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students more interactive»

GRADUATE QUALIFICATION WORK

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I Introduction

After getting the Independence the Republic of Uzbekistan has worked out an own model of development, taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well-functioning educational system.

By 1997 on the basis of the National Model of development there had been worked out the National Program for Personnel Training which defined conceptual ways and concrete details, mechanisms for radical reforming the educational system and Personnel Training.

The program is the normative scientific basis for reforms. Starting from 1997 it is being put into practice stage by stage. The document paves the way for radical reforms in the structure and content of educational system of the National Program. We need to change some ways of teaching the English language under school conditions as the old approaches no longer meet the requirement of the last year.

The historical changes took place in Uzbekistan since there have been obtained Independence and sovereignty. After September, 1991, in Independent Uzbekistan many political, economical, cultural and social factors have changed. Therefore, the very time of getting Independence the head of the republic I.A. Karimov attended to change educational system and the attempts reflected on changing in educational system and Personnel Training so high developed before Independence no longer meets requirements of democratic and market changes occurred in the Republic today.

It should be noted that the National Program of Personnel Training had some unique features. The reforms are carried out on an extensive scale and are supported scientifically. As the President I.A. Karimov emphasized in his book¹ "Uzbekistan along the road of Independence and progress" there are four parts of reformation and development which are based on:¹

¹ I.A. Karimov There is no future without history. Tashkent, 1997, p.47

- adherence of universal human values
- consolidation and development of the nation's spiritual heritage
- freedom for the individual's realization
- patriotism

The highest objective of reformation in Uzbekistan is to revive those traditions, fill them with new content and set up all necessary conditions achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

According to the requirement on the National Program of Personnel Training and Reforming of Highest Education in the Republic of Uzbekistan it is important to make effective changes in the System of Higher Education.

As I.A. Karimov highlighted² "Our young generation must be quick – cutter, wiser, healthier and, of course, must be happier than us".

In the order to achieve "Harmoniously developed generation" Educators should use all the suitable aids

The National Program of Personnel Training corresponds to provisions of the Decree of the Republic of Uzbekistan "on Education", elaborated on the basis of the analysis of national experience, proceeding from the world achievements in the system of education and oriented on molding of new staff generation with high common and professional culture, creative and social activity, ability to orientate itself independently in sociopolitical life, capable to put forward and solve perspective tasks.

Obtaining sovereignty by the Republic of Uzbekistan, option of one's own way of economic and social development worked the necessity for the structure reorganization and maintenance of personnel training. All these have stipulated taking of a number of measures: introduction of the Decree "On Education" (1992) ; inculcation of new curriculums, programmes, textbooks, elaboration of

² I.A. Karimov. Harmoniously developed generation is a basis of progress of Uzbekistan. Tashkent, 1998

the contemporary didactic supply; implementation of certification and accreditation of educational establishment creation of new types of educational establishments.

In order to improve the training and provide better knowledge of foreign languages we have to accelerate the realization of the Nation Program of Personnel Training in the country. As in many other fields of life the situation changed in a language teaching. That requires creation of new methods in order to improve teaching, especially a foreign language.

A glance through the past century or so of language teaching gives us an interesting picture of how varied the interpretations have been of the best way to teach a foreign language. As schools of thought have come and gone, so have language teaching methods waxed and waned in popularity. Albert Marckwardt saw there “changing winds and shifting sands” as a cyclical pattern in which a new paradigm of teaching methodology emerged about every quarter of a century, with each new method breaking from the old but at the same time taking with it some of the positive aspects of the previous paradigm³.

In this qualification Paper I have set forth to study new methods to make upper-level second language students more interactive, because to work with upper-level students is not an easy task and a teacher needs to be more professional in this field.

The object of this Qualification Paper can be considered as one that gives the detailed review of new methods how to make upper-level students more interactive and their practical usage in teaching English as a second language. It also helps to improve one’s understanding of the new methods and their importance to the teachers.

The practical value of the research is that the materials and the results of the given qualification paper can serve as the material for theoretical courses of methodology of foreign language as well as can be used for practical lessons in conversational practice lessons.

The aim defines the tasks of research:

³ H. Brown “Principles of language learning and teaching” Prentice Hall Regent 1987.

1. Consider the theoretical approaches to the new methods to make upper-level students more interactive.
2. Identify the main problem of the theme in modern condition.
3. Show ways to address the problems identified and to evaluate ways to address them.

This work consists of an introduction, the heads of the main part, the conclusion, the list of used literature and appendix.

In the introduction there is a base of urgency of a choice of theme identified the subject, objective, the problem is identified and placed hypothesis.

The first chapter deals with general issues on interaction; the task-based activities in the classroom and on six modern techniques for organizing group or pair work. The last part of the first chapter deals with the interactive methods which are helpful in teaching upper-level students; such as ;the Talking Zone, Speaking Line and the Conversation Game.

Next chapter deals with benefits of using anecdotes in teaching and their narrative elements. At the end of main part I give recommendations for improving professional development practices.

In conclusion I have summed up the results of my investigation on theme of re-search work; new methods to make upper-level students more interactive.

The material of this work will help students of philology and young teachers not only to receive orientation in how to fully decode the message of the work and therefore enjoy it all the more but also to improve their teaching English as a second language.

New methods to make upper-level second language students more interactive. What is it “more interactive”? according to the given definition in “The advanced learner’s dictionary of current English”- interaction noun the process of interacting, an effect, action or influence of one thing or person on another interactive – adjective acting on each other.

In the class it is influence of one person on another. Which will help to make the lesson more productive and effective. Nowadays, different new methods and a lot

of advice are given in books on methodology of teaching foreign languages. Not only foreign languages but also when the teachers teach other subjects like mathematics, physics and so on.

Learning English language is still a demanding point of each developing country. Thus, the main task of teachers is to give effective lessons to all levels. Upper-level English classes often pose special problems for teachers. At some universities, upper-level students learn English by using the technical language of their degree program, such as medicine, business, information technology, or some other field. Known as English for specific Purposes, this type of English instruction integrates the specialized subject matter of the field. ESP requires the acquisition of highly specialized terminology and the ability to explain formal processes as students prepare for the high-level competence they will have to demonstrate in their chosen careers. Because this advanced material is often difficult and challenging, students can easily fall behind or become nonresponsive. It is therefore imperative for teachers to use methods that make upper-level class effective and communicative. One good solution is task-based teaching, which links pair and group work with relevant activities to make language lessons more interactive, thus increasing student engagement and comprehension. So, let's see what the task-based teaching and oral communication practice are. Usually the teachers face with two main problems in class:

1. To find more time for students to communicate.
2. To motivate them to talk.

If activities are primarily focused on drilling and studying grammatical forms, it is difficult for students to communicate since the language situation they are put in is rather unnatural, and their roles do not demand the use of authentic language. They therefore treat language learning as routine and simply go through the motion. Task-based learning produced the opposite effect, as is evident by the definition of task given by Willis: "a goal-oriented, communicative activity with a specific outcome, where the emphasis is on exchanging meanings, not producing

specific language forms”⁴. Tasks based on relevant student interests and aspirations increase the meaningful use of language, and when tasks are focused on meaning, learners have better “opportunities in the classroom to use the language for genuine communication”⁵.

Task based activities set up social situations so that students can have meaningful discussion with one another. When students use English to cooperate and interact with each other, classes are more effective.

This is the main goal of each teacher, suppose. According to Brown (1994), interactive classes have the following beneficial features:

1. There is a large amount of pair and group work.
2. Students engage in spontaneous and authentic conversations.
3. Students write for actual audiences and purposes, not artificial ones.
4. Tasks prepare students for the real world outside of the classroom.

For the last years in teaching the usage of group and pair work become the natural part of the teaching. But in the past ten years ago, the teachers used old methods where the teacher was the main part of the teaching, students were passive. Nowadays new that books suggest us different activities which demand group or pair work. So, group and pair work are indispensable to task – based teaching. This type of classroom arrangement creates a completely different atmosphere from that of a traditional teacher – centered class; instead of strictly controlling the students, the teacher now coordinates their work. According to Brown, group work creates a favorable climate for communication by relieving student of the anxiety of having to talk in front of the whole class. It was noticed miraculous change in students who had been too shy to talk until they worked in group. In addition, group work makes students more responsible and autonomous

⁴ Willis D. and Willis J. doing task – based teaching. Oxford, 2007, p.4.

⁵ Willis J.A. framework for task – based learning. Harlow, UK: 1996 p.36.

– they have equal responsibility for performing a task and find it “difficult to” hide “in a small group”⁶.

Group and pair work also increase the speaking time for each student in a class. According to Byrne “unless you have a very small class, you will never be able to give your students enough oral practice through whole class work “For example, if you have 20 students and 20 minutes of oral work, each student will at most have only one minute to talk.” on the other hand, if you divide your students into pairs for just 5 minutes, each student will get more talking time during those of 5 minutes than during the rest of the lesson”.

A fundamental consideration is how to arrange the students to perform ⁷a task in pairs and groups, and teachers must find solutions to problems such as cramped classrooms and having to pair up students of different language levels. Although a classroom with moveable tables and chairs is ideal. If you can not move the tables you can ask students in one row to turn around and talk to the students sitting in the row behind them of course, they also can talk with the student sitting next to them, just for variation you can use first method as well as the second. This method also can be used when dividing students up into groups of four. Two students who sit next to each other can turn around and work with the two students sitting behind them. There are different ways to arrange group work, they can leave their desks and find partners themselves.

