "*Arial.*"
9. In the Font Size box on the toolbar, type **14**.
10. Press Enter.
11. Select the first line by pressing **Shift +**
12. Go to icon **B** in the Formatting toolbar and click on it.
13. In the *Standard toolbar* find the **Save** icon and click on it.
14. In the opened window go to folder icon, create a new folder, and name it.
15. Give a name to the document and click on **OK**
16. Go to the **File** menu on the *Menu bar* and click on it.
17. Find the **Save As** command and click on it.
18. Find your own folder and open it.
19. Give a new name to the same document and click on **OK.**

Answer the questions

5.   Why computers are taught at schools?
6.   What is the importance of e-devices?
7.   Are there any disadvantages of e-sources in teaching?
8.   What websites you consider is preferable in learning English?

LESSON 25. COMPUTER AND INTERNET

Objectives:
 to introduce the concept of e-learning.
to explain how to use internet devices in teaching and learning
 to discuss the importance of being aware of learners' internet devices in teaching and learning
Tell participants that this session will introduce with internet devices in the field of education.
Procedure:
      Watch a new cartoon or film (for example, it is based on nature or animals' life), unfamiliar words is explained by teacher
      Students are asked to repeat new words and word combinations several times. Students give feedback to cartoon or film.
      Introduce a long line of the dialogue by breaking it into several parts. Students repeat a part of the sentence, preferably the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. Begin with the part at the end of the sentence to keep the intonation of the line as natural as possible.
Key words: visual, movies, authentic, digital device, approach, technology, integration.

THE ROLE OF INTERNET DEVICES IN TEACHING AND LEARNING

A key to successful digital device program is to provide teachers with training in using devices and software applications, both in advance of the rollout to students and on an ongoing basis. Training in advance is important to build teacher confidence and support for the digital device program Teacher training needs to be ongoing, to respond to the rapid pace of technological change and ever-developing range of online resources and software applications.

You could use a mix of training sources: self-paced online learning, demonstrations at staff meetings, offsite workshops, in-class shadowing/mentoring, blogs, question and answer sessions, and peer support.

Develop a community of inquiry to help teachers share learning, problem solve, and monitor the effect of their teaching practice. Consider using lead teachers or technology mentors in this community. Ensure that time is available for teachers to collaborate on an ongoing basis. You may also want to consider engaging students in your community of inquiry.

The purpose of the Teaching as inquiry cycle is to achieve improved outcomes for all students. The cycle is an organizing framework that teachers can use to help them learn from their practice and build greater knowledge. Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. For more information, go to the Professional inquiry into e-learning section.

While it can be argued that the use of technology during classes can support constructivist approaches implementing technology into classes does not imply a radical change of the didactics. According to Yelland learning with technology needs more than making learning activities digital, it is also about creating 'contexts for authentic learning that use new technologies in integrated and meaningful ways to enhance the production of knowledge and the communication and dissemination of ideas'.

Obviously, with regard to integrating technology into the classroom setting, it is the teacher's main responsibility to facilitate this educational innovation. In this light, Fullan formulated three important dimensions for educational innovation: (1) the possible use of adaptive material; (2) the possible use of new teaching approaches and, (3) the possible change of beliefs. While the need to investigate perceptions is emphasized by numerous authors who stress that cognizance of end users' perceptions of this technological innovation is crucial for predicting the success, speed and extent of its integration in classroom practice, teachers' beliefs and attitudes towards innovation should be examined. Furthermore, research of Fullan and Niederhauser&Stoddart show that teachers' beliefs are crucial; their beliefs are related to the actual uses of the implemented technology. The personal willingness of teachers to adopt and integrate innovations into their classroom practice is the key for successful innovation. In this context, Niederhauser et al. and Becker et al distinguished between two kinds of teachers; those who either have a constructivist approach or have a more behavior approach

to the use of technology in education. In particular, teachers who held more traditional beliefs about teaching and learning tended to use didactic instructional methods while teachers with more constructivist beliefs tended to use student-centered inquiry based methods.

Activity 1 cartoon " Simba"

Objective: to raise participants' listening, writing and speaking skills

Time: 20 min

Materials: handouts (the pictures of animal) handouts 2 (animals' name which belongs to cartoon is written).

►Procedure:

☐ ☺ (5 min) Tell participants that they are going to watch a cartoon called "Simba" . Show the pictures of the animals (handout 1) to participants one by one asking some questions.

e.g. Do you like it? Which animals are good and bad? Where do they live? What do they eat? etc.

☐ ☺ (10 min) Give each group handout 2 and every group speaks about animals' character.

☐ (5 min) each group member gives some definition to animals and write adjectives which belongs to cartoon.

Suggested questions:

~ Would you like to watch cartoon again? Why/why not?

~ What is the moral of the cartoon?

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

Activity 2 What areInternet devices?

Objective: to introduce the participants to the concept of internet devices.

Time: 10 min

Materials: computer, modem, pictures of internet devices.

►Procedure:

☐ ☺ (10 min) Tell participants that internet devices good or bad to learning and teaching? Why or why not?

Suggested questions:

~ What kind of free sites do you know which are based on educational tools?

~ What kind of sites are useful?

~ How do you learn working in internet?

Answer the questions
1) What is the "killer app" for Internet of things?
2) What effect will the internet of things (IOT) have on our daily lives?
3) What is e-learning?
4) Are e-learning courses available in language other than English?
5) What are the hardware and software requirements for online training?

Home task. Find new free sites and find creative games from internet.

LESSON 26
USING PROJECT WORK IN TEACHING ENGLISH

Objectives:
☐ to introduce the concept of project work.
☐to explain how to work in project work in teaching and learning
☐ to discuss the importance of being aware of learners' internet devices in teaching and learning
Tell participants that this session will introduce with in project work in the field of education.

Procedure:
☐   Watch a new cartoon or film
☐   Students are asked to repeat new words and word combinations several times. Students give feedback to film.
☐   Introduce a line of the project work by breaking it into several parts. Students are explained a part of the stage, preferably the last phrase of the line. Then, following the teacher's cue, the students expand what they are learning part by part until they are able to understand the. Begin with the part at the end of the sentence to keep the guidelines of the work as natural as possible.

Key words: pupil-centered activity, teacher-centered, syllabus-centered, information and research projects, survey projects, production projects, erformance and organisational projects.

Project work is becoming an increasingly popular feature within the ELT classroom. Common projects are class magazines, group wall displays about students' countries and designs for cities of the future.
The project work at schools is used across the curriculum. We can use projects in a school subject separately or we can join more school subjects in one project. Sometimes we call „project work" every activity that is different from a traditional way of teaching and learning.
According Oxford Advanced Learner´s Dictionary (2000) "project" is:
   1. *planned work – a planned piece of work that is designed to find information about sth, to produce sth new, or to improve sth.*
   2. *school/college work – a piece of work involving careful study of a subject over a period of time, done by school or college students.*
In educational context, the project work should be pupil-centred activity, no teacher-centred or syllabus-centred one. The pupils have to understand why they make a project and how it is useful for them. The best way is when they can choose the topic of the project themselves. They usually work in groups and they

develop their social skills to cooperate and communicate together. They choose the way of work, divide tasks and agree on the output of the project. As one of the most important rules of the project work I consider the fact that the pupils are responsible for their work on their project and for their results. At the end the pupils present the result of their project and the teacher evalutes not only the project itself but also the work of each pupil on the project and the cooperation among the pupils in their groups.

Project work in the language classroom is the opportunity for learners to develop their language skills, it encourages learners to use the foreign language and motivates them. Moreover, it develops the learners´ social skills, the ability to cooperate together, because they often work in groups on their project, and their sense for responsibility for their work.

Haines says, „*in the context of language learning, projects are multi-skill activities focusing on topics or themes rather than on specific language targets.*" (Haines 1989, p. 1). The author continues that „*because specific language aims are not prescribed*" (Haines 1989, p. 1), the learners concentrate on reaching the targets „*with opportunities to recycle known language and skills in a relatively natural context.*"

Haines divides the projects into four main categories (Haines 1989, p. 1):

1. Information and research projects
2. Survey projects
3. Production projects
4. Performance and organisational projects

According to Legutke and Thomas (1991, p. 161-165) the projects in foreign language learning are divided into three groups:

1. Encounter projects
2. Text projects
3. Class correspondence projects

The projects are considered by the pupils as more enjoyable way of learning and I think these are common advantages of using project work in the lessons: to motivate the pupils to learning, to be responsible for own learning and the possibility of using taught language in a real life.

A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role.

- Some advantages
- Planning the project
- Some possible drawbacks
- Example projects
- References

Some advantages of project work are:

- **Increased motivation** - learners become personally involved in the project.
- **All four skills,** reading, writing, listening and speaking are integrated.

- **Autonomous learning** is promoted as learners become more responsible for their own learning.
- **There are learning outcomes** -learners have an end product.
- **Authentic tasks** and therefore the language input are more authentic.
- **Interpersonal relations** are developed through working as a group.
- **Content and methodology** can be decided between the learners and the teacher and within the group themselves so it is more learner centred.
- **Learners often get help from parents** for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.
- **A break from routine** and the chance to do something different.
- **A context is established** which balances the need for fluency and accuracy. Haines (1989) Planning the project
- **Opening**
  To give learners an idea of what projects are and what they should be aiming to produce, it is good to have examples of past projects: a photocopy of a previous group newspaper or a photograph of a wall display.
- **Proposing**
  After explaining the idea behind the project I ask learners to propose a scheme of work:

  o What they want to include in the project
  o What form and time it will take
  o Who will be responsible for what
  o An idea of the time it will take to produce each part of the project
  o Any material or resources they might need

  The teacher would then sit down with each group for 10 minutes to discuss their proposals (a copy of which both I and the learner would keep to refer to as the project develops). At this point the evaluation procedures would also be explained.
- **Time**
  Allocate an agreed amount of time for the project. For a summer 60 hour course of 3 hours a day I would dedicate 5 hours to project work so approx. 6 sessions of 45 minutes each with a round up session at the end. I would also have the sessions on the same day each week - Wednesday, and Friday, for example, so learners know to bring materials to class on that day.
- **Space**
  Show the learners the space they will have for the project, it could be wall space or a corner of the classroom, so they have some idea how much material they should produce and can plan the layout.
- **Materials   and   resources**
  Provide the learners with materials they might need: card, scissors glue, paper etc. It is fairly common now for learners to want to use the Internet to find information for their projects. Encourage a keen student with Internet to do this at home! If

there is time and Internet available in the school make sure the students have informed you of exactly what they're looking for - photos- or that they have prepared a list of information they want to find. Simply giving the learners time on the computers can lead to them aimlessly surfing the net. If the facility is available learners often like to write finished drafts of their work on the computer.

- **Presentation**
Projects need to be seen, read and admired so schedule the last project session as a presentation. Ask the group to prepare a task for the others in the class to do connected to the project: it could be a quiz with questions for a wall display, a crossword using vocabulary for the project or comprehension questions for a video that learners have made.

- **Evaluation**
As with any piece of work a project needs to be acknowledged and evaluated. It's not enough to just say 'that's great' after all the work learners have put in. I use a simple project evaluation report, which comments on aspects of the project such as content, design, language work and also evaluates the oral presentation stage of the project.
Some possible drawbacks to project work: Learners using their own language If the class are monolingual they may use their L1 a lot (it often happens anyway in YL classes) so you should decide whether the benefits of doing project work outweigh this factor: Some learners doing nothing By giving more freedom to the learners you may also be giving them the freedom to do nothing! If the project is planned carefully and roles decided at the proposal stage this is less likely to happen. Groups working at different speeds One group may have 'finished' the project after a couple of hours and say they have nothing to do. Remind them it is their responsibility to fill the time allocated to project work and discuss ways they could extend the work they have already completed.
Examples of project work

- A project based on readers
At a summer school I worked in learners were encouraged to have a reader during the month course. This is not always a popular requirement so I decided to have the learners use the readers in a way they might find motivating.
  o First I chose 4 different readers that had also been made into films - The Full Monty, The Client, Dracula, Mosquito Coast. Each group were given copies of their reader.
  o The learners were then given free rein to do whatever they liked as long as it was somehow connected to the reader.
  o Examples of the work produced were:
  ▪ Summaries of the story.
  ▪ Crosswords / word searches of vocabulary from the story.
  ▪ Reviews of the book.
  ▪ Information found about the history of Dracula.
  ▪ Filmed scene from the book.

- Presentation of a clip from the film of the book compared to a scene in the book.
- Biographies and photos of actors from the film.

- Music-Project
  If your class loves songs this could be a motivating project.
  Make a CD Cover.

  Invent the band and the names and biographies of the band members.
  Video an interview with the band.
  Record a song. (Students often borrowed the music and wrote their own lyrics)
  Write gig reviews.
  Photo shoots of the band.
  Design a poster advertising gigs.

Answer the questions

1. Why project work is becoming an increasingly popular feature within the ELT classroom?
2. In what field educational context, the project work should be pupil-centred activity?
3. How many categories does Haines divides the projects?

LESSON 27. GIVING FEEDBACK ON STUDENTS' WRITING

Objectives:
☐ to raise awareness of the importance of assessment and assessment criteria
☐ to discuss current practices of assessing students' writing
☐ to give feedback on samples of students' writing
Lead-in
Time: 15 min
☐ ☺ (10 min) Ask participants the following questions and elicit random answers:
~ *How often did you have to do writing assignments when you were a student?*
~ *How were they marked? (e.g. 1-5, 0-100%, all mistakes corrected in red ink, comments, like Well done or Poor etc)*
~ *How did you feel when you got your marked writing back?*
~ *How useful was the marked writing to you as a student?*
☐ ☺ (5 min) Tell participants that in the previous sessions on teaching writing you dealt with both teachers' and students' perspectives on writing. This session will continue the same double emphasis though it is going to be about assessment and giving feedback on students' writing.
Activity 1 Assessing students' writing
Objectives: to uncover current practices of assessing students' writing; to raise awareness of assessment criteria; to develop unified criteria for assessing writing

Time: 30 min
Materials: handout 3 from the previous session (Teaching Writing 2)
►Procedure:
☐ ☺☺☺ (10 min) In groups, tell participants that they will have to read and mark student B's writing from the previous session (handout 3 of the previous session) the way they would normally do this at their workplace (e.g. 0-5).
☐ ☺ (5 min) Collect the marks that the groups put on the board. Ask a representative from each group to explain how they assessed the sample and why they deducted certain marks.
☐ ☺ (5 min) Summarise the discussion and say that when participants were explaining their marks they were commenting on grammar (accuracy), organisation, vocabulary range, task fulfillment and some other criteria. Write these on the board. Tell participants that these are called Assessment Criteria and that not only teachers should be guided by them but students should also know them well before they start writing. Establish that having assessment criteria makes it easier for a teacher to mark students' writing and makes assessment clear and transparent to students. Make a transition to the next activity by saying that now you will talk about how helpful these criteria can be for students.