However if it takes them too much time to decide, the teacher can number off the students and assign each pair a place in the classroom.

Some teachers avoid doing group and pair work in class because they think it is noisy. But how is it possible to learn language silently? Even this process of splitting into groups, I think, motivates students to work. They can make noise if

⁶ Brown H.D. Teaching by principle: An interactive approach to language pedagogy. Englewood Cliffs, N: Prentice Hall Regent 176.

⁷ Byrne D. Teaching for classroom interaction London: Longman 1988, 31.

they are using English language, it is good. A very interesting method is described by Jacobs and Teall in order to stop the noise. "A green card goes on the desk of groups if they are working together quietly. A yellow card indicates they need to quiet down a bit. When a red card is put on their desk, the group should become completely silent, and all should silently count to ten before starting work again". This is a very efficient technique to restart the order in the class. With time, as students regularly practice group and pair work, they learn to work more quietly.

Following six techniques are valuable for organizing group or pair work, and they can be based on almost any text, adapted to almost any topic, and used in any class. These six tasks categorized by Willis (1996) that form a chain in advanced order of complexity:

1. Listening

Students work individually or in groups to gather facts about a topic by brainstorming, researching, and interviewing. This provides plentiful data and activates their background knowledge and experience of the topic.

2. Ordering and sorting.

Students sequence or rank the facts, vocabulary or ideas about a topic in a meaningful order.

3. Comparing and contrasting.

Students point out the similarities and differences in the information they have gathered.

4. Problem – solving.

Students create and evaluate a hypothesis related to a problem and analyze possible solutions.

5. Sharing personal experience.

Students engage in conversation and discussions about topics that have personal relevance. We can call it using anecdotes in the language class. In the next part I will describe the benefits of using anecdotes during the lesson.

6. Creative tasks and projects.

Students collaborate to produce a written, oral, or multimedia project that summarizes the important things they have learned from task – based work.

While performing these tasks, students engage in spontaneous discussion, solve problems, and prepare presentations. These activities help students communicate and overcome the psychological barrier to communication that so often occurs in a classroom setting.

While it is difficult for teachers to reproduce in a classroom all the situations in which students may need to use English in real life, these kinds of tasks will help students be better prepared to undertake real-life challenges. They will train learners to use language spontaneously outside the classroom, and allow them to use important language functions correctly, including “agreeing and disagreeing, interrupting, asking for repetition and clarification, changing the subject or the emphasis, highlighting the important part of the message, guessing the meaning and making inferences and so on!” (Willis J.). The communication in groups and pairs in class helps students in different situations, which can occur outside the class, it is a motivating side of the teaching.

Why is it beneficial to use Willis’s series of tasks which were mentioned above: ordering and sorting, comparing and contrasting, problem – solving, sharing personal experience, creative tasks and projects. Because it is convenient and practical because implementing them does not take much time and require many resources. When implemented together they form a task chain of increasing complexity that is an excellent method for creating communicative activities for any topic. However, this does not mean that teachers have to use them all for every topic, or even use them in the given order. A teacher during the lesson can use one or two of them, if a teacher is short on time or has difficulties developing six tasks for the same project. In addition, the type of project may require switching the order of the six tasks. Combining the relevant topics with task – based teaching is a way to “involve learners in different types of extended discourse. It provides an arena for informal spontaneous interaction”.

Although task – based teaching exposes students to all four skills, I made sure to supplement all the tasks with meaningful writing that was used to inform the class. According to Willis (2007), writing complements, oral activities and provides opportunities for language focus because “speaking is a real time activity, which there is normally no time for careful consideration of language. Writing, on the other hand, allows time to think about language”.

Using these task – based activities in a upper – level ESP classes really helps encourage the students to communicate in English and makes lessons livelier. Do not be afraid that the students will be too shy and reluctant to participate in the activities. They say that male students are on the whole less talkative and more reserved than female students, but when the teacher uses those tasks can involve all the students male students as well as female students.

Even the quietest students spoke more freely in groups and pairs than in front of the whole class. Teachers can think that students will begin to use their native language, but on the whole it is not a problem, because the students have more time to speak English and they gradually get used to it.

In closing, it would be good to mention that because the students communication in groups and pairs is much like real communication between people outside the class, they feel more confident as English speakers and the teacher feels more confident as a language teacher.

II. Interaction – influence of one person on another.

1. The task - based activities in the classroom.

In this part I'd like to speak about the interactive methods which will help students improve their oral fluency. It is a difficult challenge because our students generally share a common mother tongue and have little or no exposure to English outside the classroom. In the first part I mentioned pair and group work, their effectiveness in the teaching of a foreign language, but sometimes when students are asked to perform these activities, they often just read aloud mechanically from their textbooks or chat in their native language. It is hard for them to actually do it and it is hard for teachers to convince them to try.

In this part I suggest three procedures that are considered effective to encourage students to speak in English, even in large classes. Each procedure has oral fluency as its goal. Each is designed to help teachers assist their students in bridging the gap between their written materials and speaking fluently in a foreign language. They are effective techniques especially for upper – level students.

The Talking Zone

Most language students want to have chances to practice speaking. Other than having your students all speak aloud to themselves at the same time, the way to give them the most opportunities to speak in the classroom is to have them talk in pairs. However, if you give them time to practice speaking with the materials you have covered in class that day, many of them will simply read them aloud to their partners. They will not actually be practicing speaking, and they will certainly not be having what could be called a conversation. They will just be saying words aloud, which is not the same thing as practicing speaking. Students need to be physically separated from their materials for them to practice speaking. By creating a Talking Zone and a non – Talking Zone in the classroom, you can allow them to get the kind of speaking practice they want and need, and yet give them access to the material they may require to feel secure and to speak successfully.

The set up

Draw a sketch on the board of how you want the classroom arranged and tell your students to move the tables and chairs into that formation. If your classroom, like some of ours, has furniture that cannot be moved, use the two bottom arrangements as a guide. Notice that whatever the arrangement, the Talking Zone has no chairs in it. Therefore, your students will be standing while they are talking, not sitting.

After your classroom – is set up the way you want it, tell your students to sit or stand at the tables which are labeled “P” around the outside of the room. Have them open their textbooks to the page, they will be working on or pass out the materials they will be working with. These materials must stay where they are. They cannot be carried to any other place in the room. The same goes for a pencil if it is needed.

Give your students whatever time you think they need to look over these materials before they begin the speaking activity. Tell them they cannot look at anyone else’s materials. When they are done, tell them to turn their materials over and leave them where they are and to move into the empty space that was created for their talking.

When all of your students are standing in the Talking Zone, tell them that there are three things they must remember while doing this speaking activity. 1). They can talk with whomever they want for as long as they want, but they can talk only inside the Talking Zone, to only one person at a time, and only in English. 2). They must leave their materials on the tables where they are now. They cannot bring their materials inside the Talking Zone, nor can they look at any of their class-mates’ materials. 3). They can leave and enter the Talking Zone as many times as they like. So, they do not need to complete the whole activity before looking at their materials again. They can review their materials as often as they wish.⁸

⁸ Arevart S. and P. Nation. Fluency improvement in a second language. RELS > pp 84-86

They answer any questions they have, and tell them to find a partner and to begin. You may need to run around a bit, especially in the beginning, to enforce the rules of the activity. If students forget something a classmate tells them or forget what they want to say, they have to go back to the appropriate Zone to get the information. The activity is finished whenever you want it to be. This can take a long time if you let it go.

Variations

If you feel your classroom would be too crowded or would become uncontrollable with all of your students walking around and talking in it at the same time, have your students get into pairs after looking over their materials and before going to the Talking Zone for the first time. Then tell one student in each pair to sit down with both students' papers around the outside of the room, where the "P"s are. These students can be called the secretaries. Tell the other member of each pair to enter the Talking Zone. These students will be the speakers. Now explain the same rules as before except that number 3 needs to be changed a little. Instead of being able to look at their materials again, they can ask their secretaries to tell them whatever they need to know. So the secretaries look at the papers and tell their speakers what to do or say next (in English of course). Halfway through the activity, tell the secretaries and speakers to switch roles.

If the speakers do not need to return to their secretaries very often, the secretaries may get bored or have nothing to do. Therefore they may begin talking with other secretaries, something they should not be doing. They should only talk to their speakers. So, you may want to have another task for them besides just helping their speakers. This additional activity should be one that they can accomplish alone and silently, for example through reading or writing. It could be related to the speaking activity, or it could be something entirely different.

Choices

A variety of materials can be used with the Talking Zone. For example, if you give your beginning level students a list of Yes/No questions to ask their classmates, they can ask each question to other students until they find someone

who answers “Yes” to the question. Then they record that student's name and move on to the next question. (A worksheet for a variation of this activity appears in Appendix . It requires all students to answer the questions they will be asking later in writing before entering the Talking Zone. This should ensure that everyone has read and understood all the questions.) Depending on the students' abilities, you may want to try using two sets of similar questions in one class with half of the students having each set.

In intermediate or advanced level classes, if each of your students has read one of a group of articles, there are a number of things they can do in the Talking Zone. For example, they can each summarize and discuss their articles with a partner who has read a different article. Then they return to their tables to answer some questions about their partners' articles that they have not seen before. (See Appendix for a sample.) After writing answers to as many questions as they can, they may review their own articles for a few minutes. Then they return to the Talking Zone to collect the information they need to complete their answers, and tell their partners whatever they need to know to complete theirs. The process is then repeated with new partners who have read different articles.

Another procedure is the speaking line. As they become more comfortable and better at speaking in English, many language students want to practice “free conversation” in their classes. Of course, the difficulty with this is that if you just tell your students in a large class to talk in pairs about some topic, it is hard to tell what they are saying or even what language they are speaking. It is not very easy for them to maintain their discipline and speak only in English. They may also be tempted to spend much of their time reading from their textbooks or looking up words in their dictionaries¹. Organizing the seating arrangement of the pairs into a Speaking Line and requiring your students to put all of their materials away and to look at and speak directly to each other begins to clear up these difficulties. This lets your students experience the pleasure of speaking at length with each other in English.

The Basics

First, have your students put all their materials away. Then, have them rearrange the furniture. If you are lucky enough to have movable chairs and tables in your room, ask your students to move the tables out of the way and line up the chairs in two rows facing each other. You can draw a sketch on the board if you like.

If your classrooms do not have movable furniture, use the sketches below as hints to what arrangements might be good for your classrooms. The most important point is to create clear aisles (shaded below) so you can easily move around the room. Then, 1 and A are partners, 2 and B, 3 and C, etc.

With an odd number of students there will be one triple.

Explain to your students that they are not allowed to talk to anyone else except their partners. They can only speak with the person directly in front of them. And, of course, they must speak in English. Then give them the topic (or whatever you want them to talk about), and have them begin.

You may need to encourage your students to start and remind them to remain in English the first few times you do this. However, it does not take long for most students to catch on and to enjoy it.

When you think it is time for them to stop, a few claps, a short whistle, a long “OK”, ”That’s enough”, or a flickering of the lights will get their attention. Then it is time to change partners. The students at the beginning of one row stand up and move the back of the row while the rest of the students in the row move forward. Then everyone has a new partner.

Then tell them to repeat what they were doing or whatever the next assignment. This is shifting of the partners can be done many times.

Extras

When Brian was initially introduced to the Speaking Line, Robert “Bob” Oprandy recommended that partners be given two minutes to converse on one topic per pairing and that each topic be repeated for a few pairings. Sometimes we have students talk for much longer periods of time before switching partners, even for ever ten minutes. If you are not really interested in keeping track of the time,

you will find that it is not very difficult to tell when the students need to change partners. We usually have them repeat a topic with two or three partners.⁹

A more structured activity which works well using the Speaking Line is the Fluency Workshop, or the 4/3/2 technique, developed by Keith Maurice. In this activity the students have four minutes to speak about a topic to their partners. Then they listen to their partners talk for four minutes. Next they change partners and repeat the above for three minutes each. Finally, they repeat it again with new partners for two minutes each. Barbara was first introduced to an adapted form of the Fluency Workshop in which one student does all three speaking turns without doing any listening in between. When this activity was studied by Arevart and Nation (and prior to that by Nation in a smaller study), they found that students spoke faster and with fewer hesitations in their two – minute (last) turn than in their four – minute (first) turn. The Fluency Workshop in both of these forms has students making short speeches or telling stories to their partners rather than having students participate in a conversation, as Bob suggested.

If you would like to encourage the listeners to listen carefully when speakers and listeners have been assigned roles, have partners stand up one at a time after every few pairings and have the listeners give a short summary of what the last speakers told them. Speakers stand, too, to emphasize that both people are responsible for the summary, to make the listeners a little more comfortable while summarizing, and to be readily available if the listeners need help. Keep the number of pairings before summarizing variable to encourage your students to do their best with each partner. This could also be done after students have participated in conversations.

Your students will be better able to talk about something in English if they write about their ideas in English first. They might do a quick writing in class for 10 or 15 minutes before speaking, or they could write more extensively as a homework assignment. While writing, they can decide what to say, organize their

⁹ Bailey K.M. and L.Savage. New ways in teaching speaking. Alexandria. p 15

thoughts, and look up any words they need in their dictionaries. Remember, though, that when they move into the Speaking Line, they cannot bring their writing with them.

The Conversation Game

Although working in pairs allows the maximum amount of speaking time per person in a class, there are times you might want your students to speak in groups. Also, many students say they prefer to speak in small groups rather than in pairs. The problem is that since students in an EFL class can speak to each other more easily in their own language, they will find it very difficult to remain in English. Even on a Talking Zone or a Speaking Line, some students may quickly translate to explain a word or phrase that a partner does not immediately understand. The Conversation Game is an excellent way to get around this difficulty.

The Rules

In the Conversation Game the teacher should provide a large quantity of game markers. These could be poker chips, buttons, heads, individually wrapped candies, or sea shells collected on a beach after a big storm. Seat students around small tables in groups of 4 or 5 each and give a pile of about 40 or 50 markers to each group.

After the students have the topic to speak about the game rules are simple.

1) Whenever students say something in English, they take one of the game markers. It doesn't matter whether they talk for a short time or a long time; in either case they get one marker. 2) But, whenever they say even one word in another language, they must return one marker to the pile. 3) In the end, the number of markers they have collected will be their score¹⁰.

When the conversations show down or when the allotted time is up, you can re-shuffle the groups and perhaps switch to a new topic as well. Before students move to a new group, they should return all of their markers to the pile so each new group can begin. Therefore, they need to record their scores on a piece of

¹⁰ Bresnilian B. How is at least as important as what the language teacher. 16.1992.p.37.

paper, something they also might need to do earlier if they use up all of the markers before time runs out and they need to restart themselves.

Other conversations: some students may be tempted to "cheat" a bit by saying "Ok" or "Yes" a lot in order to collect markers and boost their scores.

If this happens, you can modify the rules to require that students say at least three consecutive words or a sentence to gain a marker. In our situation, true "cheating" is, in fact, quite rare as the students generally make a real effort to be sure everyone has a chance to speak and to gain points.

We have also found that once our students get used to the habit of monitoring their use of English and Japanese and the amount they are talking and not talking, they tend to stop picking up markers after their turns. This is certainly a good thing that they can continue to converse in English without using the markers to closely monitor themselves. However, it still seems to be helpful to have the markers there in piles just as a reminder.

Although assigning conversation topics yourself saves time, another choice is to have your students come up with the topics. Here is one way to have the students do this. Have pairs of students come up with the topics. Here is one way the students do this. Have pairs of students very quickly brainstorm topics and write one per pair on the board. No doubles are allowed. After each pair has written a choice on the board, read each aloud to the students so they have a chance to consider all of them. Then have all the students come up to the board again and mark the one they wish to speak about. The majority wins and is the first topic to be discussed.

Let's look through in the class.

Teacher roles

While the students are busy in their Talking Zone, Speaking Line, or Conversation Game, the activities the teacher can engage in are numerous and varied. The simplest, but not necessarily the least useful, thing to do is to stroll around the group the different areas of the room, up and down the aisles, or around the groups and listen to what your students are saying. This also leaves you free to

enforce the rules, if necessary, and to answer any questions. In addition, you can break into conversations to ask questions, add information, or help with explanations if you like.

The teacher can also collect information such as unusual vocabulary items, errors or mistakes of any kind, well – formed sentences or replies, communication breakdowns, students opinions, or diversions from the assigned task or topic. Problems could be dealt with at the moment they occur orally with the students involved, or a short note could be written on a slip of paper and handed to the students. If you think the whole class might benefit from something, you could take notes while you are listening and go over them with the class as a whole afterward.

Another alternative is to join the Talking Zone, the Speaking Line, or the Conversation Game groups and participate with your students. Of course, at times you may need to stop to do other things, such as monitor the activity, but you will also have the opportunity to speak with some of your student one – on – one or in small groups even if you need to cut it a little short.

Adaptations

The Talking Zone, the Speaking Line, and the Conversation Game can be used for a variety of communication tasks, but it is important to make a firm rule that the work must be entirely oral and in English. In each of these procedures, students can summarize and discuss articles they have read, essays they have written (without holding them so there will be no temptation to read from their paper), or audio or video tapes that they have listened to or seen. They can also carry out brainstorming tasks to prepare for a writing assignment or a classroom debate. Of course, these sorts of activities can be done in normal pair or group work structures as well, but in a Talking Zone, a Speaking Line, or a Conversation Game group, students must use their own words and give their own ideas (or their memory of material they have read or heard) rather than just repeat words or ideas from a book.

Making conclusion to this part I can say. By separating students from their materials, the Talking Zone allows students to experience speaking English on

their own. It shows them that they can speak and understand English without written materials. Yet it does not force them to do something which they might not be capable of doing or which might make them lose their confidence or become embarrassed. Also, although you have structured the activity, the students are in control of what they are doing and must take the initiative to complete the tasks you have set for them. The students can speak to whomever they wish whenever they wish, to students they know well or to those they may not often get a chance to speak with. They are working at their own level of ability. They can take time to relax, rest, rehearse privately, think about what they are doing, and decide what to do next whenever they feel the need by remaining at their papers outside of the Talking Zone. In addition, although we have given them the materials to work with, our students soon begin to add to them or to change them somewhat by creating their own oral language. Instead of saying "Which is your favourite season?" they often say "Do you like summer?" or "Do you know someone who likes winter?" and they say other things not included in their materials, such as, "I'm sorry, what's your name again?" "Hurry up", "Just a moment", "Really?", "Me, too". In other words, the activity becomes something like a real conversation.