Activity 2 Giving feedback
Objective: to raise participants' awareness of the importance of giving feedback
Time: 20 min
Materials: handouts
►Procedure:
☐ ☺ (10 min) Ask participants
~ *Have you heard of the word 'feedback'?*
~ *What do you associate with feedback?*
☐ Establish that feedback is constructive comments that one person receives from another (in our context it is mainly a student getting feedback from a teacher) and which usually serve as an action plan for improvement, that is why very often the word *feedback* comes with the word *constructive* and *positive*.
☐ Ask participants:
~ *Do you simply mark or provide feedback on your students' writing?*
~ *What do you think would be more helpful for students?*
~ *How often do you give positive (e.g. That's an excellent idea!) and constructive (That's a good argument but it needs a better support here. Why don't you build on it?) comments?*
☐ ☺☺☺ (10 min) Now ask participants in their groups to look at their assessment and turn their comments into action points and add some positive comments.
☐ Invite a representative from each group to join a neighboring group with the feedback that they produced. Allow some time for sharing.
☐ Invite comments from groups. Establish that feedback, if given correctly, motivates students and directs them in their writing.

Activity 3 More practice in giving feedback on writing
Objective: to practise giving feedback

Time: 20 min
Materials: handout 1
►Procedure:
☐ ☺☺(10 min) Put participants in pairs. Tell participants that they will have more practice in giving feedback. Give handouts 1 to each pair. Tell participants to give feedback making sure their feedback is positive and constructive.

☐ When they have finished, invite participants to exchange their feedback with a pair sitting next to them.

☐ Invite comments if necessary.

Summary Emphasise the following:

☐ Teachers should be guided by clear assessment criteria when marking students' work and students should know what these criteria are;

☐ It is more useful for students to get feedback from a teacher rather than a marked piece of writing;

☐ Feedback teachers provide should be constructive and specific, i.e. without general comments which can be applied to any text, and serve as action points for improving students' writing skills.

GIVING FEEDBACK ON STUDENTS' WRITING
Activity 1, Handout 1
Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

• In what ways are computers a hindrance?

• What is your opinion?

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence. You should write at least 250 words.

Nowadays computer technology is developing very fastly. The demand for computers is growing day by day. Computers have advantage and disadvantage for people. Advantages of computers, we can see in many spheres of life. Firstly, with the computer programs many complex problems can be solved very

easiely. (For example, calculating). It helps people to accomplish their duties faster. Secondly, in many manifactures and plants the product or commodity is produced by robots which are ruled by computers.

Thirdly, people without any difficulties can exchange their informations with the help of computer, I mean by Internet. It means globalisation. Computers become part of human life. However, it has bad side also.

Firstly, as I said above many factories and companies are using robots to produce goods. The workplace begin to decreas. Consequently, the unemployment emerges. For example, in many developing countries unemployment starts to increase, because many companies are using robots. Secondly, people addict to computers. They limited from society. They do not pay attention what happening around them.

Thirdly, computers make people very lazy. If the developing of computer (programms) continues like that many works will be ruled or accomplished by computer programs. That makes people very lazy and they will not even try to learn anything. Fourthly, computers are harmful for human health. For example, it is harmful to eyes. If a person addict to computer, he will pay attention to sport activities very little. In conclusion part, I advise countries must produce limits for using from computers. It means people must use computers normally, not always. Computers must accomplish one part of duties not the whole.
(268 words)

Answer the questions

- ~ How often do you have to mark your students' writing now?
- ~ How useful do you think the assessment or the marking is to your students?
- ~ Who taught you how to mark students' writing?
- ~ Do you think that teachers at your workplace assess students' work in the same way as you?

LESSON 28. REQUIREMENTS FOR PORTFOLIO TASKS

Objectives:
□ to introduce participants to portfolio specifications
□ to introduce the concept of plagiarism and how to avoid it
Activity 1 Portfolio specifications
Objective: to introduce the portfolio specifications
Time: 25 min
Materials: handout 1
►Procedure:
□ ☺ (2 min) Tell participants that in order to complete the programme successfully they should accomplish a series of tasks and provide documentary evidence (e.g. a lesson plan, a report, written reflection). Some of these tasks will be done in class with colleagues or independently. Others will be done during the distance module. The collection of these documents is called a portfolio and it will be submitted in Session 54 at the end of the programme. The portfolio is considered complete if:
~ it contains all entries
~ portfolio entries meet the requirements of the task
~ it is not plagiarised
□ (20 min) Give out a copy of handout 1□ to each participant and allow sufficient time for individual reading. Answer any questions that may arise.
□ (3 min) Make a point that each Portfolio task will be explained in detail during the programme. Each participant will be working with a supervisor who will help them if and when needed. In the process of working on the tasks participants will

have an opportunity to discuss with their supervisors any necessary issues or problems either in face-to-face meetings or electronically. At the end of the programme after portfolios are submitted, a summative feedback on portfolio tasks will be given.

Activity 3 Dangers of plagiarism and how to avoid it

Objective: to familiarise participants with the ways of avoiding plagiarism

Time: 30 min

Materials: video, handout 2, handout 3 (should be taken from the pack)

►Procedure:

☐ ☺ (10 min) Say that before exploring the ways to avoid plagiarism, it is important to
consider what is wrong with it. Ask the following question:

∼ *What is wrong with plagiarism?*

☐ Elicit as many answers as possible and summarise their ideas on the board.

Possible answers:

∼ it is dishonest;

∼ it prevents real learning;

∼ it damages one's reputation;

∼ it is similar to stealing and can be legally prosecuted;

∼ it may hurt an author's feelings;

∼ it deceives readers / listeners;

∼ it doesn't add any value to one's ideas

Suggested answers:

Situation Yes/No If yes, what do you do? If no, why?

1. You are including an example from your personal experience in your writing.	No	It is not plagiarism because you use YOUR own example, not borrowed from anyone.
2. You want to use some information from different parts of a textbook without quoting it directly.	Yes	You should quote the parts you are borrowing and give references.
3. You really like a particular phrase that an author of the article used so you want to use it in your writing.	Yes	You should quote the parts you are borrowing and give references.
4. You want to use an example that a colleague shared with you.	Yes	You should acknowledge the author.
5. You want to use a table of statistics you found in a website.	Yes	You should quote the parts you are borrowing and give references.
6. You want to use a passage from the notes you made from a library book but you didn't record the reference.	Yes	Find the book, give quotations, give references
7. You go to www.onestopenglish.com to download some ready made	Yes	You can use ideas from the website but your portfolio is a collection of your own work, and therefore none of

lesson plans to include in your portfolio as your own product		the entries can be borrowed.
8. You go to www.onestopenglish.com to download some ready-made lesson plans to use in your classroom.	No	You can use ideas/materials from the website provided you don't present them as your own.

REQUIREMENTS FOR PORTFOLIO TASKS
Activity 1, Handout 1
PORTFOLIO SPECIFICATIONS
A portfolio is a collection of materials prepared by you over the programme. The purpose of
the portfolio is for you
☐ to develop the habit of personal reflection,
☐ to demonstrate what you have accomplished during the course of the programme.The information below provides full details of what you are required to achieve. There is a certain task for each entry. You are welcome to express yourself in any appropriate way and format (typed, hand written, black and white, colours, pictures, photos, etc.). Make sure that the entries are neat (if possible, word-processed) and free from language mistakes.
Entry 1 - Vocabulary task (prepared during Session 6)
For this portfolio entry you will have to make a copy of a vocabulary task that you have designed with your group members during Session 6.
Entry 2 - Reading task (prepared during Session 12)
For this portfolio entry you will have to make a copy of a reading task that you have designed with your group members during Session 12.
Entry 3 - Listening task (prepared during Session 24)
For this portfolio entry you will have to make a copy of a listening task that you have designed with your group members during Session 24.
Entry 4 - Classroom research (Distance Module: refer to Session 31)
For this portfolio entry you will have to:
1. Prepare a report (300 – 500 words excluding any attachments) on your classroom research. Include the following sections into your report:
1) Describe your teaching context (institution you work for, subject you teach, level, number, age and gender of your students, specific characteristics of the group where the research is conducted and any other relevant background information)
2) State the research question that you have chosen.
3) Describe the methods that you have used to research documentation (questionnaires, observation tools, photos etc) that you have designed.
4) Describe what you have found out.
5) Present your conclusions (what you would like to change/improve/continue doing in your teaching as a result of the research)

6) Personal reflection (what you liked about doing this research, difficulties that you experienced, your own and your students' feelings etc).

Answer the questions
1.   What techniques are suggested to develop portfolio task?
2.   How to set stages in organizing portfolio?
3.   What is classroom research entry?
4.   How to select materials from different materials?

REQUIREMENTS FOR PORTFOLIO TASKS
Handout 3 How to deal with quotations, references and bibliography Acknowledging an activity, a diagram, visual or an idea
Based on an idea from Hunt R (1999) Lesson planning. *English Teaching Professional* 10, January 1999
Taken from www.onestopenglish.com accessed on 23 May, 2007. Adapted from Soars, L. & J. Soars. *Headway Intermediate*, 60-61.

STUDENT SELF STUDY TASKS AND ASSIGNMENTS

What You Need to Know

Week 1-2

Becoming a foreign language teacher means becoming a member of a professional community. In turn, becoming a member of a community means acquiring the common knowledge and shared values of that community. According to Dr. Garza, beginning teachers should aim to acquire the following:

1. A knowledge of the spoken and written language.
2. A knowledge of how language in general is put together.
3. A knowledge of pedagogy.

These three types of knowledge translate into different professional abilities. For example, the first knowledge area means that the teacher can speak and write the foreign language with a high level of proficiency. The second knowledge area implies that the teacher can explain the workings of grammar and vocabulary to naive learners in a way that is both logical and informative. The third knowledge area—pedagogy—is crucial for putting things into practice. In other words, applying this knowledge to your own classroom means knowing how to create an environment conducive to learning.

Dr. Tom Garza answers the question: What knowledge do language teachers need to have?

Take a few minutes to conduct a self-assessment. How would you rate your knowledge of these three areas? What are your strengths and weaknesses as a teacher?

Professionalization

What does it mean to be a professional? What does it mean to "professionalize" the field of foreign language teaching?

According to Dr. Abrams, a foreign language professional understands that he or she is a member of a larger "community of practice," that is, a group of people who share interests, values and behaviors. According to Lave and Wenger (1991), two cognitive anthropologists who coined the term *community of practice*, it is through the sharing of information and experience that individuals develop themselves personally and professionally. In fact, to be a professional requires the teacher to take part in activities outside his or her classroom such as attending workshops or conferences. Finally, to be a professional requires that the teacher keep up-to-date by reading about recent pedagogical developments.

Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice?

Lesson 1: Why FL Teachers Need to Know about Learners

As a new language teacher, what are your most important concerns? Do you identify with the description of new teachers?

Putting Methods into Practice

Methods courses have mixed results when it comes to changing teachers' pedagogical practices. Unfortunately, some methods courses are overly theoretical and lack a practical component. For example, beginning teachers may understand a new method intellectually in a methods course but avoid trying out the innovation in their classrooms until they have more practical experience.

We encourage you to test the new ideas throughout the modules in your own classroom and then reflect on the results. Don't be discouraged if things don't go well on the first try. Developing your teaching skills is an iterative process that requires multiple attempts at mastering a new practice:

1. try out the new practice in your classroom;
2. reflect on how things went;
3. make adjustments and then try it again!

Learner Characteristics

Three learner characteristics have consistently been found to be consequential for language learning: motivation, anxiety, and beliefs about language learning.

Motivation

Motivation involves both the reasons that learners have for learning a language as well as the intensity of their feelings. For example, some learners only study the language because of a language requirement, while others expect to use the language in their future career. In addition to having different reasons for language learning, people who hope to use the language for career purposes probably have a stronger motivation than those people who simply hope to pass a language requirement.

Think about why you chose to study your target language in the beginning? What made you decide to become serious about learning your language?

Anxiety

Anxiety includes uncomfortable feelings when learning or using the new language. Several studies have found that approximately 1/3 of American foreign language learners experience anxiety in response to language learning (Horwitz, Tallon, and Luo, 2009). Most anxious language learners feel uncomfortable when speaking or listening to the new language, but some language learners also find writing or even reading to be anxiety-provoking.

Did you ever feel anxious when using your target language? What did you do to overcome that anxiety?

Learner Beliefs

Beliefs about language learning are important because they influence how students approach language learning and the language learning strategies that they choose to use. Many language learners, for example, think that they are too old to learn a foreign language well.

Motivation Predicts Success

Although many people believe that successful language learners have special cognitive abilities, research in second language acquisition actually tells a different story. A number of studies by R. C. Gardner and his colleagues, as well as by researchers in many parts of the world, have found that motivation is a consistently strong predictor of successful language learning. [See Masgoret and Gardner (2003) and Gardner, Tremblay, and Masgoret (1997) for reviews and analysis of this literature.]

It certainly makes sense that motivation would be associated with second language achievement since language learning requires a long-term time commitment, and motivated individuals would be more likely to devote the time required to language learning. It is also true that having a specific goal in language learning helps students focus their efforts and maintain their motivation.

Week 3-4

Instrumental Motivation

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times people have a special affinity for the particular language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Since the seminal work of Gardner and Lambert in 1972, language teachers and researchers have recognized the important role that motivation plays in language learning. Gardner and Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: **instrumental motivation** and **integrative motivation**.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement! Integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. In the North American context, integrative motivation has proven to be a strong impetus to successful language learning.

The new language teachers in this video clip discuss their own and their students' instrumental motivations for language learning. The motivations

described here range from using the language to study philosophy to imagining a career in beer production. In addition to having different reasons for language learning, some of the learners described here are more strongly motivated than others.

Integrative Motivation

Some learners have a personal affinity for the people who speak a particular language. This is the second type of language learning motivation described by Gardner and Lambert and is called **integrative motivation**.

Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integratively motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students especially in North America.

The beginning teachers in this video offer various examples of integrative motivations for language learning. The teacher at the end of the clip notes how her motivation increased when her family moved to the U.S.

Think about your own motivation(s) for language learning. Was your motivation primarily integrative or instrumental?

Attitudes Toward a Language Affect Motivation

Motivation for language learning can be lessened when students have negative attitudes or prejudices toward the target language and/or the people who speak that language. Students may have positive feelings about learning Spanish but negative feelings about learning varieties of Spanish that are spoken within the United States. A student might want to learn Castilian Spanish but not what they refer to as "Spanglish" or "TexMex." It is unrealistic to think that prejudices towards specific languages or groups that exist outside of the classroom will not enter the classroom.

It is usually helpful to touch base with your students from time to time to be sure that they don't lose track of their reasons for learning the language while immersed in the day to day details of a language class.

Which of the following is an example of instrumental motivation?

○ Learning Chinese to communicate with grandparents.

○ Learning Spanish to learn more about the culture and people of southern Mexico.

○ Learning French in order to join an arts group in Montreal.

○ Learning Japanese to get a good work assignment in Japan.

2. Whether students are successful or not in language learning depends on whether they have specific cognitive abilities required for language learning.

○ True

○ False

3. Motivation to learn a language is quite stable and students' motivations rarely change.

○ True

◉ False

Reflect

Do you think that the instrumental/integrative distinction is accurate or do some motivations have both instrumental and integrative components?