The Speaking Line allows students to begin to have real, totally unscripted conversation on their own. Each conversation is private, personal, and anonymous. This is also the case with the Talking Zone, but the Speaking Line is somewhat calmer, simpler to set up, and easier to monitor. It requires students to speak with a random assortment of classmates, and there is no hesitation or difficulty in choosing with whom to speak as might be the case with very shy students. Also, although we have organized the pairings, and some topic for discussion has been decided on, our students begin to add to this as they do with the Talking Zone. Partners say things like "Good morning. How are you?" and even shake hands. And when it's time to change partners, some will say "Good – bye. It was nice talking with you".

With Conversations Game that our students will monitor each other as well as themselves. They point out when others slip in a word of Uzbek or a Uzbek excla-

mation, and they make great efforts to speak only in English. A special feature of the Conversation Game that sets it apart from most fluency work in foreign language classes is that students are discouraged from using their mother tongue to clarify confusion or lack of comprehension. In Conversation Game groups, speakers must try to negotiate meaning entirely in English because they are penalized if they use their native language. This makes the activity more difficult for them than the Talking Zone or the Speaking Line, but it pushes them to develop more strategies needed to communicate successfully with native or non-native speakers of English.

III. §1. Benefits of using anecdotes in teaching

Benefits of using anecdotes in language classes. As it was mentioned in the previous part according to Willis there are six task-based techniques, which will train learners to use language spontaneously outside the classroom and allow them to use important language functions correctly. The fifth one was sharing personal experience with upper-level students; this task can be successfully used in the class. In this part I'd like to speak about the elements of an anecdote, using anecdotes in language class and benefits of using them in language classes. In the textbook like "Inside out" there is a part of teaching which is called anecdote. For the first, when we met it in our books we had a confusion, because in Russian language it means a joke, when the man tells the joke (a short story) others listen to it and then laugh. But using anecdotes in language class is another thing. There are also extended speaking tasks, where students tackle a longer piece of discourse. It is called "anecdotes". They are based on personal issues, for instance, memories, stories, people we know.

When you learn a musical instrument, you can't spend all your time playing scales and exercise: you also need to learn whole pieces in order to see how music is organized. Anecdotes give students a chance to get to grips with how discourse is organized. The anecdotes are set up through evocative questions. Students read or listen to a planned series of questions and choose what specifically they will talk about: shy students can avoid matters they feel are too personal. As they prepare for the anecdote, students also think about the language they will need. This students' preparation is a key stage and should not be rushed. Research, by Peter Skehan among others, has shown that learners who plan for tasks attempt more ambitious and complex language, hesitate less and make fewer basic errors. As it seen, anecdotes are stories, usually from personal experience, that people tell to make a point or entertain others during a conversation. These personal stories have

a considerable role in everyday human interaction and according to Wright “the whole world is full of story tellers”.¹¹

Anecdotes often have an emotional component, such as happiness or sadness, excitement or embarrassment, or amusement or disappointment.

Therefore, when we share an anecdote, we share a compelling story with other people. While it is not possible to remember all of the anecdotes we know we do remember the content of noteworthy ones, and often we pass them on to others.

It is well known that inserting anecdotes in essays and oral presentations is a good strategy to attract and hold audience attention. This also applies to the second language classroom using anecdotes is a good technique to arouse students' interest and establish a meaningful and memorable context for learning. Let's see the types of anecdotes and why anecdotes are useful in language teaching, and how to use them in the classroom.

As with many aspects of human discourse, anecdotes tend to follow a pattern when they are used in conversation. Researches in Sociolinguistics and discourse analysis have identified six narrative elements of anecdotes. Let's look through them:

1. Abstract – the abstract introduces the anecdote and may give essential context to the story.

“Did I ever tell you about...?” , “I remember when I was...”

2. Orientation – the orientation sets the scene for the story by identifying where and when it takes place and the people involved. For example: “Do you know that every year we have this school fair?” , “You remember last year's school picnic, right? There we...”

3. Complicating events – the complicating events are the main events of the story and are what makes it intriguing and interesting. For example: “The next thing she did was try to put out the fire”.

¹¹ Wright A. A travelling storyteller. *The language teacher* 19. 1995 p. 16.

4. Resolution – the resolution tells what happened at the end of the story and how things worked out. For example: "...and finally he passed the test".

5. Coda – the coda signals that the story is over and brings the storyteller and listener back to the presents: "Now I look back and say...".

6. Evaluation – the evaluation is how the storyteller indicates the essential point of the anecdote and why it was worth telling: "it's not the worth thing that happened to me but...".

These six elements are not always present. For example on abstract and coda may not be found in all anecdotes. However according to McCarthy, evaluation is not optional element since "without it there is no story, only a bland report"¹². That is evaluative statements identify the significance of the anecdote and prevent the audience from asking "so what?". The evaluative element may appear at the beginning in the middle, or at the end of the anecdote. Evaluation can be either explicitly stated or rendered through implicit devices such as exaggeration, repetition, mimicry, intonation, and figurative use of language. Moreover, the listeners may collaborate with the teller and add their own evaluation of the anecdote or comment on its worth.

I think using anecdotes in the classroom it is a good way to make our lessons more interactive because students express their feelings, ideas, and experiences, just like the ones in daily conversations. Of course, this strategy is good to use with upper – level students, who are able to speak about their experience, who know basic grammar rules and can discuss the topic. However, since anecdotes are an excellent way to generate discussion to help students use their language skills, teachers usually have an additional intention in mind a teaching objective to describe, explain, clarify, or emphasize an aspect of language or content.

There are three groups of anecdotes used in class: 1) planned anecdotes, 2) semi – planned anecdotes, and 3) unplanned anecdotes.

¹² Gomm H. Inside out, Macmillan, 2001 p.4 – 5.

Planned anecdotes

Planned anecdotes are similar to those used in essays or in oral presentations.

The teacher plans when to use the anecdote in the lesson. How to use it, and what kind of an exercise or questions will follow the anecdote. For example, if a language point will be presented, the teacher should decide beforehand which vocabulary items or grammatical structures to emphasize while sharing the anecdote. The anecdote may be written down so the teacher can either read it aloud or tell it using notes. The significance or evaluation of a planned anecdote is also considered while planning and is anecdote either at the beginning or at the end of the story.

Semi – planned.

Semi – planned anecdotes differ from planned anecdotes because the complete details are not worked out in advance. In this case, the exact words or sentences are not written down, although teachers do have one or more anecdotes in mind and are prepared to tell them at the appropriate time in the lesson. One strategy is to keep a list of anecdotes and let the student reactions or the flow of the lesson determine which one to share. It is also good to base semi – planned anecdotes on the events experienced by the whole class or by one group of students. For example, an anecdote about a school night or an extracurricular activity that all student participated in reduces the need for explanation and saves time. Individuals can share their personal anecdotes as well and if the teacher knows student's anecdote, she may plan to ask the student to share it at an appropriate time. As with planned anecdotes, it is important to consider the purpose and significance of semi – planned anecdotes before hands.¹³

Unplanned anecdotes

Unplanned anecdotes come up naturally in the flow of classroom activities and are spontaneously activated by a response, a question, or a discussion that suddenly reminds the teacher of a story that is worth while to share with the stu-

¹³ McCarthy, M. Discourse analysis for language teachers. Cambridge University press, 1998 p134.

dents. In this sense, unplanned anecdotes are like those that appear in everyday conversation. These impromptu anecdotes may also be provided by students, as one of their experiences may be enlightening or thought-provoking for both their classmates and the teacher. If the point of the anecdote is not clear, either the teacher or the students can indicate the need for an evaluative element, just as a listener might do in a naturally occurring conversation.

So, what are the benefits of using anecdotes in language classes and how they can make our lesson more interactive with upper – level students?

Anecdotes are one of the economical, easy, and enjoyable ways to introduce meaningful language and content, to practice language skills and subskills, and to help manage classes of various ages and proficiency levels. Experience shows that students are always highly interested in experiences of their teachers and peers. Although some teachers may not feel comfortable with the idea of sharing personal information with their students, others may love to share their experiences and ask similar questions about the students' experiences. How much the teacher shares and asks the students to share depends not on being friends with them but on creating a friendly atmosphere in the classroom. The ideas listed below summarize the benefits I have experienced while using anecdotes in my classes.

- Classroom management is an important aspect in teaching any course, regardless of subject matter. It is an issue for novice and experienced teachers, for teachers of beginner to advanced levels. Thus, an attention-grabbing anecdote may wake up sleepy students, engage unmotivated ones with the task, and reinforce a context so it is not easily forgotten.
- Genuine communication occurs in language classes when learners provide their own experiences and information. By listening to anecdotes from the teacher and classmates, asking questions for extra information or clarification, and contributing evaluative feedback as in real life dialogues the language learners engage in authentic communication. Moreover by telling an anecdote or re-

sponding to their friends anecdotes, students organize their ideas and contribute to the discussion¹⁴.

The language and conversational skills used while telling our stories are different from the skills we use in controlled, in authentic classroom tasks. Therefore, using anecdotes in language classes has the benefit of modeling the customary daily storytelling skills, and emphasizing those skills develops student's conversational skills.

- Sharing anecdotes give students the chance to reflect on their own and others' concerns, perceptions, and values. This reflection develops higher level cognitive skills, including the ability to evaluate and synthesize information, as well as affective skills such as empathizing.
- Anecdotes can also be used in content courses where the materials is more demanding than language courses. Even advanced learners of English, especially at the tertiary level, may at times have difficulties in content courses. Thus, the use of anecdotes to explain exemplify, and evaluate the new content aids learners understanding, learning, and retention.
- When an anecdote is told by a native speaker English teacher or when it is about an experience in an English speaking country, the anecdote provides cultural information. In this respect, anecdotes represent a more realistic reflection of the target language culture and its people than the views presented in many textbooks.
- While students learn more about each other and their teacher, the teacher learns more about the students. Anecdotes therefore reinforce the friendly relationship between teachers and students and among the students themselves.

In appendix 1, there is an example for planned anecdote which contains the six specified elements of an anecdote. The abstract comes first, to inform the learners of what the story was about. The first paragraph works as the orientation to

¹⁴ Wright A. A travelling storyteller. The language teacher. p. 1

set scene, the second, third and fourth paragraphs contain the complicating events sequence and the last paragraph concludes with the resolution. The signal “So that was my childhood...” works as the coda. Last, the evaluation element lies in the aim of sharing it with students, which is the language point you will cover with the student before and after reading the anecdotes.

After using an anecdote of childhood memories, language teachers may apply different types of follow-up activities. First of all, since the students are excited hearing about their teacher’s childhood, the follow-up activity may easily have a speaking focus, where the students ask further questions about their teacher’s childhood or the characters in the anecdote. Students may also be encouraged to share their own childhood memories and exchange their anecdotes using the grammar point in pair work, group work, or whole class activities. Similarly, the anecdote can be followed by a writing task that has a grammar focus. For example, an exercise to demonstrate the difference in meaning between used to and would can be carefully planned to help students recognize that both structures can describe repeated actions in the past. Since used to and would are, in many cases, used interchangeably, the anecdote should be organized in such a way that the students can easily deduce the difference between them without having the teacher present the grammar lesson deductively or through explicit grammar teaching. Each student may write one of his or her childhood memories using used to and would. Following that, they may exchange papers and read each other’s anecdotes, and even edit them for the specific language focus.

As it seen, anecdotes are enjoyable, interesting and motivating for both teachers and learners. Especially, when you are working with upper-level students, who are eager to speak and discuss different topics. Below some points that need to be considered in order to use them in a productive and successful way:

1. The teacher should be honest about the anecdote they share in class. If we talk about something we have made up it is not an anecdote but fiction and students will usually realize this.

2. It is highly important for teachers (especially native speakers of English tea-

ching abroad) to be careful about the local and national culture. An anecdote should not make students feel ashamed, upset, or angry.

3. Anecdotes need to be relevant to student cognitive development and intellectual level. An anecdote that is very enjoyable and helpful for adults could be meaningless or a problem for teenagers or children.

4. When teachers use an anecdote in the classroom, they should always be able to point out its worth and purpose and be aware of the different elements that make up the story. This will result in coherent storytelling and lead to higher quality language practice.

5. In writing and speaking, anecdotes contribute to the presentation, development, and illustration of the points in the essay or in the presentation. However, telling students to use this technique does not automatically make them start writing excellent essays or giving wonderful speeches. Therefore, choosing topics that students have some experience with and encouraging them to use relevant anecdotes in their work helps them enjoy both writing and speaking.

6. Wright indicates that using stories “merely to introduce and practice grammar or particular lexical areas or functions” is a danger for storytelling, as the stories become a routine for the students rather than a novel and fun activity. This concern is also valid for anecdotes. They can sometimes be used only as a warm-up activity with no intention of teaching, in which case the anecdote is still useful for classroom management.

7. The length and timing of the anecdotes is important. In my opinion, whether planned or unplanned, the anecdote should not take more than three or four minutes. Otherwise, some of the students may have conversation problems and not pay attention or lose track. Thus, if the teacher plans to use an anecdote, it is always better to rehearse it to be aware of its length. In addition to length, the timing of the anecdotes is also an essential point to consider. To illustrate, the ones we use before lunch breaks may seem very long, as it may be difficult for the students to concentrate. Telling an anecdote in order to cheer up a class after they had a

difficult exam may misfire as well, since the message of the story has nothing to do with the learner's present situation.

8. Not only the anecdotes of the teacher but also the anecdotes of the students can be helpful for the lesson. If only the teacher tells the anecdotes, the lesson may become a one-person show. However, each student should have an equal chance to share an anecdote, and it should be his or her discussion to do so.

9. Like every technique, using anecdotes requires flexibility. You can plan to tell your anecdote, or it may come naturally. If it is improvised and if you know it is the right time to use it, it is better not to miss the chance, even if it means deviating from your teaching plan. On the other hand, if you realize that your students do not like it or cannot understand your point, it might be better to mention the evaluation element of the anecdote and cut it short rather than stop telling it.

10. Since anecdotes are short stories about personal experiences, they require the standard tools of storytelling mentioned by Pedersen: 1) maintaining eye contact is useful to check for listener comprehension and for using evaluative devices; 2) using gestures, facial expressions, movement and other body language helps the audience understand the point and significance of the anecdote; and 3) concentrating on voice quality is critical because the audience must hear everything clearly. Moreover, both tone of voice and intonation add to the emotional impact and work as implicit evaluative devices¹⁵.

As a conclusion to this part of my diploma work I can say that anecdotes are inseparable parts of authentic everyday conversation, and they are an effective technique for written and oral presentation. I think teaching is a never ending presentation in front of different and sometimes difficult audiences, using anecdotes can be a useful and rewarding technique that should be integrated into classroom language teaching. Because this integration has fruitful results both for target language development and social interaction in the classroom and if a

¹⁵ Pedersen, E. Storyteller and the art of teaching. English Teaching Forum 33, 1995 2-5.

teacher notes that lesson is boring for the students he can immediately use this technique and makes the lesson lively and interactive.

III. §2. Using public speaking tasks in the classroom

The purpose of this article is to provide suggestions for using public speaking tasks in English language teaching and to highlight some of their many advantages. Let me first describe what I mean by public speaking tasks: these include any task where the participant addresses an audience orally. For the purpose of this article, I will focus on two types of these tasks: student pre-presentations and debates. Student presentations may consist of either individual or group speeches based on class lessons or outside projects. Debates are interactive tasks, and usually require a greater degree of organization. They can be held with two or more students who take turns speaking on either side of an issue. The public speaking tasks suggested here rely on authentic language use and communication toward an audience. In this article, I will introduce advantages of using these tasks in the language classroom, describe their implementation, and provide examples of their

The advantages of public speaking

There are several clear advantages to using public speaking tasks in ELT. I have highlighted three that I think are most noteworthy: practice with all four language skills (listening, speaking, reading, and writing), development of critical thinking skills, and improved learning. Each of these is discussed in more detail below.

Advantage 1: Public speaking provides opportunities to practice all four language skills.

Presentation and debate tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presentations or debates.

Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

Advantage 2: Public speaking supports development of critical thinking skills.

Presentation and debate tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize contradictions, and explore implications and consequences. The insights gained during preparation activities allow students to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts.

Public speaking tasks require students to conduct research and develop support for their arguments. Once the students have identified a topic of interest, they may carry out an extensive search of materials using library and online search tools. Then the students skim, scan, or read select articles to gain knowledge of their topic. Alternatively, students may tap local resources for useful information. Public meetings, newspapers, interviews, and narratives are great sources of evidence for both presentations and debates. This process promotes strong organizational skills and encourages students to discriminate between primary and secondary information. Students can also learn about bias in reporting and the difference between interesting trivia and important facts. As students bring several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information will need to be integrated into the students' existing knowledge base so they can make sense out of what they find in order to develop clear presentations.

Advantage 3: Public speaking promotes learning.

Presentations are an ideal way for students to display their knowledge. Through their presentations, students are given the opportunity to demonstrate

what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. This kind of self explanation has been found to correspond with higher levels of comprehension and conceptual understanding. Students learn more through having to explain information to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content.

These three advantages accompany both presentation and debate tasks. Debate tasks require more planning and involvement than presentations but are well worth the effort. In preparing for a debate, students practice reading and note-taking skills, and construct written arguments. Debate preparation also requires extensive collaboration and cooperation among teammates as they collect information and develop ideas. Whether you choose to include student presentations or debates in your curriculum, your students will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. Students will gain confidence in speaking and will learn to express themselves in clear and articulate ways.

Using public speaking tasks in the classroom

Both presentation and debate tasks require students to research, demonstrate, and review language and content. The following is a description of each of these phases, followed by a brief discussion of the assessment of public speaking tasks.

Research phase

During the research phase, students are asked to develop an argument and search for information to support their position. Thus students utilize reading strategies as well as library and interview skills. Note-taking is made more meaningful as it is used for individual research goals. During this phase, students must anticipate and research various perspectives to prepare for questions and opposition to their arguments. A graphic organizer is a good way for students to clarify what they know and what they want to find out, and it can help students prepare for presentations and debates.

While preparing for public speaking tasks, students also gain conceptual knowledge rather than simply memorizing facts. Conceptual knowledge refers to an integrated network of knowledge, where students understand how pieces of information relate to one another. Students need to synthesize information from a variety of sources and integrate it into their existing background knowledge. Individual students must take the information gathered through this research and collaboration and then prepare written speeches for presentation. Students can take part in group or class discussions, share ideas, and resolve conflicts. Written essays can be developed through a process approach, allowing for additional collaboration between students and their teacher and/or peers.