Interview a person who is currently engaged in language learning. Find out what the person's motivation (or motivations) for language learning are? How has the person's motivation(s) changed over time? Does the learner identify any circumstances that either increased or decreased their motivation?

Week 5-6

Learners' Accounts

Many learners experience anxiety about their language classes even though they are not anxious in other seemingly similar life situations such as taking tests or speaking in public.

Horwitz, Horwitz, and Cope (1986) argue that foreign language anxiety (FLA) is a specific anxiety that some people experience when learning or using a second language. They suggest that foreign language anxiety is similar to some other well-known anxieties such as public speaking anxiety or test anxiety. Specifically, they think that FLA is related to the discomfort some people feel when their limited language proficiency keeps them from "being themselves" when using the new language. Just as we feel uncomfortable when we have a new hairstyle that we perceive to be unflattering, some people are uncomfortable because they cannot express their true personality in the new language.

Have you ever encountered students or classmates who experienced foreign language anxiety? What did they say about their difficulties in language learning? Have you yourself ever experienced FLA? What factors seem to encourage people's anxieties? What aspects of language classes would tend to increase students' anxieties?

The anxious learner described in the video who is comfortable speaking with her teacher but not with her classmates is afraid of looking "stupid" in front of others. The Chinese teacher in the video notes that perfectionism plays a role in FLA. This relationship was supported by a study by Gregersen and Horwitz in

2002. They found that perfectionists did tend to have higher levels of FLA than learners who were not perfectionists.

Sources of Anxiety

Why do some people feel anxious when speaking a new language? As noted in Horwitz, Horwitz, and Cope (1986), FLA possibly results when people don't feel like themselves when speaking the other language. Witty people are not able to be as amusing; warm people cannot express their caring and empathy, etc. And most people sound less intelligent than they really are or think they are when speaking the second language. Language classes are typically more public and more personal than classes in other subject matters. Many of the lessons in this program have encouraged you to plan communicative lessons where students talk about their personal feelings and experiences. When language teachers ask students to talk about themselves in front of their classmates, we are putting them in an especially vulnerable position.

A number of studies (see Horwitz, Tallon, & Luo, 2009) have suggested that about a third of language students experience some foreign language anxiety. Some of these students experience mild anxiety, while some can experience truly debilitating levels of anxiety.

Do feel like yourself when you speak a second language? If you make compromises between what you want to say and what you know you will be able to articulate, does that bother you?

If you are a non-native speaker of your target language, do you have concerns about your target language proficiency?

Although some language learners are always anxious, some language teaching practices promote anxiety. Imagine that your language teacher asked you to share something personal in the target language, and just as you were getting to the important part, he or she interrupted you to correct a grammatical error.

When thinking about anxiety in conjunction with other learner characteristics, it is important to remember that anxiety can cause learners to withdraw from language study. To avoid feeling anxious, they may fail to do homework or even skip class. Thus, it is very important to consider that students who appear unmotivated may be experiencing FLA.

Ways to Decrease Anxiety

In the previous lessons, current research about the widespread phenomenon of foreign language anxiety was summarized. Still, many teachers believe that some degree of anxiety is actually good for learning, including language learning. This raised the question: How much anxiety is good for learning and when does it become detrimental?

While some anxiety increases adrenalin and actually facilitates performance, too much anxiety greatly hampers performance (e.g., the well-known

phenomenon of a student who "goes blank" when called on by the teacher). Given that classroom language learning is already inherently stressful, it follows that teachers should seek ways to reduce their students' anxiety. But how is this best accomplished?

Attack Negative Thoughts

One of the most effective ways to help your students to deal with anxiety is to attack their negative thoughts. Many anxious students actually provoke their anxiety by setting unreasonable standards for their performance. Teachers can help students simply by identifying perfectionist tendencies that keep them from recognizing their language learning successes. In essence, the teacher should help anxious students to focus less on what they are doing wrong and more on what they are doing right.

Week 7-8

Creative and critical thinking in English Language Teaching

Creative and critical thinking is a large concept in different areas of human life: psychology, methodology, business and management, public relationships. Creative and critical thinking development is a really sharp and up-to-date question for teachers because we deal with young generation representatives, students. It is really important to incorporate elements of critical and creative thinking in ELT as in modern fast – developing world we have to change the mind and ways of thinking, we should teach our students to be called-for specialists and creative people.

The goal of our teaching is to develop individuals who value knowledge, learning and the creative process, who can and will think for themselves, recognize the limits of individual reflection and build upon mutual understandings of social situations.

First of all, let's make two points more concrete: what is critical thinking and what is creative thinking? Is there any difference?

Creative thinking is a process, such as brainstorming or lateral thinking [2], which improves the ability to look at one situation from fresh and sometimes unorthodox perspectives. Creative thinking is a process that helps us be in an optimal state of mind for generating new ideas, unique-to-you ideas that you did not practice earlier. This process of creative thinking entails reviewing relevant information, ideas and/or solutions to create new novel ideas and perspectives.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It is based on universal intellectual values: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

So while creative thinking is generally considered to be involved with the creation or generation of ideas, processes, or experiences; critical thinking is concerned with their evaluation.

Anyway critical and creative thinking processes are combinations of abilities, knowledge, values, attitudes and skills.

Why should we use creative thinking in ELT? Creative thinking allows us not only to solve problems, but it allows us to progress and to create better solutions for already solved problems. Creative thinking allows us to create solutions for situations before they become problems. Creative thinking allows us to unlearn that which we have already learned.

There are many techniques and methodologies as how one can stimulate creative and critical thinking and it should be mentioned that most techniques or methodologies facilitate the breaking down of a situation into specific parts and following a repeatable process. Five techniques you can use in the creative thinking process are: lateral thinking, metaphoric thinking, positive thinking, association triggering, capturing and interpreting dreams.

As a result, a **well cultivated critical thinker has a wide range of positive characteristics. He** raises vital questions and problems, formulating them clearly and
precisely; gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and communicates effectively with others in figuring out solutions to complex problems.

Discussion of the teacher's role in fostering critical and creative thinking must begin from a recognition of the teacher as a person whose unique character,

interests and desires can not be separated out from the idea of the teacher's role. Good teachers are doing more when they teach than acting according to prescribed roles. Their desire to nurture a love for learning, to help students recognize and act upon their capabilities, and to establish a classroom climate which is based upon mutual regard and respect gives their teaching purpose and meaning beyond any technical description of the teacher's role. What is required is that teachers be authentic individuals who are striving to improve their practice through the use of critical and creative thought. Acting upon their belief in the importance of critical and creative reflection, teachers would attempt to analyze their own thinking processes and classroom practices and provide reasons for what they do; be open-minded, encouraging students to follow their own thinking and not simply repeat what the teacher has said; change their own positions when the evidence warrants, being willing to admit a mistake; consistently provide opportunities for students to select activities and assignments from a range of appropriate choices; exhibit genuine interest, curiosity and commitment to learning; undertake the organization and preparation required to achieve learning goals; seek imaginative, appropriate and ethical solutions to problems; be sensitive to others' feelings, level of knowledge and degree of sophistication; show sensitivity to the physical elements which contribute to a stimulating learning environment through the physical arrangements and displays they provide or facilitate; allow for student participation in rule setting and decision making related to all aspects of learning, including   assessment   and   evaluation.

Perhaps the most important aspect in developing a climate conducive to critical and creative thinking is to increase students' will or motivation to behave reflectively. While there are many ways to learn and to know, the knowledge retained by students is that knowledge which they find relevant to their daily lives or which can be integrated into larger systems of knowledge. **For educators, this means portraying knowledge as valuable and as a means to important human ends**. Thus, the knowledge which students encounter in schools must not be presented solely as isolated or discrete elements, but rather should be explored as parts of meaningful wholes. Knowledge must be examined in terms of its relationship to other knowledge and to students' experiences and understandings. Teaching which encourages students to reflect upon and build these relationships supports critical and creative thinking.

Week 9-10

Introduction to Report Writing

A report is a form of **communication** in one or more of the following ways:

Written form	Verbal form	Audio-visual form

A report is a form of **communication** that will do one or more of the following:

> ➢ describes
> ➢ analyses
> ➢ summarises
> ➢ criticises or praises
> ➢ makes predictions about…

…a subject and is based on an analysis of current or past events or identifiable phenomena.

If you are studying on an undergraduate or postgraduate course you will be expected to write reports and to present findings in written and verbal and/or audio/visual forms. You will, for example, write reports:

- for module assignments, e.g. case study reports
- presenting the results of an individual research project
- summarising the result of a group project and presentation
- reflecting on a work experience or other placement you were involved in

What's the difference between a report and an essay?

There are two main differences: aim and presentation.

1

Summary of similarities and differences between essays and reports

Similarities	Differences
➢ Both should have one or more central points to make – and these central points should be given emphasis in both.	• Reports can be presented orally, but essays are usually submitted in written form only for marking purposes (*although an essay may be read aloud occasionally, e.g. at an academic conference, to share ideas with peers*).
➢ Both can include references (*essays usually **will** include them, although reports **might,** depending on the report*).	• Essays can explore hypothetical situations – but reports are almost always concerned with actual past events (*although they may offer recommendations for future action, based on an analysis of past events*).
➢ Both should include an introduction and a conclusion (*or summary/recommendations section in the case of a report*).	• Essays are usually written in the 'third person', i.e. as if detached from the subject. Reports can adopt either the first person or third person (detached) style), depending on the context. However, for reports produced for academic course work, many tutors prefer or stipulate you write in the detached third-person style; **check with your tutor.**
➢ Both should be well structured and have a logical progression of ideas (see next point).	
➢ Well-structured reports or essays have text broken up into readable 'chunks'. In reports, sub headings are used to label each 'chunk', whilst traditional essays would use paragraphs to the same end.	• Reports can selectively include illustrations, charts, diagrams in the main text, but in traditional essays these would be usually be included as appendices (*extracts from charts etc can be included, very selectively, in the main e text of traditional essays – **although you should seek advice from your tutor on this point**).*
➢ Usually only **one key point or main idea** will be found in any single report section or essay paragraph.	
➢ Both would have a particular readership in mind and would therefore use language appropriate for that readership; or language that conformed to accepted conventions of writing for a particular organisation or institution. The best essays and reports are written in a simple, direct and unpretentious way.	• Bullet points can be used in reports, but these are **not common** in traditional essays (*unless a tutor gives his or her permission for you to do this*).
	• Reports can include a '*Recommendations for Action*' section, but this would be **very unusual** in an essay.

3

Before Administering the Survey

CAUTION

Before using the Multiple Intelligence Survey with your students, please read this information carefully.

- **Teacher Knowledge** - Teachers who use this survey should have a solid understanding of Howard Gardner's Multiple Intelligence theory. While the overall concept is fairly simple, the details are more complex. For example, people who are "Art Smart" may not seem very artistic, but their intelligence reveals itself in other ways such as being able to visualize what they are learning or the ability to interpret maps, charts, and graphs easily. Having a deeper understanding of each area will help you answer your students' questions and guide them as they explore the concepts. If you are not familiar with Multiple Intelligence theory, visit the Multiple Intelligence Theory page on Teaching Resources for some excellent links and resources: www.lauracandler.com/strategies/multipleintelligences.php

- **Student Survey Results** - The student survey is not scientific or researched-based in any way. To keep it simple for students, I wrote only three descriptive statements for each of the eight areas. As a result, the survey may not be an accurate assessment for many students. Also, because it relies on students to answer the questions honestly, the results are only as accurate as students are able to reflect on their skills honestly.

- **Diagnosing Weaknesses** - The survey and materials are NOT intended to diagnose weaknesses. Just because a student scores low in an area does not mean it's actually a true weakness. For example, a student may not score high in the musical area, but that could be because he or she has not had opportunities to develop these skills. Recent research has shown that our brains are constantly evolving and changing as we learn and grow; it would be a great disservice to proclaim that a student is weak in a particular area and to imply that he or she has no hope of improving! For example, students who score low in math should not assume they will never be good in math – maybe they need to activate different pathways to understanding math such as through music or movement. Understanding our strengths and weaknesses can help us improve and grow in all areas.

- **Parental Awareness** - Consider how you will share this information with parents. Instead of sending the survey home, you may want to share it during a parent-teacher conference where you can explain multiple intelligence theory in more detail. Be sure they know that the survey is not scientific and is simply a way to discover how each child learns best. Make sure they understand that an area of "weakness" does not mean that the child will never be good in a particular area. It also does not mean that the parent should relentlessly drill the child to improve! We all learn best through our strengths, so a more appropriate response would be to figure out how to teach the material in a way that capitalizes on their child's strengths.

If you have read these cautionary words and watched the video, it's time to get started! Remember to take the survey yourself to see how it works!

2

Getting To Know You Survey

Name _____

Directions:
Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.				☐				
I love crossword puzzles and other word games.			☐					
I like spending time by myself.								☐
Charts, maps, and graphic organizers help me learn.					☐			
I learn best when I can talk over a new idea.							☐	
I enjoy art, photography, or doing craft projects.					☐			
I often listen to music in my free time.				☐				
I get along well with different types of people.							☐	
I often think about my goals and dreams for the future.								☐
I enjoy studying about the earth and nature.	☐							
I enjoy caring for pets and other animals.	☐							
I love projects that involve acting or moving.						☐		
Written assignments are usually easy for me.			☐					
I can learn new math ideas easily.		☐						
I play a musical instrument (or would like to).				☐				
I am good at physical activities like sports or dancing.						☐		
I like to play games involving numbers and logic.		☐						
My best way to learn is by doing hands-on activities.						☐		
I love painting, drawing, or designing on the computer.					☐			
I often help others without being asked.							☐	
I enjoy being outside in all types of weather.	☐							
I love the challenge of solving a difficult math problem.		☐						
Having quiet time to think over ideas is important to me.								☐
I read for pleasure every day.			☐					
Totals →								

Nature Math Word Music Art Body People Self

3

THE MULTIPLE INTELLIGENCE QUIZ

itc publications

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

1 – No, the statement is not at all like me
2 – The statement is a little like me
3 – The statement is somewhat like me
4 – The statement is a lot like me
5 – Yes, the statement is definitely me

Verbal/Linguistic

I can use lots of different words to express myself. ☐

I feel comfortable working with language and words. ☐

I enjoy crosswords and other word games like Scrabble. ☐

I tend to remember things exactly as they are said to me. ☐

I enjoy participating in debates and/or discussions. ☐

I find it easy to explain things to others. ☐

I enjoy keeping a written journal and/or writing stories and articles. ☐

I like to read a lot. ☐

TOTAL ☐

Logical/Mathematical

I work best in an organised work area. ☐

I enjoy maths and using numbers. ☐

I keep a 'things to do' list. ☐

I enjoy playing brainteasers and logic puzzles. ☐

I like to ask 'why' questions. ☐

I work best when I have a day planner or timetable. ☐

I quickly grasp cause and effect relationships. ☐

I always do things one step at a time. ☐

TOTAL ☐

Visual/Spatial

I understand colour combinations and what colours work well together. ☐

I enjoy solving jigsaw, maze and/or other visual puzzles. ☐

I read charts and maps easily. ☐

I have a good sense of direction. ☐

I like to watch the scenes and activities in movies. ☐

I am observant. I often see things that others miss. ☐

I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense). ☐

I can picture scenes in my head when I remember things. ☐

TOTAL ☐

Interpersonal

I can sense the moods and feelings of others. ☐

I work best when interacting with people. ☐

I enjoy team sports rather than individual sports. ☐

I can sort out arguments between friends. ☐

I prefer group activities rather than ones I do alone. ☐

I enjoy learning about different cultures. ☐

I enjoy social events like parties. ☐

I enjoy sharing my ideas and feelings with others. ☐

TOTAL ☐

Musical

I often play music in my mind. ☐

My mood changes when I listen to music. ☐

It is easy for me to follow the beat of music. ☐

I can pick out different instruments when I listen to a piece of music. ☐

I keep time when music is playing. ☐

I can hear an off-key note. ☐

I find it easy to engage in musical activities. ☐

I can remember pieces of music easily. ☐

TOTAL ☐

Naturalistic

Pollution makes me angry. ☐

I notice similarities and differences in trees, flowers and other things in nature. ☐