Demonstration phase

The demonstration phase allows students to share their knowledge and hard work. There is a natural focus on language because students want their arguments to be understood. Immediately following the public speaking task is a good time to open the floor to class discussion. Students may answer questions about their own presentation or debate and also respond meaningfully to others. Public speaking provides students with a forum to express their ideas and demonstrate their knowledge to both peers and instructors.

Review and reflect phase

The final phase of presentation and debate activities is the review and reflect phase. This is an important and sometimes overlooked stage of public speaking tasks. One way students can reflect and focus on their language use is by recording their presentations and using these recordings for self assessment. If public speaking tasks are used repeatedly, each activity could be added to the same tape throughout the term. In this way, students would have an opportunity to view their progress and notice gaps in their language development. Students sometimes do not realize just how far they have come. Providing an audio or video record of student presentations and debates allows students to recognize the progress they have made.

Following public speaking tasks it is useful to ask students to reflect on what they have learned and how their opinions and knowledge may have changed

as a result of the information presented. Reflection can be facilitated through class discussion or a short individual paper. This is a powerful lesson in critical thinking and provides closure to the activity and topic area. Reflecting on what was learned can encourage metacognitive awareness and may lead to increased motivation and satisfaction in learning.

Assessment

Instructors may be inclined to avoid speaking tasks because they perceive them as difficult to assess. Depending on your learning goals, presentation and debate tasks can be assessed in several ways. You may find it useful to include both peer and self assessment, using a rubric to assess audio-and video-recorded speaking tasks. (See the Appendix for a rubric which may be used to assess student presentations.)

Some instructors may choose to assess the oral presentation less formally and instead concentrate on assessing the written work produced during preparation activities. The method of assessment used for a particular task will be strongly influenced by the goals and objectives of the instructor. Regardless of the type of assessment chosen, the preparation, practice, and focus on language will undoubtedly enhance student learning.

Teacher planning and preparation

Public speaking tasks may be central or supplementary to your lessons; there are advantages to including these activities at any level. There is no one set method or time commitment necessary for including these tasks in your curriculum. They can be used as a formal culminating activity or at the end of a single lesson to summarize information and make connections with previous work.

Presentations can be used to prepare students for later debates. The following six steps can be used as an outline to develop student presentations in the classroom.

Step 1: Identify suitable topics. Depending on your learning objectives, the topics may be based on a lesson, unit, or individual project.

Step 2: Research the topic area. Students are asked to brainstorm and may be guided through the use of a graphic organizer. Research may take the form of

interviews, review of media sources and textbooks, attendance at public meetings, library work, or internet searches.

Step 3: Organize and outline keypoints. Students are asked to critically review the information they have gathered, decide what is relevant, and synthesize new information into their existing knowledge.

Step 4: Write argumentative essays. In an argumentative or persuasive essay the author tries to prove or defend a point, rather than simply providing information. The written work may be done as an in-class exercise or assigned as homework. Early drafts of the essay can be read by peers for additional feedback.

Step 5: Give oral presentations based on the essays. The teacher should describe the format and expectations of the presentations ahead of time (e.g., 10-minute presentations; the use of notes is permitted; students should practice vocabulary and be prepared for questions).

Step 6: Review and reflect. The review may take the form of a class discussion or a short reflection paper.

Teachers can be intimidated by the amount of organization and planning they anticipate with class debates, but it is important to remember that debates only need to be as formal and extensive as you want them to be. The planning and organizational phases of formal debates provide more extensive opportunities for a wide range of learning. You may have students prepare for a debate in order to synthesize information and conclude a unit, or you may begin a class with an impromptu debate to tap students' background knowledge and encourage them to start thinking about a topic. You can also put students in pairs for unstructured mini-debates as a class warm-up. A sample debate warm-up activity follows.

1. Write potential topics on strips of paper. The topics should be in line with your learning objectives. If you would like to use these debates to simply get students speaking, think of topics your students can have fun with (e.g., cats are better than dogs, or red is better than blue).
2. Number students off in pairs, so that each pairing has a first and second speaker.
3. Give each pair a strip of paper with a topic written on it.

4. Give the first speakers these minutes to tell their partners the reasons they support the topic on their paper. Then, give the second speakers three minutes to respond and provide arguments against the topic.

5. Finally, ask if any students were persuaded to change their minds based on their partners' arguments.

Using debates, you can introduce the class to controversial issues that produce opposing viewpoints and require students to recognize perspectives different from their own. The following steps may be used when including a longer and more formal debate task in the classroom.

Step 1: Identify suitable topics. Topics may be generated by the students or the instructor but must have opposing viewpoints.

Step 2: Identify a motion (or motions). The motion is the specific wording of the topic for the debate and appears in the form of a statement that students can agree or disagree with. Once the motion is set, each student will be assigned to one side of the issue.

Step 3: Research both sides of the issue. Graphic organizers may be useful in identifying what information is unknown. Students conduct research and sort through information to understand the arguments on both sides of the issue, using the techniques described above for presentation tasks.

Step 4: Develop arguments and counterarguments. A writing assignment may be used to develop arguments, and students can receive peer feedback by sharing their ideas in groups.

Step 5: Debate. The debates may follow a variety of formats. Speaking times, number of speakers, and the emphasis on research may vary. Students should be prepared to answer questions and should practice key vocabulary ahead of time.

Step 6: Review and reflect. As a written or oral exercise, participants and observers may comment on the most persuasive arguments presented on either side of the debate.

Public speaking tasks in practice

In order to illustrate the use of student presentations and debates in ELT, I will describe these tasks within a thematic unit on democracy. This theme lends itself well to multiple perspectives. However, any topic that taps students' interest may be implemented.

Student Presentations

A thematic unit on democracy provides rich ground for presentation tasks. You can utilize the six steps presented earlier to develop student presentations on democracy.

Step 1: Identify suitable topics. As you discuss a unit on democracy, ask students to identify issues they find particularly interesting or relevant. For instance, a student who displays interest about rights and responsibilities might choose to present this topic to the class.

Step 2: Research the topic area. Once the students have decided on topics, have them brainstorm what they already know and what they want to know. In addition to the parameters of rights and responsibilities in a particular country, a student could search for information to compare and contrast perspectives on rights throughout the world and question when these concepts may come into conflict. Student can work independently or in groups to research their topics, depending on the amount of time you want to devote to the task. This is a good way to integrate research and reading skills into the unit.

Step 3: Organize and outline key points. One way to help students synthesize their findings is by asking them to create a flow chart like Figure 1 to demonstrate the relationships between different pieces of information.

Step 4: Write argumentative essays. Each student will prepare a written argumentative essay about rights and responsibilities, organized to include his or her main points and supporting ideas, as developed in the previous steps.

Step 5: Give oral presentations based on essays. The presentations can be seen as the culminating activity for the unit, where students synthesize what they have learned and demonstrate their in-depth understanding of their topics. Students take

on a teaching role as they demonstrate their expertise and share their research with classmates.

Step 6: Review and reflect. Following the presentations, ask the class to review and reflect on what was learned and what new questions have come up as a result of their research. Ask students to identify new information and comment on any part of the presentations they found interesting or that made them alter their perspective.

Debates

When planning class debates, it is very important to select topics that have supportable positions to argue on either side. Let's take the same example of rights and responsibilities using the six steps described earlier for developing debates. You would first brainstorm suitable topics for debate: ask the class for suggestions, write them on the board, and then guide the class in choosing a set of debatable topics. Then, identify the wording of a motion for each topic, such as "We should value human rights above all else." Next, assign students to either side of the issue and ask them to research the arguments for and against their side. Students can complete an organizer like the one below while they conduct research.

While developing arguments, students can collaborate and share ideas in groups to help identify the strongest arguments as well as the crucial weaknesses of a position. Students need to critically analyze all of the information presented and provide responses to counter-arguments. The teacher should introduce a format for the debate, which gives each student a set amount of time to present his or her arguments and respond to the arguments of the other side. An example of a possible debate format is shown below.

Speaker 1: Five minutes to present arguments for the value of human rights

Speaker 2: One minute of questions

Speaker 2: Five minutes to respond and present opposing arguments

Speaker 1: One minute of questions

Speaker 1: Five minutes to respond and summarize position

Speaker 2: Five minutes to respond and summarize position

Following the debate, students should reflect on what they have learned and on ways their opinions may have been reinforced or changed during the task. Students will soon realize that there are multiple sides to any issue. Debating a controversial topic encourages students to look beyond their own beliefs and recognize other viewpoints. Participating in a debate incorporates lessons on tolerance in a meaningful way.

Points to remember

The following guidelines will help in the development of public speaking tasks for any level.

1. Explicitly state your language and content objectives. Determine what skills and content you need to teach. Public speaking tasks may support many of your instructional goals; decide what you want to focus on so that the lesson does not become overwhelming.

2. Remember that topics which allow for student input are most effective because they increase motivation and allow students to have a stake in their own learning. Students do not need to have absolute free reign over their topic areas; they can be guided and supported in making choices that reflect the instructional content. The important point is that they have some sense of control over their learning.

3. Keep in mind that presentation and debate tasks are not limited to any one set of themes. These tasks can be used with many different content areas including literature, science, history, and current events. There is no limit to what you can do with public speaking tasks and the ways you can use these tasks to increase the students' engagement with the material.

4. Provide a variety of authentic resources. In order to prepare, you may conduct some personal research to familiarize yourself with the content and resources available. A familiarity with text resources will help you guide your students toward fruitful searches and suggest directions for their investigations. The Internet is a useful tool to expand the resources available to your students. If these resources are not available, you may have students draw on existing background

knowledge, investigate issues within their community, or conduct local interviews. Part of the learning process involves sorting through different kinds of information and making decisions about what to include and exclude. You can provide materials in the classroom (texts, newspapers, or films) or use the information-gathering process as a lesson in library research, oral (interview) skills, or computer use.

5. Encourage students to be critical and to look at different sides of an issue. They should be prepared to answer questions from various perspectives and to challenge their own assumptions. Expose students to a variety of texts on the same topic and ask them to identify differences in the way the topic is presented. This will help launch a discussion on potential bias and source credibility. Encourage questioning at every stage of the task.

6. Remember to have fun. Questions, disagreements, and moments of confusion all contribute to critical thinking. As long as the students are engaged with the content and are using language in meaningful ways, they are learning.

Conclusion

Public speaking tasks are an easy way to enhance language learning. As students participate in lively presentations and debates, they develop increased motivation and engagement with the materials. Language skills will improve because students are using language in meaningful ways for specific purposes and are working toward personal goals. Students learn how to access information and gain knowledge. These are skills that can effectively transfer to future learning and employment contexts. Public speaking tasks empower students by allowing them to take charge of their own learning and to communicate their knowledge to others in authentic ways.

III. §3. Recommendations for raising student motivation

Sources of low motivation in the Uzbek context

One cause of low motivation among Uzbek students is the relative lack of difficulty they face in fulfilling their college graduation requirements. Grading is generous and often based on factors unrelated to academic achievement. Another cause is the inability of students to choose their majors on the basis of personal interest rather than entrance examination scores. Although Uzbek universities now are talking about giving students greater freedom in choosing their majors, only one institution has adopted the idea thus far. A third influence on motivation is gender. Large numbers of Uzbek women traditionally major in foreign languages, but many are not highly motivated due to the scarcity of well-paying career opportunities for female graduates and to parental pressure to marry upon graduation.

Student motivation also is negatively affected by a cluster of other factors associated with language learning. One of these factors is prior learning experience. By the time they enter college, Uzbek students usually have completed at least six years of English classes, yet most are unable to carry on simple conversations with native speakers or write sentences free of basic grammatical errors. Although many Uzbek middle and high school teachers still favor the grammar-translation method, and prefer teacher-centered classrooms in which little English is spoken, college freshmen tend to blame themselves for their lack of communicative competence.

Students face additional obstacles in college due to the common practice of grouping language learners according to class rank rather than proficiency level. In a society in which saving face is vital to self-esteem, this practice sets the stage for further negative learning experiences and poor achievement in students who enter college with below average language skills and feel unable to keep up with their classmates. Unfortunately, even students who begin college with above average skills soon become less motivated, too, because they are not sufficiently challenged by the slow pace of instruction in these mixed-level language classes.

The practice of grouping language learners according to class rank frustrates students at both ends of the proficiency spectrum by depriving them of opportunities for real academic achievement. Since many students already blame themselves for their previous lack of success in learning English, they frequently become quite discouraged in their freshman year. Together, the need for achievement and attributions about past failures play important roles in language learning at Uzbek universities, and research on motivation in foreign language learning tends to support this conclusion .

The lack of positive role models for English learners in Korea is another factor that has a negative effect on student motivation. The media regularly carry reports about civil servants and other professionals who fail to meet the government's own foreign language proficiency standards. Moreover, even college foreign language teachers often conduct all of their upper-level courses in Uzbek. Since research indicates that potential language learners are most successful when they firmly believe in their own capability to reach a high level of performance in the future Tremblay and Gardner, the absence of English speaking role models in Korea may further explain why some students are not highly motivated.

Uzbek attitudes toward foreign languages and cultures also influence student motivation. Most middle and high school students receive only limited amounts of information about the history or current affairs of other countries. At the college level, courses that focus on understanding other cultures also are relatively scarce. In consequence, many students adopt the image of foreigners portrayed by the Uzbek media, which often are less than balanced in their reporting about the influence of foreigners on Uzbek culture.

The media also shape attitudes toward languages. Each year around Hangul Day, which commemorates the promulgation of the Uzbek alphabet, newspaper articles and editorials complain about foreign words that are "contaminating" the Uzbek language and about professors who "overuse foreign languages." The Korean language, these writers claim, must be protected "from an all-out invasion of foreign languages." It should come as no surprise, therefore, that many college

students harbor conflicting feelings about learning a second language. One college freshman told me in confidence that she was afraid of forgetting her Uzbek if she spent too much time studying English.

Strategies for raising student motivation

In spite of the array of factors that tend to reduce language learning motivation, teachers working in Korea can use a number of strategies to increase their students' self-confidence and interest in English. Before choosing any specific course of action, however, teachers should take the time to get to know their students individually at the start of each term. This is especially important for native-speaking newcomers to Uzbekistan, who may be surprised to learn that the bored-looking student in beginning conversation class actually grew up in an English-speaking country or that half of the class did not want to major in English at all.

Helping students to connect language learning to their personal goals is a great way for teachers to begin addressing the motivation issue in their classrooms. One option is to have students fill out individual plans for success (see Appendix 2).

These forms are based on motivational strategies recommended by Crystal Kuykendall and ideas of my own for the EFL classroom. During subsequent student-teacher conferences about the plans, teachers can help students view language learning within the context of their individual goals and help them map out strategies they can use to overcome their language-learning difficulties. The importance of setting specific goals as opposed to the general goal of "doing one's best" has been stressed by Tremblay and Gardner and other researchers. Oxford, Park-Oh, Ito, and Sumrall for example, emphasize the importance of selecting classroom activities that "students see as leading toward their personal learning goals." Even female students who do not plan to pursue careers after graduation can develop a greater interest in their studies if they are able to connect foreign language learning to personal goals such as the desire to travel abroad or to read English language publications.

At the beginning of each term, teachers should also take the time to explain their language-teaching approach to their students. They can accomplish this at any level by communicating in simple English sentences and by giving brief demonstrations of typical classroom activities. They should not assume, for example, that students accustomed to teacher-centered classrooms will automatically understand the reasoning behind pair work or other group activities designed to create an interactive learning environment. Students who have been taught to view language teachers as authorities on correct usage may question the value of working with fellow student. Although native-speaking English teachers may view pair activities as effective ways to reduce performance anxiety and increase learner confidence, some Uzbek students may not feel they are use-ful.

Testing different kinds of group activities may help teachers find the right mix for a specific class. For example, teachers can use a pair-monitor technique recommended by Alice Omaggio-Hadley in order to give Uzbek students the extra guidance in correct usage they expect. In this technique, a third student is given a card containing the correct forms for a pair conversation based on selected language cues. The third student acts as group monitor and provides feedback to the students working in pairs. As they move from group to group, teachers listening in on the pair conversations can help students overcome their preoccupation with errors in form by rewarding them for good communication as well as correct usage.

Teachers also should introduce all new activities carefully and explain how they can help students improve their English skills. Motivation levels drop and anxiety levels go up when students are unsure about how or why they should perform certain language tasks. Making positive statements about upcoming activities, moreover, is an excellent way to increase motivation. By saying, "I think you're really going to enjoy our next activity," and meaning it, teachers convey an enthusiasm that is contagious.

New activities can be introduced without a significant loss of class time provided students are taught a number of common English classroom expressions

at the beginning of the term. Teachers working at the college level in Korea, for example, should bear in mind that most middle and high school English classes are conducted primarily in Uzbek. Students in the first year of college, therefore, may never have heard the phrases, "Please turn to page five," or "Underline the verb in each sentence." It is especially helpful to write directions on the board or to provide students with written lists of frequently used expressions. In her study of the sensory preferences of ESL learners, Joy Reid found that Uzbek studying at American universities were the most visual of all nationalities. These conclusions suggest that using a visual backup system for oral directions and other class work may help set the stage for more positive learning experiences at the college level in Uzbekistan.

Teaching non-verbal communication may be equally important. Students who have grown up far from a large city such as Seoul may never have had contact with foreigners before taking their college English classes and, consequently, may misunderstand the gestures and other non-verbal cues of their Western teachers. Suzan Babcock recommends teaching students specific forms of non-verbal communication such as the raising of eyebrows to express surprise or disbelief in order to prevent confusion and frustration among students who may misread teacher intentions.

Teaching students learning strategies is another way to influence motivation levels. In order to identify strategies used by the most successful learners in a particular class, one approach is to poll students about the techniques they use to learn vocabulary, prepare for tests, or reduce anxiety. These strategies can be passed on to the whole class. An alternate approach is to teach students strategies that are widely known to increase achievement in second language learners. For example, many Uzbek students view writing assignments as translation projects. This is probably due to the emphasis placed on translation in their middle and high school English classes. By encouraging students to begin thinking in English when they write and by explaining why this is useful, teachers will be helping students overcome poor language learning habits. Research has

shown that strategy training is most effective when it is made explicit and treated as a regular part of the students' classroom experience.

Creating activities that foster real communication also will enhance motivation. Teachers of college-level writing classes, for instance, can help their students write articles for the campus columns in the English language dailies or even correspond with students in other countries. Students in one of my classes put together a collection of short articles they wrote about themselves and their country for students in a high school global studies course in the United States. They were proud of their role as co-teachers of the course's unit on Uzbekistan and worked on the project with great enthusiasm.