I feel very strongly about protecting the environment. ☐

I enjoy watching nature programs on television. ☐

I engage in 'clean-up days'. ☐

I like planting and caring for a garden. ☐

I enjoy fishing, bushwalking and bird-watching. ☐

When I leave school, I hope to work with plants and animals. ☐

TOTAL ☐

Body/Kinesthetic

I like to move, tap or fidget when sitting. ☐

I enjoy participating in active sports. ☐

I am curious as to how things feel and I tend to touch objects and examine their texture. ☐

I am well co-ordinated. ☐

I like working with my hands. ☐

I prefer to be physically involved rather than sitting and watching. ☐

I understand best by doing (i.e. touching, moving and interacting). ☐

I like to think through problems while I walk or run. ☐

TOTAL ☐

Intrapersonal

I know myself well. ☐

I have a few close friends. ☐

I have strong opinions about controversial issues. ☐

I work best when the activity is self-paced. ☐

I am not easily influenced by other people. ☐

I have a good understanding of my feelings and how I will react to situations. ☐

I often raise questions concerning values and beliefs. ☐

I enjoy working on my own. ☐

TOTAL ☐

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Multiple Intelligence Graph

for_____

40								
36								
32								
28								
24								
20								
16								
12								
8								
4								

Verbal/Linguistic · Logical/Mathematical · Visual/Spatial · Inter-personal · Musical · Naturalistic · Body/Kinesthetic · Intra-personal

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Action

In this section of *Action Plan for Teachers* we'll be looking more closely at putting planning theory into classroom practice. We examine classroom **methodology**, the use of **technology** in English lessons and provide further ideas for practical **activities**.

Methodology

There is no single correct way to teach English. There are different theories as to how students learn, so there are different ideas as to what can and should be done in the classroom. In this section you will find some basic ideas which are common in modern communicative methodology. We consider the following areas:

* Use of the mother tongue
* Eliciting
* Board work
* Drilling
* Pronunciation
* Organising student practice
* Exploiting listening and reading texts

Use of the mother tongue

Everyone has a different opinion about when, how and how often a teacher should use the mother tongue of her/his students. It clearly makes sense to use English as much as possible in the classroom if we want our students to progress rapidly. It is surprising how little the mother tongue needs to be used if we keep our classroom language to a minimum and use plenty of non-spoken devices such as gesture, mime and pictures.

You may find it necessary to give instructions or explain certain items of grammar in the mother tongue. However, think carefully about how and when you use it and take every opportunity to expose your students to English. Make it clear to students when you expect them to use English and encourage and praise them at all times when they make serious effort to practise their English in class.

Eliciting

This is a popular technique which encourages the learners to become active participants in language production. It involves the teacher encouraging the students to produce the target language rather than supplying it her/himself. If, for example, you were aiming to teach the word 'chair', you could point to a chair in the classroom and ask students to say if they think they know the English word. You may well find that one or two students already know the word or have a rough idea.

Approaching the new language like this, rather than immediately telling students, focuses their attention on the item, gets them thinking to see if they know the word in English and motivates them to learn the word when it is finally established. If no students know the word, this is not a problem. You can supply it and students will be equally ready and motivated to learn it.

Eliciting can be done through a variety of techniques depending on the type of language you are teaching. For example:

* you can draw on the board or use pictures to elicit such things as rooms, methods of transport, etc.
* you can use mime to elicit such things as sports, everyday activities, etc.
* you can work backwards from answers to elicit question forms. e.g. Write 'She's a doctor' on the board to elicit 'What does she do?'

Eliciting is particularly good for keeping students involved in their own learning process and for showing the teacher what the class already knows.

Board work

It is generally helpful for students to have a written record of new grammar or vocabulary that is being taught. However, this is often best done after students have been drilled with correct pronunciation as English spelling can be an unhelpful distractor.

It is important that the teacher doesn't spend too long writing on the board with their back to the class during the lesson, otherwise the students will lose interest. If possible, have any longer pieces of information for students on a prepared handout, on an OHT, or written, in advance, on the blackboard and covered.

When writing new vocabulary on the board, try to make it clear what part of speech the word is. If you only write single words, students may not remember whether it's a verb or a noun, for example.

So, instead of writing 'play', write 'to play (with something/someone)'. Then the student can tell that is a verb and also that it can be transitive and uses the preposition 'with'. In the same way you can add articles to nouns that are written on the board. Write 'a house' instead of just 'house', for instance. Although only a very small thing to remember it does provide far more useful records for the student.

Drilling

'Drilling' is a basic technique whereby we can give students the opportunity to practise saying a new word, phrase or structure in a highly controlled environment. Students should always understand the meaning of the target language before they are drilled and at this stage the aim is that they should achieve the best possible pronunciation.

Choral drilling

Having taught the meaning of the new language, it can often be appropriate to drill the students chorally.

1. The teacher 'models' the target language or plays the relevant part of the cassette. The students in the class listen carefully to the correct pronunciation. The teacher should say or play this language at least three or four times.

2. The teacher then asks the students to repeat the target language together. By doing it all together, the students are able to try out the new language without fear of embarrassment at being singled out in front of their peers. Three or four times is probably enough to help build up the students' confidence. (You should not worry about trying to hear the pronunciation of individual students at this stage; that will come during the individual drilling that follows.)

Example classroom exchange for a choral drill:

(The teacher shows the students a picture of someone playing tennis).

Teacher

She's playing tennis. (PAUSE)
She's playing tennis. (PAUSE)
She's playing tennis. (Gesture for class to repeat)

All students

She's playing tennis.

Again.

She's playing tennis.

Again.

She's playing tennis.

Good!

You may also want to highlight particular sounds in new words.

Example a tel / **e** / phone.

It is not essential for students to know all the English phonemic symbol but it can be helpful for them to learn them gradually, little by little. For reference you can find a copy of the phonemic chart with examples on page 37.

Organising student practice

There are many ways to organise student practice of new language.

Amongst them are:

Open class

All students listen to the teacher or to the contributions of individual students. This is particularly appropriate when the teacher is introducing new topics before pair/group work and also when getting students to report back after closed pairs/group practice.

Open pairs

Two students are chosen by the teacher to ask and answer while the rest of the class listen. It is often a good idea to choose students from very different parts of the class so that the rest of the class can hear what is happening and feel included. This often provides a good model and clarifies instructions before a 'closed pairs' activity.

Closed pairs

All students work with a partner. This encourages maximum practice and is particularly appropriate for dialogue work. It is important that the teacher monitors the different pairs as they are working and doesn't spend too long with any individual pair.

Group work

This is best for activities which involve the collection or discussion of ideas. Students work in small groups and usually report back 'open class' to share their ideas with the class as a whole.

'Mingle' activities

These allow constant repetition of a particular question or collection of the opinions of many students. Students stand up and walk from one student to another, asking and answering as required - they 'mingle'! These activities are effective with classes where furniture can be moved out of the way to allow for free movement around the room. Clearly, activities like this (especially with a large class) need to be set up carefully with clear instructions given.

Giving examples

It is always a good idea to give students an example of any exercise or practice activity that you want them to do. It is much easier to understand a practical example than a verbal one. If, for example, you want them to do an exercise where they have to choose the correct tense in a series of sentences then ask students to look at the first one and say which tense they think is correct. Confirm the correct answer and then let them continue.

Classroom management

If your class is large and mingling is not possible, put students in groups of four or five. They take it in turns to ask the question while the others listen and write the answers, or they ask:

- the student on their right.
- the student on their left.
- the student behind them.
- the student in front of them.

Activities

Here are a few more practical ideas for the following areas:

- Warmers
- Presentation techniques

Warmers

Warmers are short activities for the beginning of lessons. They engage the students and get them using English from the start.

There are many different kinds of warmers. Here are a few ideas:

Spot the difference

This is an activity where the students are divided into two groups, A and B. All the 'A' students are given one picture and all the 'B' students are given the same picture but with a certain number of differences. These kinds of pictures can be found in many resource books and often as quizzes in newspapers and magazines. If none of these is available you can always make simple drawings yourself.
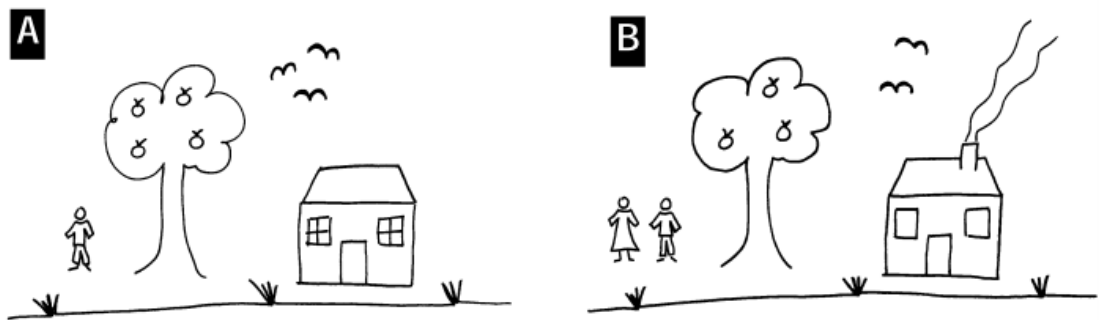
Students are then put into A/B pairs. Tell them that they must not show their picture to their partner, but that they must describe their pictures to each other to find a certain number of differences. Give a time limit of about five minutes.

This activity is very student-centred and can be used to practise and revise the use of prepositions of place, the grammar of description as well as any vocabulary topic you choose, if you have a suitable picture.

Describe and draw

Put the students into A/B pairs. Give student 'A' a picture. That student now describes his picture to student 'B' who tries to draw what his or her partner describes. 'A' should not show his picture, but 'B' can ask questions to help. The pictures should not be too difficult to describe and should contain objects and shapes that the students have the vocabulary for.

After a few minutes, let the pairs compare the original picture with 'B's drawing. Then change over and give student 'B' a picture to describe for 'A'. Again, after a few minutes let them compare.

This is a challenging but enjoyable exercise which can provide practice for a wide range of vocabulary and structure.

Hot seat

Hot seat is a vocabulary quiz for teams. First the teacher needs to prepare a list of words and expressions. These should be vocabulary items that the students have studied.

Split the class into groups of about seven or eight students. For each group, put one chair, or 'hot seat' at the front of the class, facing away from the board. Ask for one member of each group to come up and sit in a 'hot seat' in front of their group.

When they are all seated - with their backs to the board remember - the teacher writes one of the words or expressions on the board. The other students in the teams can see the word but they can't say it. They have to describe it, or give examples, or opposites, or synonyms, anything they can think of to help their team mate in the 'hot seat' to guess it as quickly as possible.

The first 'hot seat' student to say the correct word or expression wins a point for their team. Then, ask a different student from each team to come up and then continue as before until you have completed your vocabulary list. The competitive element of this activity really engages the students, but be warned - it can be rather noisy!

All change

All change is a physical activity that can be used to practise a wide range of structures and vocabulary. Ideally, you will be able to put a circle of seats in your classroom. The circle should have the same number of seats as there are students.

The teacher stands in the middle of the circle and the students sit around the outside. The teacher tells them to 'Change seats if ...'. The way the sentence ends depends on the particular grammar or vocabulary area the teacher wants to practise. For example, if you wanted to practise food vocabulary - 'Change seats if you like chocolate'. Then all the students who do like chocolate have to stand up and find a different seat as quickly as possible. While they are doing this, the teacher quickly leaves the circle and takes away one of the chairs. Then, when everyone has tried to find a new seat there will be one student who is left standing in the middle. This student then has to make a new 'Change seats if ...' sentence. And so the activity continues.

The physical and competitive nature of this activity is engaging for students and can really get a class started well at the beginning of a day. Remember though, don't let it go on for too long. Three or four minutes should be enough.

Find someone who

This is a 'mingle' activity which again can be used to practise a range of vocabulary and structure. It is also a particularly good exercise to use with groups who are just starting or maybe don't know each other very well.

The teacher needs to prepare a questionnaire. For example, here are some questions which could be used to practise the present perfect:

Find someone who ...

... has been to England.

... has eaten Japanese food.

.. has read a book in English.

... has won a competition.

... has lived in another country.

etc.

There should be at least about eight different questions.

Each student is given a copy of the questionnaire. They will have to turn the information on the questionnaires into grammatically correct questions. They then have to talk to as many of the other students as possible to try and find people for each question. This is best arranged by letting the students stand up and move around the class, or 'mingle'. When someone answers a question positively, the first student should write down that student's name and if appropriate ask for extra information.

GLOSSARY

Lesson 2

Method - the level at which theory is put into practice and at which choices are made about the particular skills can be taught.

Approach - the level at which assumptions and beliefs about language learning specified.

Technique - the level at which classroom procedures are described.

Procedue – a particular method for performing a task.

Syllabus – a summary of topics which will be covered during an academic course, or a text or lecture.

Lesson 3

acquisition- the act of getting sth, especially knowledge, a skill, etc.

adopt- to take sb else's child into your family and become its legal parent.

countertop – a long flat surface over which goods are sold or business is done in a shop/ store, bank.

insight– the ability to see and understand the truth about people or situations.

methodology - a set of methods and principles used to perform a particular activity.

Lesson 4

Potency—the power of something to affect mind or body.

Chart—a sheet of information in the form of a table, graph or diagram.

Skeptical—not easily convinced; having doubts or reservations.

Sequence—a particular order in which related things follow each other.

Proponent—a person who advocates a theory, proposal, or course of action.

Educable—capable of being trained or educated; able to learn.

Adequaety—satisfactory or acceptable in quality or quantity.

Nonverbal-- not spoken; the nonverbal signals of body movement

 Utterance-- a spoken word, statement, or vocal sound

Elicit-- evoke or draw out (a reaction, answer, or fact) from someone

Lesson 5

Foster- providing parental care to unrelated children

Mutual- having the same relationship each to each other

Explicit- very specific, clear or detailed

Syllabus - a summary of topics which will be covered during an academic course.

Actualization- a making actual or really existent

Interaction- e situation or occurrence in which two or more objects.

Lesson 6

    Modified – change slightly, usually in or get to improve it

Protocol- is a system of rules about the correct way to act in formal situations

Stimulate – to make develop something or become more active

Commentary- a spoken describtion of an event that is given while it is happening.

Gifted – having a lot of natural ability or intelligence

Lesson 7

Antenatal- occurring or present before birth; during pregnancy

Auction- a public sale of goods or property, esp one in which prospective purchasers bid against each other until the highest price is reached

Baffling- impossible to understand; perplexing; bewildering; puzzling

Befuddled- to confuse, muddle, or perplex

Consequence - a result or effect of some previous occurrence

Cramped- closed in; restricted

Deliberately- intentionally

Deserted-abandoned

Disuse- the condition of being unused; neglect

Lesson 8

Advocate- a person who argues for or supports a cause or policy

Acquisition-the act of acquiring

Assumption-the taking up of a person into heaven.

Axiomatic-obviously true

Hierarchical-of, relating to, or arranged in a hierarchy

Interaction-mutual or reciprocal action or influence

Interactivity-designed to respond to the actions, commands, etc., of a user

Input-advice or opinions that help someone make a decision

Syllabus-a list of the topics or books that will be studied in a course

Variation-a change in the form, position,condition,or amount of something

Lesson 9

Authentic- of the same origin as claimed

Criterion- a standard or test by which individual things or people may be compared and judged.

Classification- the act of forming into a class or classes; distribution into groups, orders, families. According to some common relations or attribute.

Category- a group often named or numbered, to which items are assigned based on similarity or defined criteria.

Distinction- a single occurrence of a determining factor or feature.

Interaction- the effect resulting from such a situation or occurrence.

Syllabus- a summary of topics which will be covered during an academic course or a text or lecture.

Lesson 10

Binomial-consisting of two terms, or parts
Connective-a word used to connect words, clauses and sentences, most commonly applied to conjunctions
Idioms-a manner of speaking, a way of expressing oneself
Lexis-the set of all words and phrases in a language
Phrasal verb-a phrase, consisting of a verb and either or both of a preposition or adverb, that has idiomatic meaning
Simile-a figure of speech in which one thing is compared to another, in the case of English generally using like and as
Trinomial-consisiting of three names or parts or terms
Word collocation-the grouping or juxtaposition of words or sounds

Lesson 10
Binomial-consisting of two terms, or parts
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Word collocation-the grouping or juxtaposition of words or sounds

Lesson 11
Belligerent- marked by readiness to fight or argue; aggressive
Bitterness- sourness or bitterness of taste
Chap- to make or become raw and cracked, esp by exposure to cold
Disuse- the condition of being unused; neglect
Drip - to fall or let fall in drops
Encounter- a meeting with a person or thing, esp when casual or unexpected
Flashback - a transition in a novel, film, etc., to an earlier scene or event
Flight attendant - a person who attends to the needs of passengers on a commercial flight

Lesson 12
Acquisition – the actor process of acquiring
   Anxiety - an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
   Application - an act of applying; an act of putting something to use
   Conscious - aware of one's own existence, sensations, thoughts, surroundings; fully aware of or   sensitive to something
   Intrinsically - in an essential or natural way

Perception - a belief or opinion, often held by many people and based on how things seem

Syllabus - the subjects in a course of study or teaching

Spontaneously - as a result of a sudden impulse and without premeditation.

Lesson 13

Identical- being one and the same individual

Illiteracy - lack of knowledge, information, or education

Illiterate- unable to read and write

Immature - not fully grown or developed

Nonsense- something that has or makes no sense; unintelligible language; drivel

Notorious- well-known for some bad or unfavourable quality, deed

Optimistic – positive

Pessimistic- dealing with the unpleasant realities of life

Lesson 14

Identical- being one and the same individual

Illiteracy - lack of knowledge, information, or education

Illiterate- unable to read and write

Immature - not fully grown or developed

Nonsense- something that has or makes no sense; unintelligible language; drivel

Notorious- well-known for some bad or unfavourable quality, deed

Optimistic – positive

Pessimistic- dealing with the unpleasant realities of life

Lesson 15

Theoryless **-** that does not involve theory or has no theoretical basis

Bilingual **-** involving or using two languages

Abstract – an abstract idea or way of thinking is based on general ideas rather than on real things and events

Adjustable – if something is adjustable it can be changed to different positions or sizes

Acquire –if you acquire something you buy or obtain it for your self, or someone gives it to you

Lesson 16

contribute-to give something, that is or becomes part of a larger whole.

 diplomatically – in a diplomatic manner.

 evaluation-determination of the value of a variable or expression.

monopolizing-present participle of monopolize

 outset-the beginning or initial stage of something

 pairing-the combination or union of two things**.**

perspective- point of view, outlook.

prompts-a reminder or cue.
 reference- relationship or relation (to something).
Uninterrupted-continuing without interruption.

Lesson 17
Response- an answer or reply, or something in the nature of the answer or reply
Simile-a figure of speech in which one thing is compared to another, in the case of English generally using like and as
Trinomial-consisiting of three names or parts or terms
ensure – to make sure something happens or is definite **familiarization** – to give (someone) knowledge about something
willingness – not refusing to do something

Lesson 18
Prolific - producing constant or successful results
Reckless - having or showing no regard for danger or consequences; heedless;
Relevance –appropriateness
Reliability - the state or quality of being physically or mentally strong

Lesson 19
Overlook – to observe secretly
Reinstallation – the act or process of reinstalling
Congeste – to overfill, overcrovd
Hourglass – saidglass, clock
Corrept – to deprave
Trouble shoot – to analyze
Repository – depository, archive

Lesson 20
Maturity - the state or quality of being mature; full development
Measurable- able to be measured; perceptible
Misuse- erroneous, improper, or unorthodox use
Reliability - the state or quality of being physically or mentally strong
Remark - a brief casually expressed thought or opinion; observation
Respectful- full of, showing, or giving respect

Lesson 21
Download- a file transfer to the local computer, especially one in progress.
Neural-adj. of relating to the nerves, neurons or the nervous system.
Pathways-n. footpath or other path or track
Memorable-adj. worthy to be remembered; very important or remarkable
Cognitive-adj.the part of mental functions that deals with logic as opposed to affective which deals with emotions

Perspective-n.aview,vista or outlook
Replace-v.to restore to a former place,position,condition or the like
Mnemonic-adj.the study of techniques for remembering anything more easily
Associative-adj.pertaining to, resulting from or characterized by associating
Competence-n.the quality or state of being competence,able or suitable for a general role
Repetition-n.the act or an instance of repeating or being repeated

Lesson 22
Nonsense- something that has or makes no sense; unintelligible language; drivel
Notorious- well-known for some bad or unfavourable quality, deed
Reckless - having or showing no regard for danger or consequences; heedless;
Relevance –appropriateness

Lesson 23
Harshly- short , sharply
Identical- being one and the same individual
Illiteracy - lack of knowledge, information, or education
Illiterate- unable to read and write
Nonsense- something that has or makes no sense; unintelligible language; drivel
Notorious- well-known for some bad or unfavourable quality, deed
Reckless - having or showing no regard for danger or consequences; heedless;
Relevance –appropriateness

Lesson 24
Antenatal- occurring or present before birth; during pregnancy
Auction- a public sale of goods or property, esp one in which prospective purchasers bid against each other until the highest price is reached
Baffling- impossible to understand; perplexing; bewildering; puzzling
Befuddled- to confuse, muddle, or perplex
Belligerent- marked by readiness to fight or argue; aggressive
Bitterness- sourness or bitterness of taste
Chap- to make or become raw and cracked, esp by exposure to cold
Cider- an alcoholic drink made from the fermented juice of apples
Consciousness- intelligence or the intellect

Lesson 25
cognizance – knowledge or understanding of something
crucial – extremely important because it will affect other things
enhance – to increase or improve (something)
 ensure – to make sure something happens or is definite
familiarization–to give (someone) knowledge about something

willingness – not refusing to do something

Lesson 26
Disuse- the condition of being unused; neglect
Drip - to fall or let fall in drops
Encounter- a meeting with a person or thing, esp when casual or unexpected
Flashback - a transition in a novel, film, etc., to an earlier scene or event
Foresee - to see or know beforehand
Frustration- the condition of being frustrated
Gloomy - dark or dismal
Harshly- short , sharply

Lesson 27
Antenatal- occurring or present before birth; during pregnancy
Auction- a public sale of goods or property, esp one in which prospective purchasers bid against each other until the highest price is reached
Baffling- impossible to understand; perplexing; bewildering; puzzling
Befuddled- to confuse, muddle, or perplex
Belligerent- marked by readiness to fight or argue; aggressive
Consciousness- intelligence or the intellect
Consequence - a result or effect of some previous occurrence
Cramped- closed in; restricted

Lesson 28
Anew- over again; once more
Antenatal- occurring or present before birth
Belligerent- marked by readiness to fight or argue; aggressive
Illiterate- unable to read and write
Immature - not fully grown or developed
Immaturity- unripeness- незрелость-voyaga yetmaslik
Immeasurable - incapable of being measured, esp by virtue of great size;
Implore - to beg or ask (someone) earnestly (to do something); plead with; beseech

APPENDICES

АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ

ФАН ДАСТУРИ

Билим соҳаси:	100 000 – Гуманитар соҳа
Таълим соҳаси:	110 000 – Педагогика
	120 000 – Гуманитар фанлар
Таълим йўналишлари:	5111400 – Хорижий тил ва адабиёти
	(роман-герман филологияси)
	5120100 – Филология ва тилларни ўқитиш
	(роман-герман филологияси)
	5120200 – Таржима назарияси ва амалиёти
	(роман-герман тиллари)

Тошкент – 2016

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2016 йил "22" январдаги "26"-сонли буйруғининг 2-иловаси билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўкув-услубий бирлашмалар фаолиятини Мувофиклаштирувчи Кенгашининг 2016 йил "9" январдаги 1-сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

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Ирискулов М.   - ЎзДЖТУ профессори,   ф.ф.н.

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2015 йил "26" ноябрдаги 4-сонли баённома).

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КИРИШ

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида "Олий таълим муассасаларида чет тилларни ўқитиш тизимини янада такомиллаштириш чора-тадбирлар дастури" ишлаб чиқилган бўлиб, унда чет тиллар бўйича Давлат таълим стандартлари, ўқув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўқув жараёнига татбиқ этиш устувор вазифалардан бири сифатида белгиланган.

Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги ҳужжатида тил эгаллашга қўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари бўйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарори билан тасдиқланди.

Мазкур дастурни ишлаб чиқишда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда **чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари** олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича С1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, тегишли таълим йўналишларининг малака талабларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатга олинди.

Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларга касбий йўналиш доирасида тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг **асосий вазифаси** умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг тасаввур, билим, кўникма ва малакаларига қўйиладиган талаблар

Мазкур дастур бўйича таълим олган талабанинг:

- Чет тилини Умум Европа стандартларига кўра С1 даражада ўзлаштириши;

3

- ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларини эгаллаши;
- ўрганилаётган чет тилининг халқаро мулоқотдаги роли;
- тил ўрганиш жараёнлари ҳамда уларнинг тил ўрганишдаги роли ва аҳамияти;
- ўқув материалларини танқидий таҳлил қилиш, баҳолаш, муайян шароитга мослаштириш ва янгиларини ярата олиш;
- дарсни режалаштиришда изчилликни таъминлаш ҳамда режа асосида машғулот олиб бориш;
- чет тилини ўқитишнинг турли услублари ва тил ўқитишдаги турли ёндашувлар;
- тил ўқитилаётган гуруҳ ва шароитга мос равишда ўқитиш услубларини танлаш ва тўғри қўллай олиш;
- таълим олувчилар билимини баҳолашнинг турли шакл ва методлари;
- ўзининг ўқув ва педагогик фаолиятини баҳолай олиш ва рефлексия кўникмаларини қўллай олиш;
- ўз фаолияти бўйича илмий тадқиқот олиб бориш;
- тилни англаш ва тил таҳлили соҳаларидан педагогик мақсадларда фойдалана олиш;
- маданиятлараро компетенция ва унинг чет тилини ўқитишдаги роли бўйича тасаввур, билим, малака ва кўникмаларга, компетенцияларга эга бўлиши талаб этилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Асосий ўрганилаётган тил (инглиз, немис, француз, испан тиллари) фани мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Мазкур фан умумкасбий фан ҳисобланади ва тўрт йил давомида модулларга ажратилган ҳолда ўргатилади. Ўқув режанинг адабиётшунослик, методика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг илм-фан ва ишлаб чиқаришдаги ўрни

"Асосий ўрганилаётган тил" фани "Хорижий тил ва адабиёти" (роман-герман филологияси), "Филология ва тилларни ўқитиш" (роман-герман филологияси), Таржима назарияси ва амалиёти (роман-герман тиллари) таълим йўналишларининг асосий умумкасбий фани ҳисобланади. Олий таълим муассасасини ушбу таълим йўналишлари бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади.

4

Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Фан бўйича талабалар билимини баҳолаш

"Асосий ўрганилаётган тил" (инглиз, немис, француз, испан тиллари) фани бўйича талабалар билими рейтинг тизими асосида баҳоланади. Дастурда модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

"Асосий ўрганилаётган тил" (инглиз, немис, француз, испан тиллари) фани икки асосий – лингвистик ва методик – курсга бўлинади. Фан таркибида жами 22 та (лингвистик курсда 11 та, методик курсда 11та) модул ўқитилади. "Асосий ўрганилаётган тил" фани таркибидаги модуллар қуйидаги жадвалда ўз аксини топган:

А. Тил кўникмалари интеграцияси	*1. Тил кўникмалари интеграцияси;* *2. Оғзаки нутқ амалиёти (тинглаш ва гапириш);* *3. Мустақил таълим кўникмалари;*
Б. Ўқиш ва ёзиш амалиёти	*1. Ўқиш;* *2. Ёзма нутқ амалиёти;* *3. Илмий ёзув модули.*
В. Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш	*1. Маданиятлараро мулоқот компетенциясини ривожлантириш;* *2.Ўрганилаётган чет тили халқаро мулоқот тили сифатида;*
Г. Чет тилларни ўқитишнинг интеграллашган курси	*1. Чет тилини ўрганиш жараёнлари;* *2. Тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув;* *3.Чет тилини ўқитиш тамойиллари ва ёндашувлари;* *4. Тил кўникмаларини интеграллашган ҳолда ўқитиш;* *5.Ўқув материалларини танлаш ва янгиларини яратиш;* *6. Аудиторияда ўқитувчи нутқи;* *7. Дарсни режалаштириш;* *8. Аудиторияни ўрганиш (тадқиқ) этиш;* *9. Тил бўйича билимларни баҳолаш турлари ва мезонлари;* *10.Турли ёшдагиларга чет тилини ўқитиш.* *11.Махсус йўналиш (соҳа)ларда чет тилини ўқитиш;*
Д. Тил аспектлари амалиёти	*1.Коммуникатив грамматика;* *2.Коммуникатив лексика (сўз бойлигини ошириш);* *3.Дискурс (матн) таҳлили.*

5

- амалий вазифалар;
- долзарб масалалар бўйича мини-маърузалар;
- модулнинг муҳим масалалари бўйича мунозаралар;
- мустақил ўқиш;
- талаба ва ўқитувчи сифатида рефлексия;
- ўқитиш ва ўрганиш материалларини таҳлил қилиш;
- ўқитиш ва ўрганиш материалларини тўплаш, яратиш.

3. Методик курс: Чет тилларни ўқитиш тамойиллари ва ёндашувлар

Мазкур модул талабарни чет тилларни ўқитиш усул ва методларининг тарихий босқичлари билан таништириш билан бирга чет тилини ўқитишдаги турли усул ва методлардан кўзланган   мақсадлар, уларнинг ижобий ва салбий томонларини фарқлаш ва амалда улардан ўринли фойдалана олишга ўргатади. Модулда катта эътибор тил ўқитишнинг замонавий, илғор ва самарали методлари ҳақида батафсил маълумот беришга ҳамда талабаларнинг ушбу методлардан дарс жараёнида фойдаланишларини таъминлашга қаратилади.

Модулни ўзлаштирганидан сўнг талаба:
- чет тили ўқитиш методлари ва уларнинг тарихий ривожланиш босқичлари ҳақида батафсил маълумотга эга бўлиб, танқидий ёндашувлар асосида таҳлил эта олади;
- чет тили ўқитиш методларини мантиқан баҳолаб, тил ўқитилаётган гуруҳ учун мос усулни танлай олади;
- чет тилларни ўқитиш жараёнида турли метод ва услублардан кенг фойдаланиш малакасини эгаллайди;

Модул мазмуни
- чет тилларни ўқитиш услублари ўртасидаги фарқлар;
- тил ўқитиш замонавий усулларининг амалиётда қўлланилиши;
- чет тилини ўргатишда хорижий тажрибалар:
    o   грамматик-таржима услуби;
    o   дарсни тўлиқ чет тилида ўтиш услуби;
    o   аудио-лингвистик услуб (эшитиб гапириш);
    o   коммуникатив услуб.
- маҳаллий муҳитда қўлланилаётган услублар ва уларнинг таҳлили:
    o   грамматикани дедуктив ва индуктив тарзда ўқитиш;
    o   таржима орқали тил ўқитиш;
    o   қайта гапириб бериш;
    o   фонемалар ва фонетик усуллар;
    o   матнларни ёдлаш;
    o   ўқитувчидан сўнг такрорлаш;
    o   коммуникатив машқлар ёрдамида тил ўрганиш;
- турли услубларнинг ижобий ва салбий жиҳатлари муҳокамаси;
- тил ва маданият;
- ўқитиш/ўрганиш жараёнлари;
- чет тилини ўрганишда она тилининг ўрни;
- чет тили ўқитишнинг психологик асослари.

Модулнинг информацион-услубий таъминоти
- топшириқларга асосланган амалий машғулотлар;
- баҳс ва мунозарага асосланган вазифалар;
- белгиланган мавзу юзасидан адабиётларни ўқиш;
- мақолалар муҳокамаси;
- чет тили ўқитиш методлари таҳлили.

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Фойдаланиладиган адабиётлар рўйхати
Асосий адабиётлар:
Инглиз тили

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD:Level 2
2. Cambridge English Skills Real Reading 2 with answers: All Levels
3. The writer's workplace with readings (6th ed.). Student edition
4. Exploring Grammar in Context. CUP 2000
5. English Vocabulary in Use – Cambridge University Press

Немис тили

1. Дадаходжаева М.С. ва б. Deutsch I. Taschkent. 2005.
2. Дадаходжаева М.С Deutschkurs II. Taschkent. 2011
3. Маматов М. Исмоилов Ю. ва б. Deutsch für Hochschulen. Ташкент. 2003.
4. Hakimova F. Sodikova R. Abduganieva Sch. Beier. A. Praktische Phonetik PERFEKT PRINT. Taschkent 2012.
5. Saidov S.Deutsche Grammatik in Übungen. „O´zbekiston" Toschkent 2003.
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7. Eurolingua Deutsch 3, neue Ausgabe, Kurs und Arbeitsbuch, Cornelsenverlag, Berlin 2007
8. Em neu Brückenkurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2010
9. Em neu Hauptkurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2009
10. Em neu Abschlusskurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2011
11. Sicher. Arbeits und Kursbuch, Hueber verlag Gmbh & Co. 2012
12. Lagune 3, Hartmund Aufdrstrasse, Max Hueberverlag, Ismaning 2012
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Француз тили

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2. Абдушукурова З., М.Нишонов ва б. Manuel de Francais "The ou café" Module II. Тошкент, 2010.
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Испан тили

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2. Тошхонов М., Т.Умбарова, К.Абдуллаев, М.Абдуллаев, Ш.Холматова, «Manual de la lengua española». Тошкент, 2007.
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5. T. Oltiyev. Gramática práctica del español. Tashkent, 2007

Қўшимча адабиётлар:
Инглиз тили

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2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
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1.Le nouveau sans frontières. Méthode de français. 1-4 қисмлар. Paris. 1990.
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Интернет сайтлари
Инглиз тили

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org
6. www.tefl.com
7. www.teachertrainingvideos.com
8. www.learnenglish.org.uk
9. www.educationuk.org
10. www.bbc.co.uk\worldservice\learningenglish/
11. www.channel4.com\learning\
12. www.better-english.com\exerciselist.html
13. www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. www.englishclub.com\index.htm
15.education.leeds.ac.uk\edu-mwe/eltwww.htm
16. www.Grammarly.com/Grammar
17. www.macmillanenglish.com/readers

Немис тили

1. www.zum.de
2. www.lehrer-online.de
3. www.leixilotte.de
4. www.lexikon.freenet.de/Literaturdidaktik
5. www.literaturcafe.de
6.www.fachdidaktik-inecke.de/4_Literaturdidaktik/textarbeit_im_literaturunterricht.htm
7. www.paperball.de
8. www.teachsam.de
9. www.deutsch-als-fremdsprache.de/daf-links/php_dateien/ressourcen_institute.php3

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

"ТАСДИҚЛАЙМАН"

ГулДУ ўқув ишлари проректори
Баракаев Н. Р.

_____
«___» _____2017 й.

ТИЛ ЎҚИТИШ ТАМОЙИЛЛАРИ ВА ЁНДАШУВЛАР

фани бўйича

Билим соҳаси	100 000	Гуманитар соҳа
Таълим соҳаси	110 000	Педагогика
Таълим йўналишлари	5111400 адабиёти	Хорижий тил ва (тиллар бўйича)

ишчи ўқув дастури

(2- курс)

Умумий ўқув соати   – 90

Шу жумладан:

Амалиёт машғулотлари   – 58

Мустақил таълим соати   – 32

ГУЛИСТОН – 2017 й

Ишчи ўқув дастур 5111400 инглиз тили таълим йўналиши учун Олий ва ўрта таълим вазирлиги томонидан ишлаб чиқилган ва рўйхатга олинган намунавий ўқув дастурига мувофиқ тайёрланди.

Тузувчи: Нормаматова Д.Т – " Инглиз тили ва адабиёти " кафедраси ўқитувчиси _____ (имзо)

Такризчилар: Тожиев Х – " Инглиз тили ва адабиёти " кафедраси доценти _____ (имзо)

Фаннинг ишчи ўқув дастури "Инглиз тили ва адабиёти" кафедрасининг 2017 йил "___" ___ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири: **Ўразбаев Х. И.**

Коммуникатив лексика фанининг ишчи ўқув дастури "Филология" факультети Илмий-услубий Кенгашининг 2017 йил "___" _____ даги "____" - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий Кенгаши раиси: _____(имзо)

Ҳамдамов Э. Э.

Методик курс: Чет тилларни ўқитиш тамойиллари ва ёндашувлар

Мазкур модул талабарни чет тилларни ўқитиш усул ва методларининг тарихий босқичлари билан таништириш билан бирга чет тилини ўқитишдаги турли усул ва методлардан кўзланган мақсадлар, уларнинг ижобий ва салбий томонларини фарқлаш ва амалда улардан ўринли фойдалана олишга ўргатади. Модулда катта эътибор тил ўқитишнинг замонавий, илғор ва самарали методлари ҳақида батафсил маълумот беришга ҳамда талабаларнинг ушбу методлардан дарс жараёнида фойдаланишларини таъминлашга қаратилади.

Модулни ўзлаштирганидан сўнг талаба:

- чет тили ўқитиш методлари ва уларнинг тарихий ривожланиш босқичлари ҳақида батафсил маълумотга эга бўлиб, танқидий ёндашувлар асосида таҳлил эта олади;
- чет тили ўқитиш методларини мантиқан баҳолаб, тил ўқитилаётган гуруҳ учун мос усулни танлай олади;
- чет тилларни ўқитиш жараёнида турли метод ва услублардан кенг фойдаланиш малакасини эгаллайди;

Модул мазмуни

- чет тилларни ўқитиш услублари ўртасидаги фарқлар;
- тил ўқитиш замонавий усулларининг амалиётда қўлланилиши;
- чет тилини ўргатишда хорижий тажрибалар:
- грамматик-таржима услуби;
- дарсни тўлиқ чет тилида ўтиш услуби;
- аудио-лингвистик услуб (эшитиб гапириш);
- коммуникатив услуб.
- **маҳаллий муҳитда қўлланилаётган услублар ва уларнинг таҳлили:**
    - грамматикани дедуктив ва индуктив тарзда ўқитиш;
    - таржима орқали тил ўқитиш;
    - қайта гапириб бериш;
    - фонемалар ва фонетик усуллар;
    - матнларни ёдлаш;
    - ўқитувчидан сўнг такрорлаш;
    - коммуникатив машқлар ёрдамида тил ўрганиш;
- **турли услубларнинг ижобий ва салбий жиҳатлари муҳокамаси;**
- тил ва маданият;
- ўқитиш/ўрганиш жараёнлари;
- чет тилини ўрганишда она тилининг ўрни;
- чет тили ўқитишнинг психологик асослари.

Модулнинг информацион-услубий таъминоти

- топшириқларга асосланган амалий машғулотлар;
- баҳс ва мунозарага асосланган вазифалар;
- белгиланган мавзу юзасидан адабиётларни ўқиш;
- мақолалар муҳокамаси;
- чет тили ўқитиш методлари таҳлили.

Фанни ўқитишда педагогик ва ахборот технологияларидан

Фойдаланиш

Талабаларнинг тил ўқитиш тамойиллари ва ёндошувлар (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади. Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимоти

Кузги семестр

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Амалий машғулот	Мустақил таълим	Лаборатория машғулотлар
1	Introduction to the course	2	2		
2	The nature of methods and approaches in language teaching	3	2	1	
3	Total physical response	3	2	1	
4	The silent way	3	2	1	
5	Community language learning	4	2	2	
6	Suggestopedia	4	2	2	
7	Multiple intelligences	4	2	2	
8	Article discussion	4	2	2	
9	Article discussion	4	2	2	
10	The lexical approach	3	2	1	
11	Competency based language teaching	3	2	1	
12	The natural approach	3	2	1	
13	Cooperative language learning	4	2	2	
14	Grammar translation method	3	2	1	

15	Audio-lingual method	4	2	2	
16	Communicative approach	3	2	1	
17	PPP	3	2	1	
18	ESA	4	2	2	
19	Error correction	3	2	1	
20	Article discussion	4	2	2	
21	Flashcards	2	2		
22	The Role of Games in Teaching English	3	2	1	
23	Teaching writing. task analysis and essay structure	2	2		
24	Getting to know activities	3	2	1	
25	Using TV, DVD and video	3	2	1	
26	Computer and internet	3	2	1	
27	Giving feedback on students' writing	2	2		
28	Requirements for portfolio tasks	2	2		
29	Revision	2	2		
	Total	**90**	**58**	**32**	

2.1. Guidelines to the course

Whether you are a newly qualified teacher straight out of university, you have had several years away from teaching the subject or you are a seasoned professional wanting some new ideas – this book will show you how to inspire the students in your classroom. If you are new to teaching, it will give you plenty of material to use in your first few years of teaching. Once you gain the students' trust, they will quickly see you as a teacher who can inspire them. You will make a difference and their grades will improve. Why? Because you have given them relevant material that will engage even the most reluctant of students.

2.2. The nature of methods and approaches in language teaching

Approach and method, different views, structural view, functional view, interactional view, learners, materials, language scientists; Anthony, River, Harold Palmer, Jasperson

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 18-20]

2.3. Total physical response

TPR, James Asher, theory of language and learning, the bio-program, brain lateralization, reduction of stress, role of learners and teachers, materials, procedure.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-73-75]

2.4. The silent way

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 82-83]

2.5. Community language learning

Community Language learning is the name of a method developed by Charles A. Curran and his associates. Curran was specialist in counseling and professor of psychology at Loyola university in Chicago. CLL techniques, theory of language learning, materials, observation.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 56-57]

2.6. Suggestopedia

Background, authority, theory of language and learning, infanitilization, dubleplanedness, rhythm, intonation, learning activities, role of teachers.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 101-102]

2.7. Multiple intelligences

1. Linguistic: the ability to use language in special and creative ways, which is something lawyers, writers, editors and interpreters are strong in.
2. logical mathematical: the ability to think rationally, often found with doctors engineers and programmers and scientists.
3. Spatial: the ability to form mental models of the world, something architects, decorators, sculptors, are painters are good at.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 116-118]

2.8. Article discussion

Teacher or students choose an article (e.g. Hawkey R. Teacher and learner perceptions of language learning activity), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content. The article, extract from a book or the description of the activity or teaching technique should be given in advance to students to ensure they are ready to discuss it. If in the group there are more than 8-9 people you can divide them into two groups and have 2 discussions in turns on the same or different topic. [presett refreshed curriculum]

2.9. Article discussion

Teacher or students choose an article (e.g. Hawkey R. Teacher and learner perceptions of language learning activity), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content. The article, extract from a book or the description of the activity or teaching technique should be given in advance to students to ensure they are ready to discuss it. If in the group there are more than 8-9 people you can divide them into two groups and have 2 discussions in turns on the same or different topic. [presett refreshed curriculum]

2.10. The lexical approach

The theory is that we learn a language by learning lexical items and not by learning grammar. Accordingly, the main focus of the work is lexical items rather than syntax or grammatical rules. Critics have said that it difficult to know in which order lexical items should be taught. Proponents of this method counter this by saying that the syllabus is organised according to collocation. Collocation refers to words that are frequently used together, e.g. make a phone call, make an appointment, heavy rain, by accident.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 135-136]

2.11. Competency based language teaching

Competency-Based Language Teaching is an application of the principles of competency-based education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work related and survival oriented language teaching programs for adults. It has recently reemerged in some parts of the world.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-]

2.12. The natural approach

The term natural, is used in reference to the direct method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic

language learning in your children, similarly the natural approach is defined by Krashen and Terrel, is believed to conform the naturalistic principles found in successful second language acquisition.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-179-183]

2.13. Cooperative language learning

In second language teaching CLL has been embraced as the way of promoting communicative interaction in the classroom and it is seen as an extension of the principles of communicative Language Teaching. It is viewed as learner centerd approach to teaching held to offer advantages over teacher fronted classroom methods.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 199]

2.14. Grammar translation method

The method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar. There is little attention given to the use of the spoken language.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 5-7, 18-37]

2.15. Audio-lingual method

This method grew out of behaviourist psychology. It involves providing a stimulus to which students respond; if the response is correct, the students are praised in order to reinforce the correct use of language and ultimately to reinforce learning. Language is presented in a very controlled way; i.e. one language point at a time is studied and worked on. Grammar explanations are kept to a minimum and progress is made through repetition.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-58-64]

2.16. Communicative approach

This approach developed out of a need to have students communicating for real. It is based on the theory that children acquire language rules by using language rather than through the study of grammar. It involves creating situations where the students have a genuine need to say something, just as children do. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P- 16]

2.17. PPP

PPP stands for presentation, practice, and production. It is a fairly traditional way to structure a lesson that was popular throughout the 1980's. It proved to be beneficial at lower levels and is still widely used today. Presentation involves, as the name suggests, presenting a language point. This is usually done by the teacher. Presentation might be similar to the audio-lingual approach through the use of pictures and focused learning.

[Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P- 20]

2.18. ESA

ESA stands for engage – study – activate. Let's take a look at each individual component. Engage involves getting the students' attention or interest, getting them involved. You could achieve this through the use of a personal story told by the teacher, a picture that stimulates discussion or anything else that awakens students' interest. The idea is that if students are involved or engaged, they are more open to the learning process. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P-24]

2.19. Error correction

Errors are a natural part of the learning process. Students make mistakes when they are learning a new language item; even when language has been presented, revised and practised repeatedly, students can still make mistakes. Errors and mistakes will always occur, it's how we deal with them that determines whether or not our students learn from their mistakes.

Correcting errors is essential for students to learn and improve and to avoid a situation where they continue making the same mistake and eventually believe that what they are saying is correct. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P-60]

2.20. Article discussion

One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up. The moderator introduces the issue and invites group members' views on importance of the issue, appropriateness of the ideas presented in the article, students own ideas/considerations regarding the issue, etc. effectiveness, appropriateness, advantages of and possible problems with the discussed activity or teaching technique The discussion lasts for 30 minutes.

2.21. Flashcards

Flashcards is ELT jargon for pictures (or diagrams, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. Schools sometimes have their own library of flashcards, but many teachers build up their own stock. They are a very useful teaching aid, especially in your earlier years of teaching.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. P- 328]

2.22. Picture stories

Pictures and picture stories can be in a book or handout, drawn on the board or OHP, on flashcards or on posters. Traditionally they have been used a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities. Most picture stories seem inevitably to involve practice of the past simple and past progressive.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p- 330]

2.23. Songs and music

Music on its own, especially classical, can also be useful in the classroom:
- to set the mood at the start of the lesson;
- to give you something to talk about with your students at the start of the lessons (especially useful with a class you don't know);
- as background music while students work on 'dull' exercises;
- as background music to set the scene while students do a particular task (e.g. 'space' music during a discussion on life on other planets; fast, exciting music during a competition);

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-339]

2.24. Getting to know activities

- spoken to a number of other students in the class;
- learned some people's names and a little about them;
- taken part in a number of interesting and involving activities;
- started to find ways of working co-operatively with others;
- learned some information about the course;
- gained some insight into the methodology and working methods of the course;

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-340]

2.25. Using TV, DVD and video

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-352]

2.26. Computer and internet

Many Internet-based lessons will involve research to find information for some specific purpose. For this reason, it is important that students are able to efficiently use search engines and directories. Beyond that, the web can be used for many purposes including:

- live text communication with other online users (e.g. 'Messenger' programs);
- live audio (and/or webcam) chat with other users (e.g. 'Net meeting');
- delayed-response text communication (e.g. e-mails, message boards, forums, contributions to websites, etc.);

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-356]

2.27. Revision

The above might seem like a lot to think about, but once you have your plan, you can analyse it to see whether the above guidelines have been met. Of course, you might be using a course book. In such cases the syllabus will provide the outline for students' lesson plan.

1. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 32 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

– амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
– Ёзма ҳисобот топшириш ва тақдимот тайёрлаш - 12 соат

Амалий машғулотларда назарий билимлар мавзуга оид машқлар ечиш орқали мустаҳкамланади. Тил ўқитиш тамойиллари ва ёндошувлар фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзуни мустақил ўрганиши ва амалий машқлар бажариш орқали мустаҳкамлаши зарур.

Мустақил иш вазифаларини бажариш жараёнида талабалар мустақил ҳолда асосий дарслик, интернет материаллари ва услубий қўлланмалардан фойдаланиб, тайёргарлик кўришлари лозим.

Қолдирилган дарсларни топшириш учун талаба дарс материалини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур.

Талабалар мустақил таълимининг мазмуни ва ҳажми
Кузги семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Балл	Бажарилиш муддатлари	Ҳажми (соатда)
A brief history of language teaching	Оғзаки ва ёзма баёнот	2	1 ҳафта	2
Approach to language teaching	Оғзаки ва ёзма баёнот	2	2 ҳафта	2
Direct method	Оғзаки ва ёзма баёнот	2	3 ҳафта	1
Working on PPT	Интернет материаллари	2	4 ҳафта	1

materials	билан ишлаш			
Nature of approaches and methods	Оғзаки ва ёзма баёнот	2	5-ҳафта	4
Major trends in language teaching	Оғзаки ва ёзма баёнот	2	6-ҳафта	2
Writing report	Ҳисобот ёзиш	2	7-ҳафта	2
Oral approach and situational language teaching	Ролли саҳна кўриниши тайёрлаш	2	8 - ҳафта	2
Audio-lingual method	Оғзаки ва ёзма баёнот	2	9-ҳафта	2
Silent way	Оғзаки ва ёзма баёнот	2	10-ҳафта	2
Communicative LL	Интернет материаллари билан ишлаш	1	11 ҳафта	2
Whole language	Оғзаки ва ёзма баёнот	2	12-13 ҳафта	4
Multiple intelligences	Баҳс мунозара ташкил этиш	2	14-15 ҳафта	4
Content based learning	Оғзаки ва ёзма баёнот	1	16-17 ҳафта	2

Талабалар билимини баҳолашнинг назорат турлари ва шакллари

2 курс бўйича

3-4 семестр (вазифалар ҳар бир семестр учун танланади)

Г. Чет тилларни ўқитишнинг интеграллашган курси	Чет тили ўқитиш тамойиллари ва ёндашувлари
Жорий назорат 34%	-чет тили ўрганувчиси кундалигини юритиш; -чет тили ўқитиш методларига бағишланган оғзаки тақдимот; -дебат.
Оралиқ назорат 10%	Чет тили ўрганувчиси ҳақида батафсил ёзма ҳисобот; Грамматика/Лексикани контекстда ўқитиш бўйича топшириқ ишлаб чиқиш.
Мустақил таълим 26 %	Берилган мавзулар асосида оғзаки ва ёзма баёнот тайёрлаш
Якуний назорат 30%	Чет тили ўқитиш методларига бағишланган танқидий, таҳлилий иншо

№	Назорат турлари	сони	Балл	жами
1	Методик мавзуларга асосланган мақолалар устида ишлаш ва дебатда қатнашиш	3	6	18
2	Берилган мавзу асосида тақдимот материалини тайёрлаш	1	4	4
3	Дарсда назорат топшириғини бажариш	24	0.5	12
4	Мустақил иш	13	2	26
				70
	Якуний назорат:			

1	Ёзма		1	30	**30**
	Жами:				**100**

Кузги семестр

			Сентябр				Октябр					Ноябр				Декабр				Январ		
			4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-2	4-9	11-16	18-23	25-30	15-20		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	ЖН 70%	Амалий		2	2	2	4	2	2	3	3	3	3	3	3	3	2	3	2	2		44
		М.Т		2	2	2	2	2	1	2	2	1	2	2	2	1	2	1	1	1		26
2	ЯН – 30%																				30	30
3	Жами		22					24						24							100
4	Жами ГП бўйича		22					46						70							100

Эслатма: 3 семестрда ўқитиладиган "Тил ўқитиш тамойиллари ва ёндошувлар" фанининг ўқув ҳажми 90 соатни ташкил этиб ўқув йилининг кузги семестрида ўтилади кузги семестр ўқув ҳажми 90 соатни ташкил этади фан коэффиценти эса 0,90 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,90 га кўпайтирилади ва бутунгача яхлитлаб олинади.

4.2. ЖНни баҳолаш мезонлари

Тил ўқитиш тамойиллари ва ёндошувлар фани бўйича жорий баҳолаш талабанинг амалий машғулотларидаги ўзлаштиришини аниқлаш учун қўлланилади. ЖН ҳар бир амалий машғулотларида сўров ўтказиш, савол ва жавоб, тинглаб тушуниш машиқларини бажариш, ёзма машқларни бажариш, луғовий сўзлар ёдлаш каби шаклларда амалга оширилади. Талабага ЖН да бутун баллар қўйилади

Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолаш кўрсат- кичи	Баҳолаш мезонлари	рейтинг бали

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Аъло, 86-100%	Талаба ўрганилаётган тилда берилган оғзаки ёки ёзма машқларни бажариш давомида лексик, грамматик, ва стилистик жиҳатдан намунали тарзда олиб тўғри бажара олади. Талаба берилган матнни ёки машқни таржима қилишда лексик, стилистик, ва грамматик хатоларга йўл қўймайди. Талаба топширилган материални тўлиқ ўзлаштиради, тингланган материал асосида берилган саволларга тўлиқ жавоб бера олади, хулосалар ясайди.	3
Яхши, 71-85%	Берилган машқни таржима қилишда грамматик хатоларга йўл қўймайди аммо мазмунан тўғри бажара. материалда тасвирланган воқеа ва персонажларга тавсиф бера олса ва мустақил равишда воқеалар ривожининг ўзи тушунган вариантини таклиф эта олади	2
Коникарли, 55-70%	Талаба суҳбатни ёки машқларни лексик ва грамматик жиҳатдан тўғри ташкил эта олади, аммо лексик хатоларга йўл қўйса, талаба топширилган материални тўлиқ ўзлаштиришда қийинчиликларга дуч келади лексик хатоларга йўл қўйса аммо грамматик жиҳатдан воқеа мазмунини тўғри ифодалай олади.	1
Коникарсиз 0-54%	Талаба машқни фақатгина лексик ёки грамматик жиҳатдангина ташкил қилиб унга ижодий ёндоша олмайди. Машқни бажариш давомида лексик хатоларга йўл қўяди гапнинг маъно мазмуни ноаниқ бўлади. Талаба топширилган материални тўлиқ ўзлаштира олмайди материал асосида берилган саволларга тўлиқ жавоб беришда қийналади гапларни тушунишда грамматик ва лексик хатоларга йўл қўяди.	0,5

Якуний назорат "Тил ўқитиш тамойиллари ва ёндошувлар" фанининг барча мавзуларини қамраб олган бўлиб, назарий ва амалий машғулотлар ўтиб бўлингандан сўнг ёзма равишда амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки муаммоларни ечиш кўникмалари ва малакалари аниқланади. ЯН назорат ишлари ёзма ёки тест усулида ҳам ўтказилиши назарда тутилган, тест соволлари ишчи ўқув дастури асосида тайёрланади. ЖНларга ажратилган баллдан 55% дан паст балл тўплаган талаба ўзлаштирмаган ҳисобланади ва ЯНга киритилмайди. ЯНни ўзлаштирмаган талабаларга қайта топшириш имконияти берилади. ЯН бўйича олинадиган ёзма иш вариантлари кафедра мудири раҳбарлигида тузилади ва деканатларга топширилади. ЯН ўтказилишининг ёзма шарти 3 топшириқдан иборат бўлиб ҳар бир топшириқ учун 10 баллдан жами 30 балл қўйилади

Фойдаланиладиган адабиётлар рўйхати

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD:Level
2. Cambridge English Skills Real Reading 2 with answers: All Levels
3. The writer's workplace with readings (6th ed.). Student edition

Қўшимча адабиётлар:

Инглиз тили

1. J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press
2. Scrivener., Learning Teaching (second edition). Macmillan – 2005
3. Presett refreshed curriculum

COLLECTION OF MULTIPLE CHOICE TEST QUESTIONS ON PALT

1.Findthree levels of conceptualization and organization.
A.Method, approach and technique.
B.Method, approach and design.
C.Method, approach and procedure.
D.Method, design and procedure.

2.Who identified three levels of conceptualization and organization?
A. Tracy D. Terrell.
B. Edward Anthony.
C. Caleb Gattegno
D. Sauver.

3.What is the level at which assumptions and beliefs about language learning specified?
A. Method
B. Technique

C. Approach
D. Design

4.What is the level at which theory is put into practice and at which choices are made about the particular skills can be taught?
A. Approach
B. Technique
C. Design
D. Method

5. What is the level at which classroom procedures are described?
A. Technique
B. Approach
C. Method
D. Design

6. Who developed the Total physical response in the 1970?
A) J. Asher
B) B)Gouin
C) C)Marcel
D) D)Prendergast.

7. How believes did Sweet and other reformers share in the late nineteenth century?

A) the spoken language is primary and that this should be reflected in an oral-based methodology.
B) words should be presented in sentences, and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements.
C)the findings of phonetics should be applied to teaching and to teacher training.

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D)all the answers are true.

8. For whom was Asher's course?
A) adult
B) immigrant
C) teachers
D) all the answers are true.

9. How much hours of classroom instruction did it consist of in Asher's course?
A) 10 hours
B) 159 hours
D) 1987.

11. How do the students present the language?
a) Through the indicative process
b) Through the approaches
c) Through the methods
d) Through the target language

12. For what the considerable discussion devoted in Silent way method?
a) for spirit
b) for teaching
c) for feeling
d) for emotion

13. Who takes a skeptical view in SW method?
a) Gategno
b) Lozanov
c) Edward
d) Asher

14. Why the Silent way takes a structural approach?
a) To the organization of language to be taught
b) To be communicated
c) To enlarge the notion
d) To research

15. How Gategno sees the vocabulary?
a) As a central dimension of a language
b) As a part of a theme
c) The target aim of the lesson

C) 150 hours
D) 152 hours.

10. When Asher provide a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom?
A) 1970
B) 1980
C) 1977

As a lexical part

16. What is the goal of language teaching in CLT?
A) communicative competence
B) learn grammar easily
C) develop listening skill
D) improve writing skill

17. The …aspect involves the internalization of plans for creating appropriate behavior.
A) practice
B) design
C) procedure
D) cognitive

18. What coverts plans into performance?
A) practice
B) design
C) syllabus
D) lesson

19. Which activity doesnot belong to CLT?
A) task- completion activities
B) reasoning gap activities
C) role plays
D) writing essays

20. Who distinguishes between classical and personal interpretation of CLT?
A)Stevick
B)La Forge
C)Curran
D)Roger.

21. Who developed the method of Suggestopedia?
A. James Asher
B. Berltz
C. George Lozanov
D. Gaston

22. What is the most conspicuous feature of Suggestopedia?
A. nonrational and nonconscious influence

B. modified techniques
C. music and musical rhythm
D. linguistic materials

23. " …. In the learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional method".
A. science
B. memorization
C. music
D. vocabulary

24. A suggestopedic course lasts … days and consist of ... units of study.
A. 30, 10
B. 20, 10
C. 31, 15
D. 45, 15

25. Who was the founder of Multiple Intelligence?
A)Gardner
b)Asher
c)Souver

26. How many types of "Intelligences "have?
A)5
b)8
c)7

27. Find the name of "intelligence" which is the ability to use language in special and creative ways, which is something

lawyers, writers, editors, and interpreters are strong in .
a)Interpersonal
b)Intrapersonal
c)Linguistic

28.Who said the following idea " MI is not prescriptive. Rather, it teachers a complex mental model from which to construct curriculum and improve themselves as educators"
  a) Gardner
  b) Campbell
  c) Christison

29.When was interaction central to theories of second language learning and pedagogy?
 A.1920s
 B.1980s
 C.1940s

30 ……refers to the natural assimilation of language rules through using language for communication.
 A.Acquisition
 B.Learning
 C.Grammatical knowledge

31. Who said: "learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in".
 A.Mackey
 B.Anthony
 C.Gattegno

32. Who wrote "Notional Syllabuses"?
 A.Robinson
 B.Wilkins
 C.Asher

33. ….. that involves real communication is essential for language learning
a)   reading
b)   activity
c)   c)listening

34. Learners engage in discussion and exchange of ideas. They don't need to reach

38. Find incorrect word collocation.
A.I had done my housework before I went to party.
B.Please, help me to do the laundary.
C.I can make everything for you.
D.I have got headache so please don't make a noise.

39. Find similar word to boring.
A.I'm delighted to join you for dinner.
B.Trevor is an intriguing man.
C.The story about his near-death experience is chilling.

agreement. What kind of task is it?
a)   decision-making tasks
b)   problem-solving task
c)   opinion exchange task

35. What is constructing a floor plan of a house from a description?
a)   Drawing
b)   program
c)   Map

36. What are naming parts of diagram with numbers and letters of the alphabet as instructed?
a)   Diagrams and formation
b)   school timetables
c)   Programs

37. Which method is familiar to task based language learning?
a)   Communicative language teaching
b)   audio-lingual teaching
c)   grammar

D.This is a tedious homework assignment.

40. Which phrasal verb with "do" means to criticize someone or something.
A.Do down
B.Do over
C.Do in
D.Do out of

41. I'll eat my hat if you can eat 20 burgers in one hour. What does this idiom mean?
A.I will be pleased
B.I will be very surprised
C.I will pay for

B.I will help you

42.In which sentence word collocation was used?
A.My mother takes a nap every day after work.

43. Who is the original creation of The Natural Approach?
   a) Stephen Krashen
   b) Tracy Terrel
   c) F. Gouin
   d) Sauveur

44. Which method does share many features with The Natural Approach?
   a) Total Physical Response
   b) Community Language Learning
   c) Direct Method
   d) Cooperative Language Learning

45. **How many hypotheses in Krashen's monitor model?**
a) 5
b) 4

48. The … between the rich and poor countries of the world is increasing daily
a.SPACE
b.GAP
c.DISTANCE
d.INTERVAL

49. We are going to miss train… we hurry up
a.PROVIDED
b.IN SPITE OF
c.UNLESS
d.DESPITE

50. He went to live in France for a year …he could pick up the language
a.BECAUSE OF
b.IN ORDER

B.Jack escaped from the burning building by the skin of his teeth.
C.When he laughed in my face, I just saw red.
D.It looks like a jellyfish.

c) 2
d) 3
46. Who puts forward four reasons for the success of the method?
a) Stephen Krashen
b) Tracy Terrel
c) Sauveur
d) Markee
47. What did Krashen stress in his method?
a) To make children learn hard
b) All teachers should use this method
c) Teachers should be free to try the method
d) Don't pay attention children's skills

c.SO THAT
d.THEREFORE
51.When you buy shares,your investment is always at…since share prices can go down as well asgo up
a.DANGER
b.TROUBLE
c.GAMBLE
d.RISK
52.To what extent will future scientific discoveries make possible the…of the human life span.
a.INCREASE
b.PROLONGATION
c.EXPANSION
d.GROWTH

53. When did the audio lingual method become popular?
A) In 20th century
B) In 19th century
C) In 18th century

54. Where did the audio lingual method become popular?
A) In USA
B) In Great Britain
C) In Central Asia

55. Who introduced the audio lingual method?
A) Sauver
B) Chauser
C) Charles Fries

56. Does audio lingual method help to remove the stress?
A) Yes
B) No
C) Nearly

57. Which skill is not necessary for this method?
A) Speaking
B) Reading
C) All of them are necessary.

58. What is the discussion?
a) Switching minds
b) only hearing
c) only speaking
d) discord

59. What things you can't take from discussion?
e) new ideas
f) new words
g) reflection
h) all things is true

60. What is a good discussion?
a) work
b) play
c) art
d) game

61. What kind of discussions are more interesting?
n) on-line discussion
o) group discussion
p) individual discussion
q) class discussion

62. Which method does allow you to stimulate critical thinking?
n) direct method
o) audio lingual method
p) grammar translation method
q) teaching with discussion

63. Who describes it as a "science… concerned with the systematic study of the nonrational and nonconscious influences"
a) Georgi Lozanov
b) James Asher
c) William Mouiton
d) Gaston

64. What is the characteristics of suggestopedia?
a) the decoration, furniture, and arrangement of the classroom
b) spend time on outside study
c) the centrality of music and musical rhythm to learning

d) self-satisfaction in musical performance

65. Why Gaston defines three uses?
a) to facilate the establishment and maintenance of personal relation
b) varying the tone and rhythm
c) to identify the potentional to rhythm
d) to increased self-satisfaction

66. What are the objectives of Suggestopedia?
a) to deliver advanced conversational proficiency quickly

b) to facilate the establishment and maintenance of personal relation

c) to use the unique potentional to rhythm to energize and bring order

d) to bring about increased self esteem

67. What does dilemmas word mean?
   a) Hesitating
   b) Thinking
c) Shooting
d) Listening

68. What is the danger of over – correcting for students?
a) Increasing motivation
b) Losing motivation

71. Many English exercises, especially …… exercises, use language out of context.
a) written
b) reading
c) listening
d) speaking

72. In oral communication, drills help students' ….. .
e) pronunciation
f) sound
g) morpheme
h) Synthesis

73. What do the students do in Fill-in-the-blank exercises?

75. Adding pictures to your cards can make them a lot more …
a)memorable
b)understandable
c)confusing
d)productive

76. How do you think what is the most used with flashcards?
a)pictures
b)new words
c)illustrations

c) Improving
d) Developing

69. What should the teachers do so that they and Their students can feel uncomfortable with
   a) Looking for information
   b) Being tricky
c) Asking now They want to be corrected
d) Having different views and different ways of correcting students

70. What is classic mistakes?
a) Unchanged mistakes
b) Useful mistakes
c) Usual mistakes

a) students complete a space with a correct verb or pronoun
b) students complete a space with different verb or pronoun
c) students correct verb or pronoun
d) All are true

74. What game is popular in preparing and transitioning?
a) "Find someone who"
b) "brain storm"
c) "Simon says"
d) "pair share"

d)reviews

77. how many types are there of flash cards?
a)one sided
b)two-sided
c)three-sided
d)there is no limit making flash cards

78. What kind of flashcards are two-sided?
a)logical
b)practical
c)physical

d)doctrinal

79. In what way are the flashcards is used?

a)only by speaking

80. Why Using games are most important?

81. Why group games are more useful?

a) they are competitive and children come closer with each other

b) they engage children

c) they are fun

d) they are competitive and they want to play

82. Teenagers do not like childish games because

a)they prefer more challenging ones

b) they are lazy

c) they are not interested in

d) c and a

83. What is the important point in teaching English with games?

a) It is rewarding

85. ...teaches the written language as the highest priority in learning a foreign language.

   a) Traditional method
   b) Communicative Methods
   c) Structural Approach
   d) Oral Method

86.Foreign language is the same as any other kind of learning and can be explained by the same laws and principies.

   a) Traditional method
   b) Communicative Methods
   c) Structural Approach
   d) Oral Method

87.N.S. Trubetskoy was one of the representatives of the . . . school.

   a) Prague

b)by discussing

c)by question and answer format

d)all of them are true

a. What is the key to a successful language game?

b. How to choose a game?

c. What games do teenagers like?

b) It is exhausted

c) It is interesting

d) It is boring for some students

84. Why games are vital in teaching?

A) Games strengthen language skills, besides, learners develop social skills and good relationships while they interact with each others.

b) Games are social skills and good relationships.

c) They develop social skills and good relationships while they interact with each others.

d) All are true

   b) London
   c) Moscow
   d) Leningrad

88.Who was L.Bloomfield?

   a) The first American linguist
   b) English phonologist
   c) He was a well-known scientist in Italy
   d) Russian phonologist

89.L.V.Shcherba's classification of styles of speech into …types

   a) Two
   b) Three
   c) Four
   d) Five

90.What is the most popular video hosting service?

a) YouTube
b) vimeo.com
c) Wista
d) Sprout Video

91. What is the globally accepted name for the electronic reading materials?

92. When did the method become popular?

D) In 20th century
E) In 19th century
F) In 18th century

93. Where did the audio lingual method become popular?

D) In USA
E) In Great Britain
F) In Central Asia

94. What is given on the picture?

A) Birds
B) Wild animals

a) e-book
b) e-journal
c) e-magazine

C) Reptile animals

95. Which holiday is it?

A) New year
B) Women's day
C) Birthday party

96. Which skill is not necessary for this method?

D) Speaking
E) Reading
F) All of them are necessary.

d) e-newspaper

97. What is the purpose of Google Drive?
a) To store files
b) To play videos
c) To download mp3
d) To buy books

98. What is the purpose of Google Docs?
a) To edit text documents in collaboration
b) To edit text documents with images
c) To edit text document with video
d) To test internet connection

99. What is the slogan of TED.com?
a) "Ideas worth spreading"
b) "inspiring innovation persistent perfection"
c) "Think different"
d) "Just Do It"

100. What is visual learning?
a) Seeing
b) hearing
c) moving
d) touching

101. What is tactile learning?
a) seeing
b) hearing

c) moving
d) touching

102. What is online?
a) Switch on computer
b) connected to a computer
c) not connected to a computer
d) switch off computer

103. What is offline?
a) Switch on computer

b) Connected to a computer
c) Not connected to a computer
d) Switch off computer

104. Which phrasal verb means to stop working?
a) Turn on
b) Plug off
c) Switch off
d) Switch on

105. Which step does not belong in the pre-communicative stage of a speaking lesson?
a) play the recorded dialogue
b) introduce the function
c) provide useful expressions
d) all are true

106. When setting up group discussions in the classroom it is a good idea
a) keep friends together whenever possible
b) choose a narrowed down topic for students
c) vary group sizes from time to time
d) target structure

107. Refers to the degree to which another person can understand someone's spoken language.
a) Intelligibility
b) Accuracy

c) Appropriacy
d) Gestures

108. Choose the correct word that matches the following definition: a specific language goal or aim presented in a lesson
a) target structure
b) pedagogic task
c) skill basis
d) Appropriacy

109. First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect.
a) PPP
b) TTT
c) SSS
d) PPT

Control work on subject

VARIANT – 1

What does it mean to "professionalize" the field of foreign language teaching?
Why EFL teachers should to know about learners?
What is The Grammar Translation Method?

VARIANT – 2

What is Trans – Cultural Comparative Literature Method?
What are your new concerns as a new teacher?
What is the role of Common European Framework in learning and teaching?

VARIANT – 3

What is Communicative Language Teaching?
How does (or doesn't) critical thinking fit into EFL/ESL classes?
Principles of teaching reading comprehension

VARIANT – 4

What kinds of classroom activities can help students to improve their critical thinking skills?
What the CEFR is … and what it is not?
What are the common methods in teaching writing?

VARIANT – 5

Why Teach Critical Thinking?
What is Case Study /Discussion Method?
What are the common methods in teaching reading?

VARIANT – 6

What Strategies for Developing Speaking Skills do you know?
What type of Language input clues can teachers use in teaching?
Principles of teaching listening comprehension

VARIANT – 7

What is Information Gap technique?
What are Goals and Techniques for Teaching Speaking?
What do you know about direct strategy?

VARIANT – 8

What is CLT?

Why to use Approaches, methods, procedures, and techniques in teaching?

What are the common methods in teaching speaking?

VARIANT – 9

Language use and the learner's competences

How to Use the CEFR in the classroom in teaching and lesson planning?

What do you know about memory strategy?

VARIANT – 10

What is the difference between methods and techniques?

What is PPP method?

What are the common activities in teaching listening?

VARIANT – 11

What do you about Community language learning?

What are the stages in setting up tasks and activities?

What is method of teaching grammar?

VARIANT – 12

What is Total physical response method?

Effective Student-Teacher Communication in teaching

How do most teachers teach listening comprehension?

VARIANT – 13

What do you know about Audiolingual method?

What are the characteristics of the listening process?

What do you know about compensation strategy?

VARIANT – 14

Deductive Teaching
What do you know about cognitive strategy?
Why vocabulary is needed in teaching?

VARIANT – 15

Inductive Teaching
What is Classroom management strategy?
What does listening involve?

VARIANT – 16

What is Trans – Cultural Comparative Literature Method?
What are your new concerns as a new teacher?
What is the role of Common European Framework in learning and teaching?

VARIANT – 17

What is Communicative Language Teaching?
How does (or doesn't) critical thinking fit into EFL/ESL classes?
Principles of teaching reading comprehension

VARIANT – 18

What kinds of classroom activities can help students to improve their critical thinking skills?
What the CEFR is … and what it is not?
What are the common methods in teaching writing?

VARIANT – 19

Why Teach Critical Thinking?
What is Case Study /Discussion Method?
What are the common methods in teaching reading?

VARIANT – 20

What Strategies for Developing Speaking Skills do you know?

What type of Language input clues can teachers use in teaching?

Principles of teaching listening comprehension

VARIANT – 22

What is Information Gap technique?

What are Goals and Techniques for Teaching Speaking?

What do you know about direct strategy?

VARIANT – 23

What is CLT?

Why to use Approaches, methods, procedures, and techniques in teaching?

What are the common methods in teaching speaking?

VARIANT – 24

Language use and the learner's competences

How to Use the CEFR in the classroom in teaching and lesson planning?

What do you know about memory strategy?

VARIANT – 25

What is the difference between methods and techniques?

What is PPP method?

What are the common activities in teaching listening?

VARIANT – 26

What do you about Community language learning?

What are the stages in setting up tasks and activities?

What is method of teaching grammar?

VARIANT – 27

What is Total physical response method?
Effective Student-Teacher Communication in teaching
How do most teachers teach listening comprehension?

VARIANT – 28

What do you know about Audiolingual method?
What are the characteristics of the listening process?
What do you know about compensation strategy?

VARIANT – 29

Deductive Teaching
What do you know about cognitive strategy?
Why vocabulary is needed in teaching?

VARIANT – 30

Inductive Teaching
What is Classroom management strategy?
What does listening involve?

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