Another way to increase motivation among students is to send them positive messages about language learning and to teach them how languages change and grow. One enjoyable way to do this in the Uzbek context is to have students write lists of Uzbek English coinages and their American English equivalents such as "eye shopping" (window shopping). By working on these mini-dictionaries, students may begin to see how they and their Asian neighbors actually are shaping English and making it their own rather than being overwhelmed by it. Instead of devaluing Uzbek English, teachers can use it to help students overcome culturally based views of foreign language learning, which consciously or unconsciously may lower their interest in learning English.

In his article on the importance of teaching cultural skills as well as language skills in the context of international business, Brian Bloch (1996) cautions against the use of overly narrow teaching methods which focus primarily on the development of linguistic competence¹⁶.

South Korea's emergence as an economic powerhouse only recently has made the cultivation of cultural skills an important concern. Courses in area studies are rare, and most university language departments still focus primarily on grammar analysis in the study of language and on aesthetic appreciation in the

¹⁶ Bloch, B.1996. The language-culture connection in international business.FLA 29,pp.27-36.

study of literature. Many literature courses, moreover, are still taught in Uzbekistan.

In my experience, however, bringing cultural content into the language classroom is one of the best ways of increasing motivation. In a society in which the conflict between globalization and nationalism remains unresolved, many members of the younger generation greatly appreciate the opportunity to learn about life in other countries and to exchange ideas with teachers who are sensitive to both cultures.

Although most institutions in Uzbekistan have not yet adopted a more content based approach to language learning and usually employ native speakers solely to teach lower level language courses, teachers can weave cultural content into any course by selecting appropriate texts and activities. Setting aside ten minutes at the end of each lesson to allow students to ask questions about American culture or other cultures of English-speaking countries is easy to do and gives students a chance to talk about dating practices, campus life, or anything else they choose.

Having students write their questions on slips of paper and drop them anonymously into a culture question box, as Christina Zlokas-Cavage (1995) suggests, has proven itself to be a great way to increase interest and improve language skills even in the shyest students¹⁷.

Although research in and outside the field of second language learning indicates that motivation involves a number of variables, most studies tend to agree that "an openness and positive regard for other groups and for groups that speak the language" Tremblay and Gardner are powerful influences on language learner motivation¹⁸. Therefore, efforts to increase the linguistic competence of students

¹⁷ Tremblay, P F., Gardner. 1995. Expending the motivation construct in language learning. *Modern Language Journal*, 79, pp. 505-518.

¹⁸ Zlakov - Cavage C 1995 The culture box (Tips from the classroom). *TESOL Journal*, 5, pp. 32.

may depend on the creation of college classrooms that foster not only communication per se but also a deeper appreciation for English-speaking cultures. In the long run, universities that develop content-based curricula for their English programs will be in the best position both to motivate their students and to help them acquire the linguistic and cultural skills they need in the twenty-first century.

Conclusion

In my Qualification paper I have looked at some of the factors involved in making upper-level students more interactive. This issue of making more interactive is an extremely complex one, and I have only scratched the surface. It has been seen that there are many factors at work, all of which have a bearing on task complexity, but that most of these can be categorized according to whether they related to inputs, learners or activities. Determining task complexity is made difficult, not only by the range of factors involved, but also by the interaction of these factors with each other.

I have looked in detail at the factors surrounding the target goal, as making upper-level students more interactive. The first one was task based learning, it produces the opposite effect, where the emphasis is on exchanging meaning, not producing specific language forms. Task based on relevant student interests and aspirations increase the meaningful use of language, and when tasks are focused on meaning, learners have better opportunities in the classroom to use the language for genuine communication. Besides it, task based activities set up social situations so that students can have meaningful discussion with one another. In the past old methods the teacher was the main part of the teaching, students were passive. Nowadays new methods suggest us different activities where students are active participants in the classroom.

Group and pair work are indispensable to task based teaching. This type of classroom arrangement creates a completely different atmosphere from that of a traditional teacher-centered class; instead of strictly controlling the students, the teacher now coordinates their work. The basic advantage of group and pair work is that it increases the speaking time for each student in a class. The best way to apply this method is to move tables and chairs. There are different ways to arrange the furniture. Some teachers avoid doing group and pair work in class because of noise. Students can make noise, if they are using English language.

The good method was described how to deal with noisy class. With the help of coloured cards; green for passive, yellow for being quiet a bit and red for very noisy students. Following six techniques were presented in the work, they are valuable for organizing group or pair work:

1. Listing.
2. Ordering and sorting.
3. Comparing and contrasting.
4. Problem – solving.
5. Sharing personal experience.
6. Creative tasks and projects.

These six techniques are convenient and practical because implementing them does not take much time to require many resources. So, task-based teaching exposes students to all four skills. Using these task-based activities in upper-level ESP classes really helps encourage the students to communicate in English and makes lessons livelier. The students' communication in groups and pair is much like real communication between people outside the class, they feel more confident as English speakers and the teacher feels more confident as a language teacher.

In the next part I have also touched on the question of the interactive methods which are helpful to improve oral fluency. Because the students in Ferghana generally share a common mother tongue and have little or no exposure to English outside the classroom. Sometimes students often just read aloud mechanically from their textbooks or chat in their native language. In this part I suggested three procedures that considered effective to encourage students to speak in English, even in large classes. Each procedure has oral fluency as its goal. Each is designed to help teachers assist their students in bridging the gap between their written materials and speaking fluently in a foreign language. They are effective techniques especially for upper-level students. They are as follows:

1. The talking zone, where students speak only in English without any paper.
2. The speaking line, where chairs are lined up in two rows facing each other. Students speak with their partners and then they change partners.

3. The third procedure is conversational game. Where the task is to use only English language. A special feature of the Conversation Game that sets it apart from most fluency work in foreign language classes is that students are discouraged from using their mother tongue to clarify confusion or lack of comprehension.

In the second part of the main body I have looked at sharing personal experience with upper-level students in order to make them more interactive. Almost all textbooks include in their course a part which is called anecdote. Anecdotes are based on personal issues, for instance, memories, stories, people we know. The student preparation is a key stage and should not be rushed. Learners who plan for tasks attempt more ambitious and complex language, hesitate less and make fewer basic errors. Anecdotes are beneficial, because they often have an emotional component, such as happiness or sadness, excitement or embarrassment, or amusement or disappointment. Researchers in sociolinguistics and discourse analysis have identified six narrative elements:

1. Abstract – introduces the anecdote.
2. Orientation – stress the scene, where and when it takes place and the people involved.
3. Complicating events – the main events of the story.
4. Resolution – tells what happens at the end of the story and how things worked out.
5. Coda – signals that the story is over.
6. Evaluation – indicates the essential point of the anecdote.

Using anecdotes in the classroom it is a good way to make our lessons more interactive.

There are three groups of anecdotes used in class:

1. Planned anecdotes.
2. Semi-planned anecdotes.
3. Unplanned anecdotes.

Using anecdotes can be a useful and rewarding technique that should be integrated into classroom language teaching. Because this integration has fruitful results both for target language development and social interaction in the classroom.

The purpose of the next part is to provide suggestions for using public speaking tasks in English language teaching and to highlight some of their many advantages.

The advantages of public speaking:

1. Public speaking provides opportunities to practice all four language skills.
2. Public speaking supports development of critical thinking skills.
3. Public speaking promotes learning.

I focused on two types of these tasks; student presentations and debates. Student presentations may consist of either individual or group speeches based on class lessons or outside projects. Debates are interactive tasks, and usually require a greater degree of organization. The last part dealt with recommendation for raising student motivation. Students at many universities often fail to reach their full potential as English language learners due to low motivation. I hope that the problems described and the solutions proposed can be applied to contexts of other teachers. Sources of low motivation, strategies for raising student motivation have been described in this part.

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Appendix 1

Planned anecdote when I was a child, we used to live in the same building as my grandparents. My mother and my father were working for a bank, and my grandparents used to take care of me during the day.

My uncle was my best friend, although he was 20 years older than I was. He would often take me wherever I wanted to go. We would play the volleyball during the weekends, or he would watch cartoons on television with me. He traveled a lot because of his job. He usually brought some presents for me from the countries he visited. Once, he brought a huge doll from Belgium, and I loved it so much that I slept with her every night. My grandmother used to be a very fussy women, so she became very angry my uncle and I messed up the house while playing. I remember how angry she was when she found out that we were trying to make a pool for my toys on the balcony by carrying water from the bathroom. She used to get furious when we played with water and actually, she was right, because everywhere would become wet, even the carpets and furniture, while we were carrying the water. On the other hand, my grandfather was a relaxed and patient person, so he would watch and laugh at us at those times. Some days, my grandfather and my uncle would play backgammon. Both was good at it and it used to take many hours to have a winner. However I could not see the end of their marches because I always fell asleep while watching them. Then, one day, my uncle got married and moved to live with his wife. It was not very easy for me to lose my best friend at home. No one was taking me to play volleyball or to the cinema. My grandmother was missing her son, and she did not get angry even when I tried to make a pool on the balcony again, as I had done with my uncle. My grandfather tried to teach me how to play backgammon, because he, too, had lost his partner.

Name

My Plan for Success

Where I want to be and what I want to be doing when I am 30:

My special skills, talents, and interests Things that may prevent me from
that can help me reach my goal: reaching my goal:

Steps I can take this semester that will Steps I can take that will help me reach
help me reach my goal: my goal:

How learning English can help me reach my goal:

The most important thing my teacher can do to help me learn English: