



**O'ZBEKISTON RESPUBLIKASI
OLIIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI**

**ANDIJON DAVLAT CHET TILLAR
INSTITUTI**

**INGLIZ TILI O'QITISHNING INTEGRALLASHGAN KURSI
KAFEDRASI**

“Tasdiqlandi”

O'quv ishlari bo'yicha prorektor:

“ _____ ” _____ 2022 – yil

**CHET TILLARNI O'QITISHNING
INTEGRALLASHGAN KURSI**

**O'QUV – USLUBIY MAJMU'A
(4-kurs)**

Bilim sohasi: -100000 - Gumanitar soha

Ta'lim sohasi: -110000 - Pedagogika

Ta'lim yo'nalishi: -5111400 – Xorijiy til va adabiyoti (ingliz tili)

Andijon – 2022

“Chet tillarni o’qitishning integrallashgan kursi” fanining o’quv-uslubiy majmuasi O’zbekiston Respublikasi Oliy va o’rta maxsus ta’lim vazirligining 2018 yil “25” iyundagi 744- sonli buyrug’ining 6-ilovasi bilan tasdiqlanib, taqdim etilgan “Chet tillarni o’qitishning integrallashgan kursi” fan dasturiga muvofiq tayyorlandi.

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Fanning o’quv-uslubiy majmuasi Andijon Davlat Chet Tillar Instituti kengashining 2022 yil __ avgustdagi 1-sonli majlisida muhokama qilindi va foydalanishga tavsiya etildi.

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1. O'QUV MATERIALLARI

MODUL 1. APPROACHES TO LANGUAGE TEACHING

1-MODUL. CHET TILI O'QITISH TAMOYILLARIGA TURLICH YONDASHUVLAR

Lesson 1. Introduction to the course of approaches to language teaching. Differences between techniques, approaches, and methods in ELT

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Introduction to the course. Differences between techniques, approaches, and methods in ELT
Time:	80 minutes
Aim:	To introduce the students to the course
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, PPT, laptop with speakers, audio recordings, handouts, white board

Teacher introduces the course

Aims

- _ to acquaint students with the history of changes in teaching approaches and methods;
- _ to develop students' ability to differentiate between the purposes, strengths and weaknesses of different approaches to teaching English.

Objectives

By the end of the course students will be able to:

- _ demonstrate a systematic understanding and critical awareness of the history and development of English teaching approaches and methods;
- _ demonstrate an understanding and awareness of goals of, principles and teaching/learning processes in different approaches to teaching English;
- _ critically evaluate the appropriateness of different approaches to their own future teaching contexts.

Learning outcomes

Students should have developed:

- _ their awareness and knowledge of the history and the principles underlying different approaches to teaching;
- _ the ability to critically analyse the level of appropriateness of different approaches to different teaching and learning contexts

Indicative bibliography

- Brown, D. P., & Nacino-Brown (1990) *Effective Teaching Practice*. Cheltenham: Nelson Thornes Ltd.,
- Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Harlow: Pearson Education.
- Khoshimov, U., I. Yokubov, (2003) *Ingliz tili ukitish metodikasi* Tashkent: Sharq.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge, MA: Cambridge.
- Rogova, G.V., I.N. Vereshagina (1988), *Metodika obucheniya angliyskomy yaziky na nachalnom etape v sredney shkole*. Moskva.

Assessment profile

Semester 7

Continuous Assessment

- _ Class work and homework

_ Discussions
_ Presentations (the list of topics should be given to students
2 weeks prior.
40%
10%
5% x 3 discussions = 15%
15%

Mid-course Assessment

The best two written pieces of work will be accepted for assessment. **30%**
15% for each work

Final assessment

Essay analysing/comparing/contrasting different approaches in different teaching contexts. The list of topics should be given to students 3 weeks prior. **30%**

Handout 1. Language Teaching Approaches.

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

Example

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

In the classroom

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

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns (or acquires) as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or Spanish in school, or when Brazilians study English in Brazil, they are learning a foreign language. The acronyms ESL and EFL stand for the learning of English as a Second and as a Foreign Language.

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics.

The grammar-translation method (18th, 19th and early 20th century), for example, is an early method based on the assumptions that language is primarily graphic, that the main purpose of second language study is to build knowledge of the structure of the language either as a tool for literary research and translation or for the development of the learner's logical powers, and that the process of second language learning must be deductive, requires effort, and must be carried out with constant reference to the learner's native language.

The audiolingual approach, which was very popular from the 1940s through the 1960s, is based in structural linguistics (structuralism) and behavioristic psychology (Skinner's behaviorism), and places heavy emphasis on spoken rather than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning. Rote memorization, role playing and structure drilling are the predominant activities. Audiolingual approaches do not depend so much on the instructor's creative ability and do not require excellent proficiency in the language, being always railed to sets of lessons and books. Therefore, they are easy to be

implemented, cheap to be maintained and are still in use by many packaged language courses (especially in Brazil).

By the middle of the 20th century cognitive psychologists like Vygotsky and Piaget bring up theories that help to explain the limited effectiveness of the traditional prescriptive and mechanistic approaches to language teaching. These theories serve as a basis for the new natural-communicative approaches.

Differences between techniques, approaches, and methods in ELT

Brainstorming:

- With a partner, brainstorm for a few minutes and draw up a list of five methods according to which you think foreign languages can be taught.
- Which particular method has predominated in your own experience as a student? Did it work for you?
- Are you familiar with any recent approaches to language teaching? Can you briefly characterize them?
- Which approach to language teaching do you think is predominant at present in general foreign language classrooms? And in Spanish schools?
- Are there good teachers or good methods? Are there good learners or good methods?
- The most expensive textbook is the guarantee for a method to work. Do you agree with this statement? Are there other materials as effective as textbooks?

Handout 1.

- APPROACH:** an approach describes how we acquire language knowledge and gives us guidelines about the conditions in which language learning will be successful.
- METHOD:** putting approach to practice. Includes various procedures and techniques to support the approach.
- PROCEDURES:** an ordered sequence of techniques. EX: First you do this...then you do that....
- TECHNIQUE:** a type of activity, designed to support a procedure. EX: fill in the blanks.

The differences between approach, method and technique		
Approach	Method (plan)	Technique (procedure)
Theoretical positions and beliefs about the nature of language, the nature of language learning (psycholinguistic and cognitive processes involved) and the applicability of both to pedagogical settings (successful use of these processes).	A generalized set of classroom specifications for accomplishing linguistic objectives focusing on the: Goals of the teaching/learning Learner roles Teacher roles Role of instructional materials.	Specific types of exercises, tasks, or activities used in class for the purpose of reaching pedagogical goals.
Why	How	What

Handout 2. Approaches, methods, procedures, and techniques

Approach : this refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”. It offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning.

Method : a method is the practical realization of an approach. Methods include various procedures and techniques as part of their standard fare.

Procedure : a procedure is an ordered sequence of techniques. A procedure is a sequence which can be described in terms such as first you do this, then you do that... Smaller than a method and bigger than technique.

Technique : a common technique when using video material is called “silent viewing”. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure.

A term that is also used in discussions about teaching is “model” – used to describe typical procedures, usually for teachers in training. Such models offer abstractions of these procedures, designed to guide teaching practice.

The Grammar – Translation Method

This is a method that has been used by language teachers for many years.

At one time it was called Classical Method, since it was first used in the teaching of the classical languages, Latin and Greek.

Earlier in this century, it was used for the purpose of helping students read and appreciate foreign language literature.

Classes are taught in the students' mother tongue, with little active use of the target language;

Vocabulary is taught in the form of isolated word lists;

Elaborate explanations of grammar are always provided;

Reading of difficult text is begun early in the course of study;

Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.

Audio-lingualism

Audio-lingual methodology owes its existence to the Behaviourist models of learning using the Stimulus-Response-Reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners.

Audio-lingualism relied heavily on drills like substitution to form these habits.

Habit-forming drills have remained popular among teachers and students, and teachers who feel confident with the linguistic restriction of such procedures.

Presentation, Practice, and Production

A variation on Audio-lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualises the language to be taught. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills

The Communicative Approach

The communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach but also a shift in emphasis on how to teach!

Some methods

These methods developed in the 1970s and 1980s as humanistic approaches to remove psychological barriers to learning.

Community Language Learning

- students sitting in a circle
- a counsellor or a knower

- making the utterance

The Silent Way

- the teacher says as little as possible
- interacting with physical objects, especially with Cuisenaire rods

Total Physical Response (TPR)

This method is developed to reduce stress people feel while studying foreign languages.

Learners are allowed to speak when they are ready.

1. Using commands to direct behaviour
2. Role reversal
3. Action sequence

PRINCIPLES

1. The students' understanding of the target language should be developed before speaking.
2. Students can initially learn one part of the language rapidly by moving their bodies.
3. Feelings of success and low anxiety facilitate learning.
4. Language learning is more effective when it is fun.
5. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

Activity 1. TEFL Methods and Approaches Quiz. Choose the TEFL method or approach that most closely matches the example provided.

1. First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect.
a) PPP b) TTT c) SSS
2. Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus.
a) the communicative approach
b) the audiolingual method
c) the grammar-translation method
3. Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.
a) the silent way
b) the communicative approach
c) immersion
4. The teacher only uses English, but the students can use English or their first language. The teacher does not correct mistakes when his students speak English. Students can start speaking English when they are ready.
a) the natural approach
b) task-based learning
c) the lexical syllabus
5. The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.
a) the communicative approach
b) the audiolingual method
c) total physical response

6. ESL students at the school take all subjects in English. They take part in class and school activities with native English students their own age.

- a) task-based learning
- b) community language learning
- c) immersion

7. First, students learn how to say words properly. Next, they learn to read and write. They use colour charts and rods to help with the pronunciation of sounds. Teacher talking time is minimal.

- a) community language learning
- b) the silent way
- c) the colour method

8. The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

- a) the direct approach
- b) total physical response
- c) the natural approach

9. First the teacher finds a way for the students to engage with a subject emotionally. Then students focus on studying the construction of the target language. Then learners activate what they learned through engaging activities.

- a) ESA
- b) the natural approach
- c) the audiolingual method

10. The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.

- a) the inductive approach
- b) the deductive approach
- c) the reductive approach

Answers: 1.a, 2.c, 3.b, 4.a, 5.b, 6.c, 7.b, 8.b, 9.a, 10.a

Do the quiz

1. This method dates back to the late nineteenth and early twentieth century.

- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching

2. This methodology is based on Structuralism and Behaviourism

- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching

3. This method places emphasis on the social and situational contexts of communication

- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching

4. In this methodology, grammar is seen as a tool to facilitate effective communication

- A. Grammar - Translation
- B. Audio-Lingual

- C. Communicative Language Teaching
5. There is heavy emphasis on written work to the virtual exclusion of oral productions
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
6. There is a heavy dependence on imitating language models and memorization of dialogues
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
7. The teacher is a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
8. The main activities are memorization of dialogues, question and answer practice, substitution drills and various forms of guided speaking and writing practice.
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
9. Learners are given opportunities to use the target language within a real-life communicative context and the language used is not totally predictable
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
10. The emphasis on structural detail makes language learning strenuous and boring
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
11. This methodology maintains a balance between activities that work on communication skills and those that focus on the development of accuracy
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
12. Language learning is meaningful, multisensory and appeals to a range of learning styles
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
13. This method was used to teach Latin and Greek
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching
14. Learning support consists of printed material which provide the texts of dialogues and the cues needed for drills and practice exercises. A teachers' edition is also available.
- A. Grammar - Translation
- B. Audio-Lingual
- C. Communicative Language Teaching

15. Understanding of grammar should be promoted through the use of contextualized practice.
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
16. Learners are engaged in meaningful and authentic language use
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
17. This approach supports the development of skills necessary for the production of 'unrehearsed performances'
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
18. This methodology makes use of language labs, taped material and visual cues
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
19. Learning support material reflects real-life use of the target language - newspapers, brochures, clippings, songs, labels, packaging and realia
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
20. Learning support material reflects real-life use of the target language - newspapers, brochures, clippings, songs, labels, packaging and realia
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
21. Little or no attention is given to pronunciation
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
22. Grammatical structures and vocabulary are taught in isolation
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
23. Language mastery is assessed in terms of the learner's knowledge of structures and vocabulary
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
24. Opportunities are provided for the development of critical thinking skills, creativity and use of initiative
- A. Grammar - Translation
 - B. Audio-Lingual
 - C. Communicative Language Teaching
25. Learners are given greater responsibility for constructing their own knowledge

- A. Grammar - Translation (Your Answer)
- B. Audio-Lingual
- C. Communicative Language Teaching

Answers: 1.A, 2.B, 3.C, 4.C, 5.A, 6.B, 7.C, 8.B, 9.C, 10. A, 11. C, 12.C, 13.A, 14.B, 15.C, 16.C, 17.C, 18.B, 19.C, 20.C, 21.A, 22.A, 23.A, 24.C, 25.C.

LESSON 2. APPROACHES TO LANGUAGE TEACHING IN PRACTICE TODAY: WESTERN APPROACHES. THE GRAMMAR-TRANSLATION METHOD.

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Approaches to language teaching in practice today: Western approaches. The Grammar-Translation method.
Time:	80 minutes
Aim:	To introduce the students to the approaches to language teaching in practice today.
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Approaches to language teaching:

1. The Grammar-Translation Method
2. The Direct Method
3. The Audio-Lingual Method
4. Humanistic Approaches
 - a. Community Language Learning (CLL)
 - b. The Silent Way
 - c. Suggestopedia
 - d. Total Physical Response (TPR)
5. Communicative Language Teaching

Handout 2. Questions on the Grammar-Translation Method and its use in teaching.

1. What are the goals of teachers who use the Grammar-Translation Method?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is the language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized ?
8. What is the role of the students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Answers:

1. According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

2. The roles are *very* traditional. The teacher is the authority in the class room. The students do as she says so they can learn what she knows.

Wherever possible, verb conjugations and other grammatical paradigms should be committed to memory. Principles: Students should be conscious of the grammatical rules of the target language.

Observations:

11 The teacher asks students to state the grammar rule.

12 Students memorize present tense, past tense, and past participle forms of one set of irregular verbs.

3. Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native-language equivalents for target-language vocabulary words.

4. Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

5. There are no principles of the method which relate to this area.

6. Literary language is considered superior to spoken language and is therefore the language that students study. Culture is viewed as consisting of literature and the fine arts.

7. Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

8. The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

9. Written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common.

10. Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

LESSON 3. AUDIO-LINGUAL APPROACH

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Audio-lingual approach and The Communicative Approach
Time:	80 minutes
Aim:	to raise students' awareness of an audio-lingual approach, its appropriateness to different teaching and learning contexts
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Activity 1 Demo lesson of an audio-lingual classroom

Objective: to expose students to an audio-lingual class

Time: 25 minutes.

Materials: blackboard

Procedure:

- Students become participants in an audio-lingual class.
- Introduce a new dialogue (for example, any one from *Small talk* (Unit 6: Making a compliment) or *Dialogues for everyday use*). Introduce the dialogue twice: (1) by modeling the correct answers and 2) by modeling the proper sounds in the target language).

- Students are asked to repeat each line of the new dialogue several times. Students are asked to repeat the teacher's model as accurately and as quickly as possible.
- Introduce a long line of the dialogue by breaking it into several parts. Students repeat a part of the sentence, preferably the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. Begin with the part at the end of the sentence to keep the intonation of the line as natural as possible.
- Begin the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues.
- Say a line from the dialogue. Next, say a word or phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place.
- Give students a certain kind of a sentence pattern, an affirmative sentence. Students are asked to transform this sentence into negative sentence (or they should change a statement into a question).
- Selected words are erased from the dialogue students have learned. Teacher asks students to fill in the blanks with the missing words.

N.B.

- Say "Very good" when students answer correctly.
- Try to answer students' question about the differences between making a compliment in the US and in Uzbekistan. Explain briefly the differences between American and Uzbek complimenting.

Activity 2 Beliefs underlying audio-lingual approach

Objective: to help students to explore their beliefs

Time: 15 minutes

Materials: Handout 1

Procedure:

- Students are given handout 1. The teacher asks them to read the statements and choose an appropriate column to tick.
- Divide students into groups of three, and invite them to compare their answers.

Activity 3 Reflection on the audio-lingual approach

Objectives: to let students critically analyse the introduced approach; to raise their awareness of appropriateness of the audio-lingual approach to different teaching and learning contexts

Time: 25 minutes

Materials: handout 2 (with 10 questions)

Procedure:

- Distribute handout 2 and ask students to discuss the questions in pairs or in groups of three.
- **N.B.** These questions may be first discussed in small groups and then with the whole class.

Questions for final discussion:

1. Are there any aspects of the Audio-Lingual method that you especially like/dislike?
2. Do you agree that much second language learning is a result of forming habits?
3. Do the habits from your first language interfere with the development of your second language?
4. Do you believe that dialogues are authentic?
5. Do you believe it is important to memorise dialogues?
6. What do you think is the role of a **teacher** in the Audio-lingual method?
7. What do you think is the role of a **student** in the Audio-lingual method?
8. What are the goals of teachers who use the Audio-lingual method?

9. Do you believe you will use any part of the Audio-Lingual method in your classroom? Why/Why not?
10. How is the Audio-lingual method different from the Grammar-translation method? Which of them is used widely in Uzbekistan?

Activity 4 Conceptualising principles of an audio-lingual approach

Objective: to enable students to summarise main principles of audio-lingual approach

Time: 15 minutes

Materials: Handout 3

Procedure:

➤ Distribute Handout 3. Based on the discussion in activity 3, ask students to fill in the following table (can be done as home assignment).

The Audio-lingual method	Possible answers:
Goal	The goal of this approach is based on the behaviourist belief that language learning is the acquisition of a set of correct language habits Use the target language communicatively, overlearn it. so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits
Method	The learner repeats patterns until able to produce them spontaneously
Teacher's Role Students Role	Teacher directs, controls students language behavior, provides good model for imitation, students repeat, respond as quickly and accurately as possible
Interaction	Most interaction is between teacher and student, initiated by the teacher
Activities tasks that are widely used in audio-lingual approach	Drills mostly (repetition drill, backward build-up (expansion) drill, transformation drill, etc) (see glossary)
Role of Student's Native Language	Student's native language habits are considered as interfering, thus native language is not used in the classroom
View of language and Culture	Descriptive linguistics influence every language seen as having its own unique system of phonological, morphological, and syntactic patterns Culture comprises everyday language and behavior

Glossary

Repetition drill: (used in demo-lesson) Students are asked to repeat the teacher's model as quickly and accurately as possible. This drill is often used to teach the lines of the dialog.

Backward build-up (expansion) drill: (used in demo-lesson). This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

Chain drill: (used in demo-lesson) Gets its name from the chain of conversation that forms around the room as students one-by-one, ask and answer questions of each other. Teacher begins the chain. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Transformation drill: (used in demo-lesson) Students are asked to change a statement given by a teacher into a question/an active sentence into a passive one/direct speech into reported speech.

Approaches to teaching and learning

Audio-lingual approach
Handout 1, Activity 2

Statements	Strongly agree	Agree	Disagree
It is better to learn language in a spoken form before learning it in a written form			
Real meaning of words can only be determined through linguistic and cultural context and they lose their meaning in isolation			
Teacher provides good model for imitation and students should imitate the teacher's model			
Student's errors should be prevented as much as possible			
Students' successful responses should be immediately praised			
Teacher should direct, control students' language behavior			
The learner should repeat language patterns again and again until she is able to produce them spontaneously			

Approaches to teaching and learning
Audio-lingual approach
Handout 2, Activity 3

Discuss these questions in groups of three:

Questions for final discussion:

1. Are there any aspects of the Audio-Lingual approach that you especially like/dislike?
2. Do you agree that much second language learning is a result of forming habits?
3. Do the habits from your first language interfere with the development of your second language?
4. Do you believe that dialogues are authentic?
5. Do you believe it is important to memorise dialogues?
6. What do you think is the role of a **teacher** in the Audio-lingual approach?
7. What do you think is the role of a **student** in the Audio-lingual approach?
8. What are the goals of teachers who use the Audio-lingual approach?
9. Do you believe you will use any part of the Audio-lingual approach in your classroom? Why/Why not?
10. How is the Audio-lingual approach different from the Grammar-translation method? Which of them is used widely in Uzbekistan?

Approaches to teaching and learning
Audio-lingual approach
Handout 3, Activity 4

The Audio-lingual approach	
Goal	
Method	
Teacher's role Student's role	

Interaction	
Activities/tasks that are widely used in audio-lingual approach	
Role of Student's Native Language	
View of language and Culture	



The Communicative Approach

Objective: to give participants an opportunity to reflect on the communicative approach to language and teaching that underlies the current programme

Time: 20 min

Materials: handouts 1 and 2 for trainer, board, markers

Procedure:

- 😊 (6 min) Show the pictures on handout 1  and 2  to participants. Ask the following question:
 - ~ Which of the approaches to teaching how to ride a bicycle do you think is more effective? Why?
- Elicit random answers and then write down the following statements on the board.
 - ~ Language is a set of rules that should be learnt.
 - ~ Language is a communication tool.
- Ask participants to relate the statements to language teaching and ask the following question:
 - ~ Which of the pictures illustrates each of the statements? Why do you think so?
- Elicit random answers.

Suggested answer:

Picture 1 – Statement 1; Picture 2 – Statement 2

- 😊 (3 min) Tell participants that the approach to language a teacher believes in influences the way s/he teaches a language. Establish that learning grammar rules and vocabulary by heart might be compared to learning the names of all the parts of a bicycle, road signs, etc. but not riding itself. Often teachers only help students learn everything **about** the language, but still students find it difficult to apply their knowledge in practice and communicate freely in real life.

Another approach to language promotes use of language for communication and therefore it can be compared to learning to ride a bicycle actually riding along the streets. A communicative approach to language teaching does not necessarily exclude knowledge about the language; on the contrary, it promotes the use of grammar and vocabulary for communicative purposes by means of improving speaking, listening, reading and writing skills.

- 😊😊😊 (6 min) Put participants in groups of 4 and ask participants to reflect on their experience in the programme and answer the following questions:
 - ~ In your opinion which statement would the authors of this training programme agree more with? Why do you think so? Give reasons for your answer.
- 😊 (5 min) Collect random answers.
- Establish that in this programme language is considered as a means of communication, therefore we are in favour of teaching grammar and vocabulary not in isolation but in a

meaningful context. For us teaching language as communication also means integrating the skills in as authentic a way as possible.

Activity 2 Typical CLT activity

Objective: to expose participants to a typical communicative activity

Time: 20 min

Materials: handout 3 per participant

NB: Make sure that the chairs are organised in a circle or semi-circle.

Procedure:

- 😊 (3 min) Ask participants the following question:
 - ~ In your opinion what would be a typical communicative activity?
- Accept any answers and write them on the board.

Possible answers:
Role-play
Info gap activities
Jigsaw, etc.
- Tell participants that they will now experience a communicative activity known as a simulation. Explain that a simulation is an activity which reproduces a situation and which often involves dramatisation, role-play, or group discussion.
- 😊 (2 min) Distribute handout 3 📄 to participants and ask them to do the task individually.
- 😊😊😊 (10 min) Put participants in groups of 4 and ask them to discuss the six candidates. Ask groups to come to a consensus and as a group decide on the 3 people out of 6 candidates and to be ready to justify their choice.
- 😊 (5 min) Ask groups to share their decisions with the whole class and to justify their choice.

Activity 3 Principles of CLT

Objective: to give participants an opportunity to reflect on the communicative activity

Time: 35 min

Materials: handouts 4 and 5 per participant, board, markers

Procedure:

- 😊😊😊😊 (10 min) Ask participants to work in the same groups of 4 and distribute handout 4 📄. Ask participants to reflect on the previous activity and the whole programme and answer the questions given in the handout in Task I.

Possible answers:

1. Yes, because the task was interesting and meaningful.
2. Yes, I had to make a decision so I had a purpose to communicate.
3. Yes, I might encounter such a situation in real life. In reality we often have to make a choice and be able to justify it.
4. We worked first individually, then in small groups, then in a bigger group. Individual work helped me to make my own decision and formulate my arguments. In small groups I had an opportunity to share my ideas and listen to others. If I had not thought individually before the small group interaction I might have been influenced by the opinion of others. Besides small groupwork allowed all participants to speak.
5. The classroom was arranged as a semi-circle; this helped us to see each other's faces and interact freely.
6. No, we have chosen the language ourselves, as it was spontaneous speech.
7. In the activity what we said was more important than how we said it.

8. No, the trainer did not correct our mistakes, but he/she could correct our mistakes at the end of the activity.

- ☺ (5 min) Elicit random answers. Summarise the points mentioned by the participants and draw principles of CLT on the board based on the answers:

Main principles of CLT	
~	Interactive mode of work (group work, pair work)
~	Natural and spontaneous (free) use of language
~	Meaningful communication
~	Meaning has primacy over form
~	Balance between fluency and accuracy

- ☹☹☹ (5 min) Ask participants to stay in the same groups as above and distribute handout 5 📄.
- ☺ (5 min) Ask participants to refer back to the communicative activities written on the board. Ask participants to check these activities against the principles of CLT and decide whether they can be regarded as communicative activities. Ask participants to tick those activities which are communicative in Task II in the handout.
- (10 min) Collect the answers.

Suggested answers		
Role play	✓	All principles above apply
Simulation	✓	All principles above apply
Students repeat words after the teacher		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Chain story	✓	All principles above apply
Teacher asks students to read a text aloud during the class		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Information gap activities	✓	All principles above apply
Students do exercises where they have to convert direct speech into indirect.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Jigsaw reading	✓	All principles above apply
Teacher asks students to learn a dialogue by heart and retell it.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Teacher asks students to write a letter to their friends.	✓	All principles above apply

- Establish that role-plays, simulation and information gap activities are good examples of communicative activities and teachers should try to use them more often in their classrooms.

Summary (5 min)

- Establish that communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

Follow-up reading

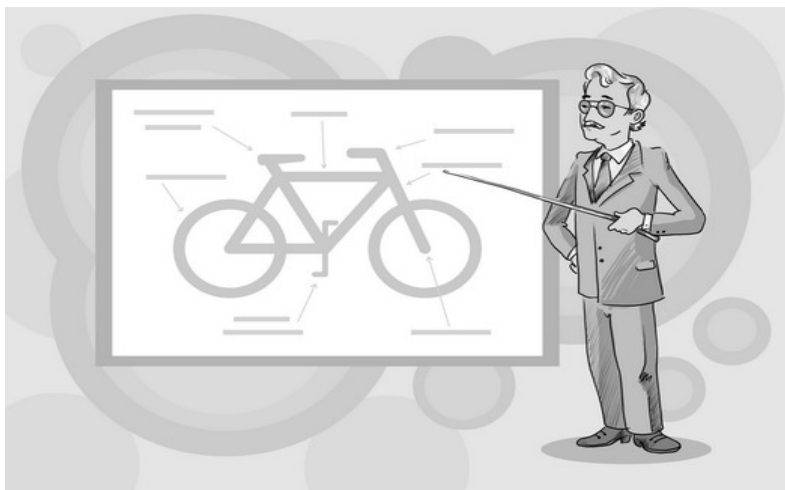
1. White J. Cynthia (1989). Negotiating communicative language learning in a traditional setting. *ELT Journal*, vol. 43/3, Oxford University Press.
2. Medgyes Peter (1986). Queries from a communicative teacher. *ELT J*, vol. 40/2, OUP.
3. Senior Rose (2005). Authentic communication in the language classroom. *English*

teaching professional, issue 37 March

4. Senior Rose (2005). Keeping control in communicative classrooms. *English teaching professional*, issue 40 September.

COMMUNICATIVE LANGUAGE TEACHING

Activity 1, Handout 1, Picture 1 Approaches to teaching



COMMUNICATIVE LANGUAGE TEACHING

Activity 1, Handout 2, Picture 2, Approaches to teaching



Communicative language teaching

Activity 2, Handout 3, Task

The Task

You have been selected for the TV programme “The Last Hero”. You will spend 90 days on a desert island somewhere in the Pacific. You will have to find food and shelter for yourself and survive there. YOU were nominated to choose other 3 people who will live with you out of 6 candidates. Please read their profiles and decide who the best candidates are and justify your choice.

Candidates’ profiles

1. Prof. Erkin Nazarov (male, 54) is an Uzbek academic from Fergana. He has carried out a research on new methods of cultivating cotton in Uzbekistan. He has been in different parts of the world and knows several languages. Besides he is a good hunter.

2. Karomat Sobirova (female, 21) is a biology student. She is not married. Good cook; has a very unpleasant character – likes to quarrel with everybody.
3. Shohruh Aliev (male, 38) is a pop star. He is handsome and very sociable. Enthusiastic about life and optimistic. Originally he is from a village in Surkhandarya. He served in the Navy when he was a young man.
4. Svetlana Pak (female, 32) is a nurse. She is interested in traditional medicine so she knows a lot about different plants. Good cook; very talkative. She is not married, hates men.
5. Andrey Vlasov (male, 45) is a builder. He has worked on an island in Kenya for 5 years. He knows the flora and fauna of the Central Africa. He dislikes when people around him are happy and joyful.
6. Laziza Sobirova (female, 18) is a first year student of medicine. She wants to become a surgeon. She is beautiful, loves life and energetic. She is afraid of the sea.

COMMUNICATIVE LANGUAGE TEACHING

Activity 3, Handout 4, Reflection on the communicative activity

Answer the following questions:

1. Did you feel motivated doing the task? If yes, why?
2. Did you have a clear purpose for fulfilling the task?
3. Is the task close to real life? Could you imagine encountering such a situation in real life?
4. In what modes of interaction did you work (individual, group work, pair work)? Was the mode of interaction useful? Why?
5. How was the classroom arranged? (Rows of tables with chairs, circle, semi-circle, etc.) What for?
6. Did the trainer recommend what kind of vocabulary or grammar structures to use or did you choose them yourself?
7. What was more important in this activity: what you said or how you said it?
8. Did the trainer correct your mistakes? What could a trainer do if he/she notices mistakes in your speech?

COMMUNICATIVE LANGUAGE TEACHING

Activity 3, Handout 5

Decide whether these activities are more communicative or non-communicative.

Activities	Communicative	Why?/Why not?
Role play		
Simulation		
Students repeat words after the teacher		
Chain story		
Teacher asks students to read a text during the class aloud		
Information gap activities		
Students do exercises where they have to convert direct speech into indirect.		
Jigsaw reading		
Teacher asks students to learn a dialogue by heart and retell it.		
Teacher asks students to write a letter to their friends.		

Handout 6. The Communicative Approach

This is an approach to foreign language teaching which emphasizes the learner's ability to use the language appropriately in specific situations. It tries to make the learners 'communicatively competent'. Learners should be able to select a particular kind of language and should know

when, where and with whom they should use it. It stresses the need to teach communicative competence as opposed to linguistic competence, thus functions are emphasized over forms. One of the main challenges of the communicative approach is to integrate the functions of a language (information retrieval, problem solving, social exchanges) with the correct use of structures. The question is how to combine communicative fluency with formal accuracy.

a) Roles

Teacher facilitates students' learning by managing classroom activities, setting up communicative situations, students are communicators, actively engaged in negotiating meaning.

b) Principles & Characteristics

- There is emphasis on communication "the main objective is to enable pupils to use the language to express their needs.
- The classroom atmosphere tends to be relaxed so that students can enjoy English lessons.
- Group work is encouraged.
- Teachers assist student in any way that motivates them.
- The center of classroom activities is transferred from the teacher to the student and this leads to socialization.
- The importance of comprehension is emphasized, especially listening comprehension.
- The language skills – both written and spoken – are equally emphasized.
- Errors are considered inevitable in the process of language learning. The teacher need not correct every mistake.
- A closer link is required between the classroom activities and their transfer to the real world outside.
- Deductive explanation of grammar is preferred.

Communicative activities have three features:

- **information gap:** An information gap exists when one person in an exchange knows something that the other person doesn't. If we both know today is "Tuesday" and I ask you, "What is today?" our exchange isn't really communicative.
- **choice:** In communication, the speaker has a choice of what he will say and how he will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative.
- **Authentic material:** Another characteristic of the communicative approach is the use of authentic material. It is desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers.

Handout 7. The use of the communicative approach

1. What are the goals of teachers who use Communicative Language Teaching (CLT)?

The goal is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

2 What is the role of the teacher? What is the role of the students?

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on a later time during more accuracy-based activities. At other times he might be a 'co-communicator' engaging in the communicative activity along with students (Littlewood 1981).

Students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood and in understanding others-even when their knowledge of the target language is incomplete.

Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

3 What are some characteristics of the teaching/learning process?

The most obvious characteristic of CLT is that almost everything that is done with a communicative intent. Students *use* the language a great deal through communicative activities such as games, role plays, and problem -solving tasks

Activities that are truly communicative. according to Morrow (in Johnson and Morrow 1981), have three features in common: information gap choice and feedback.

An information gap exists when one person in an exchange knows something the other person does not . If we both know today is Tuesday and I ask you, 'What is today!' and you answer, 'Tuesday,' our exchange is not really communicative.

In communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative. In a chain drill, for example, if a student must reply to her neighbor's question in the same way as her neighbor replied to someone else's question, then she has no choice of form and content, and real communication does not occur.

Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used. Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

Typical features of a CLT lesson:

- target language/some mother tongue
- learner/teacher-centred
- presentation by teacher of new functional language, vocab or structure
- practice by learners moving from controlled to spontaneous
- pair-work, group-work
- worksheets and activity cards
- functional language exercises
- "real-life" interactive activities including information gap, role-play
- plenty of actual listening, speaking, reading and (homework?) writing
- games
- authentic materials
- realia

LESSON 4. Deductive and inductive method of teaching grammar

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Deductive and inductive method of teaching grammar
Time:	80 minutes
Aim:	To raise students' awareness of deductive and inductive method of teaching grammar
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1.

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners.

Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested. Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions.

These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language.

Activity 1. Task 2 – What are the different steps?

Letters a to e outline key stages in a lesson that teaches grammar by means of a communicative activity. Numbers i to v are aims that match each stage. Put the steps in their correct order in the table below, then match the correct aim to each step.

Stages	Aims
a. Teacher-led error correction of student language. b. Students do a second communication activity. c. Teacher evaluation of student language. d. Students do a communication activity that requires use of a specific grammar point. e. Checking of meaning and form by teacher.	i. To determine whether students are able to use the target language point and to listen for their accuracy with other language. ii. To clarify how the target language point is used and made. iii. To provide an initial opportunity for students to use the target grammar point and to provide speaking practice. iv. To provide students with an opportunity to further practise and consolidate the target language point. v. To give students feedback on the language they produced and to focus on the target grammar point.

Stages	Aims
1	
2	
3	

4	
5	

Answers: 1) d, iii 2) c, I 3) a, v 4) e, ii 5) b, iv

Task 2 – How to achieve the aims

Numbers 1 to 5 below repeat the stages of a lesson that teaches grammar by means of a communication activity. However, this time they are in the correct order. Letters a to e describe activities for each stage. They are in a different order. Match the activities to the stages.

Stages	Activities
1. Students do a communication activity that requires use of a specific grammar point. 2. Teacher evaluation of student language. 3. Teacher-led error correction of student language. 4. Checking of meaning and form by teacher. 5. Students do a second communication activity.	

Activities

- a. The teacher writes up the collected errors on the white board. Corrections can either be elicited from learners, or students can be put in pairs or small groups to correct the language and conduct feedback.
- b. The teacher gives students another communication activity that practises the target language point and asks them to do this activity and concentrate on using the target grammar point correctly. Alternatively, students could re-do the original activity.
- c. Having elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board.
- d. The teacher monitors and listens carefully to the language that students are producing, particularly for the target grammar point, or its absence and finds out what incorrect forms students are using in its place. The teacher also notes other examples of incorrect language, noting these down on a piece of paper.
- e. The teacher sets up the communication activity, but makes a point of not mentioning the target grammar point nor asking that students use it.

Answers: 1) e 2) d 3) a 4) c 5) b

Task 3 – Strengths and challenges

The following statements are about different aspects of lessons that teach grammar from a communicative activity. Some of them indicate strengths of this approach, while others describe challenges. Sort them into the appropriate categories below.

Strengths				Challenges			

Statements

- 1. This approach heightens the relevance of the target grammar point during the meaning and form stages. If students have had problems with the point, they can see the need to clarify it. They are less likely to complain about having studied the point already.
- 2. It creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities.
- 3. The teacher needs to listen very carefully when monitoring. This may be a little difficult because of the noise level in the classroom and quietly spoken students may be harder to hear.
- 4. The teacher needs to be able to respond to unexpected language issues that can arise. These issues may not be connected with the target language point.

5. There is the opportunity to cover more grammar in a lesson. Apart from the target grammar point, the teacher can also deal with other points that arise during the correction stage.
 6. If the students do the first activity well and produce the target language, the teacher needs to have an alternative activity ready to use in place of the meaning and form stages.
 7. Because the lesson involves a lot of speaking, some students may not feel they are learning grammar in a concrete and tangible way. The teacher may need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar.
 8. This approach means that students are getting consistent feedback on the language that they produce. This is likely to appeal to learners who want more error correction from their teacher.
- Answers: **Strengths = 1, 2, 5, 8** **Challenges = 3, 4, 6, 7**

LESSON 5. PHONEMES IN ISOLATION

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Phonemes in isolation
Time:	80 minutes
Aim:	To raise students' awareness of the phonemes in isolation
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. What is Phoneme?

The smallest unit of sound in the spoken language is a phoneme. A phoneme can be created by one letter, such as b: /b/ or more than one letter sh: /sh/. Once a child begins to isolate, blend, segment, and manipulate sounds at the phoneme level, her literacy world begins to explode!

Phonemic awareness involves the knowledge that spoken words are made up of discrete sounds. It also involves the ability to manipulate these sounds in different ways.

Phonological Awareness and Phonemic Awareness are not the same.

PHONOLOGICAL AWARENESS is a general term that refers to all sound features in spoken language. It involves the awareness of sound elements in spoken words.

PHONEMIC AWARENESS –which is part of phonological awareness—deals only with phonemes, the smallest units of sounds in words. It involves the ability to recognize and manipulate these basic sounds. Phonemic awareness involves knowing that Mommy and Michael begin with the same /m/ sound. It involves knowing that changing the /a/ phoneme in bad to /u/ changes the word bad to bud. It involves knowing that dropping the /s/ in slap makes the word lap.

Phonemic awareness deals with sound only. Phonics involves sounds and the symbols that represent these sounds. (However, phonemic awareness can be helped when children manipulate letters while engaging in phonemic awareness activities.)

In an instructional setting, phonological/phonemic awareness includes:

- *rhyming*, recognizing and producing rhyming words
- *segmentation*, breaking words into component parts
- *isolation*, identifying individual sounds in words
- *deletion*, taking out phonemes from spoken words
- *substitution*, switching one sound for another in words
- *blending*, putting sounds together to form words

RHYMING involves the ability to recognize words that rhyme:

bark, dark, mark, park, shark, etc.

It also involves being able to say a word that rhymes with another:

“a word that rhymes with king is...” (sing or ring)

EXAMPLE: Which two words rhyme in the following line?

Snakes and snails and puppy dog tails? (snails and tails)

SEGMENTATION is the ability to break words into their component phonological parts. It includes separating the independent elements in compound words:

cook-book air-port base-ball

It includes the ability to segment syllables in multisyllable words:

ta-ble po-ta-to in-for-ma-tion

It includes the ability to segment individual phonemes in spoken words:

/b/-/a/-/t/ /m/-/u/-/sh/ /b/-/e/-/n/-/t/

EXAMPLE: Listen to the word I say: lamp. How many sounds are in the word?

What are they? (4; /l/ /a/ /m/ /p/)

ISOLATION involves the ability to identify where phonemes occur in words—at the beginning, middle, or ending.

Children isolate and identify the /s/ phoneme at the beginning of words like

soup, salad, soda, sun, sit, sad

Children isolate and identify /b/ at the end of words like

cab, rob, club, grab, mob, rib.

Children isolate and recognize medial vowel sounds in words like

make, face, same, cane, wave, late.

EXAMPLE: Which of these four words does not begin with the same sound— fish, phone, light, finish? (light)

DELETION involves mentally removing part of a word to make another word.

When /d/ is deleted from dear, it makes ear.

When /b/ is deleted from band, it makes and.

When /k/ is deleted from cart, it makes art.

EXAMPLE: If I take away the first sound /j/ from John’s name, what word would I make?

SUBSTITUTION involves changing words by replacing one sound with another.

Substituting /b/ for /r/ changes bat to rat.

Substituting /t/ for /p/ changes cup to cut.

Substituting /a/ for /e/ changes met to mat.

EXAMPLE: If I take away the first sound /j/ from John’s name and add the sound /r/, whose name would I say? (Ron)

BLENDING is combining individual phonemes to make spoken words:

blending the four phonemes /m/ /i/ /l/ and /k/ to make milk,

blending the five phonemes /d/ /r/ /i/ /n/ and /k/ to make drink.

Blending also involves putting onsets and rimes together in words:

/f/-/un/ fun /h/ - /ot/ hot /f/- /ind/ find

EXAMPLE: These are the three sounds that make a word that names something that I love to eat: /k/ /ay/ /k/. Can you tell me what the word is? (cake)

Phonemic awareness is an essential prerequisite to phonics and is highly related to success in beginning reading.

Handout 2. Phoneme (or Sound) Isolation:

Developmentally speaking, the best way to introduce phoneme isolation is:

- initial sound in a word- “What sound do you hear at the beginning of the word?”
- final sound-“What sound do you hear at the end of the word?”
- medial sound-“What sound do you hear in the middle of the word?”

When you examine kids’ spellings, this is the natural way they spell as they develop in their awareness of sounds. They start by writing initial consonants; so bed may first be spelled B. Then they may add the d to spell BD. And finally, BAD or BED for bed.

Sound isolation of initial and final phonemes is another important aspect of phonemic awareness. Begin with isolating initial phonemes. For example, say, “What sound do you hear at the beginning of the following words?”

vet bed man fish dad cup

Continue by asking students which word begins with a different sound in each of the following word groups.

big, band, boy, ripe ten, ton, frog, test
rich, sing, red, right snake, sun, sand, ring

If the students do well, isolate the final phoneme. For example, you could say, “The final sound is the last sound you hear. What is the final sound in the following words?”

vet bed man fish dad cup

Continue by asking students which word ends with a different sound in each of the following word groups.

dog, frog, dig, wish hat, rat, find, mat
car, desk, star, far will, fill, bill, still, wet

If helpful, you can also isolate phonemes, using vowel sounds in the middle of words. Ask students whether the sounds in the middle of words are the same or different. Examples: bed/bad, dog/dig, cup/cap.

LESSON 6. RETELLING

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Retelling
Time:	80 minutes
Aim:	To raise students’ awareness of the retelling
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. What is retelling?

Retelling strategy provides a model of explicit instruction for students on how to retell the key events from a text using their own words. The purpose of developing the skill of retelling is to teach students to monitor their understanding whilst reading and to develop the prerequisite skills required for the more difficult task of summarizing. When we retell what we read in a text, we tell what the text is about using our own word

- Retelling is when a reader tells the story he/she has read in his/her own words with great detail.
- Retelling provides an opportunity for readers to process what they have read, seen, heard, smelled, or touched by organizing it and explaining it to others.

- Retelling helps students to focus on their understanding of what they read, see, or hear and challenges them to communicate what they have learned to others
- Retelling can come in the form of oral presentations or a written assignment

Any story, fiction or non-fiction, can be retold:

- fairy tales
- news reports
- biographies
- science texts
- historical texts

When do you retell a text?

- A retelling can occur at anytime to test the comprehension of the text.
- Retelling is done to make sure the reader understood the story.
- Retelling usually occurs AFTER the story has been read.
- Retelling can occur at any point in a story.

How do you retell a text?

- First, you retell what happened in the story in order.
- This means you tell what happened in the beginning, middle, and end of the story.
- You include the setting and the characters.
- Also included are the problem and solution (if applicable).
- Your retelling should answer the 5 w questions: who, what, when, where and why.

What questions can you ask to retell a text?

- What happened in the beginning, middle, and end of the story?
- Where/When does the story take place?
- Who are the characters in the story?
- Tell me about the story.
- What else do you recall?
- What is the main idea and supporting details of the story?

Conclusion

- Retelling is done to make sure the reader understood the story.
- Retelling usually occurs AFTER the story has been read.
- Your retelling should answer the 5 w questions: who, what, when, where and why.
- A retelling is when you describe what happened in the story in great detail in your own words.
- A retelling is not summarizing. Summarizing is a short, condensed retelling.

Handout 2. Examples for retelling prompts

Sample sentences based on the text “The recycling box” (from NAPLAN Reading Magazine, 2010)

"Children," said Miss Rossi, "this is our recycling box. When it is full, we'll take it to the recycling centre."

Example of retell in own words: "Miss Rossi started a recycling box with her class."

Mrs Walker saw the soft drink cans and said, "That's what we need for our science project."

Example of retell in own words: "Mrs Walker used some cans from the recycling in science."

Sample sentences based on the text “Learning to track” (NAPLAN Year 5)

Sarah was determined to learn to track, and if her father couldn't teach her, she'd teach herself.

Example of retell in own words: "Sarah decided to teach herself to track."

She borrowed a book on animal signs and tracking from the mobile library and memorised every word and illustration in it.

Example of retell in own words: "Sarah learned about tracking from a book."

Feedback to students

If students are unable to retell events from the sentence, get them to reread the sentence aloud.

Ask, who, what, when, where and why questions. Model how to locate the answer to any questions students cannot answer.

Finally ask students to retell the sentence. Model this if student is still having difficulty.

At any point if a student makes an error provide the correct response and model how that response was found.

Handout 3. Expository Retelling Checklist

- ___ What is the topic?
- ___ What are the most important ideas to remember?
- ___ What did you learn that you didn't already know?
- ___ What is the setting for this information?
- ___ What did you notice about the organization and text structure?
- ___ What did you notice about the visuals such as graphs, charts, and pictures?
- ___ Can you summarize what you learned?
- ___ What do you think was the author's purpose for writing this article?

Task 1. Instructions

1. Work with a partner.
2. Read the sentence
3. Answer the questions on that sentence:
 - Who is the sentence about?
 - What happened?
 - When did it happen?
 - Where did it happen?
 - Why did it happen?

Remember you may not be able to answer every question on a sentence.

4. Retell what happened in the sentence using your own words

Text: The recycling box (NAPLAN Reading Magazine 2010 Year 3)

Sentences

Sentence 1 "Children," said Miss Rossi, "this is our recycling box. When it is full, we'll take it to the recycling centre."

Sentence 2 Later, Mrs Haddad walked past the box and saw all the clean, empty jars.

Sentence 3 Mrs Walker saw the soft drink cans and said, "That's what we need for our science project."

Sentence 4 When the children came in the next morning, their recycling box was empty!

Text: The recycling box

'Children,' said Miss Rossi, 'this is our recycling box. When it is full, we'll take it to the recycling centre.'

Tony washed lots of jars and put them in the box. Franca asked her Mum for all their old newspapers. Mani brought lots of old soft drink cans. Rosila collected cardboard tubes. Everyone brought something.

Soon, the box was full. 'Put the box outside the door please Truc,' said Miss Rossi. 'Tomorrow we'll take it to the recycling centre.' Later, Mrs Haddad walked past the box and saw all the clean, empty jars. 'Those would be perfect for the art room,' she thought to herself.

Mrs Walker saw the soft drink cans and said, 'That's what we need for our science project.'

Miss Nguyen looked in the box and said, 'Old newspapers! Just what I need to put in my compost bin at home.'

'Cardboard tubes,' said Mr Taylor. 'I need some of those.'

When the children came in the next morning, their recycling box was empty! ‘How extraordinary,’ said Miss Rossi. ‘I wonder what happened to all our things? Oh well, it looks as if we’ll have to start again!’

Learning to track (NAPLAN Reading Magazine 2010 Year 5)

Sentences

Sentence 1 Sarah was determined to learn to track, and if her father couldn’t teach her, she’d teach herself.

Sentence 2 She borrowed a book on animal signs and tracking from the mobile library and memorised every word and illustration in it.

Sentence 3 To the annoyance of everyone in both families, she borrowed all their shoes and, in the old sandpit, taught herself everyone’s footprints.

Sentence 4 Sarah developed the habit of walking with her eyes fixed on the ground in front of her, tracking the comings and goings of every person in the place.

Text: Learning to track

Sarah is living on a farm where two families live.

Sarah was determined to learn to track, and if her father couldn’t teach her, she’d teach herself. She borrowed a book on animal signs and tracking from the mobile library and memorised every word and illustration in it.

To the annoyance of everyone in both families, she borrowed all their shoes and, in the old sandpit, taught herself everyone’s footprints. Shoes, sandals, thongs, gumboots, all ended up in the yard. More than once her father or her uncle Charlie came outside shouting, ‘Sarah, where are you? Bring me back my boots.’

Sarah developed the habit of walking with her eyes fixed on the ground in front of her, tracking the comings and goings of every person in the place. She also developed the annoying habit of questioning everyone. ‘What were you doing down at the dam, Jack? You’re not allowed to play with the pump. Did you find what you were looking for in the garage, Auntie Mai?’ and ‘Don’t swing on the clothes hoist, Jack, you’ll bend it,’ or ‘Who was the strange person, a man I think, who was wearing boots about size ten, who came to visit today, Mum?’

After she’d memorised every pair of shoes that everyone on the farm owned she started on the farm animals, including the horses, Fred and Freda. By this time even her victims had to admit, grudgingly, that she was good.

Her best effort came one evening at the dinner table when she told her father that Freda was lame in her front foot. Pat said that Freda was perfectly all right. Sarah was adamant that she wasn’t, said her hoof had a split, and she was limping a little.

Everyone trudged out into the home paddock. Kate caught Freda and inspected her hoof.

‘Sarah’s right. The hoof is split. Did you look at this, Sarah?’

‘No. I told you, you can see it in her tracks. Why would I need to look at it? Look.’ She moved the horse away. ‘Look, see there, it’s plain in the dust.’

Well, can’t you all see it?’

The others shook their heads.

‘If you can tell she has a split hoof from that heap of dust, you’re pretty good,’ said Pat.

LESSON 7. MODERN PEDAGOGICAL TECHNOLOGIES AND THEIR USE IN TEACHING FOREIGN LANGUAGES

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	Modern pedagogical technologies and their use in teaching foreign languages
Time:	80 minutes
Aim:	To raise students' awareness of the goals of English language teaching
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. The goals of modern pedagogical technologies and their use in teaching foreign languages

Cook (2002) made an open-ended list of the goals of language teaching that includes:

- *self-development.* The student becomes in some way a 'better' person through learning another language. This goal is unrelated to the fact that some people actually use the second language, as in the group-related dynamics of Community Language Learning.
- *a method of training new cognitive processes.* By learning another language, students acquire methods of learning or new perspectives on themselves and their societies.
- *a way-in to the mother-tongue.* The students' awareness of their first language is enhanced by learning a second language.
- *an entrée to another culture.* Students can come to understand other groups in the world and to appreciate the music and art of other cultures.
- *a form of religious observance.* For many people a second language is part of their religion, whether Hebrew for the Jewish religion, Arabic for Muslims, or indeed English for Christians in some parts of the world.
- *a means of communicating with those who speak another language.* We all need to cope with people from other parts of the world, whether for business or pleasure.
- *the promotion of intercultural understanding and peace.* For some the highest goals of language teaching are to foster negotiation rather than war or changes in the society outside the classroom.

None of these goals directly state that the learners should approximate native speakers, even if they are waiting in the wings. They are instead concerned with the educational values of the second language for the learner. Indeed many of them might be achieved without actually learning the new language per se; degree courses in literature may be carried out through translations; courses in French civilisation have been taught in English schools through the mother tongue.

These goals can be divided into two main groups – external and internal (Cook, 1983; 2002).

External goals relate to the students' use of language outside the classroom: travelling about using the second language in shops and trains, reading books in another language or attending lectures in a different country, surviving as refugees in a strange new world.

Internal goals relate to the students' mental development as individuals; they may think differently, approach language in a different way, be better citizens, because of the effects that the second language has on their minds. So-called traditional language teaching often stressed the internal goals: learning Latin trained the brain; studying L2 literature heightened people's cultural awareness.

External goals dominated language teaching methodology for most of the last century, first through situational teaching and then through audio-lingualism with its emphasis on external situations. Then communicative language teaching introduced syllabuses based on language function and interaction in the world outside, not in the world inside the student. Lists of language functions such as Wilkins (1976) ignored the internal functions that L2 users accomplish in the second language as self-organisation (keeping a diary etc), memory tasks (phone numbers), and unconscious uses (singing to oneself) (Cook, 1998).

Activity 1. The procedures in the table below show a sequence of activities for a lesson with the main aim of developing intermediate students' confidence and skill in informal conversation. The subsidiary aims for the lesson (A- H) are in the wrong order. Put them in the right order so that they match the correct procedures.

Procedure	Subsidiary aims
1. Students move around the classroom to find students with matching halves of sentences.	A • to give students fluency practice • to practise using target language in a meaningful context
2. They talk in pairs about what they find difficult in listening to informal conversation.	B' to develop peer correction skills
3. They hear an informal conversation and identify speakers, place and situation.	C • to listen for detailed Information • to focus students' attention on target language
4. They listen again and fill in missing phrases in the transcript.	D- to practise gist listening to create a context
5. Repetition drill: students practise key phrases. Pairs practise simple two-line exchanges using key phrases.	E • to get students actively involved • to put students into pairs
6. Pairs write and practise their own conversation from role cards, using key phrases where possible. Several pairs perform and record conversations.	F • to give students confidence in speaking through controlled practice
7. Class comment and suggest improvements to grammar and vocabulary.	C • to review the whole lesson • to give the teacher feedback
8. Students discuss what they have learnt.	H • to raise awareness of what the lesson aim will be to encourage personal involvement

Answers: 1E 2H 3D 4C 5F 6A 7B 8G

Activity 2. For questions 1-7, match the lesson summaries with the lesson aims listed A-H. There is one extra option which you do not need to use.

Lesson summaries

1. Learners put jumbled sections of a text in order. The teacher focuses on conjunctions, time expressions, pronouns, etc. Learners make notes on a similar topic, and then they produce a similar text.
2. Learners look at a town map and discuss the best route from the station to a hotel, and then they listen to a conversation on cassette and compare their route with the one on the cassette.
3. In pairs, learners read different texts about soldiers' duties, and then they exchange information about them. Pairs work together to complete lists of rules for soldiers, using must, should, doesn't/don't have to.
4. Learners brainstorm vocabulary and ideas on the topic, and then in groups they draft the text for

a leaflet to advertise their town to tourists. Groups then exchange texts to make corrections and/or suggest improvements.

5. Learners listen to a dialogue and identify the tense the speakers use to talk about future arrangements. The teacher checks understanding. Learners do repetition drills, and then they practise using the structure in a guided role-play.
6. Learners work in large groups to brainstorm ideas on different roles, and then form new groups for a role-based discussion. The teacher monitors the discussion.
7. Learners match words with pictures, and build up word maps, which they compare and develop. Then they work together to produce entries for a class dictionary.

Lesson aims

- A. to practise listening for detail
- B. to practise writing for a communicative purpose
- C. to present and provide controlled practice of the present progressive
- D. to revise and practise modal auxiliary verbs
- E. to train learners to learn autonomously
- F. to give learners oral fluency practice
- G. to raise awareness of how to join sentences and paragraphs
- H. to revise and consolidate vocabulary

Answers: 1.G 2.A 3.D 4.B 5.C 6.F 7.H

LESSON 8. THE IMPORTANCE OF THE USE OF INFORMATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	The importance of the use of informational technologies in teaching foreign languages
Time:	80 minutes
Aim:	To raise students' awareness of the goals of English language teaching
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1.

Technology-Enhanced Language Learning (TELL), as the name suggests, is the application of technologies in language teaching and learning. In other words it is the use of technologies that improve and facilitate educational learning. These technologies could be used interchangeably with Computer Assisted Language Learning (CALL) or Mobile Assisted Language Learning (MALL). It has taken up the goal of modern approaches to language teaching, including communicative language teaching, task-based learning, process approaches to writing and training in language learning strategies in enhancing student autonomy and control over the language learning process⁷. Modern technology aims at making language teaching and learning more flexible and students' learning more autonomous. To reach this goal, technologies such as computers, cell phones, iPads, etc. together with various programs are used to break the constraints of time, space and conditions in learning. With new technologies including mobile computers, Pocket PCs, Apple iPhones, Android phones, and tablets, instructors and students can communicate in multimodal ways, through voice and image as well as text. The successful implementation of these technological resources, embraces the mobility and connectivity of mobile devices and is directly related to the way teachers perceive their use and functionality and the way they incorporate them into their practice. Advances in mobile technologies have enabled

educators to use mobile devices for educational purposes, which is becoming a common expectation of learners today. Learning with mobile technologies is currently a rapidly developing area of interest for researchers, teachers, materials writers and app developers in the educational field, not least within language education. Yet to what extent is this growing interest realized and shared by language learners themselves? How far are they motivated to exploit the affordances offered by mobile technologies for language learning, and how far can mobile technologies help to engage and sustain individual motivation for language learning? Some academics like Rutherford and Krashen⁸ have long suggested that acquisition of language is enhanced when learnt in comprehensible, manageable pieces and constitutes ‘comprehensible input’. Computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) not only provides second language (L2) learners with ubiquitous learning support, immediate feedback, and independent and targeted reading practice, but new technology also helps them achieve advances in social interactivity, context awareness, connectivity, individuality, and immediacy. Moreover, as Kukulska-Hulme and Shield noted, MALL inspires new ways of learning, as it emphasizes continuity or spontaneity of access and interaction across different contexts of use. It also provides a ubiquitous learning that can closely fit learners’ learning habits⁹. Godwin-Jones suggests that mobile devices integrate real-life interests and academic roles¹⁰ on the part of learners. This characteristic of MALL would eventually promote “learner autonomy”¹¹, meaning that learners can take more responsibility for their own learning.

Technology is not just a single homogeneous tool, but various technologically based tools that enhance L2 learning in different ways. For example the internet may seem an ideal solution and a perfect tool for the students and teachers, when they are looking for authentic L2 materials (realia). The students can virtually ‘travel’ to the target language country and cross the borders with just a click of the mouse. Adding Internet access to mobile devices has extended users’ ability to communicate from simply telephoning to emailing, creating and sharing multimedia messages, accessing social media like Facebook, and so forth. When applied to learning activities, these mobile communication services increase students’ extrinsic motivation to participate in learning. Computer mediated communication seems to help the L2 students engage more frequently and with greater enthusiasm and confidence in the communicative process, because the students use internet primarily as a tool for communication (instant messaging and text messaging). They prefer to communicate in a relatively anonymous and protected environment, therefore introducing chats into the classroom would maintain and even increase their motivation in FL learning. The implementation of web tools together with the growth of independent learning, given the fact that educators provide a wide assortment of materials for learners to study outside the classroom, encourages the learner’s autonomy. The students can study at their own pace and listen to the texts as many times as they want, since they no longer need to rely on the teacher’s assistance, and they receive prompt feedback. The implementation of web sources has been considered as a framework that facilitates the educator to design and construct student-centered learning by using the web for planning and application. The web provides teacher and learners with support tasks and attractive materials to develop and conduct classes.

The role of Educational Technology in language teaching has changed significantly over the last decade. Previously, its use in language teaching and learning was only limited to text and simple exercises like gap filling and multiple choice drills. The recent developments in technology and pedagogy allow us to integrate computer technology into language teaching and learning to a greater extent. Multimedia resources and internet access facilitate student

immersion into rich environments for language practice and promote learner autonomy. Students can easily explore language use in authentic context, which activates their motivation for communication, increases their interest and improves their electronic literacy skills. New Media allows for publishing in Social networks for a global audience, gives access to various texts and multimedia information as well as facilitating communication in the target language. Computers are gradually becoming an integrated part in the language learning process, constituting an important element of language learning and teaching

Do the quiz

1. The acronym CALL stands for "computer assisted language _____".
 - ☐ lab
 - ☐ lesson
 - ☐ learning
2. Which is a regularly updated audio segment that can be downloaded or streamed?
 - ☐ a podcast
 - ☐ a virtual classroom
 - ☐ a transcript
3. The abbreviation CBT stands for "computer-based _____".
 - ☐ test
 - ☐ teaching
 - ☐ text
4. A room with computers and/or audio equipment where learners can practise skills like listening and pronunciation is a
 - ☐ virtual classroom
 - ☐ language lab
 - ☐ demo lesson
5. A collection of images, texts and/or video clips from the internet that's packaged into a presentation on a certain topic is a
 - ☐ forum
 - ☐ virtual field trip
 - ☐ podcast
6. The TOEFL iBT is a standardized test that's taken
 - ☐ offline
 - ☐ offside
 - ☐ online
7. The text version of an audio segment or lesson is called a
 - ☐ tape or script
 - ☐ trans tape or transcript
 - ☐ tape script or transcript
8. An online discussion board where learners and teachers can connect can be called

- ☐ a forum
 - ☐ a virtual classroom
 - ☐ m-learning
9. Language learning with the use of mobile personal electronic devices is an example of
- ☐ a language lab
 - ☐ a virtual classroom
 - ☐ m-learning
10. An online space for learners that allows them to interact and communicate with one another or with a teacher is a
- ☐ virtual field trip
 - ☐ virtual classroom
 - ☐ virtual podcast

LESSON 9. THE ROLE OF MOTHER TONGUE IN TEACHING FOREIGN LANGUAGES

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	The role of mother tongue in teaching foreign languages
Time:	80 minutes
Aim:	To raise students' awareness of the goals of English language teaching
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1.

The use of mother tongue at foreign language lessons can be useful in particular cases. Willis considered that unless teachers teach multi-lingual classes, they may not speak English all the time, and sometimes it might be more economical to use mother tongue instead of English [3]. This can be done for example when:

- Explaining the meaning or use of new words would be time-consuming.
 - Introducing the aims of the lesson or the next activity to make sure pupils know what they are learning.
 - When checking of pupils' understanding after the presentation stage.
 - Discussing the main ideas of a reading passage, but only when the aim is to improve the reading skills.
 - Pupils got teacher's permission to use their mother tongue, but it is important to make clear when pupils must stop using the mother tongue and return to English.
- Auerbuch adds other possibilities:
- Classroom management.
 - Language analysis.
 - Presenting grammar rules.
 - Discussing cross-cultural issues.
 - Giving instructions and prompts.
 - Explaining errors.

As stated above, the reasonable use of mother tongue can play its role in some cases, but the target language should remain the main language. There are several functions of mother tongue at foreign language lessons.

1. Motivational function. The native language is often used in the formulation of the goal of the lesson in the teacher's presentation before introducing new material. Many teachers use the native language of students summarizing the material at the end of the lesson. It is a very important moment of the lesson; teacher should say what students have learned at the lesson in order to provide a sense of progress, for example: "So, let's sum up. Why do we need Present Continuous Tense? What can we tell about its functions?" Thus, summing up the lesson can serve simultaneously as an additional explanation, a kind of "framework design".

2. Educational function. The native language is used to explain the peculiarities of the articulation of individual sounds at the stage of formation of sound-producing skills (usually at the elementary level). This concerns, first of all, those sounds that are absent in the students' native language (for example, sounds [θ] and [ð], nasal [ŋ]) or sounds that partially coincide with similar sounds of the native language, ([s], [t], [h], [r]). Many teachers use native language of students presenting new grammatical material. Teachers try to explain more accurately the meaning of the new grammatical construction, pay attention to its features and forms, demonstrate use in speech; thus, examples in Russian can be visual material for comparison. Mother tongue is used by teachers in the process of explanation of material of linguistic and cultural nature, when comparison of cultural realities of different countries makes it possible to remove difficulties in understanding the features of life and the world view of representatives of another culture.

3. Organizational function. Communicative approach in teaching foreign languages involves the use of different game technologies, which are effective means of increasing cognitive and linguistic activity of students and contributing to better learning of lexical and grammatical material, the formation of speech skills. It is more reasonable to explain the rules of new games in students' native language, it will ensure the accuracy of understanding the instructions by all students and will save time for the game [1].

4. Semantic function. As a rule, teachers use students' mother tongue when other methods of explaining of foreign words such as direct demonstration (demonstration or illustrative visibility), synonyms-antonyms, and conjecture on word-building elements (suffixes, prefixes, word-building, conversion), foreign interpretation of the meaning of words (definition) cannot be implemented. In this case, the translation is used for one or two words.

5. Control function. At the stage of improving or controlling the formation of lexical and grammatical skills, so-called "reverse translation" is effective, when students are presented with isolated words, phrases (including idioms), individual sentences (there may be proverbs or sayings) or statements in their native language. Students translate them into a foreign language on their own or in pairs.

LESSON 10. VIEW OF LANGUAGE AND CULTURE

Module:	APPROACHES TO LANGUAGE TEACHING
Topic:	View of language and culture
Time:	80 minutes
Aim:	To raise students' awareness of the goals of English language teaching
Materials:	1. Larsen-Freeman, D. Techniques and principles in language teaching. 2. Richards, J., & Rodgers, T.. Approaches and methods in language teaching.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Language And Culture

It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language.

Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. Culture is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. The fact that people eat or drink is not in itself cultural; it is a biological necessity for the preservation of life. That they eat particular foods and refrain from eating other substances, though they may be perfectly edible and nourishing, and that they eat and drink at particular times of day and in certain places are matters of culture, something "acquired by man as a member of society," according to the classic definition of culture by the English anthropologist Sir Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behaviour, and language is manifestly a part, probably the most important part, of it.

Although the faculty of language acquisition and language use is innate and inherited, and there is legitimate debate over the extent of this innateness, every individual's language is "acquired by man as a member of society," along with and at the same time as other aspects of that society's culture in which people are brought up. Society and language are mutually indispensable. Language can have developed only in a social setting, however this may have been structured, and human society in any form even remotely resembling what is known today or is recorded in history could be maintained only among people utilizing and understanding a language in common use.

TRANSMISSION OF LANGUAGE AND CULTURE

Language is transmitted culturally; that is, it is learned. To a lesser extent it is taught, when parents, for example, deliberately encourage their children to talk and to respond to talk, correct their mistakes, and enlarge their vocabulary. But it must be emphasized that children very largely acquire their first language by "grammar construction" from exposure to a random collection of utterances that they encounter. What is classed as language teaching in school either relates to second-language acquisition or, insofar as it concerns the pupils' first language, is in the main directed at reading and writing, the study of literature, formal grammar, and alleged standards of correctness, which may not be those of all the pupils' regional or social dialects. All of what goes under the title of language teaching at school presupposes and relies on the prior knowledge of a first language in its basic vocabulary and essential structure, acquired before school age.

If language is transmitted as part of culture, it is no less true that culture as a whole is transmitted very largely through language, insofar as it is explicitly taught. The fact that humankind has a history in the sense that animals do not is entirely the result of language. So far as researchers can tell, animals learn through spontaneous imitation or through imitation taught by other animals. This does not exclude the performance of quite complex and substantial pieces of cooperative physical work, such as a beaver's dam or an ant's nest, nor does it preclude the intricate social organization of some species, such as bees. But it does mean that changes in

organization and work will be the gradual result of mutation cumulatively reinforced by survival value; those groups whose behaviour altered in any way that increased their security from predators or from famine would survive in greater numbers than others. This would be an extremely slow process, comparable to the evolution of the different species themselves.

There is no reason to believe that animal behaviour has materially altered during the period available for the study of human history—say, the last 5,000 years or so—except, of course, when human intervention by domestication or other forms of interference has itself brought about such alterations. Nor do members of the same species differ markedly in behaviour over widely scattered areas, again apart from differences resulting from human interference. Bird songs are reported to differ somewhat from place to place within species, but there is little other evidence for areal divergence. In contrast to this unity of animal behaviour, human cultures are as divergent as are human languages over the world, and they can and do change all the time, sometimes with great rapidity, as among the industrialized countries of the 21st century.

The processes of linguistic change and its consequences will be treated below. Here, cultural change in general and its relation to language will be considered. By far the greatest part of learned behaviour, which is what culture involves, is transmitted by vocal instruction, not by imitation. Some imitation is clearly involved, especially in infancy, in the learning process, but proportionately this is hardly significant.

Through the use of language, any skills, techniques, products, modes of social control, and so on can be explained, and the end results of anyone's inventiveness can be made available to anyone else with the intellectual ability to grasp what is being said. Spoken language alone would thus vastly extend the amount of usable information in any human community and speed up the acquisition of new skills and the adaptation of techniques to changed circumstances or new environments. With the invention and diffusion of writing, this process widened immediately, and the relative permanence of writing made the diffusion of information still easier. Printing and the increase in literacy only further intensified this process. Modern techniques for broadcast or almost instantaneous transmission of communication all over the globe, together with the tools for rapidly translating between the languages of the world, have made it possible for usable knowledge of all sorts to be made accessible to people almost anywhere in the world. This accounts for the great rapidity of scientific, technological, political, and social change in the contemporary world. All of this, whether ultimately for the good or ill of humankind, must be attributed to the dominant role of language in the transmission of culture.

LANGUAGE AND SOCIAL DIFFERENTIATION AND ASSIMILATION

The part played by variations within a language in differentiating social and occupational groups in a society has already been referred to above. In language transmission this tends to be self-perpetuating unless deliberately interfered with. Children are in general brought up within the social group to which their parents and immediate family circle belong, and they learn the dialect and communication styles of that group along with the rest of the subculture and behavioral traits and attitudes that are characteristic of it. This is a largely unconscious and involuntary process of acculturation, but the importance of the linguistic manifestations of social status and of social hierarchies is not lost on aspirants for personal advancement in stratified societies. The deliberate cultivation of an appropriate dialect, in its lexical, grammatical, and phonological features, has been the self-imposed task of many persons wishing "to better themselves" and the butt of unkind ridicule on the part of persons already feeling themselves secure in their social status or unwilling to attempt any change in it. Much of the comedy in George Bernard Shaw's Pygmalion (first performed in 1913, with subsequent film adaptations) turns on Eliza Doolittle's need to unlearn her native Cockney if she is to rise in the social scale. Culturally and subculturally determined taboos play a part in all this, and persons desirous of moving up or down in the social scale have to learn what words to use and what words to avoid if they are to be accepted and to "belong" in their new position.

The same considerations apply to changing one's language as to changing one's dialect. Language changing is harder for the individual and is generally a rarer occurrence, but it is likely

to be widespread in any mass immigration movement. In the 19th and early 20th centuries, the eagerness with which immigrants and the children of immigrants from continental Europe living in the United States learned and insisted on speaking English is an illustration of their realization that English was the linguistic badge of full membership in their new homeland at the time when the country was proud to consider itself the melting pot in which people of diverse linguistic and cultural origins would become citizens of a unified community. A reverse movement, typically by third-generation immigrants, manifests a concern to be in contact again with the ancestral language.

The same sort of self-perpetuation, in the absence of deliberate rejection, operates in the special languages of sports and games and of trades and professions (these are in the main concerned with special vocabularies). Game learners, apprentices, and professional students learn the locutions together with the rest of the game or the job. The specific words and phrases occur in the teaching process and are observed in use, and novices are only too eager to display an easy competence with such phraseology as a mark of their full membership of the group.

Languages and variations within languages play both a unifying and a diversifying role in human society as a whole. Language is a part of culture, but culture is a complex totality containing many different features, and the boundaries between cultural features are not clear-cut, nor do they all coincide. Physical barriers such as oceans, high mountains, and wide rivers constitute impediments to human intercourse and to culture contacts, though modern technology in the fields of travel and communications makes such geographical factors of less and less account. More potent for much of the 20th century were political restrictions on the movement of people and of ideas, such as divided western Europe from formerly communist eastern Europe; the frontiers between these two political blocs represented much more of a cultural dividing line than any other European frontiers.

The distribution of the various components of cultures differs, and the distribution of languages may differ from that of nonlinguistic cultural features. This results from the varying ease and rapidity with which changes may be acquired or enforced and from the historical circumstances responsible for these changes. From the end of World War II until 1990, for example, the division between East and West Germany represented a major political and cultural split in an area of relative linguistic unity. It is significant that differences of vocabulary and usage were noticeable on each side of that division, overlying earlier differences attributed to regional dialects.

THE CONTROL OF LANGUAGE FOR CULTURAL ENDS

Second-language learning

Language, no less than other aspects of human behaviour, is subject to purposive interference. When people with different languages need to communicate, various expedients are open to them, the most obvious being second-language learning and teaching. This takes time, effort, and organization, and, when more than two languages are involved, the time and effort are that much greater. Other expedients may also be applied. Ad hoc pidgins for the restricted purposes of trade and administration are mentioned above. Tacit or deliberate agreements have been reached whereby one language is chosen for international purposes when users of several different languages are involved. In the Roman Empire, broadly, the western half used Latin as a lingua franca, and the eastern half used Greek. In western Europe during the Middle Ages, Latin continued as the international language of educated people, and Latin was the second language taught in schools. Later the cultural, diplomatic, and military reputation of France made French the language of European diplomacy. This use of French as the language of international relations persisted until the 20th century. At important conferences among representatives of different nations, it is usually agreed which languages shall be officially recognized for registering the decisions reached, and the provisions of treaties are interpreted in the light of texts in a limited number of languages, those of the major participants.

After World War II the dominant use of English in science and technology and in international commerce led to the recognition of that language as the major international language in the

world of practical affairs, with more and more countries making English the first foreign language to be taught and thus producing a vast expansion of English-language-teaching programs all over the world. Those whose native language is English do not sufficiently realize the amount of effort, by teacher and learner alike, that is put into the acquisition of a working knowledge of English by educated first speakers of other languages.

MODUL 2. TEACHING DIFFERENT AGE GROUPS **2-MODUL. TURLI YOSHDAGILARGA CHET (INGLIZ) TILINI O'QITISH**

LESSON 11.

THEME: INTRODUCTION TO THE COURSE. PSYCHOLOGICAL CHARACTERISTICS AND LANGUAGE DEVELOPMENT IN LEARNERS OF DIFFERENT AGES

Introduction

Compulsory for English majors

44 hours for practical classes over Year 4, semesters 7 and 8

Aim

By the end of the course, students will have explored approaches, methods, and problems related to teaching language learners across different age groups and drawn out practical implications for language teaching.

Objectives

Students will

- be able to identify the key characteristics of different age groups
- examine the commonalities and differences in terms of methods, materials, management, and testing in teaching different age groups
- learn how to plan lessons and how to deliver them to a range of target groups
- adapt and develop materials with respect to different age groups

Indicative content

- Psychological characteristics and language development in learners of different ages
- Changing Teacher's Roles with Different Age Groups
- Principles of Working with Different Age Groups
- Planning for Different Age Groups
- Classroom Management in Different Age Groups
- Adults as learners
- Games, Music and Storytelling in Teaching Young Learners
- Assessing Different Age Groups
- Adapting and Developing Materials for Different Age Groups

Approaches to teaching and learning

- Task-based practical work
- Reading
- Discussion
- Self study
- Internet searches and other means of investigating topics
- Materials adaptation
- Observation

Learning outcomes

By the end of the course students should have

- developed an ability to plan and deliver lessons addressing the main characteristics of different age groups
- developed an ability to adapt materials for different age groups

Assessment profile
Semester 6

Continuous Assessment <ul style="list-style-type: none">• Participation• Observation-based report	40% 10% 30%
Mid-course Assessment <ul style="list-style-type: none">• Case study on materials adaptation	30%
Final Assessment <ul style="list-style-type: none">• Lesson plan	30%

Indicative bibliography

Vale, D and Feunteun, A (1995) *Teaching Children English: A Training Course for Teachers of English to Children*, Cambridge: Cambridge University Press
McKay, P and Guse, J (2007) *Five-Minute Activities for Young Learners*, Cambridge: Cambridge University Press
Lewis, G and Mol, H (2009) *Grammar for Young Learners (Resource Books for Teachers)* Oxford: Oxford University Press
Ioannou-Georgiou, S and Pavlou P (2003) *Assessing Young Learners (Resource Books for Teachers)*, Oxford: Oxford University Press
McKay, H and Tom, A (1998) *Teaching Adult Second Language Learners*, Cambridge: Cambridge University Press
Ur, P (1996) *A Course in Language Teaching: Practice of Theory*, Cambridge: Cambridge University Press

LESSON 12

THEME: THE ROLE OF THE TEACHER IN TEACHING DIFFERENT AGE GROUPS AND AND CLASSROOM MANAGEMENT

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	The role of the teacher in teaching different age groups and and classroom management
Time:	80 minutes
Aim:	<ul style="list-style-type: none">➤ to raise students' awareness of issues in teaching different age groups➤ to familiarize students with a new course➤ to give students an opportunity to develop their critical thinking abilities through tasks and readings
Materials:	<ol style="list-style-type: none">1. Spratt, M (1994) <i>English for the Teacher</i>, Cambridge University Press2. James, P. (2001). <i>Teachers in Action</i>. Cambridge and New York: CUP

Objectives:

- to raise participants' awareness of different approaches and attitudes to teaching mixed ability classes
- to raise participants' awareness of the impact that teachers' attitudes to mixed ability classes have on learners
- to help participants explore and evaluate different strategies that can be used when teaching mixed ability classes

Lead in

Time: 5 min
Materials: board, markers

Procedure:

- 😊 (5 min) Ask participants the following questions:
- Warm-up:
- Answer the questions:
- 1. What age group is best to teach?
- 2. How will you approach teaching students of different ages?
- 3. What is a teacher responsibility in the classroom?
- 4. What makes a good teacher?

Establish that a mixed ability group is a group where students differ in terms of language background, learning speed, learning ability and motivation, language level, learning styles etc. Write the following question on the board:

~ What level should we teach to within a mixed ability group and how?

Ask participants to think about this question but not to answer it immediately. Tell participants that we will try to answer it in this session.

Activity 1 Learners' perspective

Objective: to let participants explore how learners feel in a mixed ability class

Time: 25 min


Materials: DVD, DVD player, handout 1 per participant

Procedure:

- 😊 (5 min) Ask participants the following questions:
 1. How do you think students feel in mixed ability classes?
 2. What impact do you think the teacher's attitude has on learners? How do learners feel if the teacher focuses mainly on stronger/weaker/average students?
 3. Have you ever asked your learners about it?

Possible answers

1. Weaker students might feel demotivated. Stronger students might mock at weaker ones.
2. The teacher might encourage rivalry or friendship in a classroom. If the teacher focuses mainly on stronger students weaker ones might be discouraged from learning. If the teacher focuses mainly on weaker students, stronger ones might lose motivation to make any further progress.
3. Answers may vary.

- Elicit random answers. Tell participants that they will watch a video fragment where a group of learners are talking about their feelings and attitudes towards working in mixed-ability groups. Distribute handout 1  and ask participants to take notes.

- (10 min) Play the video.



Summary of the video fragment:

Jahongir – His teacher used to focus on weaker ones and used to say that stronger students can work autonomously; his teacher used to assess the whole group performance to motivate stronger students to help weaker ones and encourage team work. The teacher should pay more attention to weaker students.

Rushana – studied in a mixed ability class where stronger students didn't help weaker ones, now she regrets that her teacher paid more attention to stronger ones. She thinks that teachers should find the golden middle and encourage friendship among students.

Nargiza – she has changed schools several times and in some she was a weaker student and in others a stronger one. When she was regarded as strong and received less attention she had stopped learning, “didn’t put much effort”. She would like to get extra tasks. Teachers should treat all students equally, stronger students should be challenged to achieve more, and weaker ones should be helped so that they are able to catch up with others.

- ☹️ (5 min) Ask participants to share answers to the tasks on handout 1 📄 in their groups.
- 😊 (5 min) Elicit random answers.

Suggested answers:

1. 1) Jahongir – c; Rushana – b 2) Nargiza - a
2. Jahongir’s teacher mainly focused on weaker students, she made stronger ones help weaker ones by evaluating not only individual but group performance as well.

Rushana’s teacher paid more attention to stronger students and it resulted in ignoring weaker ones.

Nargiza’s teacher addressed mixed-ability classes by giving extra tasks to stronger students and having additional classes for weaker ones.

3. 1) Jahongir – b; 2) Rushana – c; 3) Nargiza - d

- 😊 (1 min) Establish that a teacher’s attitude towards mixed ability groups has an impact on learners. If a teacher focuses only on stronger students, weaker ones might feel ignored. On the other hand if a teacher tries to work mainly with weaker students, stronger students might stop making progress. Providing equal opportunities for everybody promotes not only learning at the learners’ optimum speed, and in her/his preferred style, but also helps to build trust and friendship in the classroom.

Activity 2 Teachers’ attitudes

Objective: to give participants an opportunity to explore different attitudes of teachers towards working in a mixed ability class and strategies they employ

Time: 40 min

Materials: DVD, DVD player, handout 2 per participant

Procedure:

- 😊 (5 min) Ask participants the following question:
 1. Are mixed-ability classes always a problem?
 2. Are there any advantages of teaching mixed-ability classes? If there are, what are they?
 3. How can a teacher turn the problem of teaching mixed-ability class into an advantage?

Possible answers:

- 1) Yes/no/sometimes.
- 2) Yes/no/sometimes. In mixed-ability classes stronger students might help weaker ones.
- 3) Teacher can use group and pair work, project work, give extra tasks to stronger students, etc.

- 😊 (5 min) Tell participants that now they will watch a video in which teachers say how they feel about working with a mixed ability class. Distribute handout 2 📄 and ask participants to look through the tasks.



- (5 min) Play the video.
- ☺☺☺ (15 min) Put participants in groups of 4-5 and ask them to discuss their answers.

Suggested answers:

1. Alex complains of teaching a mixed ability class. He teaches only strong students without paying attention to weaker ones.
2. Natasha enjoys working with her mixed ability class. She is trying to focus on every student in the class.
- 3.

Strategies	Advantages	Disadvantages
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise
Project work	Each student can play a role according to his/her abilities/aptitudes	Difficult to assess
Assigning tasks of different complexity	Every student can do a task according to his/her level, ability, needs etc. In this case weaker students will not feel frustrated, while stronger ones will not be bored.	Too much preparation

4. Answers may vary.

- ☺ (10 min) Elicit random answers and establish that there are different attitudes towards working with mixed-ability classes. Some teachers believe that they should focus only on stronger students, while others take advantage of the opportunities presented by this situation. The advantages of working with mixed-ability classes are diversity of opinion, and the possibility for students to learn from each other. There are different strategies for working with mixed-ability classes.

Activity 3 Article discussion


Objective: to let participants explore strategies of addressing different levels of learners


Time: 5 min

Materials: handout 3, 4 per participant, articles by Gareth Rees *Teaching mixed-ability classes* 1& 2. Available at: www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm and www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

Procedure:

- ☺ (5 min) Ask participants to try to answer the question asked at the beginning of the session:
 - ~ What level should we teach within a mixed ability group and how?
- Elicit that teachers should try to address different levels of students by giving group work, project work, setting tasks of different complexity etc.
- ☺☺☺ (5 min) Ask participants to work in groups and discuss whether the strategies mentioned in the video will be suitable in their context. Ask groups to add any other strategies they know to those given in the table on handout 2.
- ☺ (5 min) Elicit random answers.

Distribute handout 4  and ask participants to look through the questions. Distribute the articles by Gareth Rees *Teaching mixed-ability classes* 1 & 2.

- (Optional)  (15 min) If time allows ask participants to skim the article and in their groups try to find answers to the suggested questions.
- If there is no time left ask participants to read the article at home and try to find the answers suggested in the articles and to experiment with the ones they think are relevant to their context.

Follow-up reading

Rees Gareth. *Teaching mixed-ability classes* 1 & 2. Available

at: www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm and

www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

MIXED ABILITY CLASSES

Activity 1, Handout 1, Learners' perspective

You will watch a video where 3 learners are talking about their experience of studying in mixed ability classes. Watch the video and answer the questions below.

1. Which of the speakers talked about their experience of:
 - a) being both a strong and a weak student in different schools;
 - b) being ignored because s/he was a weaker student;
 - c) encountering rivalry among strong students because of the discounts in the tuition fee?1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____
2. How did their teachers manage mixed-ability classes and how did it affect learners?
 - a) Jahongir _____
 - b) Rushana _____
 - c) Nargiza _____
3. Which of them would advise the teacher to focus on:
 - a) stronger students
 - b) weaker students
 - c) average
 - d) both?1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____



Mixed ability classes

Activity 1, handout 1 Learners' perspective

You will watch a video where 3 learners are talking about their experience of studying in mixed ability classes. Watch the video and answer the questions below.

1. Which of the speakers talked about their experience of:
 - d) being both a strong and a weak student in different schools;
 - e) being ignored because s/he was a weaker student;
 - f) encountering rivalry among strong students because of the discounts in the tuition fee?1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____
2. How did their teachers manage mixed-ability classes and how did it affect learners?
 - a) Jahongir _____
 - b) Rushana _____
 - c) Nargiza _____
3. Which of them would advise the teacher to focus on:
 - e) stronger students
 - f) weaker students
 - g) average
 - h) both?1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____

MIXED ABILITY CLASSES

Activity 1, Handout 2, Teachers' perspective on teaching a mixed ability class.

Watch the video and answer the questions.

1. What problem does Alex state? What level of students within the group is Alex teaching?

2. What's Natasha's attitude to working with mixed ability groups? What level of students within the group is Natasha teaching?

3. Using the questions below complete the table.

- 1) What strategies does Natasha suggest for working with mixed ability classes?
- 2) What advantages of employing these strategies does she mention?
- 3) What are Alex's arguments against these strategies?

Strategies	Advantages	Disadvantages
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise

4. To what extent do you agree with Alex's comment that weaker students are incapable and unwilling to learn?

MIXED ABILITY CLASSES

Activity 3, Handout 3, 4 Pre-reading questions

Pre- reading questions:

1. Should I discuss the situation in mixed ability groups with my students? If so, why?
2. How can I raise my students' awareness of their own strengths and weaknesses? How can I encourage them to evaluate their own progress?
3. Should I always group stronger students with weaker ones?
4. How should I set up pairwork in mixed ability groups?
5. What kind of whole group activities can be used in this context?
6. Should I give tasks according to the level of difficulty?
7. What kind of homework should I give to students of different levels?
8. How should I correct students of different levels when they speak or when they produce something in writing?

LESSON 13

THEME: APPROACHES, METHODS, AND PROBLEMS RELATED TO TEACHING LANGUAGE LEARNERS ACROSS DIFFERENT AGE GROUPS

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	Approaches, methods, and problems related to teaching language learners across different age groups
Time:	80 minutes
Aim:	<ul style="list-style-type: none"> ➤ to raise students' awareness of issues in teaching different age groups ➤ to familiarize students with a new course ➤ to give students an opportunity to develop their critical thinking abilities through tasks and readings

The nature of teaching
What makes teaching effective
Learner centredness vs teacher centredness

Activity 1

Role play

1. A teacher introduces a piano as a musical instrument by reading out loud the info. Some words that a teacher thinks are important should be noted down by students. (One student can work at the board.)
2. A teacher asks questions about the introduction part.
3. A teacher distributes the text about piano history. Students read aloud one by one. A teacher corrects mistakes if any.
4. A teacher makes a point about hands and asks students to stretch them.
5. A teacher shows the notes and asks students to repeat the names of notes.
6. A teacher plays the notes and students try to name the keys.
7. A teacher gives the home task.

The **piano** is a [musical instrument](#) played by means of a [keyboard](#). It produces sounds by striking steel strings with [felt](#) hammers. The hammers immediately rebound allowing the strings to continue vibrating at their [resonant frequency](#). These vibrations are transmitted through a [bridge](#) to a [soundboard](#) that amplifies them.

The piano is widely used in [Western music](#) for solo performance, [chamber music](#), and [accompaniment](#). It is also very popular as an aid to [composing](#) and [rehearsal](#). Although not portable and often expensive, the piano's versatility and ubiquity have made it one of the most familiar musical instruments.

The word *piano* is a shortened form of the word *pianoforte*, which is seldom used except in formal language and derived from the original [Italian](#) name for the instrument, *clavicembalo* [or *gravicembalo*] *col piano e forte* (literally [harpsichord](#) with soft and loud). This refers to the instrument's responsiveness to keyboard touch, which allows the [pianist](#) to produce notes at different dynamic levels by controlling the speed with which the hammers hit the strings.

Taken from <http://en.wikipedia.org/wiki/Piano>

Although there were various crude earlier attempts to make stringed keyboard instruments with struck strings, most notably [hammered dulcimers](#) such as the [santur](#) and [santoor](#), it is widely considered that the modern piano was invented by [Bartolomeo Cristofori](#) of [Padua, Italy](#). He was employed by [Prince Ferdinand de Medici](#) as the Keeper of the Instruments. It is not known exactly when Cristofori first built a piano, but an inventory made by his employers, the [Medici](#) family, indicates the existence of a piano by the year 1709. However, some writings indicate that

there was a piano built in the year 1698, and a prototype built as early as 1694. The three Cristofori pianos that survive today date from the 1720s. Two of these pianos date from 1722; a piano now in Rome, and a harpsichord now in Leipzig.

Like many other inventions, the piano was founded on earlier technological innovations. The mechanisms of keyboard instruments such as the clavichord and the harpsichord were well known. In a clavichord the strings are struck by tangents, while in a harpsichord they are plucked by quills. Centuries of work on the mechanism of the harpsichord in particular had shown the most effective ways to construct the case, soundboard, bridge, and keyboard. Cristofori, himself an expert harpsichord maker, was well acquainted with this body of knowledge.

Cristofori's great success was in solving, without any prior example, the fundamental mechanical problem of piano design: the hammers must strike the string, but not remain in contact with the string because this would damp the sound. Moreover, the hammers must return to their rest position without bouncing violently, and it must be possible to repeat a note rapidly. Cristofori's piano action served as a model for the many different approaches to piano actions that followed.

In groups ask participants to discuss the class they saw and think

1. what was done wrong
2. how it can be improved

Activity 2

What is and is not effective teaching

Matching the illustrated metaphors

Activity 3

Turning characteristics into principles

1. Students construct their OWN knowledge of the world
2. Learning is a search for meaning, looking for the wholes as well as parts
3. Learning is self directed
4. Learning is active
5. Learning derives from experiences
6. Learning happens internally, knowledge cannot be transmitted from external source
7. Learning takes time
8. Learning is a social enterprise
9. Learning involves metacognition
10. Learning cannot happen without motivation
11. Learning is very emotional
12. Learning is a creative business

LESSON 14

THEME: LESSON PLANNING FOR TEACHING DIFFERENT AGE GROUPS

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	Lesson planning for teaching different age groups
Time:	80 minutes
Aim:	<ul style="list-style-type: none"> ➤ to raise students' awareness of issues in teaching different age groups ➤ to familiarize students with a new course ➤ to give students an opportunity to develop their critical thinking abilities through tasks and readings
Materials:	1. Spratt, M (1994) <i>English for the Teacher</i> , Cambridge University Press 2. James, P. (2001). <i>Teachers in Action</i> . Cambridge and New York: CUP

Lead in

Objective: to let students understand the importance of planning aims for a lesson

Time: 15 min

Materials: Handout 1

Procedure:

- Distribute handout 1 to students and ask them to think individually to what extent they agree with the comments from teachers why.
- Ask students get into groups of 4-5 and discuss their answers.
- Elicit random answers.
- Establish that it is important for teachers to plan ahead their aims. Say that when they start teaching it is particularly important to know where they are trying to get to (or get their students to) by the end of the lesson. Lesson aims should match with a syllabus, not necessarily a coursebook. A teacher can decide on how to adapt or supplement coursebook materials to match the lesson aims. After the lesson, teachers can look back at their lesson plans and reflect on whether they have managed to achieve their aims. This also helps to select the most appropriate aims for future lessons.
- Teachers can tell their students what the lesson aims are at the beginning of each lesson. Teachers can also write them up on the board. Alternatively, teachers can ask students at the end of the lesson what they thought the aims were. It might be interesting to see what they say.

Activity 2 Matching aims to lesson summaries

Objective: to enable students to select appropriate aims for a lesson

Time: 25 min

Materials: Handout 2

Procedure:

- Distribute handout 2 and ask students to match the lesson summaries with the lesson aims listed A-F. There is one extra option which they don't need to use.
- Ask students in pairs discuss their answers.
- Check the answers.

Answers: 1C. 2A. 3D. 4B. 5F.

Activity 3 Types of aims

Objective: to enable students to differentiate between main aims, subsidiary aims and personal aims

Time: 15 min

Materials: Handout 3

Procedure:

- Distribute handout 3 to students and ask them to look at the table and work out the difference between main aims, subsidiary aims and personal aims.
- Elicit random answers.
- Establish that a main aim describes the most important thing we want to achieve in a lesson or sequence of lessons. For example, teachers want learners to understand and practise using new language; to reinforce or consolidate (i.e. to make stronger) the use of language they already know by giving them further practice; or to revise language they have recently learnt. Subsidiary aims show the language or skills learners must be able to use well in order to achieve the main aim of the lesson. In addition to learning aims for the learners, we may also want to think about our own personal aims as teachers. Personal aims show what we would like to improve or focus on in our own teaching.

Activity 4 Evaluating lesson aims

Objective: to enable students to evaluate lesson aims

Time: 25 min

Materials: Handout 4

Procedure:

- Put students in groups of 3-4. Distribute handout 4 and ask students to look through the aims and evaluate them answering the questions.
 - Elicit answers in plenary.
- Suggested answers:

Aims 2, 5 and 8 seem to be the most appropriately expressed as they are clear and specific.

Aims that are not clear or lack detail:

3.
Aims 7,
9,
11
are
for
mul-
tiple
from
a
teacher's
point
of
view

Aims	Comments
1) To practise reading.	<i>There is no mention of the specific reading skill that is going to be practiced.</i>
3) To clarify the present perfect continuous using a taped dialogue	<i>There is no mention of the topic of the dialogue or the context.</i>
4) For learners to practise the present continuous with the attached picture.	<i>There is no mention of what kind of practice – oral or spoken, controlled or free. There is no mention of the context.</i>
6) By the end of the lesson students will have had speaking practice and clarification of some tenses.	<i>There is no mention of whether the speaking is language practice or more general fluency practice. The tenses are not named.</i>
7) To provide freer writing practice in the context of mini paragraphs.	<i>There is no mention of the text type (narrative, report, argument) or the topic of the text.</i>
9) To focus on linking as per page 27 ex. 3	<i>There is no mention of whether the linking is to do with pronunciation or grammar.</i>
10) By the end of the lesson learners will have done a great variety of reading practice around the topic.	<i>There is no mention of the topic or reading text types or reading skills.</i>
11) To present Past simple tense.	<i>There is no mention of for what purposes students will use this tense.</i>

of view, i.e. what a teacher is going to do. Other aims take into account what learners will be doing during the lesson or what will be able to do by the end of a lesson.

- Emphasise that it is useful to think of the aims of a lesson in terms of what the learners may have achieved/learned/developed by the end of the lesson, or, ultimately, as a result of the lesson.
- Draw conclusions on characteristics of a good lesson aim. Elicit answers on the board.

Suggested answers:
A good lesson aim is:
~ clear and easy to understand
~ not too detailed
~ not too vague
~ doable for the students
~ teachable for the teacher

- Say that students can also use SMART criteria to evaluate their own and ready-made lesson aims: Specific, Measurable, Achievable, Realistic and Time-bound.

Summary

- Ask students to write down what they think were the aims of this lesson. Ask them to compare with the aims stated in the lesson plan.

Homework:

- Ask students after each lesson they have during the week to think of the lesson aims and take notes. Ask them to bring their notes to discuss in the next lesson.

PLANNING FOR DIFFERENT AGE GROUPS

Handout 1 Comments from teachers

Think about these comments from teachers. To what extent do you agree with the following statements? Why?

1. I often discover what my aims are while I am teaching the lesson. Sometimes I only find out when the lesson is over.
2. My coursebook always tells me what my aims should be, so I don't plan my aims.
3. Learners don't want to know about aims. They just want to get on with the lesson.
4. A lesson without an aim is like a boat without a rudder or a traveller without a map: there's very little chance you'll get to your destination because you don't even know what it is!



Handout 2 Matching aims to lesson summaries

Match the lesson summaries with the lesson aims listed A-H. There is one extra option which you do not need to use.

Lesson summaries

1. Learners put jumbled sections of a text in order. The teacher focuses on conjunctions, time expressions, pronouns, etc. Learners make notes on a similar topic, and then they produce a similar text.
2. Learners look at a town map and discuss the best route from the station to a hotel, and then they listen to a conversation on cassette and compare their route with the one on the cassette.
3. In pairs, learners read different texts about soldiers' duties, and then they exchange information about them. Pairs work together to complete lists of rules for soldiers, using *must, should, doesn't/don't have to*.
4. Learners brainstorm vocabulary and ideas on the topic, and then in groups they draft the text for a leaflet to advertise their town to tourists. Groups then exchange texts to make corrections and/or suggest improvements.
5. Learners match words with pictures, and build up word maps, which they compare and develop. Then they work together to produce entries for a class dictionary.

Lesson aims

- A. To practise listening for detail
- B. To practise writing for a communicative purpose
- C. To raise awareness of how to join sentences and paragraphs
- D. To revise and practise modal auxiliary verbs
- E. To give learners oral fluency practice
- F. To revise and consolidate vocabulary

PLANNING FOR DIFFERENT AGE GROUPS

Handout 3 Main aims, subsidiary aims and personal aims

Look at the table. Can you work out what the difference is between main aims, subsidiary aims and personal aims?

Main aim	Subsidiary aims	Personal aims
To let learners practise making polite requests in the context of making holiday arrangements.	To let learners revise modal auxiliary verbs and functional exponents <i>could/would you...?</i> To consolidate lexis for travel, accommodation	To improve my organisation of the blackboard; to give clearer examples

	To give controlled oral practice	
--	----------------------------------	--

Handout 4 Evaluating lesson aims

Look through the lesson aims, evaluate them answering the questions below.

- 1) To practise reading.
- 2) By the end of the lesson learners will have had practice in using strategies to guess the meaning of new vocabulary in context.
- 3) To clarify the present perfect continuous using a taped dialogue.
- 4) For learners to practise the present continuous with the attached picture.
- 5) To provide practice in listening for specific information in the context of listening to flight departure information at an airport.
- 6) By the end of the lesson students will have had speaking practice and clarification of some tenses.
- 7) To provide freer writing practice in the context of mini paragraphs.
- 8) By the end of the lesson learners will have an understanding of which kinds of words can have both a weak and strong phonological form in authentic spoken language.
- 9) To focus on linking as per page 27 ex. 3
- 10) By the end of the lesson learners will have done a great variety of reading practice around the topic.
- 11) To present Past simple tense.
 1. Which of these aims do you consider to be most appropriately expressed? Why?
 2. Which of the aims are not clear or lack detail?
 3. Which of the aims are formulated from the students' point of view?

LESSON 15

THEME: CHOOSING APPROPRIATE METHODS CONSIDERING THE KEY CHARACTERISTICS OF DIFFERENT AGE GROUPS

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	Choosing appropriate methods considering the key characteristics of different age groups
Time:	80 minutes
Aim:	<ul style="list-style-type: none"> ➤ to raise students' awareness of issues in teaching different age groups ➤ to familiarize students with a new course ➤ to give students an opportunity to develop their critical thinking abilities through tasks and readings
Materials:	1. Spratt, M (1994) <i>English for the Teacher</i> , Cambridge University Press 2. James, P. (2001). <i>Teachers in Action</i> . Cambridge and New York: CUP

Warm-up (10-15 min)

- State that compulsory schooling in England and Wales is divided into four key stages. Future teachers are trained according to the key stages they intend to teach. Every teacher is trained to teach at least two key stages.
- Distribute Handout 1 and invite students to draw a similar graph describing the key stages of compulsory schooling in Uzbekistan.
- Ask the following questions:
 - ~ In what ways are the compulsory schooling systems of the two countries similar/different?
 - ~ At what ages are foreign languages taught?

Activity 1 What age group do you prefer to teach?

Objective: to let students explore preferences in teaching certain age groups

Time: 30 minutes

Materials: Handout 2

Procedure:

- Tell students that in an Internet forum teachers from different countries were asked about what age group they would like to teach and why.
- Post handout 2 extracts on the walls.
- Ask students to walk around the classroom and read the extracts and choose the opinions that appeal to them most of all.
- Then ask students to form 5 different groups according to their preferences under the headings:
 - ~ *Teaching preschoolers*
 - ~ *Teaching primary/elementary school children*
 - ~ *Teaching secondary/high school children*
 - ~ *Teaching university students*
 - ~ *Teaching adults*
- Distribute Handout 2. Ask students to make a list of pros and cons of teaching certain age group.
- Hold a short debate where each of the groups should advocate the chosen age group.
- Summarise the debate and state that each age group has its own challenges and state that the present course will cover the practical considerations of teaching different age groups.
- Present an overview of the course (See Syllabus & Assessment specifications).

Activity 2 Features of teaching different ages

Objective: to let students' explore features of teaching certain age groups

Time: 30 minutes

Materials: Penny Ur, *A Course in Language Teaching*, Module 20 "Younger and Older Learners", Unit 2, "Teaching children", Unit 3, "Teaching adolescents: student preferences", Unit 4, "Teaching adults: a different relationship"

Procedure:

- Divide students into 3 groups. Distribute one of the 3 texts for reading:

Texts are taken from Penny Ur, *A Course in Language Teaching*, Module 20 "Younger and Older Learners"

 - ~ Group 1 – Unit 2, "Teaching children"
 - ~ Group 2 – Unit 3, "Teaching adolescents: student preferences"
 - ~ Group 3 – Unit 4, "Teaching adults: a different relationship"
- Ask groups to present their texts graphically (either with pictures, graphs, tables, or mind maps, etc.).
- Ask students to present their posters and invite discussion on the texts.

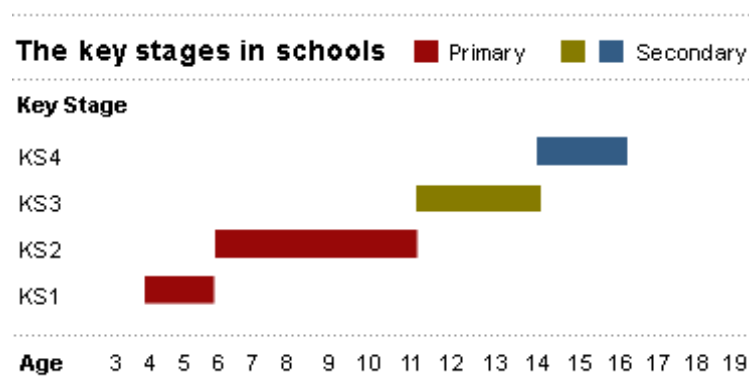
Homework (10 min)

- State the following assumptions about age and language learning:
 - ~ *Children and adults learn languages basically the same way.*
 - ~ *Adults have a longer concentration span than children.*
 - ~ *It is easier to interest and motivate children than adults.*
 - ~ *Teenagers are the best language learners.*
- Ask students to decide whether they agree or disagree with the statements and present reasons for their arguments in a written form.
- State that they will address the statements again at the end of the course in order to see whether their assumptions have changed or not and if they can present more reasonable and grounded arguments for their decisions.

Teaching different age groups

Introduction

Schooling system in England and Wales



This graph matches Key Stages to age groups.

Key Stage 1 applies to primary school children between the ages of four and six.

Key Stage 2 applies to primary school children between the ages of six and 11.

Key Stage 3 applies to secondary school pupils between the ages of 11 and 14.

Key Stage 4 applies to secondary school pupils between the ages of 14 and 16.

Teaching different age groups

Introduction

Handout 2, Activity 1

Eric:

Just started teaching university students. But more and more I find myself wanting to back in the class teaching elementary age students. I hope I start to enjoy my new students a bit more soon.

😞 *Kids are much more fun and energetic and, believe it or not, more polite.*



-

Susan:

As for my preferences, I like teaching elementary kids because they are so fun to be with. My very best class ever was a group of 10-11 year olds whose level was high enough to be conversational. We could discuss things, and play games and it was all good fun. Once they turn 13 or so, as the enthusiasm begins to lose out to self-consciousness, my interest begins to wane as well. Plus it's no longer funny if I act like a goof.



-

*I prefer to teach preschool, it's really fun to be with the kids...
After teaching them, although it's tiring they can still make you smile/laugh and make you feel
tireless with just a hug from them..sweet little kids!so lovely!!!*

*But now I teach adult most days...Well, i enjoy teaching them also(so far)... It's a different
approach and as for me it's challenging... And you can learn also a lot from them it's a two way
process... they learn from you and you also learn from them...It's fun!!!!*

*Regards,
Zashi*



-

*Despite all the 'baggage' that comes with teaching adults ie refusal to accept that a language can
be different to theirs, trying to reason too much, using age as an excuse for not learning, lack of
time and energy to do homework properly, being set in their ways etc etc I actually prefer it to
teaching kids. They have more life experience and you can incorporate more 'issues' into the
lessons ie relationships, current affairs etc. Clearly you have to know your group before you
start spouting off about tensions in the Middle East, for example, but you can usually generate
good discussions.*

Yusuf



-

*I really liked the little experience that i've had teaching adults. I am young, younger than most
adult students, so i have to try and spin this into being a positive thing. I've never had a class
that were afraid to talk. I teach adults in much the same way that i teach kids, but i don't let them
know that.*

Claire



-

*Prefer teaching kids because I like games and play and adults can be soooooooooooooooooo
inhibited. Sure they will loosen up as they get to know you and each other but they probably still
won't be keen on singing while hopping around the room doing daft actions.*

*Having said that I think what I find rewarding is bringing sunshine into their lives through fun
lessons where they progress and feel proud of themselves.*

*The downside to teaching kids for me is that after one hour with children you can sometimes feel
like you have been working all day because you need to inject so much energy into controlling
the class while keeping it dynamic and fast-paced - whereas the adults are self-motivated and
you don't have to use tricks like switching the lights off or starting a song to get their attention!*

Kind regards

Shelley



-

I prefer university age. I have taught second graders (yeah, I loved the little shavers!) but also taught university in Indiana. The great difference for me is that in at least a general sense, the university level and even adult learners WANT to be in class.

Mike



-

Hi to all

I've taught every age group, and like the variety. My last job was business English at 7 in the morning, teenagers after school, and younger kids Saturday morning, but I do think 9 to 11 age group is the most fun.

I agree also with the person who said you can use the same materials, just a different attitude. I have many activities that I've used with 10 year olds as well as business people...no problem!

Maori



-

Teaching different age groups

Introduction

Handout 3, Activity 2

Teaching preschoolers

This is for the very active, and teachers who prefer kinesthetic methods of teaching English. You need to have a sense of fun for this role, not to mention boundless energy! If you're employed full-time at a nursery school or kindergarten, bear in mind that you'll probably be expected to multitask. Working as part psychologist, part nurse, part dinner lady, not to mention part language teacher! It is a hugely rewarding but demanding role, and not for the faint hearted.

Teaching preschoolers at a language school is a less demanding role, as the parents usually tag along too! Prepare yourself well and make sure you arm yourself with a variety of songs, action games, puppets, toys and pictures. Remember: young children of two or three have a very short attention span, so you will need to keep your activities short and snappy. Plenty of variety and routine are the keys to successful lessons.



-Teaching primary/elementary school children

Children of this age are full of enthusiasm, and enjoy learning. Make learning English fun by including lots of games, songs and stories. Sometimes you may be required to team-teach with another class teacher. Remember: be patient, and don't expect all your ideas to be accepted immediately. Concentrate on building a good working relationship with your class teacher and then suggest new ideas gradually.



-Teaching secondary/high school children

Teaching this age group can be challenging, as it is the age where children often become shy and self-conscious. It can take time and patience to establish a relationship with teenagers, so you shouldn't expect immediate results. No matter how hard they try to make you believe otherwise, teenagers of this age are still children, and enjoy competitive games! You'll need to show that

you're willing to connect with their world and interests, and don't assume that pop groups and actors famous in the west are well-known in the country you're teaching in. Teaching teenagers can be particularly rewarding as many are desperate to speak to a native English speaker, and have a genuine desire to learn English.



-Teaching university students

This is a privileged position, and universities often expect teachers to have an MA in linguistics, although this is not always the case. You'll need a thorough knowledge of the English language, a love of English literature and be prepared to do a lot of marking! That said, this probably won't be your first teaching role!



-

Teaching adults

There are many benefits to teaching adults. For a start, you won't have to worry about discipline as, having paid for the lessons; most adults are motivated to learn. However, even this age group has its disadvantages. Adults may have strong expectations and can even tell you how to do your job! In these cases you need to be polite, but firm. Don't let an adult undermine your authority, or take control of a class. Adults may also be much more resistant to trying new ideas, and feel that games or role-play are childish! Introduce new ideas slowly, and don't be deterred if they don't work out first time round. Remember, many adults have experienced boring English lessons at school, so this is your opportunity to make learning a positive experience for them.

LESSON 16

THEME: PRINCIPLES OF WORKING WITH DIFFERENT AGE GROUPS

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	Principles of Working with Different Age Groups
Time:	80 minutes
Aim:	<ul style="list-style-type: none">➤ to raise students' awareness of issues in teaching different age groups➤ to familiarize students with a new course➤ to give students an opportunity to develop their critical thinking abilities through tasks and readings
Materials:	<ul style="list-style-type: none">1. Spratt, M (1994) <i>English for the Teacher</i>, Cambridge University Press2. James, P. (2001). <i>Teachers in Action</i>. Cambridge and New York: CUP

Duration: 80 min

Objectives:

- ☐ to introduce the new course
- ☐ to expose participants to a lesson on teaching different age groups
- ☐ to familiarize participants with course syllabus and assessment specifications

Materials:

Course syllabus, Assessment specifications, handouts, and flipcharts.

Warm-up "Jokes" (10-15 min)

Distribute a handout with jokes and ask participants just to read them. (Handout 1)

After they have finished, ask the following questions:

- ☐ What is the age of students described in these jokes?
- ☐ How did you identify their ages?

- ❑ What are the particular features of each age group?

Accept all possible answers at this stage. State that in this session participants will be exposed to a sample lesson on teaching different age groups and discuss the course content and assessment specifications.

Activity 1 “Sample Lesson on TDA” (45 min)

Teach a 45-min lesson with participants.

Lesson Plan

Topic: Introduction to the course

Objectives:

- to raise Ss’ awareness of the main issues in teaching different age groups
- to familiarise students with a new course content
- to give Ss an opportunity to develop their critical thinking abilities through tasks and readings

Warm-up: (10- min)

- T. states that compulsory schooling in England and Wales is divided into four key stages. The teacher training students receive will be provided according to the key stages they intend to teach. Every teacher trains to teach at least two key stages.
- T distributes the graph on key stages (Handout 2)
- T invites Ss to draw a similar graph describing the key stages of compulsory schooling in Uzbekistan
- T asks the following questions:
 - In what ways are the compulsory schooling systems of the two countries similar/different?
 - At what ages are foreign languages taught?

Activity 1 “What age group?”(25 min)

- T states that in an Internet forum teachers from different countries were asked the question: What age group would you like to teach and why?
 - Preschool/Kindergarten
 - Elementary
 - Middle School
 - High School
 - University
 - Adults
- Their answers are posted on the walls (Handout 3) and Ss are required to walk around the classroom and read them. T states that Ss should choose the opinions that best appeal to them.
- Then Ss are required to form 5 different groups according to their preferences under the headings:
 - Teaching preschoolers
 - Teaching primary/elementary school children
 - Teaching secondary/high school children
 - Teaching university students
 - Teaching adults

- After Ss have formed their groups T distributes the text (Handout 4) for reading and handout with photos of classrooms and teaching materials (Handout 5). Groups are asked to read the texts and then choose appropriate classroom and teaching materials from the Handout 5 for their age groups.
- T asks groups to report on their findings.

Activity 2 “Pros and Cons” (10-15 min)

- Ss are asked to make a list of pros and cons of teaching in different age groups
- Ss have a short debate advocating their own age groups
- T summarizes the debate results and states that each age group has its own challenges and states that the present course will cover the practical considerations of teaching different age groups.

Activity 2 “What is the course about?” (15-20 min)

- ☐ Ask participants to make predictions about the course and invite them to fill in the table (Handout 6) in pairs:
- ☐ Distribute the course syllabus and assessment specifications
- ☐ Ask participants to compare their answers to the syllabus
- ☐ Invite participants to ask clarification questions about the syllabus and assessment specifications
- ☐ Ask “What changes do you want to make in the syllabus or assessment specifications to cater to your teaching context?”

Summarise the session by stating that age is an important factor in teaching and learning foreign languages and teachers need to be age-sensitive while planning and managing their lessons, along with assessing their students performances.

TDA: Warm-up, Handout 1 “Jokes”

Read the jokes

Student: “I haven’t got no pencil.”

Teacher, correcting him: “You don’t have any pencil. He doesn’t have any pencils. We don’t have any pencils.”

Student, with a look of astonishment: “Where have all the pencils gone?”

TEACHER : PAPPU, give me a sentence starting with "I".

PAPPU : I is...

TEACHER : No, PAPPU. Always say, "I am."

PAPPU : All right... "I am the ninth letter of the alphabet."

Stressing the importance of a good vocabulary, the teacher told her young charges, "Use a word ten times, and it shall be yours for life."

From somewhere in the back of the room, came a small male voice chanting, "Amanda, Amanda, Amanda, Amanda, Amanda, Amanda, Amanda, Amanda, Amanda, Amanda."

~~~~~

Physics Teacher: "Isaac Newton was sitting under a tree when an apple fell on his head and he discovered gravity. Isn't that wonderful?"

Student: "Yes sir, if he had been sitting in class looking at books like us, he wouldn't have discovered anything."

~~~~~

A lecturer teaching medicine was giving a class on “Observation”. He took out a jar of yellow

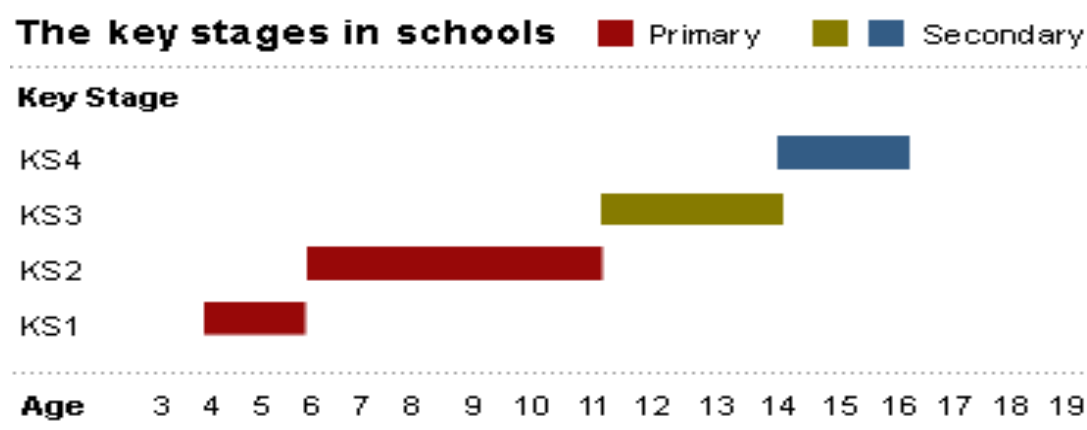
liquid. "This," he explained, "is urine. To be a doctor, you have to be observant of color, smell, sight, and taste."

After saying so, he dipped his finger into the jar and put it into his mouth. His class watched in amazement, most in disgust. But being the good students that they were, the jar was passed, and one by one, they dipped their finger into the jar and put it into their mouths.

After the last student was done, the lecturer shook his head. "If any of you had been observant, you would have noticed that I put my second finger into the jar and my third finger into my mouth."

TDA: Activity 1 “Sample Lesson on TDA”, Handout 2

Look at the graph.



This graph matches Key Stages to age groups.

Key Stage 1 applies to primary school children between the ages of four and six.

Key Stage 2 applies to primary school children between the ages of six and 11.

Key Stage 3 applies to secondary school pupils between the ages of 11 and 14.

Key Stage 4 applies to secondary school pupils between the ages of 14 and 16.

Draw a similar graph describing the key stages of compulsory schooling in Uzbekistan

Answer the following questions:

- ☐ In what ways are the compulsory schooling systems of the two countries similar/different?
- ☐ At what ages are foreign languages taught?

TDA: Activity 1 “Sample Lesson on TDA”, Handout 3

Just started teaching university students. But more and more I find myself wanting to back in the class teaching elementary age students. I hope I start to enjoy my new students a bit more soon. Kids are much more fun and energetic and, believe it or not, more polite.

Eric

I prefer to teach adults. I am currently teaching kids and I love them too but I would take an adult class over a kids class if I had a choice. The last job that I was in was excellent and I loved teaching company and uni students. However that meant that I had to prepare more than I would have to for kids but I found that when I went into the elementary school that I am at I had to prepare so much more than I thought I would!

Li Tong Pal

I prefer to teach preschool, it's really fun to be with the kids...

After teaching them, although it's tiring they can still make you smile/laugh and make you feel tireless with just a hug from them..sweet little kids!so lovely!!!

But now I teach adult most days...Well, i enjoy teaching them

also(so far)... It's a different approach and as for me it's challenging... And you can learn also a lot from them it's a two way process... they learn from you and you also learn from them...It's fun!!!!

Regards,

Zashi

Despite all the 'baggage' that comes with teaching adults ie refusal to accept that a language can be different to theirs, trying to reason too much, using age as an excuse for not learning, lack of time and energy to do homework properly, being set in their ways etc etc I actually prefer it to teaching kids. They have more life experience and you can incorporate more 'issues' into the lessons ie relationships, current affairs etc. Clearly you have to know your group before you start spouting off about tensions in the middle east, for example, but you can usually generate good discussions.

Yusuf

Like most of you my vote went to the kids (elementary level) - their energy, openness and just plain cuteness make them a pleasure to teach. But there's something positive to be gained from teaching all the different age groups.

Each age group brings a different challenge and a different teaching experience. The skills and understanding of teaching I have learned from one group have enabled me to become a better teacher of another group. To be a fully professional, well-rounded teacher we have to learn and the best way to do that is to embrace a diverse range of teaching situations.

Mine

I really liked the little experience that i've had teaching adults. I am young, younger than most adult students, so i have to try and spin this into being a positive thing. I've never had a class that were afraid to talk. I teach adults in much the same way that i teach kids, but i don't let them know that.

Claire

I prefer university age. I have taught second graders (yeah, I loved the little shavers!) but also taught university in Indiana. The great difference for me is that in at least a general sense, the university level and even adult learners WANT to be in class. HS and under usually have to be there whether they want to be or not.

Mike

TDA: Activity 1 “Sample Lesson on TDA”, Handout 4

Read the text.

Teaching preschoolers

This is for the very active, and teachers who prefer kinesthetic methods of teaching English. You need to have a sense of fun for this role, not to mention boundless energy! If you're employed full-time at a nursery school or kindergarten, bear in mind that you'll probably be expected to multitask. Working as part psychologist, part nurse, part dinner lady, not to mention part language teacher!

Teaching primary/elementary school children

Children of this age are full of enthusiasm, and enjoy learning. Make learning English fun by including lots of games, songs and stories. Sometimes you may be required to team-teach with another class teacher. Remember: be patient, and don't expect all your ideas to be accepted immediately. Concentrate on building a good working relationship with your class teacher and then suggest new ideas gradually.

Teaching secondary/high school children

Teaching this age group can be challenging, as it is the age where children often become shy and self-conscious. It can take time and patience to establish a relationship with teenagers, so you shouldn't expect immediate results. No matter how hard they try to make you believe otherwise, teenagers of this age are still children, and enjoy competitive games! Teaching teenagers can be particularly rewarding as many have a genuine desire to learn English.

Teaching university students

This is a privileged position, and universities often expect teachers to have an MA in linguistics, although this is not always the case. You'll need a thorough knowledge of the English language, a love of English literature and be prepared to do a lot of marking! That said, this probably won't be your first teaching role!

Teaching adults

There are many benefits to teaching adults. For a start, you won't have to worry about discipline as, having paid for the lessons; most adults are motivated to learn. However, even this age group has its disadvantages. Adults may have strong expectations and can even tell you how to do your job! Introduce new ideas slowly, and don't be deterred if they don't work out first time round.

TDA: Activity 1 “Sample Lesson on TDA”, Handout 5

Look at the photos of classrooms and teaching materials and decide what age group does each fit with.





Read and Write!

Color each balloon a different color. Then complete the sentences below.

A cartoon illustration of a boy with black hair, wearing a black t-shirt and black shorts, holding a string of six balloons. The balloons are numbered 1 through 6.

1. Balloon number one is _____

2. Balloon number two is _____

3. Balloon number three is _____

4. Balloon number four is _____

5. Balloon number five is _____

6. Balloon number six is _____



TDA: Activity 2 “What is the course about?”, Handout 6

Fill in the table below

Name of the course:	
How many hours are allocated:	
What are the objectives of the course:	
What topics are covered:	
What approaches to teaching and learning are used:	
What assessment tools are used:	

THEME: GAMES, MUSIC, SONGS AND STORYTELLING IN TEACHING YOUNG LEARNERS

Objectives:

- ☐ to introduce basic principles of teaching young learners
- ☐ to give participants an opportunity to evaluate the implications of young learning theory for the teacher

Activity 1

1. Work with a partner or friend. Look at the list of things below. Which of these do you think Maria might like? Choose five things from the list you think Maria is going to sing about.

chocolate
snowflakes
kettles
ice cream
warm woolen mittens
doorbells
cakes
whiskers on kittens
brown paper packages
ponies

2. Watch the video. Listen out for the things Maria sings. How many of Maria's "favorite things" did you guess? Write them down.

3. Watch the video and listen to the song again. Tick the things you hear.

- raindrops on roses
- long summer evenings
- sleigh bells
- girls in white dresses
- fluffy white bunnies
- whiskers on kittens
- warm woolen jumpers
- hot steaming coffee

4. For this task, you are going to write about five of your favorite things. Make up sentences with each of them using *present simple tense*.

HANDOUT 5

Listen to the song and fill in the gaps with a missing word.

Raindrops on roses,
And _____ on kittens,
Bright copper kettles
And warm woolen _____.
Brown paper packages
Tied up with _____.
These are a ____ of my favorite things.

_____ colored ponies,
And crisp apple _____.
Doorbells and _____ bells
And schnitzel with noodles.
Wild geese that fly
With the moon on their _____

These are a few of my favorite things.

**Girls in white dresses with blue satin _____.
Snowflakes that stay on my nose and _____.
_____ white winters that ____ into songs
These are a few of my favorite things.**

**Raindrops on roses,
And _____ on kittens,
Bright copper kettles
And warm woolen _____.
Brown paper packages
Tied up with _____.
These are a ____ of my favorite things.**

**_____ colored ponies,
And crisp apple _____.
Doorbells and _____ bells
And schnitzel with noodles.
Wild geese that fly
With the moon on their _____
These are a few of my favorite things.**

**Girls in white dresses with blue satin _____.
Snowflakes that stay on my nose and _____.
_____ white winters that ____ into songs
These are a few of my favorite things.**

**“My favorite things”
(Julie Andrews)**

**Raindrops on roses,
And whiskers on kittens,
Bright copper kettles
And warm woolen mittens.
Brown paper packages
Tied up with string.
These are a few of my favorite things.**

**Cream colored ponies,
And crisp apple strudel.
Doorbells and sleigh bells
And schnitzel with noodles.
Wild geese that fly
With the moon on their wings
These are a few of my favorite things.**

**Girls in white dresses with blue satin sashes.
Snowflakes that stay on my nose and eyelashes.
Silver white winters that melt into songs
These are a few of my favorite things.**

6 Match the following words in column A with their definitions in column B

Column A	Column B
1 copper	a long wide belts
2 mitten	b a type of long thin pasta
3 whiskers	c red-brown metal
4 ponies	d very hot
5 sleigh	e a type of glove
6 fluffy	f a thin rope
7 bunnies	g a type of pastry with fruit inside
8 steaming	h long hairs that grow near mouth of some animals
9 string	i small horses
10 strudel	j soft
11 schnitzel	k rabbits
12 noodles	l cutlets
13 sashes	m change into
14 melt (into)	n vehicle pulled by animals & used for travelling over snow

Match the following words in column A with their definitions in column B

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copper – red-brown metal

mitten – a type of glove

whiskers – long hairs that grow near the mouth of some animals

ponies – small horses

sleigh – a vehicle pulled by animals and used for travelling over snow

fluffy – soft

bunnies – rabbits

steaming – very hot

string – a thin rope

strudel – a type of pastry with fruit inside

schnitzel – cutlets

noodles – a type of long thin pasta that cook quickly

sashes – long wide belts

melt (into) – change into

Raindrops on roses,
 And whiskers on kittens,
 Bright copper kettles
 And warm woolen mittens.
 Brown paper packages
 Tied up with string.
 These are a few of my favorite things.
 Cream colored ponies,
 And crisp apple strudel.
 Doorbells and sleigh bells
 And schnitzel with noodles.
 Wild geese that fly
 With the moon on their wings
 These are a few of my favorite things.
 Girls in white dresses with blue satin sashes.
 Snowflakes that stay on my nose and eyelashes.
 Silver white winters that melt into songs
 These are a few of my favorite things.

LESSON 17

THEME: ASSESSING DIFFERENT AGE GROUPS

Module:	TEACHING DIFFERENT AGE GROUPS
Topic:	Assessing young learners
Time:	80 minutes
Aim:	<ul style="list-style-type: none"> ➤ to raise students' awareness of the topic ➤ to let students explore principles of assessing young learners ➤ to let students discuss different techniques for assessing young learners
Materials:	1. Spratt, M (1994) <i>English for the Teacher</i> , Cambridge University Press 2. James, P. (2001). <i>Teachers in Action</i> . Cambridge and New York: CUP

Warm-up (5 min)

- Ask students the following questions:
 - ~ *How do you feel about assessment?*
 - ~ *Did you like the way you were assessed at school? Why?*
 - ~ *In what ways should the assessment of children (aged 6-12) differ from the assessment of teens/adults?*
- Elicit random answers.

Activity 1 Issues in YL assessment

Objective: to raise students' awareness of issues in assessing young learners

Time: 40 minutes

Materials: Handout 1, Handout 2 and/or Power Point presentation

Procedure:

- Distribute Handout 1 and ask students to read the text about assessing young learners, underline main ideas.
- Invite discussion on the text.
- Invite discussion by asking the following questions:
 - ~ *Why is it difficult to assess young learners?*
 - ~ *Why traditional assessment tools will not be effective if applied to YLs?*
 - ~ *What techniques can be used?*
- Make a presentation (if possible, using Power Point) using handout 2.

Activity 2 Assessment tools

Objective: to let students explore assessment tools for young learners

Time: 30 minutes

Materials: Handout 3, Handout 4 A or B or C for each group

Procedure:

- Distribute Handout 3 to everyone and put students into 3 groups.
- Provide one of the 3 samples of techniques for assessing young learners' progress and achievement (Handout A or B or C).
- Ask students to read the descriptions and discuss them while filling in the table.

Round up (5 min)

- Summarise the main points of the lesson and assigns homework.

Homework

Ask students to read appropriate literature (or do an internet search) and find 3 techniques for assessing young learners. They are to present the one they liked best and be ready to discuss with class.

Teaching different age groups

Assessing young learners

Handout 1, Activity 1

Read the following text and underline the main issues involved in assessing young learners.

Assessment has various purposes – formative, for assessing progress and summative for assessing whether instructional goals have been achieved. It has been noted in the literature that young learners may not perform to the best of their ability on formal standardised tests due to the time and pressure constraints and general lack of experience with this mode of assessment. In addition, the use of tests has a strong impact on the self-esteem of young learners particularly on whether they perceive themselves as 'successful' or not which will then affect their attitudes toward learning the language and future achievements (Wortham, 2005).

In order to allow pupils to demonstrate what they know and can do, assessment in the foreign language should be a natural outcome of what they do in the classroom setting. When assessing young learners, the following considerations should be kept in mind:

- Assessments should be an integral part of the teaching / learning process – each lesson is an opportunity for assessment.
- Methods of assessment should recognize that young children need familiar contexts and familiar activities which 'mirror' the things they do regularly in class, in order to be able to demonstrate their abilities.
- Information on all dimensions of learning should be monitored: affective and social as well as linguistic and cognitive.
- The emphasis of assessment should be on "Can Do" – finding out what the pupils can do and what they still need help with.
- Assessments should be appropriate to age level in terms of content and cognitive demands.
- The teacher should find time to sit with each pupil individually to reflect on learning and allow the pupil to express his/her feelings about his/her learning.

In the young learner classroom, the teacher should focus on formative assessment activities - to provide information which will benefit the pupils' learning as well as inform instruction.

To this end, assessment should be viewed as an ongoing process of collecting information on the pupils' abilities, difficulties and progress. The most effective means of collecting this information is by observing pupils in the classroom setting, recording their performance as they are engaged in activities and reviewing samples of their work over time. In addition to ongoing informal assessments, periodic summative assessment procedures can be used to measure achievements and indicate what goals have been achieved after an extended period of instruction.

(Bejarano Y, C.Gordon. *Considerations for Teaching and Assessing Young Learners Learning English as a Foreign Language* <http://www.eadventure.co.il/?ItemId=2819>)

SLIDE 1

Standardised tests are problematic for children

- Growth is most uneven and idiosyncratic
- Skills needed for success are at their most fluid
- Failure in these years can be devastating

SLIDE 2

Standardized tests put tremendous pressure on YLs

- Pressure can inhibit thinking (Jensen, 1998) and decrease the accuracy of assessment
- "YLs are notoriously poor test takers.....the younger the child being evaluated, assessed, or tested, the more errors are made and the greater the risk of assigning false labels to them (Katz, 1997)."

SLIDE 3

- Traditional types of assessment are often insufficiently sensitive to the ways YLs demonstrate their competencies. They also interrupt the learning process in active, engaging classrooms.
- Research shows that children in preschool years and early primary grades learn best through active, engaged, meaningful experiences. Through these experiences YLs construct their own knowledge by interacting with their environment and others.
- Work of Piaget has demonstrated importance of sensory experiences and concrete learning activities. However, these experiences are difficult to assess

SLIDE 4

Techniques for assessing YLs

Observation

- one of the most useful assessment techniques
- does not disturb the child and allows him/her to be assessed in the process of ordinary classroom activities
- Ts continually observe and utilize the "observe-notice-adjust teaching" process
- not realistic to observe every child on every occasion
- better to focus on 6/7 during one lesson
- results in better quality information being collected
- Most common way of recording observations of children's performance is through a checklist

SLIDE 5

Techniques for assessing YL

Self-assessment

- A child who learns to assess his/her own work moves from being 'other-regulated' to 'self-regulated' or autonomous
- Commonly recognized that autonomous learners will be at an advantage in continuing to learn and adjust throughout their lives
- *How feasible is it with groups of six/seven-year olds?*
 - we tend to underestimate the potential for self-assessment in our children
 - see them as empty vessels in need of being filled with knowledge

SLIDE 6

Techniques for assessing YL

Portfolio assessment

A collection of work that reveals both the capability and the progress of a learner

- Requires close cooperation between T and S in selecting the contents
- What to include: samples of writing, lists of books read, audio taped or videotaped recordings, observation notes, artwork, self assessment checklists like K-W-L charts, samples of tests and quizzes

SLIDE 7

Techniques for assessing YL

- K-W-L Charts**
 - what they know, what they wonder or want to know and what they have learned
- Learning logs**
 - A record of Ss' experiences with English outside the classroom including
 - the when and where of language use
 - why certain experiences were successful and why others were not

SLIDE 8

Techniques for assessing YL

- Dialogue journals**
 - Ongoing written dialogue between teacher and student
- Interactive writing charts**
 - Observation charts that document the presence or absence of a variety of different writing conventions and/or abilities
- Running records**
 - A simple checklist used during reading aloud activities
 - Ts code the presence or absence of a word or a miscue
 - A mechanism exists for self correcting (Frey & Fisher, 2003)

Handout 2, Activity 1, Presentation on assessing young learners
 Teaching different age groups
 Assessing young learners
 Handout 3, Activity 2

Name of the technique:		
Does it match with principles of assessing young learners? In what ways?	What are the advantages of this technique?	What are the disadvantages of this technique?

Teaching different age groups
Assessing young learners

Handout 4A, Activity 2

1. Assessing Listening
“Clothes”

Level: beginners

Age: 7-10 and above

Time: 15 min

Description: The children listen and colour the clothing items according to a script.

Language: Clothes: pyjamas, hat, sandals, dress, shorts; colours

Skills: Listening for specific information

Assessment criteria: The children should be able to recognize basic clothing items and colours in a spoken text.

Materials: Photocopy Worksheet of clothing items for each pupil, coloured pencils/markers

In class

1. Explain to the children that they are going to hear a story about clothes. They have to colour the clothes according to what they hear.
2. Give out the Worksheet and tell the story below or one of your own making

John and Mary are watching television. Suddenly, their dog Bruno runs in front of them. He looks very funny. Bruno is wearing Mary's pink hat, blue pyjamas, and John's brown sandals. Mary and John run into the bedroom. Their clothes are everywhere! Mary's green dress is on the floor and John's red shorts are on the bed. What a mess!

3. Tell the story again to the pupils to check or complete their work.

Feedback: Go round checking that children have coloured the clothes correctly.

Assessment of outcome: Award one point for each correctly coloured clothing item. Also give them half points if they identify the correct clothing item but colour it the wrong colour.

Teaching different age groups
Assessing young learners
Handout 4B, Activity 2

2. Assessing Speaking
“Getting to know you”

Level: beginners

Age: 7-10 and above

Time: 15 min

Description: This is an information-gap activity. The children ask and answer questions to obtain personal information.

Language: Question formation and asking for personal information

Skills: Speaking: asking and answering questions, providing personal information

Assessment criteria: The children should be able to ask questions to get personal information, provide information about themselves, carry out the task successfully, and use basic turn-taking skills.

Materials: Photocopy Worksheet for each pupil

In class

1. Explain to the children that they have to fill in this form by asking four of their classmates questions. Make sure they ask children they don't sit with or know well.

2. Tell them that they can get up and walk around the room to find the four classmates and talk to them.
3. Give out worksheet.

Getting to know you Name _____ Class _____ Date _____	
Choose four friends. Ask them questions and complete the form. Use English!	
<u>Friend 1</u> Name _____ Age _____ Favourite food _____ Favourite colour _____ Favourite _____	<u>Friend 3</u> Name _____ Age _____ Favourite food _____ Favourite colour _____ Favourite _____
<u>Friend 2</u> Name _____ Age _____ Favourite food _____ Favourite colour _____ Favourite _____	<u>Friend 4</u> Name _____ Age _____ Favourite food _____ Favourite colour _____ Favourite _____

4. The children go round asking their classmates, then fill in the form.

Assessment of outcome: Children complete self-assessment form

Portfolio: The children prepare a visual presentation of their classmates or a group of friends. Depending on their level, they include information on name, age, birthday, etc. If possible they should bring a picture of their classmates to accompany the report.

Teaching different age groups

Assessing young learners


Handout 4C, Activity 2

3. Reading Log

Level: pre-intermediate

Age: 10 and above

Description: This is to keep track of children's progress in extensive reading, using graded readers. It is also a way for them to reflect on their work and to keep a record of their own progress in reading.

Books are fun!			
Name _____			
Class _____			
About the book	Started Reading	Finished Reading	My thoughts (What I liked/didn't like)
Book title _____ _____ Author _____ Main characters _____			

Book title _____			
Author _____			
Main characters _____			

LESSON 9

THEME: ADAPTING AND DEVELOPING MATERIALS FOR DIFFERENT AGE GROUPS

Objectives:

- to help participants explore various ways of adapting and supplementing texts
- to give participants an opportunity to adapt texts

Lead in

Objective: to uncover participants' current practices of adapting a text

Time: 10 min

Materials: marker, whiteboard

Procedure:

- ☺(10 min) Remind participants about the session on materials evaluation and say that there is no ideal coursebook which contains everything that teachers and students want. Ask the following questions and write up answers that participants give on the board or flipchart.
 - ~ What problems do you usually have with your coursebook?

Possible answers:

- ~ Exercises too short / too long (not enough items for practice)
- ~ Grammar and vocabulary is not contextualised
- ~ Deductive, 'top-down' approach to grammar rules
- ~ Texts too long / too boring/ too difficult /out of date / culturally inappropriate
- ~ Texts not authentic
- ~ Not enough communicative activities
- ~ No visual material
- ~ No listening material
- ~ No progress checks
- ~ No pre-, while- and post- tasks for reading
- ~ Not enough opportunities for a variety of interaction

- ~ What can you do if an exercise / a text / an activity is not what you want for your students?

Possible answers:

- ~ adapt
- ~ supplement with interesting exercises or relevant material

- Elicit random answers and say that in this session we will focus on various ways of adapting a text from one of Arakin's books.

Activity 1 Adapting a text

Objective: to help participants explore various ways of adapting a text

Time: 25 min

Materials: handout 1a, 1b, 1c, 1d

Procedure:

- ☺(5 min)Ask participants the following question:

~ How can you adapt a text if you feel that it is too long, boring, and difficult? E.g. this text from Arakin. (show the text on page 71 from the coursebook for the third- year students by Arakin.)

Possible answers:

- ~ If it is long, divide the text into several parts.
- ~ If it is difficult, prepare some language exercises etc.
- ~ If it is boring, add pre, while, post reading activities, supplement with appropriate pictures.

- Establish that adaptation of a text can be of two types: *easification* and *simplification*. When a teacher makes the language of the text simpler e.g. paraphrasing, getting rid of difficult vocabulary, shortening the difficult passages, it is called *simplification*. This is difficult to do well, even for native-speakers and is not recommended as the authenticity of the English language can be lost. *Easification* is a process in which a teacher uses certain means to make it easier for the students to understand the text.
- Say that participants will explore 4 techniques for easifying a text.
- ☺☺☺ Divide participants into 4 groups and distribute
 - handout 1a📄 to group 1
 - handout 1b📄 to group 2
 - handout 1c📄 to group 3
 - handout 1d📄 to group 4
- ☺☺☺ (15 min)Ask groups to do the tasks on their handouts.
- ☺☺☺ (5 min)Write the following questions on the board / flipchart and ask groups to discuss these questions:
 - ~ What did the teacher do with the text?
 - ~ How was it helpful for learners?

Possible answers:

- ~ The teacher adapted the text using four various techniques.
- ~ It was easy for learners to read the text as learners did not waste their time looking up every word they didn't know in the dictionary (handout 1a), questions in handout 1b made learners think about important things in the story and understand what was happening in the story. It was easy for learners to do the pre reading activity as it prepared them for reading, gave an idea what the text is about, and raised their interest in the story. The while reading activity made learners read and complete the task by paying attention to specific details in the story. Post reading tasks invited learners' imagination because they asked them to write a letter in the name of the teacher and the pupil. these post reading activities helped learners to develop critical thinking skills (handout 1c). It was easy for learners to read the story as it is divided into small parts with accompanying tasks that encourage learners into further reading (handout 1d).

- Ask groups to share their ideas with the whole group.
- Establish that some texts are not easy to read for students and in order to make them more accessible for students teachers need to find ways to 'easify' them as in the example they have just experienced.

Activity 2 Workshop

Objective: to give participants an opportunity to adapt a text in groups

Time: 45 min

Materials: a text from a coursebook for the 3 course by Arakin, scissors, glue, markers, highlighters, A4 paper, posters, magazines, newspapers.

Procedure:

- ☺☺☺ (35 min) Divide participants into groups of 4. Distribute the text from a coursebook by Arakin, ('The Apple Tree' by J. Galsworthy, page 251, coursebook 3 by Arakin) or ask them to choose any text from the coursebook they use to teach their students. Ask groups to adapt the text and prepare a photocopyable version of their work to present it to the whole group.
- Distribute handouts 1a, 1b, 1c, 1d to the 4 groups and tell them that they can use one of the strategies presented on the handouts.
- Support groups with ideas as you monitor their work.
- When groups have finished, help participants to make photocopies of the materials they produced to include in their **Portfolio** as **entry 10**.
- Allow ten minutes for groups to review each others' work.
- ☺ (10 min) Invite questions and comments from groups.
- Tell participants that they have *easified* a long and difficult text which some students may find boring in order to make it more accessible for their students. Say that in the next activity you would like them to brainstorm practical ideas on how to *supplement* a text.

Activity 3 Practical ideas on supplementing a text

Objective: to give participants an opportunity to brainstorm ideas on supplementing a text

Time: 15 min

Materials: none

Procedure:

- ☺ (15 min) Ask participants the following questions and elicit answers after each question:

- ~ What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss?
- ~ Where can you find additional materials?

Possible answers:

- ~ find appropriate exercises, pictures, additional information for the text and bring them to class
- ~ find pictures in magazines, newspapers, the internet, use encyclopaedias, other coursebooks such as *Headway*, *Reward*, *Inside Out*, take additional grammar exercises from grammar practice books (e.g. from books by R. Murphy, P. Ur or M. Swan), add your own vocabulary tasks and questions on the text.

- Tell participants that by bringing supplementary materials teachers can make lessons more interesting and raise students' motivation to learn English.
- ☺(10 min) Ask participants to go back to the list of problems in the **Lead in** activity. Ask groups to discuss the following question in groups:
 - ~ Which of these problems can a teacher solve by adapting and/or supplementing coursebook materials?
- Write the answers the groups give next to the problem on the flipchart. See the example below.

- ~ Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)
- ~ Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts
- ~ Deductive, 'top-down' approach to grammar rules – supplement
- ~ Text is too long/too boring/too difficult/out of date/culturally inappropriate – adapt by simplifying
- ~ Text is not authentic – supplement with extra material from newspapers etc
- ~ Not enough communicative activities – supplement (use resource books)
- ~ No visual material – supplement (bring in pictures, draw on the board, act out etc)
- ~ No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately
- ~ No progress checks – develop progress checks on the material taught
- ~ No pre-, while- and post- tasks for reading – supplement and/or adapt
- ~ Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

Summary

- Establish that no coursebook is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the coursebook. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them.

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1a, Adapting a text

TO SIR, WITH LOVE

By E. R. Braithwaite

Chapter 8

(Extract)

Read the following text and write 3 words that you don't know, in the right column.

<p>Each Friday morning the whole school spent the pre-<u>recess</u> period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would <u>brook</u> no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was <u>sacred</u>, from the Headmaster down, and the child, moreover, was safe from any form of <u>reprisal</u>.</p> <p>"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains <u>to set it down</u> as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably <u>fair</u>, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."</p> <p>On the first Friday of my <u>association</u> with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...</p> <p>It occurred to me that they probably imagined I would be as <u>transient</u> as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.</p> <p>Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not <u>making the grade</u>. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.</p> <p>Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent</p>	<p>Recess n.- a time when children are allowed to go outside and play during the day</p> <p>Brook no sth v. - not to allow something</p> <p>Sacred adj. - very important and treated with great respect</p> <p>Reprisal n. - Usually: an act of revenge or punishment</p> <p>To set smth down v. - to write something on paper in order to record it</p> <p>Fair adj. - just and balanced</p> <p>Association n. – a connection or relationship with another person or group</p> <p>Transient n. - continuing for only a short time</p> <p>To make the grade v. - to succeed / to reach the necessary standard</p>
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treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest, one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: “The bleeding thing won’t stay up.” It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words “bloody” or “bleeding” were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the “bleeding” this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. “Why, oh why,” I asked myself, “did they behave like that? What was wrong with them?”

Conspiracy of indifference n. –
Here: agreement not to show interest

Culprit n. - a person who has done something wrong or against the law

Aplomb n. - if somebody does something with aplomb they do it in a confident and successful way, often in a difficult situation

To inveigle v. - to achieve control over somebody in a clever and manipulative way, especially so that they will do what you want

‘bleeding’ is a taboo adjective; ‘thing’ refers to the lid of the



desk
To herald v. - to be a sign that something is going to start

Pretext n. - a false reason that you give for doing something.

Utter adj. - complete or extreme
Decency n. - morally correct behaviour

Viciousness n. - Cruelty and hatred combined

Filth n. - any very dirty and unpleasant substance

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1b, Adapting a text

TO SIR, WITH LOVE

By E. R. Braithwaite

Chapter 8

(Extract)

Read the text and answer the questions on the right column.

Each Friday morning the whole school spent the pre-recess ← period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, ← was safe from any form of reprisal.

“Look at it this way,” Mr. Florian said. “It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.”

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Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it

What do you think pre-means here?

Were children criticised for criticising their teachers?

Do you see only advantage in this scheme?

Do you think they had different teachers in the past? Why did they have different teachers?

Why do you think “were” was used not “I was”?

was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

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Do you think there was more than one culprit? If you do, what makes you think so?

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1c, Adapting a text

Pre reading task

Before you read discuss the following questions in groups:

- ~ Think of the time when you started teaching at school, college, university?
- ~ How did the principal / the head of the chair behave?
- ~ How did pupils / students behave?

TO SIR, WITH LOVE

By E. R. Braithwaite

Chapter 8
(Extract)

While reading task

Read the following text and write **T** if the statement is true and **F** if the statement is false:

- a) Mr. Florian thinks that reading pupils’ weekly reviews helps teachers a lot in their work.
- b) The narrator didn’t find anything about himself in pupils’ weekly reviews.
- c) The narrator worked hard on himself to make his lessons interesting.

d) Pupils' didn't like the narrator's lessons at all and tried to interrupt him during the lessons.

e) The narrator felt angry and frustrated when they rudely interrupted him, but couldn't do anything. Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

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Post reading task

- ~ Write a letter to the Headmaster explaining the situation and asking for advice.
- ~ You are a pupil. Write a letter to a friend describing your feelings and the teacher’s feelings about what happened in the class.

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1d, Adapting a text

TO SIR, WITH LOVE

By E. R. Braithwaite

Chapter 8

(Extract)

Read the 4 parts of the text and complete the tasks.

Part 1

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Answer the following question and do the tasks:

- ~ What do you think students wrote about this teacher?
- ~ Find any disadvantages in the scheme from a student’s perspective.
- ~ Find any disadvantage from a teacher’s perspective.

Part 2

I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new “blackie” teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

~ What do you think the teacher will do next?
Read the next extract.

Part 3

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

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Answer the following questions:

- ~ Why was the teacher dissatisfied with his class's attitude to him?
- ~ What do you think the teacher did? What would you do if you were in the same situation?

Part 4

I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

Answer the following question:

Why didn't the narrator do anything to stop the third stage of the pupils' behaviour? Give reasons for your answer.

**Lesson 19. Introduction to the course.
Basic principles of language assessment.**

Module:	Language Testing and Assessment
Topic:	Introduction to the course. Basic principles of language assessment.
Time:	80 minutes
Aim:	To introduce the students to the course
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press. 1. Paul, J. Black (1998) Testing: Friend or Foe?
Aids:	Charts, laptop with speakers, audio recordings, handouts, white board

Aims:

- to acquaint students with the theory and practice of assessment and testing
- to develop students' ability to differentiate between the purpose and focus of assessment

Objectives

By the end of the course students will:

- be aware of basic principles of language assessment
- be aware of different types of language tests
- be able to analyse the appropriateness of alternative ways of assessment to certain teaching contexts
- be aware of different types of continuous assessment
- be able to design assessment tools and plan assessment procedures

Indicative content

- Assessment:
 - summative; formative;
- Testing:
 - validity, reliability, practicality
 - Criterion referencing; norm referencing
 - Specification
 - Test types (proficiency, achievement, progress, etc.)
- CEFR (Common European Framework of Reference)
- Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)
- How to test/ assess
 - Writing
 - Reading
 - Listening
 - Speaking
 - Integrated skills
 - Vocabulary
 - Grammar
- Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
- Planning assessment
- Washback (influence of assessment on teaching)

Approaches to teaching and learning

- Mini-lectures
- Workshop sessions
- Self study
- Case studies
- Analysis of assessment tools

Learning outcomes

Students should have developed:

- an ability to critically evaluate assessment tools
- an ability to design and use limited range of assessment tools

Semester 7

Continuous Assessment <ul style="list-style-type: none"> • Participation • Test analysis (Analytical Report see specification) 	40% 10% 30%
Mid course assessment <ul style="list-style-type: none"> • Test analysis 	30%
Final assessment <ul style="list-style-type: none"> • Project work 	30%

Materials and resources

.Hughes A. (2003), *Testing for Language Teaching*. Cambridge. Cambridge University Press.

Paul, J.Black (1998), *Testing: Friend or Foe? The Theory and Practice of Assessment and Testin*. RoutledgeFalmer: London and NY Tylor and Francis Group.

Council of Europe. (2001), *Common European Framework of Reference for languages: Learning, teaching, assessment*. Cambridge University Press

Language Testing and Assessment Assessment Specification

Test analysis

Analytical Report: students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.

Assessment criteria: 40%

- Task fulfillment 10%
- Awareness of principles for analysing the given aspects 10%
- Awareness of basics of test development 10%
- Participation 10%

Test analysis

Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc for completing this task.

Assessment criteria: 30%

- Task fulfilment 10%
- Appropriateness of criteria 10%
- Appropriateness of assessment tools (does he/she choose appropriate tool to create criteria) 10%

Project work specification

Students, in groups of 4 people, develop a progress test with assessment criteria to assess (including at least 2 test methods: multiple choice, banked/gap filling, multiple matching):

- Group 1 – grammar + vocabulary
- Group 2 – reading
- Group 3 – listening
- Group 4 – writing
- Group 5 – speaking

Test specification also should be provided by each group.

(Note: Ss may use textbooks that are available at the secondary schools/colleges, and choose a unit)

Assessment criteria 30%

1. task fulfilment 6%
2. coverage of the focus (language skill/language area) 6%
3. appropriate use of different test methods 6%
4. design, layout, and instruction of the test 6%
5. appropriateness of assessment criteria and specification 6%

Lesson 20. Testing:

- **Validity, reliability, practicality;**
- **Criterion referencing; norm referencing;**
- **Specification**

Module:	Language Testing and Assessment
Topic:	Testing: <ul style="list-style-type: none"> • Validity, reliability, practicality; • Criterion referencing; norm referencing; • Specification
Time:	80 minutes
Aim:	To let students analyse the validity, reliability, practicality of testing
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press. 2. Paul, J.Black (1998) Testing: Friend or Foe?
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Practicality, Reliability, Validity, Authenticity, and Washback

A. Practicality

An effective test is practical. This means that it

- Is not excessively expensive,
- Stays within appropriate time constraints,
- Is relatively easy to administer, and
- Has a scoring/evaluation procedure that is specific and time-efficient.

A test that is prohibitively expensive is impractical. A test of language proficiency that takes a student five hours to complete is impractical-it consumes more time (and money) than necessary to accomplish its objective. A test that requires individual one-on-one proctoring is impractical for a group of several hundred test-takers and only a handful of examiners. A test that takes a

few minutes for a student to take and several hours for an examiner to evaluate is impractical for most classroom situations.

B. Reliability

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider the following possibilities (adapted from Mousavi, 2002, p. 804): fluctuations in the student, in scoring, in test administration, and in the test itself.

Student-Related Reliability

The most common learner-related issue in reliability is caused by temporary illness, fatigue, a “bad day,” anxiety, and other physical or psychological factors, which may make an “observed” score deviate from one’s “true” score. Also included in this category are such factors as a test-taker’s “test-wiseness” or strategies for efficient test taking (Mousavi, 2002, p. 804).

Test Reliability

Sometimes the nature of the test itself can cause measurement errors. If a test is too long, test-takers may become fatigued by the time they reach the later items and hastily respond incorrectly. Timed tests may discriminate against students who do not perform well on a test with a time limit. We all know people (and you may be included in this category) who “know” the course material perfectly but who are adversely affected by the presence of a clock ticking away. Poorly written test items (that are ambiguous or that have more than one correct answer) may be a further source of test unreliability.

C. Validity

By far the most complex criterion of an effective test—and arguably the most important principle—is validity, “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” (Ground, 1998, p. 226). A valid test of reading ability actually measures reading ability—not 20/20 vision, nor previous knowledge in a subject, nor some other variable of questionable relevance. To measure writing ability, one might ask students to write as many words as they can in 15 minutes, then simply count the words for the final score. Such a test would be easy to administer (practical), and the scoring quite dependable (reliable). But it would not constitute a valid test of writing ability without some consideration of comprehensibility, rhetorical discourse elements, and the organization of ideas, among other factors.

Content-Related Evidence

If a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-takers to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity (e.g., Mousavi, 2002; Hughes, 2003). You can usually identify content-related evidence observationally if you can clearly define the achievement that you are measuring.

Criterion-Related Evidence

A second source of evidence of the validity of a test may be found in what is called criterion-related evidence, also referred to as criterion-related validity, or the extent to which the “criterion” of the test has actually been reached. You will recall that in Chapter I it was noted that most classroom-based assessment with teacher-designed tests fits the concept of criterion-referenced assessment. In such tests, specified classroom objectives are measured, and implied predetermined levels of performance are expected to be reached (80 percent is considered a minimal passing grade).

Construct-Related Evidence

A third kind of evidence that can support validity, but one that does not play as large a role in classroom teachers, is construct-related validity, commonly referred to as construct validity. A construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. Constructs may or may not be directly or empirically measured-their verification often requires inferential data.

D. Authenticity

An fourth major principle of language testing is authenticity, a concept that is a little slippery to define, especially within the art and science of evaluating and designing tests. Bachman and Palmer (1996, p. 23) define authenticity as “the degree of correspondence of the characteristics of a given language test task to the features of a target language task,” and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items.

E. Washback

A facet of consequential validity, discussed above, is “the effect of testing on teaching and learning” (Hughes, 2003, p. 1), otherwise known among language-testing specialists as washback. In large-scale assessment, washback generally refers to the effects the test have on instruction in terms of how students prepare for the test. “Cram” courses and “teaching to the test” are examples of such washback. Another form of washback that occurs more in classroom assessment is the information that “washes back” to students in the form of useful diagnoses of strengths and weaknesses. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment.

F. Applying Principles to the Evaluation of Classroom Tests

The five principles of practicality, reliability, validity, authenticity, and washback go a long way toward providing useful guidelines for both evaluating an existing assessment procedure and designing one on your own. Quizzes, tests, final exams, and standardized proficiency tests can all be scrutinized through these five lenses.

Are the test procedures practical?

Is the test reliable?

Does the procedure demonstrate content validity?

Is the procedure face valid and “biased for best”?

Are the test tasks as authentic as possible?

Does the test offer beneficial washback to the learner?

Handout 2. Basics of test design

These are tests, activities and tasks designed to give learners opportunities to practise and extend their use of language, such as new vocabulary, functional exponents or grammatical structures, or of the subskills of reading, listening, speaking or writing. There are many different kinds of activities and tasks with different names and different uses.

Task 1. Here are two writing activities. Can you find three teaching differences between them?

Activity 1

Complete these sentences about yourself with can or can't.

1 Iswim.

2 I speak Mandarin.

3 I.....play the guitar.

4 I.....use a computer.

5 I..... run very fast.

Activity 2

Write an invitation inviting your friends to your birthday party.

- Invite them.

- Tell them:
the date

the time
the address of the party.

We can see that both these activities give learners an opportunity to use language, but in different ways.

Activity 1

- is a controlled/restricted practice activity because learners can only use certain items of language
- focuses on accurate use of language
- is a gap-fill exercise.

Activity 2

- is a less controlled/freer practice activity because the language the learners will use is not carefully limited or controlled
- focuses on communicating a message
- is a task.

The same kinds of differences can also be seen in other activities for speaking, writing and learning new language. Drills (guided repetitions), copying words or sentences, jazz chants, dictation and reading aloud are other examples of controlled practice activities. In freer activities the teacher or the materials do not limit the language that learners use. Examples of these are: discussions; solving problems through exchanging ideas; sharing or comparing ideas information or experiences; writing emails, stories, letters, invitations or compositions.

Here are six more activities. What skill/subskill/language do they focus on? What is the name of the type of activity?

1 Read the story. Then answer these questions:

- a How old is the girl?
- b Where does she live?
- c What is her friend's name?

2 A Listen to the tape and choose the best answer:

The children's school is:

- a near their house
- b near the shops
- c opposite the post office

B Now listen again. Are these sentences true or false?

- a The school is new.
- b The classroom is big.
- c The library has many books.

3 Look at these pictures and then read the story. Put the pictures in the correct order. Write the correct number (1-6) under each picture.

4 Listen to the tape, and in pairs fill in this form:

Girl's name:

Girl's address:

Name of girl's friend:

5 Work in pairs. Each of you should use one of these role cards. _____

A Your friend has a problem. Give him/her the best advice you can.

B You have a problem. You want to go to university, but you find studying very difficult. Ask your friend for advice.

6 Get into groups of four. Find out which food your friends like and dislike most.

Ask:

Which food do you like most?

Which food do you dislike most?

Here are the answers to the questions above:

Activity	Skill/subskill/language	Type of activity
1	Reading for specific information	Wh- questions (questions beginning with question words: e.g. which/what/how/when/why) for comprehension
2	Listening for specific information	A Multiple-choice questions (an activity in which you choose the best answer from three or more possible answers) B True/False questions (an activity in which you decide whether statements are correct or incorrect)
3	Reading for detail	Ordering

4	Listening for specific information	Form filling
5	Fluency in speaking/freer practice of new language	Role-play (an activity in which you imagine that you are someone else in a specific situation)
6	Accuracy in speaking/controlled practice of new language	Survey (finding out the opinions of a group on one topic)

We can see that activities can differ in several ways: the skill or subskill they focus on; what type they are and what interaction patterns they use. The kinds of skills or the language they focus on and the interaction patterns they use are not fixed. So, for example, multiple-choice questions could be used for reading, listening or grammar activities and can be done individually, in pairs or in groups. Similarly, form-filling could be used for reading, listening, or grammar practice, and done individually, in pairs or in groups.

Activities 5 and 6 both involve learners talking to one another to exchange information they don't know. This means they are talking in order to communicate, not just to practise language. This kind of activity in which learners exchange information that only one of them has is called an information gap or a communicative activity.

An activity may focus on accuracy or communication depending on how it is introduced by the teacher or the materials. For example, the survey above is focused on accuracy because it limits the language that learners use to ask and answer two specific questions. If the instructions for the activity were 'Find out about your friends' likes and dislikes in food', this would not restrict learners' choice of language and the activity would focus on communication.

Activity 1. What do these activities aim to develop? Put them into the correct column.

Communication	Accuracy

- A. choral drilling of pronunciation
- B. role-play
- C. dictation
- D. discussions
- E. gap-fill exercise
- F. story writing
- G. copying words
- H. repeating new words
- I. describing pictures
- J. learning conversations by heart
- K. problem solving

Activity 2. Which skill(s) could these activities be used to develop?

- A. story completion
- B. form-filling
- C. information gap
- D. true/false questions
- E. role-play

Activity 3. For questions 1-7, match the descriptions with the teaching activities listed A-H. There is one extra option which you do not need to use.

Teaching activities

- | |
|--|
| <ul style="list-style-type: none"> A problem solving B a role-play |
|--|

- | | |
|---|-----------------|
| C | Labelling |
| D | choral drilling |
| E | form filling |
| F | a game |
| G | a survey |
| H | project work |

Descriptions

- 1 The teacher says a word and asks all the learners to repeat it together.
- 2 The teacher puts learners in pairs and asks one of them to act as a lost tourist asking the way, and the other as a local person giving directions.
- 3 The learners use maps to work out the best way to get from X to Y
- 4 The learners listen to a tape and complete a timetable.
- 5 The learners ask all their classmates their opinion about something and then note it down.
- 6 The learners go to the local museum, the library and the Internet to find out about dinosaurs. They then make an exhibition of wall posters about them.
- 7 The learners choose names of objects from a list and write the names under pictures of the objects.

Task 1. For questions 1–7, match the underlined clauses with their meanings in the sentences listed A, B or C. Mark the correct letter (A, B or C) on your answer sheet.

Meanings

- A. condition
- B. reason
- C. result

Clauses

1. It was such a bad film that we walked out.
2. I decided to go and see him since he hadn't phoned me.
3. I fell asleep in the car because I was so tired.
4. As there was no coffee left, I had a cup of tea.
5. I won't speak to him again unless he apologises.
6. As long as you can save the money yourself, you can go on the trip.
7. I walked into town so that I could avoid the traffic.

Task 2. For questions 8–13, match what the student does with the learning strategies listed A–G. Mark the correct letter (A–G) on your answer sheet. There is one extra option which you do not need to use.

Learning strategies

- A. illustrating meaning
- B. guessing from context
- C. memorising
- D. highlighting pronunciation features
- E. focusing on collocations
- F. predicting content from titles
- G. consulting reference sources

What the student does

8. I try to identify the part of speech from the other words in the sentence.
9. I make a note of the stress when I put words into my vocabulary notebook.
10. I try to listen out for new words in expressions, rather than individual words.
11. If I'm not sure what form to use, I look it up in a grammar book.
12. I sometimes draw timelines in my grammar notebook.
13. Occasionally, I test myself on recently taught words so I don't forget them.

Task 3. For questions 14–21, put the stages of a writing skills lesson plan in order.

Mark the correct letter (B–H) on your answer sheet. The first stage (14) is done for you.

14. A A. The teacher gives the students a short newspaper article about a swimming pool in their town that may close down and tells them they are going to write a letter to the newspaper to ask for the pool to stay open.
15. _____ B. Students choose the six best reasons and the teacher writes these on the board.
16. _____ C. Groups check each other's letters for grammar and spelling errors and correct these.
17. _____ D. The teacher asks students in groups to brainstorm reasons for keeping the swimming pool open.
18. _____ E. The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list.
19. _____ F. The teacher collects all the letters to send to the editor of the newspaper.
20. _____ G. Groups tell the whole class their list of reasons.
21. _____ H. Groups write an improved draft of their letter.

Task 4. For questions 22-26, look at the syllabus areas which a teacher wants to test and three possible testing methods. Two of the methods are suitable for testing the syllabus areas. One of the testing methods is NOT suitable. Mark the method (A, B or C) which is NOT suitable on your answer sheet.

22. spelling of everyday words connected with food and cooking

- A. The teacher dictates 25 words from a recipe.
- B. Students, in pairs, discuss differences between two pictures of kitchens.
- C. Students find mistakes in a restaurant's menu.

23. knowing the correct word stress for the names of different countries

- A. Students underline the appropriate syllable(s) in country names.
- B. Students look at three different patterns and categorise each country name under the correct pattern.
- C. Students write country names in the right position on a map of the world.

24. correctly using regular and irregular past simple forms

- A. Students tell their partner a story about what they did last summer.
- B. Students write an essay about their hopes and plans.
- C. Students do a gap-fill task about a bank robbery in which all the verbs are missing.

25. taking part in simple shopping conversations

- A. Students read a text about new supermarkets in Britain.
- B. Students do a role-play about buying new shoes.
- C. Students record themselves performing a dialogue in a department store.

26. narrating events in writing

- A. Students write an email to a friend about something funny that happened to them recently.
- B. Students write a business letter to order a product.
- C. Students write a story based on a sequence of pictures.

LESSON 20. ASSESSMENT TYPES: SUMMATIVE AND FORMATIVE. TEST TYPES (PROFICIENCY, ACHIEVEMENT, PROGRESS)

Module:	Language Testing and Assessment
Topic:	Assessment types: summative and formative. Test types (proficiency, achievement, progress)
Time:	80 minutes
Aim:	To let students analyse the test types (proficiency, achievement, progress)
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press. 2. Paul, J.Black (1998) Testing: Friend or Foe?
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Topic: Assessment types

There are several reasons why we might want to assess learners:

1. At the beginning of a course we might give them a test to find out what they know and don't know. This is called a **diagnostic test**. The information from the assessment helps us decide what to teach and which learners need help in which areas of language.
2. When learners go to a language school or evening classes, the school may want to know what level the learners are, so they give them a test. This is called a **placement test**. We use the information from a placement test to decide what level of class the learners should go into.
3. After we have finished teaching a part of a course we may want to find out how well learners have learnt it. This is called **formative assessment**. If we use a test for this purpose it is called a **progress test**. We use the information from formative assessment to decide if we need to continue teaching this area or not, and to give learners feedback on their strengths and difficulties in learning in this area.
4. At the end of a term or course, we may assess learners to see how well they have learnt the contents of the whole course. This kind of assessment is called **achievement** or **summative testing**. Learners usually receive a score or mark from this kind of testing and sometimes feedback on their performance.
5. Sometimes learners take tests to see how good they are at a language. This kind of test is called a **proficiency test**. The contents of the test are not based on a course or syllabus that the learner has followed.

Learners can also assess themselves (**self-assessment**) or one another (**peer assessment**). They usually do this informally with checklists to guide them. The reason for using both of these kinds of assessment is to help learners to understand their language use and performance better, and so become more autonomous.

There are many different assessment tasks, e.g. *gap-fill, multiple-choice questions, true/false questions, ordering, correcting mistakes, taking part in interviews, conversations or role-plays, writing letters or compositions, dictation*. There are some important differences between these tasks:

- Some tasks are like tasks we use outside the classroom to communicate, e.g. a conversation, an interview, a letter, reading a leaflet for prices. These tasks test communication skills. Some tasks, e.g. gap-fill, test the **accuracy** of language use. We do not use them to communicate, and they do not test communication skills.
- Some tasks, such as gap-fill or choosing between pairs of sounds, just test one thing, e.g. learners' knowledge of the past tense, or their ability to distinguish between sounds. Some tasks, such as a composition or a conversation, test many things together. A composition, for example, tests spelling, handwriting, punctuation, grammar, vocabulary, organisation of

ideas and fluency of writing. A conversation can test pronunciation, **appropriacy**, **accuracy**, **fluency** and **interaction**.

- The answers to some kinds of assessment tasks are easy to mark because they are either right or wrong, e.g. in multiple-choice, true/false, gap-fill and dictation tasks. These are called **objective tests**.
- Marking some kinds of tasks, e.g. compositions, role-plays, stories, interviews, involves judging many things together, e.g. for writing: spelling, handwriting, punctuation, grammar, vocabulary, organisation of ideas, fluency of writing. The learner may do some of these things well but others poorly. The mark we give to the learners' answers in these kinds of tasks depends on our judgement. These tasks are called **subjective tests**.
Another kind of assessment method is a **portfolio**. This is a collection of learners' work, which the learner creates him/herself, or with the teacher, during a course. Often it also contains comments on the work written by the learner or classmates. Portfolios can be used for formal or informal assessment.
- Some informal assessment methods are: observing learners' spoken or written work and answers to comprehension tasks; keeping notes on the learners' performance; asking learners to complete self- or peer-assessment sheets. We often use informal assessment methods to assess areas such as attitude and effort, particularly with young learners and teenagers. Informal assessment is often followed up by feedback to the learners on the strengths and weaknesses of their performance, and suggestions for how to improve.

Activity 1. Here are ten assessment tasks. Can you name them and say what they aim to test?

1. The learner looks at a simple picture story, then tells the story to the teacher.
2. The learners listen to a recording describing the appearance of a girl. Then they complete a picture of the girl by drawing her.
3. Learners take part in a speaking activity in which they act out parts.
4. The learners answer some simple questions about themselves orally.
5. The learners complete blanks with the correct form of the verb to have.
6. The learners choose the correct words for some pictures, and write them under the pictures.
7. The learners repeat words after the teacher.
8. The learners research and write about a topic.
9. The learners fill in sheets about their own progress.
10. The teacher keeps notes on learners' difficulties with the area being taught, then discusses them with the learners.

Answers:

1. Picture composition storytelling: probably use of vocabulary and grammar, pronunciation, linking, interaction, fluency, accuracy.
2. Listen and draw: probably listening for specific information.
3. Role-play: probably fluency, specific vocabulary, certain functions and grammar.
4. Interview: speaking - probably use of vocabulary and grammar, pronunciation, interaction, fluency, accuracy.
5. Gap/blank-fill: the form of the verb *to have* accuracy.
6. Labelling: word and meaning recognition and possibly handwriting.
7. Repetition drill: pronunciation.
8. Project work: probably a range of reading skills, problem solving and speaking and writing skills.
9. Completing a self-assessment sheet: learners ability to judge their own progress and/or performance.
10. Observation. Seeing what difficulties the learners have had in this area, and which areas may need further teaching.

Activity 2. For questions 1 -5, match the Instructions with the terms listed A-F. There is one extra option which you do not need to use.

Terms

- | |
|-----------------------|
| A Labeling |
| B jumbled sentences |
| C picture composition |
| D matching |
| E gap-fill |
| F discussion |

Instructions

1. Read the sentences and complete the blanks with one word only.
2. What are the names of these things? Write the name beside each picture.
3. Draw a line between the words on the left and their meanings on the right.
4. Exchange ideas on the topic with your classmates.
5. Look at these and write the story they tell.

Answer: 1.E 2.A 3.D 4.F 5.C

TKT Module! Practice test

For questions 56-63. match the coursebook activities with the terms listed A-I.

Mark the correct letter (A-I) on your answer sheet.

There is one extra option which you do not need to use.

Terms

- | |
|-------------------------------|
| A information gap |
| B free writing |
| C brainstorming |
| D role-play |
| E jumbled text |
| F multiple-choice |
| G form filling |
| H prioritising |
| I wh- comprehension questions |

Coursebook activities

56. Read the text and choose the best description of the children.

- a) The children played with the ball.
- b) The children didn't want to play with the ball.
- c) The children couldn't find the ball.

57

Card A

Talk to your partner and find out about his/her family.

Card B

Answer your partner's questions and find out about his/her hobbies.

58. Here is a list of eight objects you might need on a seaside holiday. With your partner, number them 1-8 for how important they are to take with you.

toothpaste sunglasses a good book your mobile phone
a camera your credit card a guidebook a swimsuit

59. The paragraphs in this story are in the wrong order. Read them and number them in the correct order.

60. Complete the blanks with information about yourself.

Name:.....	Age:
------------	------------

Address:	Nationality:
Favourite activity(ies):..... ... Name of best friend:	

61. Listen to the conversation and then write answers to these questions:

- a) Where does the boy live?
- b) When does he get up?.....
- c) Who does he often play with?
- d) How does he get to school?.....
- e) Why does he like going to school?

62. Card A

You are lost. Ask a passer-by the way to the National Museum.

Card B

You are in Nathen Street. A tourist asks you the way to the National Museum. Tell him/her the way.

63. With a partner, make a list of all the words you know about food.

For questions 64-69. look at the following descriptions of assessment activities and three possible terms for each one.

Choose the correct option A. B or C.

Mark the correct letter (A. B or C) on your answer sheet.

64 The learners listen to two classmates carrying out a role-play and then give them feedback on their performance.

A a subjective test B teacher assessment C peer assessment

65 The teacher monitors two learners in her class carrying out a role-play. She takes notes on their performance.

A a placement test B informal assessment C a diagnostic test

66 At the end of term the learners look at their written work, select some of it and put it in a folder for the teacher to grade.

A formative assessment B a progress test C a portfolio

For questions 75-80. match the classroom activities with their main teaching purposes listed A-G. Mark the correct letter (A-G) on your answer sheet. There is one extra option which you do not need to use.

Classroom activities

75 Helping learners to use dictionaries

76 Class discussion

77 Lead-in

78 Vocabulary quiz

79 Jumbled paragraphs

80 Substitution drill

Teaching purposes

A giving controlled practice

B developing understanding of coherence and cohesion

C developing listening skills

D giving fluency practice

E introducing the topic of a lesson

F developing learner autonomy

G revising

Answer:

64C 65B 66C 67B 68C 69C

70 B 71 D 72C 73A 74E

75F 76D 77E 78G 79B 80A

Lesson 22. CEFR (Common European Framework of Reference)

Module:	Language Testing and Assessment
Topic:	CEFR (Common European Framework of Reference)
Time:	80 minutes
Aim:	To let students analyse CEFR (Common European Framework of Reference)
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press. 2. CEFR (Common European Framework of Reference)
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. CEFR (Common European Framework of Reference)

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard for describing language proficiency. The CEFR is widely-accepted across Europe, and increasingly common around the world. The EFSET is currently the only standardized English test that accurately measures all skill levels, beginner to proficient, in alignment with the CEFR. Other standardized English tests are able to assess some proficiency levels, but not the entire CEFR scale.

What is the CEFR?

The CEFR is a way of describing how well you speak and understand a foreign language. The CEFR is a European scale and was specifically designed to apply to any European language, so it can be used to describe your English skills, your German skills, or your any foreign language skills (if you have them).

The Common European Framework of Reference gives you a detailed description of learner level by skill, in a language-neutral format. It is a useful reference document for school directors, syllabus designers, teachers, teacher trainers and proficient learners.

The CEFR has three broad bands – A, B and C. Very loosely, you can see these as similar to Beginner, Intermediate and Advanced – though the CEFR levels are more precise than these terms (and calls them Basic, Independent, and Proficient). Each of those bands is divided into two, giving us six main levels.

Where did the CEFR come from?

The CEFR was put together by the Council of Europe in the 1990's as part of a wider effort to promote collaboration between language teachers across all European countries. The Council of Europe also wanted to improve clarity for employers and educational institutions who needed to evaluate candidates' language proficiency. The framework is intended to be used in both teaching and assessment.

Rather than being tied to a particular test, the CEFR is a collection of can-do statements that list the functions you will be able to perform using a foreign language at any given level of proficiency. For example, one of the level B1 can-do statements is "Can produce simple connected text on topics that are familiar or of personal interest." A teacher of any foreign language can use these can-do statements to evaluate you and design lessons to address the gaps in your knowledge.

Who uses the CEFR?

The CEFR is used extensively in language teaching in Europe, both in the public education sector and in private language schools. In many countries, it has replaced previous leveling systems used in foreign language teaching. Most education ministries in Europe have an explicit CEFR-based goal for all students leaving secondary school, for example B2 in their first foreign language, B1 in their second. For job seekers, many European adults use a standardized test score, like the TOEIC, to describe their English level.

Adoption of the CEFR is much narrower outside Europe, although some individual countries in Asia and Latin America have adopted it in their education systems.

Why is the CEFR important?

In Europe, the CEFR is increasingly the standard way of describing your proficiency level in a foreign language, particularly in an academic setting. If you have studied more than one language, as most Europeans have, the CEFR is a conveniently standardized way to present two or more languages on your CV. In school or university, the CEFR is the standard framework across Europe and can be used without reservation.

However, in a corporate setting, the CEFR is not as widely understood. If you decide to use the CEFR on your CV for professional reasons, it is still best practice to include a level descriptor, a standardized test score, and examples of instances in which you used your language skills (study abroad, work abroad, etc.).

Why do we need the CEFR?

Even among teachers of the same language in similar contexts there can be a lot of variety in what is meant by terms like ‘beginner’, ‘intermediate’ or ‘advanced’. This variability increases significantly across different languages, in different countries, with different age ranges of learners, etc. The CEFR makes it easier for all of us to talk about language levels reliably and with shared understanding.

CEFR Levels

Level Descriptors:

- A1** - Beginner: 0 - 30
- A2** – Elementary: 31 - 40
- B1** – Intermediate: 41 - 50
- B2** - Upper Intermediate: 51 - 60
- C1** – Advanced: 61 - 70
- C2** – Proficient: 71 - 100

Task 1. What is the CEFR? Answer the questions below:

This film from Cambridge English provides a quick and clear overview of the Common European Framework of Reference (CEFR). It outlines what the CEFR is for, and why it is useful for candidates, teachers and employers alike.

As a language learner or teacher you may have heard of Common European Framework of Reference or CEFR, but what is it and why does it matter for English language learners? It's actually pretty simple.

Different learners have different levels of language ability but opinions about your English level can be subjective. Your friends may think your English is good but an employer might think it is not good enough to read better than you can speak.

We need a clear objective way to describe language skills that everyone can agree on. This is what the CEFR provides.

The CEFR breaks down language learning into six levels which it calls A1 to C2.

The starting point A1 describes a very basic language level. As a learner you can move up the levels until you reach Proficiency, C2 level. This is a really advanced level. By describing what you can do in reading writing, speaking and listening the CEFR will tell you where you are on the journey from beginner A1 through to Proficiency C2.

There are many Cambridge English exams available for different ages and stages of learning all matched to CEFR levels from young learners through to university and the workplace or simply for travel.

The CEFR was developed by the Council of Europe with extensive support from University of Cambridge ESOL examinations. People from all over the world use the CEFR to explain what level of English they are at and what level of English they need. It is used by learners, teachers, universities, governments and employers.

The CEFR has been very influential and not only in Europe. It's been published in more than 35 languages and descriptions of individual languages have also been developed.

Cambridge is a partner in the English Profile program which provides very useful descriptions of English grammar and vocabulary at each level of the CEFR.

Understanding your language level will help you to achieve your goal whether it's going on holiday abroad, studying at school or university or getting a job and that's why the CEFR levels are useful for everyone.

Answer the questions:

1. What does the CEFR provide?
2. What levels of language learning does CEFR separate into parts?
3. What exams are available that matched to CEFR levels?
4. Who was the CEFR developed by?
5. Who use the CEFR and how to people use it?
6. What does Cambridge provide within the levels of the CEFR?
7. Why is it important to understand language level?

Lesson 23. How to test/assess writing

Module:	Language Testing and Assessment
Topic:	How to test/assess writing
Time:	80 minutes
Aim:	To let students analyse how to test/assess writing
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. How to test/assess writing

Writing is a medium of communication that represents language through the inscription or recording of signs and symbols.

Common tasks for writing tests include:

- (1) gap filling;
- (2) form completion;
- (3) making corrections;
- (4) letter writing;
- (5) essay writing.

Any chosen task should be evaluated for its relevance to the student's eventual use of the language. When assessing students at intermediate and advanced levels, test makers must

consider the instructions, the choice of topics, the choice of tasks, and the level of difficulty and time allowed. All of these considerations must go into making a test that is appropriate for the learner, and then the test maker must attempt to ensure that marking the test, which will always be at least somewhat subjective, is as objective as possible.

Activity 1. Narrative Writing

1. A narrative answers the question _____.
 - A) Who did it?
 - B) What happened?
 - C) What went wrong?
 - D) How do you do this?
2. Another word for narrative is _____.
 - A) poem
 - B) story
 - C) play
 - D) title
3. The most important thing to do when you start a narrative is to _____.
 - A) name all the characters
 - B) say when the action took place
 - C) make the reader want to read on
 - D) explain where the action took place
4. One way to keep events in order when you write a narrative is to _____.
 - A) write about a real-life event
 - B) use consistent verb tenses
 - C) look in a family scrapbook for story ideas
 - D) choose an interesting place to write about
5. When choosing details for your story, you should _____.
 - A) use as few details as possible
 - B) include as many details as you can
 - C) choose only the most important details
 - D) write the details in the order in which you think of them
6. Narratives are often organized by _____.
 - A) time order
 - B) place order
 - C) character order
 - D) alphabetical order
7. The words spoken by the characters in a story are called _____.
 - A) action
 - B) setting
 - C) dialogue
 - D) chronological order
8. To show which words a character speaks, put quotation marks _____.
 - A) at the end of the character's exact words
 - B) before and after the character's exact words
 - C) at the beginning of the character's exact words
 - D) at the beginning and the end of the entire paragraph
9. The best way to show that a different character is speaking is to _____.

- A) use an identifying phrase such as he said
- B) use quotation marks around a speaker's exact words
- C) write, "Now a different character is talking"
- D) start a new paragraph whenever a different character speaks

10. The story of a person's life, written by someone else, is a(n) _____.

- A) primary source
- B) autobiography
- C) biography
- D) dialogue

Answers: 1.b 2.b, 3.c, 4.b, 5, c, 6.b, 7.c, 8.b, 9.d, 10.c

Activity 2. The Writing Process. Fill in the Blank

Directions: Fill in the blanks of the sentences below with vivid and precise words. If you wish, use a thesaurus to help you find more suitable words than the general ones provided in parentheses.

Sample: The wheels of the wagon made an annoying _____ as I rounded the corner. (noise)

Answer: The wheels of the wagon made an annoying squeal as I rounded the corner. (noise)

1. The flowers near the lake _____ in the breeze. (moved)
2. The wind made a loud, terrifying moan as it blew through the _____ house. (old)
3. Because of the _____ weather, we had to spend our entire beach vacation indoors. (bad)
4. The businessman was walking home with his groceries when the bag broke and _____ spilled out onto the sidewalk. (food)
5. My brother and I worked all day, and when our parents came home, the entire house was _____. (clean)
6. Jason was appreciating the quiet drive home when all of a sudden, a truck stopped beside him _____ music. (playing)
7. The train _____ along the tracks, carrying an important shipment of construction equipment. (moved quickly)
8. I knew Jamie wanted to talk about something important when she walked into the living room solemnly and sat down on the _____ across from me. (furniture)
9. The pedestrian's _____ made it extremely difficult for her to be seen in the darkness. (clothing)
10. My mother is writing a _____ about an American woman who went to France to help repair flood damage in Paris. (book)
11. The play was _____, but I couldn't stay for the whole performance. (great)
12. The _____ of the stream as it flows over the rocks is extremely relaxing. (sound)
13. You look _____ in your new glasses! (nice)
14. I felt _____ after I splashed some cool water on my face. (good)
15. The girl's _____ expression made me feel comfortable and welcome. (pleasant)

Answers: 1.waved, 2.decaying, 3.miserable, 4.grapes, 5.sparkling, 6.blasting, 7.raced, 8.sofa, 9.black, 10.biography, 11.exceptional, 12.gurgle, 13.charming, 14.refreshed, 15.friendly

Lesson 24 . How to test/ assess reading

Module:	Language Testing and Assessment
Topic:	How to test/ assess reading
Time:	80 minutes
Aim:	To let students analyse how to test/ assess reading
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. How to assess reading

Assessment is an essential element of education used to inform instruction. The first step in implementing good reading instruction is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. Due to these various student levels, it is necessary to design literacy instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including students with disabilities. The information gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum.

There are a variety of measures that can be used to gather data for each area of early reading. Assessment is a central element for any teacher and should be implemented regularly. Through its implementation, teachers will be able to help students access the skills and content they need from the general education curriculum. This will allow all students to achieve to their highest potential.

The purpose and benefits of assessment

Research provides evidence that specific early literacy concepts can predict young students' later reading achievement. These reading concepts include letter knowledge, phonemic awareness, decoding, fluency, and comprehension. An effective reading program includes assessments of all of these concepts for several purposes.

One purpose is to identify skills that need review. Assessment provides teachers with information on what skills students have and have not mastered. It is needed to help teachers know the skill levels of their students, since students have varying experiences and knowledge.

A second purpose is to monitor student progress. A teacher can learn which students need review before covering additional content and which students are ready to move forward.

A third purpose is to guide teacher instruction. Through consistent assessment, a teacher can make informed decisions about what instruction is appropriate for each student.

A fourth purpose is to demonstrate the effectiveness of instruction. The information gained from assessment allows teachers to know if all students are mastering the content covered. It is important for teachers to use instructional time effectively, and this can be done when teachers are knowledgeable about what their students are ready to learn and what they already know. Therefore, the information gained from assessment allows a teacher to create appropriate instruction for their students.

Additionally, a fifth purpose of assessment is to provide teachers with information on how instruction can be improved.

Assessment examples for specific areas of reading

There are various ways to gather assessment data. Teachers can test students, analyze student work samples, observe students performing literacy tasks, or interview students on their reading skills. Teachers can gain the most information by administering all of these methods to collect data. The following information describes various types of assessments for different areas of early reading. Each assessment identified is described in the resources section of this brief.

Letter knowledge: the ability to associate sounds with letters

One example of an assessment for letter knowledge is to present a student with a list of letters and ask the student to name each letter. Another example is to have a student separate the letters from a pile of letters, numbers, and symbols. Students can also be asked to separate and categorize letters by uppercase and lowercase (Torgesen, 1998; Wren, 2004).

Phonemic awareness: the ability to hear and manipulate sounds in words

These assessments examine a student's knowledge of how sounds make words. A student can be asked to break spoken words into parts, or to blend spoken parts of a word into one word. Additionally, a student can count the number of phonemes in a word to demonstrate understanding, or a student can delete or add a phoneme to make a new word (Torgesen, 1998; Wren, 2004).

Reading comprehension: the process of understanding the meaning of text

There are many types of reading comprehension assessments. One type involves a student reading a passage that is at an appropriate level for the student, and then having the student answer factual questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. A fourth type is to have a student retell the story in their own words.

The assessment tasks prepared for assessing reading skills only serve the pre-decided purposes of assessment. The variety in the texts and tasks used add to the validity of the assessment. Students are expected to only scan, skim, infer and understand the structure and meaning of the texts. They are not asked to and may have to use very little of other language-skills to complete the tasks. Writing has been minimized in every possible way; vocabulary-based questions have been kept to minimum; and there is almost no demand for displaying explicit grammatical ability.

The assessment is expected to have positive washback on teaching, learning, teacher and learner. Such an assessment will help the teacher and student do away with memory-based tests. The teacher may find it easy to identify the problem areas (in relation to reading) of students. If used wisely, the tasks may promote learner autonomy. The teacher can also collect information about the assessment from students and make further improvements.

Activity 1. There are six texts (A, B, C, D, E and F) below. Each text contains a paragraph. Arrange the texts in order so that you create a nice story.

A

Naduk related the whole story. Everyone in the courtroom burst out laughing. The magistrate then ordered Lakshman to return the iron beam to Naduk and that Naduk return Lakshman's son to him.

B

For many years, Naduk traveled far and wide, building his fortune. Luck was with him, for he became rich once again. He returned home and bought a new house and started his business

again. He went to visit his friend Lakshman who greeted him warmly. After a while, Naduk asked him to return his beam. Lakshman knew that the beam would fetch him good money so he was loath to return it. So he told Naduk that he had kept his beam in the store-room and the mice ate it.

C

Naduk locked up Ramu in a cellar in his house. By nightfall, Lakshman was worried and came to ask about the whereabouts of his son. Naduk replied that on the way to his house, a hawk swooped down and carried the boy off. Lakshman accused Naduk of lying. He insisted that a hawk could not carry off a fifteen-year-old boy.

D

Naduk did not seem to mind. He asked Lakshman to send his son home with him so that he could hand over a gift that he had bought for him. So Lakshman sent his son Ramu with Naduk.

E

Once upon a time, there was a rich merchant called Naduk. But times were bad and his business was suffering. He decided to leave the city and find his fortune in a new place. He sold off all his possessions and paid off his debts. All that he had left was a heavy iron beam. Naduk went to say goodbye to his friend Lakshman, and requested him to keep the beam for him till he returned. Lakshman promised to look after it for him.

F

A big fight ensued and the matter was taken to court. When the magistrate heard Lakshman's side of the story, he ordered Naduk to return the boy to his father. But Naduk insisted that a hawk carried off the boy. The magistrate asked him how it was possible. He replied, that if a huge iron beam can be eaten by mice, then a boy could definitely be carried off by a hawk.

First paragraph of the story: [E] (Paragraph 'E' is the first paragraph of the story.)

Second paragraph of the story: []

Third paragraph of the story: []

Fourth paragraph of the story: []

Fifth paragraph of the story: []

Final paragraph of the story: []

Answers: E (already given), B, D, C, F, A

Activity 2. Read the following passage and answer the questions given below.

Andhra Pradesh, owing to its proximity to the sea, enjoys a moderate climate throughout the year. The state faces a hot summer but after the rain begins in the middle of June, there is a decline in the temperature as humidity takes over. Summer season starts from mid-April and continues till mid-July; the rainy season starts thereafter.

Andhra Pradesh receives most of its annual rainfall from the south-west monsoon as well as from the north-east monsoon. The south-west monsoon begins in the second week of June and lasts till September while the north-east monsoon begins between October and November. The state's coastal belt receives heavy rains during the north east monsoon and is also subject to cyclones causing enormous damage to residential accommodation and to standing crops. The rainfall decreases from north to south. Northern parts of the state receive heavy rainfall from the south-west monsoon while the southern areas like Rayalaseema receive more rainfall from north-east monsoon.

The state experiences a mild winter in December but the temperature hardly goes down below 16 °C. The hot season causes the mercury to rise to troublesome proportions in the months of April and May when it could shoot up to 40 degrees or even higher.

(Retrieved from www.andhraonline.in/about/profile/geography/climate.html)

Now, answer the following questions by ticking (✓) the most suitable option.

1. The climate of Andhra Pradesh is moderate because

- (a) it is situated near the sea
- (b) it is far from the sea
- (c) it has no effect of the sea
- (d) it is surrounded by the sea

2. The hottest period in Andhra Pradesh is
 - (a) June to September
 - (b) October to November
 - (c) April to June
 - (d) November to April
3. The highest rainfall in Andhra Pradesh is experienced in the
 - (a) coastal belt
 - (b) southern belt
 - (c) western belt
 - (d) northern belt
4. There are contradictory statements in the above passage. They are related to
 - (a) the climate
 - (b) rainfall
 - (c) cyclone
 - (d) monsoon
5. If one of your friends can't tolerate high temperatures and humidity and love cool weather, the best month for her to visit Andhra Pradesh will be
 - (a) April
 - (b) September
 - (c) December
 - (d) June

Answers: 1.(a), 2.(c), 3.(a), 4.(a), 5.(c)

Activity 3. Read the following news article and answer the questions given below the passage.

August 19, 2007: It's the kind of superhuman deed that seems so hard to believe because it is true. One man hacked away at a rocky hill for 22 years to create a three-km-long road linking his village to the outside world, armed with nothing more than a hammer and a chisel. What drove the frail man on was a resolve much higher than the hill facing him.

Dasrath Manjhi was from village Gehlour in Gaya District, one of the poorest districts of the western Indian state of Bihar. Poor and illiterate, he worked as farm labour on fields that lay on the other side of the hill, as did many other villagers. The villagers had to scabble up the hill with its narrow and difficult pass to buy even the smallest thing; skirting it took hours.

One day, Manjhi's wife, Faguni Devi, slipped on the hill and broke her ankle as she was bringing him lunch. Enraged, Manjhi decided to cut the hill down to size. He sold off his goats to buy a hammer, chisel and rope. He even shifted his hut closer to the hill so that he could work day and night. People called Manjhi a madman but he did not care. He was unstoppable; even hunger could not win over him.

Manjhi started his work more than 40 years ago. As time passed, the villagers noticed that the hill was a bit more climber-friendly. It was no longer so steep – Manjhi's hammer and chisel had seen to it that a flat stretch had made its appearance. Those who had called Manjhi a madman fell silent. A few even joined him.

By the early 1980s, a three-kilometre road had been hewn out of the rock. It was wide enough for even vehicles to pass through. A 50-km journey to the nearest block headquarters of Wazirganj had now shrunk to a 10 km journey! (Several villages and small towns come under one block. All the important government departments looking after the affairs of the block are located in the town which functions as block headquarters.)

(Retrieved from www.pitara.com > News for Kids > India News for Kids)

On the basis of your reading, indicate whether the following sentences are 'Right' (a) or 'Wrong'. If the passage does not provide enough information for choosing 'Right' or 'Wrong', choose 'Not there' (c).

Example: This article is based on a true story.

(a) Right (b) Wrong (c) Not there

Answer: (a)

1. Manjhi started cutting the hill after her wife injured herself while getting him food.
(a) Right (b) Wrong (c) Not there Answer:
 2. People called Manjhi a madman because they thought he should have invited them to work with him.
(a) Right (b) Wrong (c) Not there Answer:
 3. People asked Manjhi not to cut the hill.
(a) Right (b) Wrong (c) Not there Answer:
 4. Villagers from the nearby areas benefitted from Manjhi's efforts.
(a) Right (b) Wrong (c) Not there Answer:
 5. This story of Manjhi tells us that great will power can help one overcome great difficulties.
(a) Right (b) Wrong (c) Not there Answer:
- Answers:** 1.(a), 2.(b), 3.(b), 4.(a), 5.(a)

Activity 4. Read the notice carefully. Then fill in blanks using appropriate information from the notice.

MODERN SCHOOL

ATTENTION! MUSIC LOVERS!

Begumpet Road, Hyderabad

6th February, 2012

NOTICE

The school is hosting the 6th Inter-School Musical carnival for classes VI-IX at Indian Cultural Centre, Ravindra Bharathi on 10th April, 2012 at 9:00 a.m.

All the talented students with gifted voices may appear for the audition to be conducted in the presence of a well-known singer, Mrs. Uma A., in the school auditorium on 22nd February, 2012 at 9 a.m.

For further details contact the undersigned.

Varun Rao K.



Secretary, Music Club

The notice is meant for students of _____ [a] school. Only students of classes _____ [b], _____ [c], _____ [d] and _____ [e] can participate in the Music Carnival. The venue for 6th Inter-School Musical Carnival is _____ [f]. It will be held in the month of _____ [g]. The notice invites students with _____ [h] to appear for the audition. _____ [i] will be the judge who will be selecting the students that will participate in the Inter-School Musical Carnival. The interested students are asked to contact _____ [j] if they have any query about the event.

Answers: a. modern, b. VI, c. VII, d. VIII, e. IX, f. Indian Cultural Centre, Ravindra Bharathi (no marks should be deducted for writing either 'Indian cultural Centre' or 'Ravindra Bharathi'), g. April, h. gifted voices (some other phrase representing same meaning should be awarded full marks), i. Ms Uma A., j. Varun Rao K. (even students writing 'Secretary, Music Club' will get fullmarks)

Lesson 25. How to test/assess listening

Module:	Language Testing and Assessment
Topic:	How to test/assess listening
Time:	80 minutes
Aim:	To let students analyse how to test/ assess listening
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Listening types and activities

Intensive – Intensive listening activities focus specifically on the components of language such as phonemes, words, intonation, discourse markers, and others.

Responsive – This is a shorter amount of language that is spoke for the students to listen to, which is usually brief such as greetings, commands, quick comprehension checks, questions, and others, that elicit a brief response.

Selective – Selective listening is a longer activity with language that would span several minutes and may be a short dialogue or passage. The students are then asked to listed or "scan" for specific details. These assessments are used to check the student's comprehension of meaning rather than the various aspects of language. Students may be asked to recall character names, numbers, a specific category of grammar (nouns, verbs, articles, etc.) of they may need to provide a summary response of directions, procedures, or overall facts/events.

Extensive – The mostly lengthy in application, extensive listening is generally similar to a lecture, an entire conversation, or a longer reading. The student is then asked for the main ideas and summarization or to make predictions after listening.

When teaching listening, the teacher checks to what extent he/she helps the students do the following:

- know their reason for listening.
- activate what they know about the topic
- use their background knowledge and context to predict and confirm meaning
- recall important words and structures
- guess unknown words and expressions
- organize what they hear.
- discriminate between sounds
- use expressions in real life situations
- use intonation and stress when saying grammatical structures
- tell the main idea of the listening text
- use content words in sentences of their own
- understand and use reduced forms

Handout 2. Teaching Listening Assessment Checklist:

After the listening lesson students could be able to:

- . know their reason for listening.
- . activate what they know about the topic.
- . use their background knowledge and context to predict and confirm meaning.
- . recall important words and structures.
- . guess unknown words and expressions.
- . organize what they hear.
- . discriminate between sounds.
- . use expressions in real life situations.
- . use intonation and stress when saying grammatical structures.
- . tell the main idea of the listening text.
- . use content words in sentences of their own.
- . understand and use reduced forms.

Handout 3. What aspects of listening does the teacher assess?

1. Listening comprehension of meaning in texts (surface meaning explicitly stated in texts)
2. Decoding of words/intonation patterns/ etc.
3. Comprehension of structural organisation of texts (e.g. connecting words, etc.)
4. Listening as scanning
5. Listening as skimming
6. Listening for main idea
7. Listening for details.
8. Listening extensively
9. Interpreting message
10. Inferencing meaning
11. Listening to a variety of input (formal, informal, transactional, interactional, variety of accents, speech rates, etc.)
12. Listening strategies
13. Attitudes to listening

Handout 4. Assessment Types for Listening

- Cloze-tests
- Multiple choice tests
- True / False
- Short answers
- Information transfer (e.g. form filling- diagram completion, labelling, listen and draw, listen and colour)
- Ordering
- Listening logs
- Portfolio
- Self-assessment
- Peer-assessment
- Retellings
- Matching
- Observation (checklist /anecdotal records)
- Selecting / identifying specific information
- Note-taking

Activity 1. Listen closely to the following message left on a phone. You will hear the passage two times; then answer the questions below.

“Hi Sam, this is Eliza Jones calling from Family Dental Group. This is a call to remind you that you have a dentist appointment with Dr. Marshall tomorrow, Wednesday the 24th at 4pm. We

look forward to seeing you. Again, this is Eliza Jones calling to remind you of your appointment tomorrow at 4pm. Please call me back at 586-314-7927 to confirm this appointment.”

- 1) Who is calling?
 - a. Sam
 - b. Dr. Marshall
 - c. Eliza
- 2) Why is the call being placed?
 - a. A reminder from the dentist
 - b. A reminder to go to dinner.
 - c. A reminder for a job interview.
- 3) What time is the appointment?
 - a. Family Dental Group
 - b. 4:00pm
 - c. 586-314-7927
- 4) What day is the appointment?
 - a. 4:00pm
 - b. Wednesday
 - c. Family Dental Group
- 5) Does Sam need to call Eliza? Why?
 - a. Yes, to confirm the appointment time.
 - b. No, she does not want to see him.
 - c. Yes, they are meeting for dinner.

Activity 2. Hear a man who is making a diner reservation. Choose the correct answer from the questions that follow. You will hear the recording twice.

[phone rings]

Woman: Appletree restaurant, can I help you?

Man: Oh yes, good morning, um, I'd like to make a reservation please.

Woman: Yes? What day?

Man: Uh, for Friday.

Woman: This Friday?

Man: Yes, the 22nd.

Woman: And what time would you like to come?

Man: Would it be possible at 8?

Woman: Yes, 8 o'clock would be fine. And that's for how many people?

Man: Um, I'm not sure. It's going to be 4, or 5. Probably 5.

Woman: Right. I'll make a reservation for 5. And, uh, what, what's the name?

Man: The name is Mark Leavens.

Woman: Mark Leavens. Uh, how do you spell Leavens?

Man: L e a v e n s

Woman: L e a v e n s

Man: That's right.

Woman: Ok, so Saturday the 22nd at 8 o'clock for 5 people.

Man: Lovely.

Woman: Thanks very much. Bye

Man: Bye

- 1) What is the name of the restaurant?

- A) Appeal Restaurant
- B) Apple Inn Restaurant
- C) Apple Tree Restaurant
- 2) What day would the man like to make a reservation for?
- A) Thursday
- B) Friday
- C) Saturday
- 3) What is the date of the diner reservation?
- A) 2nd
- B) 12th
- C) 22nd
- 4) What time would he like to make the reservation for?
- A) Eight o'clock
- B) Nine o'clock
- C) 18 o'clock
- 5) How many people does he make a reservation for?
- A) 3
- B) 4
- C) 5
- 6) What is his surname?
- A) Leavens
- B) Leavins
- C) Liavens

Lesson 26. How to test/assess speaking

Module:	Language Testing and Assessment
Topic:	How to test/assess speaking
Time:	80 minutes
Aim:	To let students analyse how to test/ assess speaking
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. How to test/assess speaking

Speaking is often one of the areas of learning English that is not usually assessed. However, speaking is an important skill for students to develop, and it is important to include activities in the English classroom that provide opportunities for students to speak in English. These could be telling a story, a role play, an interview or a discussion. Assessing speaking activities can tell the teacher about his/her students' progress in English, what they have learned, how confidently they can speak in English, or whether they are having problems speaking English.

The teacher can use any speaking activities to assess speaking skills, especially activities where students talk about themselves or an interesting topic. Activities such as reading a text aloud are not very useful for assessing speaking skills, as the only aspect of speaking that these

activities assess is pronunciation. They don't take other aspects of speaking into account such as speaking confidently and fluently, taking part in activities, using vocabulary and grammar accurately and so on.

Often in speaking activities students are demonstrating what they have understood from a reading or listening activity. So the teacher keeps in mind that when he is assessing speaking, the teacher is often assessing other skills at the same time.

What to assess?

Vocabulary, accuracy, communication, interaction and fluency are all markers of a student's overall speaking abilities.

Pronunciation is a basic quality of language learning. When evaluating the pronunciation of the students, the teacher listens for *clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places*. Also listens for **intonation**. Are students using the correct inflection for the types of sentences they are saying? Do they know that the inflection of a question is different from that of a statement? He listens for these pronunciation skills and determine into which level the student falls.

Vocabulary: After noting the students' pronunciation levels, the teacher moves to vocabulary. *Vocabulary comprehension* and *vocabulary production* are always two separate banks of words in the mind of a speaker, native as well as second language. **The teacher should encourage the students to have a large production vocabulary and an even larger recognition vocabulary.** For this reason it is helpful to evaluate the students on the level of vocabulary they are able to produce. The teacher listens for the level of vocabulary the students are able to produce without prompting and then decides how well they are performing in this area.

Accuracy: Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As your students speak, listen for the grammatical structures and tools you have taught them. Are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence? All these and more are important grammatical issues, and an effective speaker will successfully include them in his or her language.

Communication: A student may struggle with grammar and pronunciation, but how creative is she when communicating with the language she knows? Assessing communication in your students means looking at their creative use of the language they do know to make their points understood. A student with a low level of vocabulary and grammar may have excellent communication skills if she is able to make you understand her, whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills. Don't let a lack of language skill keep your students from expressing themselves. **The more creative they can be with language and the more unique ways they can express themselves, the better their overall communication skills will be.**

Interaction: Being able to say what you mean with a foreign language is one thing, being able to interact with others is another. Ask your students questions. Observe how they speak to one another. Are they able to understand and answer questions? Can they answer you when you ask them questions? Do they give appropriate responses in a conversation? All these are elements of interaction and are necessary for clear and effective communication in English. A student with effective interaction skills will be able to answer questions and follow along with a conversation happening around him. Great oratory skills will not get anyone very far if he or she cannot listen to other people and respond appropriately. **Encourage your students to listen as they speak and have appropriate responses to others in the conversation.**

Fluency: Fluency may be the easiest quality to judge in your students' speaking. How comfortable are they when they speak? How easily do the words come out? Are there great pauses and gaps in the student's speaking? If there are then your student is struggling with fluency. Fluency does not improve at the same rate as other language skills. You can have

excellent grammar and still fail to be fluent. You want your students to be at ease when they speak to you or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.

Activity 1. Speaking Assessment: Grammar and Vocabulary

Word Bank: *accurate, appropriate, effective, range*

- A) Grammar and vocabulary refers to how well you are able to use a of grammatical structures and vocabulary when expressing yourself.
- B) It also describes how your use of English is.
- C) The language you use also has to be to the tasks you are asked to do.
- D) With all this taken into consideration, you will be assessed on how your use of English is.

Answers: A range, B accurate, C appropriate, D effective

Speaking Assessment: Discourse Management

Word Bank: *relevant, extent, complexity, coherently*

- A) This section describes how well you are able to express thoughts and ideas or clearly, linking your contributions logically during monologues or dialogues.
- B) Your utterances, or things you say should be expressed with a level of and fluency appropriate for the level of your exam.
- C) This criteria also describes the of your contributions, which means you say enough, but not too little or too much when appropriate.
- D) During a conversation or discussion your contributions should be or to the point.

Answers: A coherently, B complexity, C extent, D relevant

Speaking Assessment: Pronunciation

Word Bank: *intonation, rhythm, sounds, stress*

- A) Pronunciation describes how well your utterances are comprehensible to the listener. You will be assessed on things such as, which means how well you pronounce strong and weak syllables within individual words.
- B) It also relates to, which is your ability to connect words together naturally with stress on appropriate words.
- C) Your use of should be possible to express a range of attitudes and meanings.
- D) You should also be able to pronounce individual (for example consonant clusters, vowels and diphthongs) effectively.

Answers: A stress, B rhythm C intonation, D sounds

Speaking Assessment: Interactive Communication

Word Bank: *hesitation, initiate, repair, turn taking*

- A) This criteria relates to your ability to get dialogues started that is communication.
- B) It also describes how well you respond appropriately to utterances without too much
- C) It covers how good you are at during conversations or discussions.
- D) Finally, it relates to your ability to conversation when the unexpected happen such as interrupting, gaining control or

Answers: A initiate, B hesitation, C turn taking, D repair

Activity 2. Read the following statements made about different speakers and decide which of the criteria they relate to:

- A) The speaker answered questions very briefly when longer, more detailed responses would have been better.

- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- B) The speaker found it difficult to deal with a comment or question they didn't understand.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- C) The speaker repeated the same words and expressions rather too often.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- D) The speaker focused too much on speaking accurately so their speech was very hesitant.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- E) The speaker had very flat delivery with little use of intonation to express feelings or opinions.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- F) The speaker talked too much and rarely asked their partner questions.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- G) The speaker had difficulty pronouncing certain vowels and consonant clusters.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication
- H) The speaker found it difficult to use language to express their ideas and opinions effectively.
- a) Grammar and Vocabulary
 - b) Discourse Management
 - c) Pronunciation
 - d) Interactive Communication

Answers: A.b B.d C.a D. b E.c F.d G.c H.a

Lesson 27. How to test/assess vocabulary

Module:	Language Testing and Assessment
Topic:	How to test/assess vocabulary
Time:	80 minutes
Aim:	To let students analyse how to test/assess vocabulary
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. How to test vocabulary

WHY TEST VOCABULARY?

- Essential when using a language, so is important to test it.
- Is supported with the inclusion of grammar.

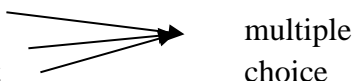
Problem and solution in testing vocabulary

- Apparently usefulness of vocabulary test are not as much as in grammar test.
- One alternative is to use published test of vocabulary or construct one for our group of students.

∞ WRITING ITEMS

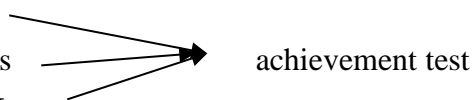
1. Testing recognition ability

- Recognise synonyms
- Recognise definitions
- Recognise appropriate word for context



2. Testing production ability

- Picture
- Definitions
- Gap filling



a) Recognise synonyms

Choose the alternative (a, b, c or d) which is closest in meaning to the word on the left on the page.

Gleam **a) Gather** **b) shine** **c) welcome** **d) clean**

b) Recognise definitions

Loathe means...

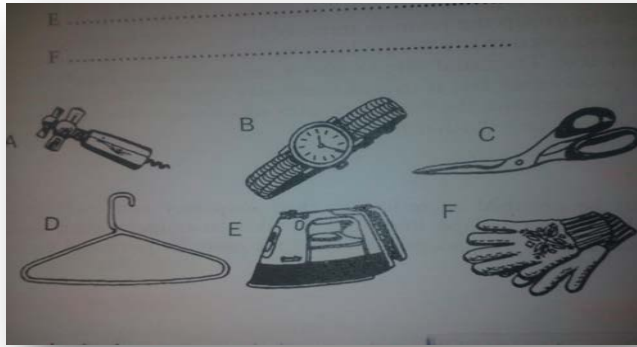
- Dislike intensely
- Become seriously ill
- Search carefully
- Looks very angry

c) Recognise appropriate words in context

The strong wind _____ the man's efforts to put up the tent.

- Disabled
- hampered
- deranged
- regaled

a) Pictures : the main difficulty in testing productive lexical ability is the need to limit the candidate to the lexical item that we have in mind. The best way to solve this is using pictures. (achievement test)



Each of the objects below has a letter against it. Write down the names of the objects:

a..... d.....

b..... e.....

c..... f.....

b) Definitions: It is important to be careful when selecting a word, because it can be ambiguous
..... is frozen water

c) Gap filling

Because of the snow, the football match was _____ until the following week.

Handout 2. How to assess vocabulary

There are a variety of ways to assess vocabulary. The most basic technique teachers use to assess vocabulary is to ask the definition of the word. The students are given their list of vocabulary and without the use of resources, they are to write out the definition for each word. While this technique is easy for the teacher to create and grade, it does not fully assess the child's vocabulary skills. Many students can memorize definitions, but many students can't use these words in writing and context. Here are some fun and creative ways to assess vocabulary.

Vocabulary games are a great way for teachers to assess if the students are understanding vocabulary. Some vocabulary games include, but are not limited to:

Crossword puzzles- This can be used for more of a formative assessment rather than summative assessment. Most likely, the student will do the puzzles correctly because with the process of elimination and the amount of letter blocks, students can put the words in the correct spots without having to look at every definition.

Word search- This can be a formative assessment. The teacher provides the definitions and students search for the words in the word search. Students would have to write the vocabulary word next to the definition as well. This is just a fun way for students to study their vocabulary words. Students could use this as a study guide for the summative assessment.

Synonyms and Antonyms- An assessment over the synonyms and antonyms of a set of vocabulary words can be used as a summative assessment. If the vocabulary word is difficult for the students to remember the definition, associating a similar word may help the students use the word in writing and understand the meaning of the word in reading. Antonyms also help with word recognition. Here is an example of a synonyms and antonyms worksheet. This may also be used as a summative assessment.

Assessing During Reading- This worksheet includes a variety of different new vocabulary techniques. Students can choose a few words out of their vocabulary journal. These words should be ones students really struggled with or still do not fully comprehend. On the worksheet, students are asked to provide a synonym, antonym, root word, part of speech, and an illustration.

As this worksheet is a little more advanced, students in upper middle grades or high school are best suited to complete this. The teacher can adapt this worksheet for specific grade levels. For example, for high school students, the teacher may want to take out the illustration section. The students should not write on the worksheet attached. If the teacher is providing the vocabulary words, he or she will list the words on this worksheet. The students will complete the sections of the worksheet on a separate sheet of paper

Lesson 28. How to test/assess grammar

Module:	Language Testing and Assessment
Topic:	How to test/assess grammar
Time:	80 minutes
Aim:	To let students analyse how to test/assess grammar
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1.

WHY TEST GRAMMAR?

- Grammatical ability or the lack of it sets limits to what can be achieved in other skills.
- It is useful to diagnose what gaps exist in the repertoire of students.
- It is helpful to inform teachers and learners to take responsibility for filling the existing gaps.

TECHNIQUES FOR TESTING GRAMMAR

1. Gap filling

Ideally gap filling items should have just **one** correct response.

- What was most disturbing..... that for the first time in his life Ali was on his way. (was)
- He arrived late, was a surprise. (which)
- The council must do something to improve transport in the city. they will lose the next election. (Otherwise)

An item with **two** possible correct responses can be used. For example:

- He displayed the wide, bright smile had charmed so many people before. (which, that)
- In this case one item is to be rejected.
- There can be use of **more than two** items for filling the sentence. For example:
- Dr:..... let her cry. She'll stop in the end. (just, I'd, well, then, etc.)

This technique can be used to test a variety of structures.

2. Paraphrase. Paraphrase items require the students to write a sentence equivalent in meaning to one that is given. It is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested

For example: Testing passive, past continuous form.

When we arrived, a policeman was questioning the bank clerk.

When we arrived, the bank clerk.....

3. Completion: This technique can be used to test a variety of structures.

Simple completion items used for testing grammar consist of a sentence from which a grammatical element is removed. As

He went school.

There are three steps to follow in preparing simple-completion grammar tests.

1. Select the grammar points that need to be tested.

2. Provide an appropriate context.

3. Write good instructions.

4. Multiple choice: useful when gap filling does not test what we really want.

Example: use of *could*

A. They left at seven. They ____ be home by now.

B. Yes, but we can't count on it, can we?

a. Can b. could c. will d. must

Three Basic kinds of Simple Completion Grammar Tests

1. The Option Form

The easiest simple completion items are like multiple choice questions with two options. As

Directions: Complete the following sentences with "do" and "make".

1. He a lot of money.

2. I always my best

2. The Inflection Form

Testing the mastery of inflections provides for a productive response. These vary from simple comparatives to verb tense questions.

He is the (tall) person in the class.

Another technique is to use a separate blank for each word in the verb phrase.

He (sleep) for nearly an hour.

3. The Free Response Form

It illustrates how common terminology can be used occasionally.

Example: Add a question tag to these sentences:

Hamlet was indecisive,?

Polonius knew a lot of aphorisms,?

Directions: Write in the missing part of the two word verb.

What time did he get this morning?

Example of free response with a minimum amount of contextual control:

You would get better sooner if

4. Multiple Choice

In this test an incomplete sentence is followed by four multiple choice options for completing the sentence. For example:

While she the house, her children were playing outside.

A. has been cleaning B. cleaned C. has cleaned D. was cleaning

He has lived in this town for only a week and he already has Friends.

A. few B. a few C. not many D. the few

5. Cloze tests are prose passages, usually a paragraph or more in length, from which words have been deleted.

The students rely on the context in order to supply the missing words.

It is easy to prepare and easy to score.

The cloze is simply a story or essay from which a number of words have been deleted.

In this test, the overall meaning and surrounding grammar help to replace the missing parts.

Sentence-completion vocabulary and grammar items are similar in a way to cloze tests.

Cloze passages simply have much larger contexts.

Every day thousands of people jog. Why has jogging—running slowly for long distances—become so popular? Donald Robbins, who is forty-two years old ____ (1) works in an office, began jogging ____ (2) few years ago because he felt ____ (3) was too fat. At first he ____ (4) only run about 100 yards, and ____ (5) took him almost three months to ____ (6) able to run a full mile. ____ (7) two years later, he ran in ____ (8) eastern marathon race—over twenty-six miles.

____ (9) you jog too? If you decide ____ (10), be sure to ask your doctor ____ (11) advice.

Does jogging cost much? No, ____ (12) costs almost nothing. But most agree ____ (13) good running shoes are very important. ____ (14) protect your feet and legs from ____ (15) shock of running on hard surfaces.

Lesson 29. Alternative ways of assessment

Module:	Language Testing and Assessment
Topic:	Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
Time:	80 minutes
Aim:	To let students analyse alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
Materials:	1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Alternative Assessment

Alternative assessments are assessments out of conventional assessment that give more choices, consideration and freedom for teachers in judging their students proficiency.

Students' proficiency are assessed more flexibly, dynamically, and realistically because students perform what teachers ask directly, and assessed at that moment therefore it is more effective.

It works well in learner-centered classrooms as activities with language that focus on communication for meaningful purposes.

The lists of alternative assessments including *journals, logs, videotapes and audiotapes, checklists, self-valuation, teacher observations, checklists, portfolios, conferences, diaries, self-assessment* and *peer-assessment*.

Performance Assessment

1) Project -based assessment

2) Problem -based assessment

- Students demonstrate knowledge and comprehension.
- A product is created or a performance is presented.

Performance assessments include **projects, interviews, presentations, constructed response questions, essays, experiments, demonstrations**.

Authentic assessment calls for application of concepts to real life expectations, as in apprenticeships, student teaching, shadowing, service learning and co-ops.

- Students' self assessment is a critical difference in the two approaches.
- Students are expected to present and defend their work to demonstrate mastery.
- Formats for project based and authentic learning opportunities include CDs and DVDs, audio tapes, debates, constructed models (for design classes, science classes, other), articles contributed to the school or local paper, oral, visual or virtual presentation to a group, investigations and science projects, and artistic renderings.

Authentic assessment can include many of the following:

- | | |
|----------------------------------|-----------------------------|
| • Observation | • Portfolios |
| • Essays | • Journals |
| • Interviews | • Teacher-created tests |
| • Performance tasks | • Rubrics |
| • Exhibitions and demonstrations | • Self- and peer-evaluation |

PORTFOLIOS

A collection of students school work collected over a specific period of the school year that shows student growth and development.

- Useful for special needs child who can not accomplish difficult tasks.
- A working portfolio for examples: *homework assignments, journal entries, in-class writing assignments, professional articles.*

The advantages of portfolios

Like photographers collect their work time to time, teachers encourage students to collect theirs as compile of efforts, skills, achievements and their contribution in class activities.

Portfolio have some advantages such as:

1. Strengthening students' learning
2. Enhancing the teacher's role
3. Improving testing process

JOURNALS are writing practices which focus on the expression of a student's opinions, viewpoints, experiences, and creative imaginings.

The topics of journals would be determined by the teacher. For example teacher asks to write about students' favorite subject at school. Or what do you want to be when you grow up? Choose and describe at least three jobs that you think you would enjoy and so forth.

The advantages of journals:

- Students will be actively engaged to the learning process and course materials. If students actively engage to their study, they will learn more, remember, enjoy it, and appreciate more what they have learned rather than students who passively receive what teacher has taught.
- To increase students' interests, empower students to be more responsible to their own learning and more reflective in their study.
- Encourage students to be more speak up what is on their mind. Teacher should give build-up feedbacks on students' writings for their the betterment.

INTERVIEWS

- Interview is a kind of conference, interaction between teacher and student but it is more specific.
- A teacher will interview students for assessment purpose so it is not about students conducting interview of other to gain information.

The goals of the interview are for:

- Assess the student's oral production
- Ascertain a student's needs before designing a course or curriculum
- Seek to discover a student's learning styles and preferences
- Ask a student to assess his or her own performance, and
- Requests an evaluation of a course

ALTERNATIVE WAYS OF ASSESSMENT

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

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

Time: 15 min

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

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

► Procedure:

□ ☺ ☺ ☺ (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

~ *What do you think the task of the project was?*

~ *How many students do you think worked on the task?*

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

~ *How much time do you think the project took?*

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

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

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

Objective: to introduce the concept of transferable skills and criteria to assess them Time: 30 min

Materials: board, markers, flipchart paper

► Procedure:

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

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

Make a list of skills on the board/flipchart.

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

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

Possible answers:

1. 4 skills – speaking, writing, listening, reading; decision making, leadership skills, team work, time management, negotiation, problem solving, research skills, IT skills, people skills

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

3. Teachers can suggest the tasks which will involve these skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

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

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

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

While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of **criteria** they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer

to the session on Giving Feedback on Writing in module 1) Make the point that if a task aims at developing the ability to work in groups, or decisionmaking skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:

Language accuracy

Information (content)

Design (creativity)

Structure of information

Evidence of research

Evidence of group work (contribution of each group member)

□ ☺ ☺ (5-6 min) Say that now you want participants to practise. Distribute handout 1 □ to each participant. Allow participants to discuss the project task in pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria.

Tell participants to follow the questions on the handout.

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

Suggested criteria (you can accept any well-argued variations):

Language accuracy **2 points**

Information (content) **2 points**

Structure of information **1 point**

Evidence of research **2 points**

Visual aids **1 point**

Evidence of group work (contribution of each group member) **2 points**

□ (2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

Activity 3 More ideas

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

Time: 35 min

Materials: handout 2

► Procedure:

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

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

Possible answers:

Seen examination

Open book examination

Observations

Posters

Projects

Portfolio

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

1. *When would you use each type of assessment from the list on the board? Why?*

2. *What types of assessment can offer students some feedback?*

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

Suggested answers:

Answer 1

Seen examination mid semester, end semester

Open book examination mid semester, end semester
Students' observations start semester, mid semester
Posters mid semester, end semester
Projects start semester, mid semester
Portfolio over semester

Answer 2 and 3

It will depend on the subject and teacher's view on the tasks. Posters, projects and portfolios look more process-oriented and developmental than exams which are usually used as final types of assessment. Students are usually given detailed feedback on interim tasks. Refer to the difference between **progress and achievement types of assessment** and make the point that usually progress-oriented types of assessment give students an opportunity to improve their performance on the basis of the feedback they receive. Such types of assessment are called **formative assessment**. Students are given feedback and they can monitor their progress. Formative types of assessment are stepping stones in learning. **Summative assessment types** summarise students' skills and knowledge gained during a certain period of study. Often, students are only given a grade. It is usually a matter for the teacher to decide whether or not to give feedback on an exam.

It should be mentioned that it is up to the **teacher** to decide which type of assessment will best serve which particular purpose.

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

Type of assessment

Progress or achievement

What skills it will test

The percentage weighting (from the overall 100 percent for the semester)

Task description (very briefly, just an idea would be fine here)

Time allocated for students Individual or group

Assessment criteria

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

Summary

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

ALTERNATIVE WAYS OF ASSESSMENT

Activity 2, Handout 1

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

~ *What will the marking criteria be?*

~ *Are all the criteria equally important?*

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

Task for students

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

1. think about the specific things in the zoo you would like to concentrate on;

2. visit the zoo and collect all the necessary information;
 3. analyse the information you have collected and think how you can use it to write an article;
 4. think about the article structure;
 5. write the article.
2. You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project.
- Submit both papers (an article and a report) in 4 weeks time.

ALTERNATIVE WAYS OF ASSESSMENT

Activity 3, Handout 2, Types of assessment

TYPE OF ASSESSMENT	DESCRIPTION	WHAT IT TESTS
Standard examinations – unseen paper of limited choice	Usually open ended questions, multiple choice questions, fill in the gap questions pre-selected or developed by the teacher and given on the day of the exam.	Retrieving knowledge from memory, working under pressure, writing skills, structuring information, problem solving, argumentation skills.
Seen examination	Open ended questions. Sometimes case studies or problem solving questions. Pre-selected by the teacher. Given to students some time before the exam to allow students an opportunity to peer exchange, research, reflect. Then written under timed conditions	All above plus research skills, use of resources, (less emphasis on memory), reflection.
Open book exam	Students are allowed to use notes and/or reference books during the exam.	Finding information, working under pressure, more complex tasks can be set.
Examinations with optional questions – students can choose the questions they wish to answer	Teacher offers a number of questions, and students can choose a certain number to be answered – usually if 10 questions are offered 6-7 must be answered.	Evaluation, synthesis, analysis, decision making; (good for mixed ability groups).
Observation reports or notes	Students do observations (pre-service teachers observing an experienced teacher) and take notes which later can be used as the basis of a report.	Skills of observation, note taking, analysis, evaluation, interpretation;
Essays	Students are given a topic to discuss in written form.	Writing skills, structuring info, reflection, planning;
Critiques and reviews of literature/film/TV show/event/etc	Students are required to write a review on a book they read, or a film they watched.	Evaluation, summarizing, arguing the point of view
Newsletter article	Written task for an imaginary audience.	Writing skills, research, creativity, writing for a particular audience
Oral presentations	Students are given a certain topic or they can choose their own topic for their presentation. Usually a presentation lasts	Oral skills, non verbal communication, using visual aids, interpersonal skills, team work

	about 5-10 minutes and is supported with visual aids.	
Posters	Students are given a task to be done over a certain period of time. Can be even done during one lesson. A poster presents the process and results of the task.	Creativity, presenting information to a reader, graphical presentation skills, selection, evaluation
Projects (individual and group)	Students are given a task to be done over a certain period of time. Usually the task is to produce something such as a poster, a leaflet, a mini book, a set of pictures, a CD, etc.	Planning, organization, creativity, group work
Portfolios	Collection of materials produced by students over a certain period of time.	Reflection, personal development, application of knowledge
Audio and video	Students are given a task to make an audio tape (dialogue, monologue, role play, etc) or a video tape on a specific topic.	Presentation skills (individual or group), creativity, IT skills
Diary for self-assessment	Students are required to keep a diary to monitor their own progress. This can be designed in a particular way so that marks can be allocated.	Reflection, personal development, application of knowledge
Peer assessment	Students work out criteria and assess each other.	Reflection, personal development, application of knowledge

ALTERNATIVE WAYS OF ASSESSMENT

Activity 3, Handout 3, Proforma

TYPE OF ASSESSMENT

What skills it will focus on

The percentage weighting (from the overall 100 percent for the semester)

Task description (very briefly, just an idea would be fine here)

Time allocated for students

Individual or group

Assessment criteria

Lesson 12. Planning of assessment. Critical analysis of assessment

Module: Language Testing and Assessment

Topic: Planning of assessment. Critical analysis of assessment

Time: 80 minutes

Aim: To let students analyse planning of assessment and critical analysis of assessment

Materials: 1. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1.

Purposes of Classroom Assessment (https://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf)

1. Assessment *for* learning is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether

students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

2. Assessment *as* learning is a process of developing and supporting metacognition for students. Assessment *as* learning focusses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning.

3. Assessment *of* learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

Balance and Tensions in Assessment Purposes

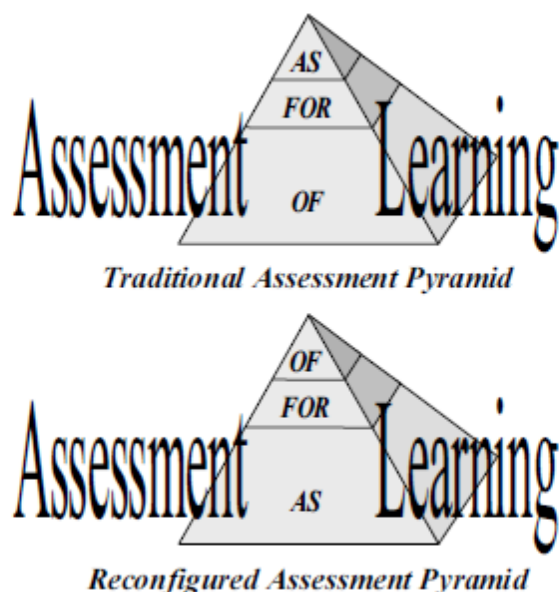
Assessment *for* learning, assessment *as* learning, and assessment *of* learning all serve valuable, and different, purposes. It is not always easy, however, getting the balance right. If we want to enhance learning for all students, the role of assessment *for* learning and assessment *as* learning takes on

a much higher profile than assessment *of* learning. Traditionally, the focus of classroom assessment has been on assessment *of* learning—measuring learning after the fact, using the information to make judgements about students' performances, and reporting these judgements to others. Teachers traditionally have also been using assessment *for* learning when they built in diagnostic processes, formative assessment, and feedback at various stages in the teaching and learning process, though it was often informal and implicit. Systematic assessment *as* learning—where students become critical analysts of their own learning—was rare. Although some teachers have incorporated self-assessment into their programs, few have systematically or explicitly used assessment to develop students' capacity to evaluate and adapt their own learning.

The first pyramid illustrated in Fig. 2.1 shows the traditional relationship of the three approaches to one another, assessment *of* learning being the predominant focus. The second pyramid suggests a reconfiguration of the balance among the three approaches, one that emphasizes assessment *as* learning, and assessment *for* learning. Assessment *of* learning has an important role to play, but is used only when summative judgements are required. It is purpose that dictates how assessment is constructed and used. If the purpose is enhancing learning, the assessment needs to give students an

opportunity to make their learning apparent without anxiety or censure. If the purpose is checking learning for reporting, teachers need to be especially concerned about the quality of the assessment, and how it might be used by others. It is very difficult, and sometimes impossible, to serve three different assessment purposes at the same time. It is important for educators to understand the three assessment purposes, recognize the need to balance among them, know which one they are using and why, and use them all wisely.

Fig. 2.1 Balance Among Assessment Purposes



Earl, Assessment as Learning: Using Classroom Assessment to Maximize Student Learning

Planning the Assessment Process

Careful planning is required to ensure that there are logical connections among the purpose, methods, and use of the results. Classroom assessment is planned in relation to purpose and in alignment with curriculum and instruction. Curriculum, assessment, instruction, and learning are interconnected and interact in an iterative and sometimes (but not always) cyclical process. All four need to be aligned and coherent for the learning to be effective and meaningful. The process of planning is what provides a blueprint that centres on the purpose, makes the connections explicit, and creates a coherent organizational structure. Against this blueprint teachers can constantly question their strategies: Are my strategies still appropriate and aligned? Do I need to make adjustments or perhaps even shift direction? Although teachers do not need to adhere strictly to their

plans, without proper planning it is difficult to ensure balance and coherence.

Backward Mapping: Planning with the End in Mind

As teachers, we sometimes begin planning a unit or sequence of learning activities by identifying a topic and favoured lessons and activities that optimize the resources we already have on hand, then proceed with teaching the material. Somewhere at the end of this process, we assess what students have learned, only to discover that the lessons or the assessment tools did not align well with curricular expectations.

Backward mapping, on the other hand, creates the necessary alignment among desired outcomes, assessment tools, and teaching strategies by turning the planning process on its head. It prompts us to start at “the end” with the goals and outcomes we hope to achieve. Once the Where do we need to end up? question is answered, then the subsequent questions How can we best get there? and How will I know when we’ve arrived? can be considered. Backward mapping requires us not only to think about the curricular goals we want students to meet, but also to deconstruct the complex learning processes involved to identify the stages of learning. It also requires us to consider the misconceptions and confusions we might encounter along the way, and decide how we will assess whether students are progressing toward the goals. Only then should we begin considering which assessment and instructional strategies would work best to support students in working toward the desired outcomes.

MODUL 4. CLASSROOM INVESTIGATION 2

MODUL 4. AUDITORIYANI O'RGANISH (TADQIQ ETISH) FANI

Introduction to and overview of the course

Module:	Classroom investigation 2
Topic:	Introduction to and overview of the course
Time:	80 minutes
Aim:	To introduce the students to the course of classroom investigation
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Classroom investigation 2

Objectives: To raise Ss' awareness of importance and appropriacy of classroom observation

To help Ss to plan the classroom observation procedure

Level: upper-intermediate and above

Materials: blackboard, handouts

- Sources: Wajnryb R. (2003) *Classroom Observation Tasks: Cambridge Teacher Training and Development*, CUPgg
- Wallace M.J. (2004) *Classroom Observation Tasks: Cambridge Teacher Training and Development*, CUP

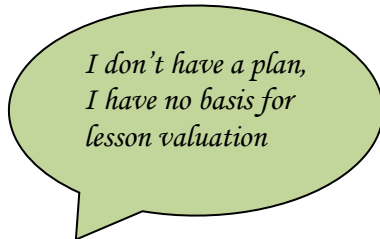
Time: 80 minutes

	Procedure	Objectives	Mode of interaction	Time	Materials
1	1. T. starts with asking Ss the following questions: <ul style="list-style-type: none"> • Do you know what the lesson plan is? • What are the lesson plans written for? • What should be written in the lesson plan? • Is it necessary to write the lesson plans? Why? 	Warm-up, explore the case-study	Small group	20 min.	Handout 1
	2. Now Ss read and discuss the opinions of various teachers on the given problem. (handout 1) 3. In small groups Ss write instruments and participants they would use to research the problem. 4. One S from each group presents the plan, written on the paper/transparency. T. emphasises the importance of	Explore the details of classroom observation purpose and procedure	Whole group	15 min.	'Action Research For Language Teachers', p. 104-124 Handout 2 Handout 3

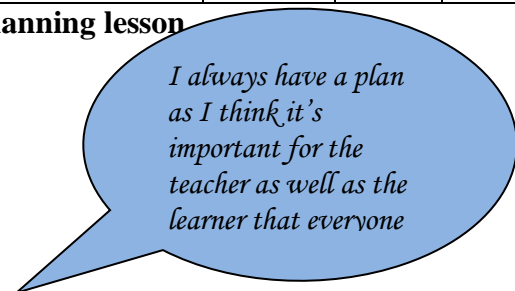
2	<p>classroom observation, as one of the most evident tools that may help in the research. T. asks Ss to try to answer the following questions:</p> <ul style="list-style-type: none"> • What is classroom observation? • Have you had any teachers observing your lessons? What was the aim? • What is the purpose of the classroom observation? <p>T. informs Ss about:</p> <ol style="list-style-type: none"> 1. Aims of observation 2. Procedure of classroom observation: <ol style="list-style-type: none"> a. Before the lesson b. During the lesson c. After the lesson <p>Ss in small groups (3-4 Ss) discuss and :</p> <ol style="list-style-type: none"> 1. Choose the aspects of planning language teaching (handout 2) that are relevant to the lesson observed during the research into lesson planning (at least 3). 2. Fill in the table (handout 3) indicating the inference the observer can make concerning the teacher's decisions. 	Explore focused observation	T. speaks	20 min.	
3		Let Ss reveal the importance of the last step of the observation	Small group	20 min.	
4	<p>One S from each group presents the results of group discussion. T. and other Ss make comments and ask questions.</p> <ol style="list-style-type: none"> 1. Ss are divided into two groups, discuss the following questions written on the bb: <ul style="list-style-type: none"> • What should be done after the observed lesson? • Should the observer ask any questions? If yes? What questions can be asked? • Should the observer give any comments? Why? 2. Ss write the results of the discussion on the poster. Then the posters are exchanged and discussed by the other group. 3. One S from each group speaks on the discussed poster. Discussion follows. 	Independent study Self-study	Small group	5 min.	
5	<p>Homework: Further Reading:</p>				

	Wajnryb R. (2003) Classroom Observation Tasks: Cambridge Teacher Training and Development, CUP				
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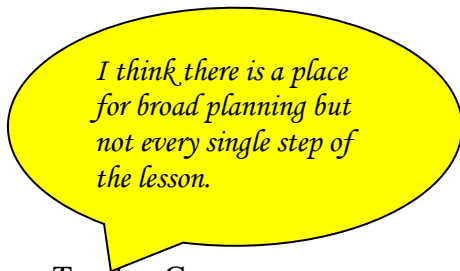
Handout 1. Answers to the question: is it worth planning lesson



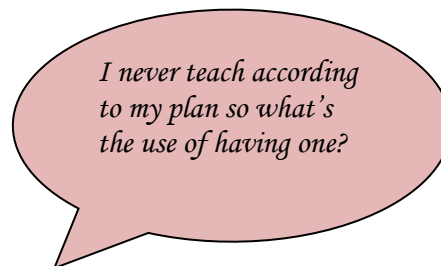
Teacher A



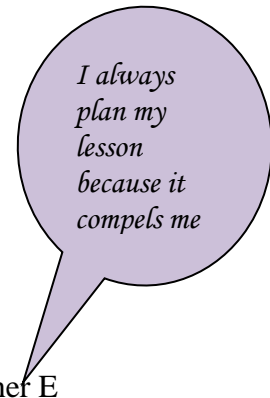
Teacher B



Teacher C



Teacher D



Teacher E

Handout 2. Aspects of planning language teaching

1. Establishing a certain classroom atmosphere
2. Motivating the students to take part in the lesson
3. Realistically contextualising language
4. Involving the students and drawing out passive knowledge
5. Lexis: how much to teach, what to teach, when and how to teach
6. Checking for comprehension and learning
7. Providing safe contexts for practice
8. Helping students to identify rules and organise
9. Shifting the focus and patterns of interaction
10. Setting up activities that promote communication
11. Establishing a framework in which students work without the teacher
12. The aids to be used in various parts of the lesson
13. How information to be organised
14. Integrating skills involved in the lesson

15. Ending the lesson and linking it to previous/future ones

Handout 3. What inference can you make concerning the teacher's decisions?

Observation	Inference	Discussion questions
1. T. uses pictures and realia to explain meaning of words	Evidence of planning –these words considered potentially difficult	How were the difficult words chosen?

LESSON PLAN 1. The importance of classroom investigation or research

Module:	Classroom investigation 2
Topic:	The importance of classroom investigation or research
Time:	80 minutes
Aim:	To let students analyse the importance of classroom investigation or research
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- to introduce the idea of classroom research and how teachers can benefit from it
- to invite participants to explore an example of classroom investigation

Activity 1 Teachers as researchers

Objective: to establish a starting point for further discussion

Time: 20 min

Materials: markers, board/flipchart

Procedure:

- 😊 (7 min) Ask participants the following questions:
 1. Do you often change something (e.g. activities, room layout, etc) in your teaching?
 2. How do you know that you need to change something?

Possible answers:

1. Answers will vary
2. By observing students' learning, by analysing the results of assessment, by analysing the way you teach, or other answers

- 😊 (5 min) Say that when teachers reflect on their practice and wish to change and improve certain things, they are actually taking the first steps towards classroom research. Put the phrase 'classroom research' on the board and ask participants to brainstorm the actions they associate with the phrase. Put all the ideas on the board.

E.g. asking questions, observing, analysing, probing, trying out something new, checking, comparing, reading, talking, looking for, etc.

- (3 min) Establish the following –
Classroom research is critical analysis of teaching practices with the purpose of improving teaching and students' learning. It is entirely teachers' responsibility to monitor, analyse, and adjust processes in the classroom. Often teachers observe what happens in the classroom and see that something works particularly well but other things have to be changed. This process can be called classroom research.
- 😊 (5 min) (Optional) Ask participants if any of them have ever done any type of classroom research. Provide your own example (**you should prepare an example in advance**).

Activity 2 Video example

Objective: to explore the example of classroom research and introduce some techniques of data collection

Time: 30 min

Materials: video

- 😊 (2 min) Say that participants will watch a video fragment in which a teacher will be talking about her classroom research. Say that they will need to answer the following questions (write them on the board):

1. What problem did the teacher talk about?
2. What exactly did she do to solve this problem?
3. What did she achieve?

Suggested answers:

1. Students' motivation
2. Experimenting with new activities – trialling
Observation
Questionnaire
Interview
Journal
3. Having analysed the information that she collected she managed to raise her students' motivation.



- (10 min) Say that the teacher will be talking about many different things and participants will have to be attentive to answer the questions. Play the video (if necessary, play it twice).
- 😊😊😊 (7-10 min) Form 4-5 groups and invite participants to share. Ask groups to draw up a list of things done by the teacher to solve the problem.
- 😊 (5-8 min) Invite groups to share and write down all ideas on the board. (See suggested answers above). Say that the ways to find the answer to the problem are often called research methods and all of them are used to collect some classroom data with the purpose to analyse it. We will explore this in more detail in a follow-up session.

Activity 3 Why research your classroom?

Objective: for participants to explore some ideas of usefulness of classroom research

Time: 25 min

Materials: markers, board/flipchart

Procedure:

- 😊 (5 min) Ask the whole group the following questions:
 - ~ Having analysed the case in the video fragment, do you think that teachers can benefit from conducting classroom research?

- ☹☹☹ (10 min) Form 4-5 groups. Ask groups to think about the following question:

- ~ How can classroom research help teachers?

It can:

- ~ help them become more aware of factors influencing learning in their own classrooms
- ~ get feedback as to the success or failure of what they are doing
- ~ help them tailor their teaching to respond to their learners' needs and specific contexts
- ~ justify their choices in teaching
- ~ increase their knowledge about teaching and learning
- ~ become independent
- ~ cooperate with colleagues

- 😊 (10 min) Invite groups to share and make a list of benefits on the board.
- Establish that it is not always easy to conduct classroom research but both teachers and students benefit from it very much.

Summary

5 min

Establish the following:

- Classroom research is a way to reflect on teaching.
- Classroom research is very important to any teacher. Repeat the benefits of classroom investigation from the last activity.
- Mistakenly, teachers are discouraged by the term 'Classroom research' and think that it requires specific skills and preparation. However, research can be a very interesting and motivating process done on a day-to-day basis. In reality all teachers are researchers in their classrooms because they always want to improve the way they teach and the way their students learn.

CLASSROOM RESEARCH

Video script

Context – teacher in the classroom, students in the background busy working on posters.

Interviewer: What are your students doing now?

Teacher: As you see, they are all busy at the moment (*about the students*) ... working on the final version of their posters.

Interviewer: Can you tell me something about the group?

Teacher: I am teaching them for the second year. They're very interesting and I even started a journal last academic year in which I have put all interesting things that happened during our classes. They're all future irrigation engineers. English is not very important for them. Maybe only for those who intend to study abroad.

Interviewer: So what kinds of problem do you have with the group?

Teacher: My biggest problem with them was that they 'visited' my classes only to get marks in order not to fail the subject. They had no genuine interest in English. I believed something should be done about it. After all, I have always been so enthusiastic about learning a foreign

language myself that I thought I could spark anyone with my enthusiasm. To spark this group was a real challenge.

Interviewer: I can understand that. So how did you go about it?

Teacher: Well, traditional exercises seemed to annoy them although they did them obediently for the sake of getting a mark. I decided to try out some new activities and see if it would make any difference. So, one day they came for the next assignment and were completely surprised when I said there wasn't one. Instead, I asked them to help me to do a crossword. I made enough copies for everyone and we managed to finish the puzzle successfully with a certain degree of interest. I observed the students' behaviour during the activity and saw that some of them were more involved than others. Then I decided to start a discussion about the educational usefulness of crosswords. During this discussion I noticed that those not very interested before got involved this time. They commented about 'wasting time on childish activities, instead of doing grammar exercises from the textbook'. I wrote in my journal that day: *how to balance 'interesting' and 'serious' so that everyone feels the need to be in my lesson not only 'physically' but 'mentally' as well?*

Interviewer: I see. And how did you take this further?

Teacher: Well, I offered more activities – I got a lot of the ideas for them from books - and every time I watched for reactions and made some written comments. After a while, I had a rough idea what worked best for the whole group. But to double check my conclusions I designed a very simple questionnaire. What I got from it - by the way I think questionnaires are very useful - was guidance on how I can run my classes to address everyone's needs, to satisfy all learners.

Interviewer: Sounds very promising. Did you try anything else?

Teacher: Yes, during one of the classes I encouraged my students to ask me as many questions as possible about the way we study English. I was amazed by the quality of their questions. It was a kind of non-traditional interview with questioning and answering roles reversed, and it ended up with an open discussion during which we planned our future classes together.

Interviewer: This really seems like a big breakthrough. Have you gone any further with these ideas?

Teacher: Well, this year a new colleague joined our team. During one of our discussions she complained about very similar things. I told her my story and showed her my journal notes. She found them very useful and suggested that I could describe my experience for our colleagues or even present it as a case study at a conference.

Interviewer: Great! Go for it! And thanks for sharing all this with us. It was fascinating.

LESSON PLAN 2 Stages of classroom investigation (teacher problem identification and formulating a realistic research question)

Module:	Classroom investigation 2
Topic:	Stages of classroom investigation (teacher problem identification and formulating a realistic research question)
Time:	80 minutes
Aim:	To let students analyse stages of classroom investigation
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Classroom investigation II

Objectives:

- To introduce participants classroom investigation procedures
- To familiarize participants with research methods

Lead-in

Time: 15 min

Materials: Handout 1

Procedure:

Ask participants to match classroom research procedures to their definitions.

Possible answers:

<i>Teaching journals</i>	Written or recorded accounts of teaching experiences.
<i>Lesson reports</i>	Written accounts of lessons which describe the main features of the lessons.
<i>Surveys and questionnaires.</i>	Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
<i>Audio and video recordings</i>	Recordings of a lesson, or part of a lesson.
<i>Observation.</i>	Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).

Activity 1.

Time: 15 min

Materials: Handout 2

Procedure:

- Ask participants to put their answers in the boxes
- Possible answers:

	Purpose	Advantages	Disadvantages	Procedure
1	Providing a full record of the lesson for analysis	Full, detailed and objective record of the lesson	Can be intrusive, reviewing is time consuming	Audio and video recordings
2	Regular monitoring of the aspects of the lesson	Quick and simple procedure focuses on specified aspects	Subjective record of the lesson Partially record of the lesson	Lesson reports
3	Finding out about other teacher's lessons	Learning from others	Some teachers may not like this, as it seems evaluative	Lesson observations
4	Large- scale investigation of practices and attitudes	Large amounts of data	Subjective record; questions may not be understood	Survey and questionnaires
5	Capturing a record of a lesson for later reflection	Provides record which may trigger insights of a teaching	Subjective record of the lesson	Teaching journals

Activity 2

Time: 25 min

Materials: None

Procedure:

Ask participants the following questions:

1. What is classroom investigation?
2. How do you understand qualitative and quantitative research? And, which of them is more applicable to language teachers? Why?
3. What is action research?

4. Why should teachers do action research?
5. What is the role of classroom observation in classroom research?

Possible answers:

1. In every lesson and in every classroom, events occur which the teacher can use to develop a deeper understanding of teaching. Teachers sometimes fail to exploit these events, letting momentum of all the other events of the day take precedence. And yet these experiences can serve as the basis for critical reflection, if teachers can find ways to capture the thoughts of and reactions to these events, as well as ways to gather fuller information about the events themselves. From this basis, classroom investigation can help to develop strategies for intervention or change, depending on teachers' needs. A number of simple procedures are introduced that can be used to help teachers investigate classroom teaching.
2. Qualitative research is non-numerical. This type of research can be based on observations or statements of opinion, and data can come from such sources as interviews, journals, field notes, and diaries. Quantitative research is numerical. This type of research relies on data which can be reported in numbers.
3. Action research is thus research on the smallest scale: that of the individual teacher in his/her classroom carrying out investigations into teaching and learning in very specific contexts with very specific groups of learners. Action research is what the reflective practitioner actually does in the classroom. It is typically direct intervention with only limited possibilities for control. Although it can take on many forms, action research in classrooms basically involves taking an action and systematically observing what follows.
 To help them notice what they and their students really do, rather than what they think they do. To get feedback as to the success or failure of what they are doing.
 To help them tailor teaching and learning to their learners and their settings.
 So that they are able to justify the teaching and learning choices they make.
 To increase their knowledge of learning and teaching and become authorities on teaching.
 To become less dependent on decisions made by people who are far away from their learning and teaching sites, people like textbook writers and school administrators.
 To ensure that they don't become bored with teaching.
4. When the teaching and learning of a foreign language takes place in a formal setting, it is necessary to observe and analyse systematically what is going on in order to understand such teaching and learning processes. Classroom observation has been used with different purposes: to compare teaching methods, to study the most efficient classroom techniques, to evaluate teachers and materials, etc. All these topics are fundamental components of classroom research. So, observation becomes one of the most important techniques to study what actually happens inside the classroom in a systematic way. Thus, the role of the classroom observation is very crucial in classroom investigation.

Activity 3

Time: 15

Materials: Handout 3

Procedure:

- The table below gives three paradigms of classroom investigation.
- Ask participants to put each of the headings *{mixed; quantitative; qualitative}* next to the paradigm where they think it belongs.
- Possible answers:

paradigm 1:	paradigm 2: ---	paradigm 3:
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<i>Qualitative</i>	<i>Quantitative</i>	<i>Mixed</i>
1. <i>non-experimental design</i> a researcher kept a diary of her experiences as a language learner	1. <i>experimental or quasi-experimental design</i> the discussions of 10 groups of different sizes were recorded	1. <i>experimental or quasi-experimental design</i> a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.
2. <i>qualitative data</i> the diarist recorded her feelings about different aspects of the course	2. <i>quantitative data</i> the data from the recorded discussions were coded according to previously used category systems	2. <i>qualitative data</i> the researcher analysed their impressions and opinions of the lesson

Activity 4 Time: 20 min

Materials: Handout 4

Procedure:

- Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and discuss:
 - Is any qualitative data necessary to research any of the written research questions? If yes, how this data can be got? (students' tests, questionnaires, etc.)
 - What are the reasons of collecting quantitative data to research the question/problem?
- Ask participants to share filled table and report about the discussed answers to the stated questions.

Possible answers: participants' answers

List of research questions	Possible ways of collecting a quantitative data, if necessary
1. To what extent do my students progress in reading? What are the reasons?	- Examining students' tests, assignments - Students questionnaire
2. What are the ways of dealing with challenging students?	- Not necessary
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Handout 1

Match the classroom investigation procedures with their definitions.

<i>Teaching journals</i>	Recordings of a lesson, or part of a lesson.
<i>Lesson reports</i>	Written or recorded accounts of teaching experiences.
<i>Surveys and questionnaires.</i>	Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).
<i>Audio and video recordings</i>	Written accounts of lessons which describe the main features of the lessons.
<i>Observation.</i>	Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.

Handout 2

Here is a table giving the purpose of each procedure and some advantages and disadvantages. Which procedure is being described on each line? Put your answers in the box.

	Purpose	Advantages	Disadvantages	Procedures
1	Providing a full record of the lesson for analysis	Full, detailed and objective record of the lesson	Can be intrusive, reviewing is time consuming	
2	Regular monitoring of the aspects of the lesson	Quick and simple procedure focuses on specified aspects	Subjective record of the lesson Partially record of the lesson	
3	Finding out about other teacher's lessons	Learning from others	Some teachers may not like this, as it seems evaluative	
4	Large- scale investigation of practices and attitudes	Large amounts of data	Subjective record; questions may not be understood	
5	Capturing a record of a lesson for later reflection	Provides record which may trigger insights of a teaching	Subjective record of the lesson	

Handout 3

Put each of the headings {mixed; quantitative; qualitative} next to the paradigm where you think it belongs.

paradigm 1:	paradigm 2:	paradigm 3:
1. non-experimental design a researcher kept a diary of her experiences as a language learner	1. experimental or quasi-experimental design the discussions of 10 groups of different sizes were recorded	1. experimental or quasi-experimental design a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.
2. qualitative data	2. quantitative data	2. qualitative data

the diarist recorded her feelings about different aspects of the course	the data from the recorded discussions were coded according to previously used category systems	the researcher analysed their impressions and opinions of the lesson
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Handout 4

Fill in the table. And discuss the reasons of collecting quantitative data to research some of the questions/problems.

List of research questions	Possible ways of collecting a quantitative data, if necessary
1. To what extent do my students progress in reading? What are the reasons?	- Examining students' tests, assignments - Students questionnaire
2. What are the ways of dealing with challenging students?	- Not necessary
3.	
4.	
5.	
6.	
7.	
8.	
9.	

LESSON 3. Teacher problem identification and formulating a realistic research question

Module:	Classroom investigation 2
Topic:	Teacher problem identification and formulating a realistic research question
Time:	80 minutes
Aim:	To let students analyse teacher problem identification and formulating a realistic research question
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Teacher problem-solving principles and techniques

Many instructors in engineering, math and science have students solve “problems”. But are their students solving true problems or mere exercises? The former stresses critical thinking and decisionmaking skills whereas the latter requires only the application of previously learned procedures. True problem solving is the process of applying a method – not known in advance –

to a problem that is subject to a specific set of conditions and that the problem solver has not seen before, in order to obtain a satisfactory solution.

Below you will find some basic principles for teaching problem solving and one model to implement in your classroom teaching.

Principles for teaching problem solving

- **Model a useful problem-solving method.** Problem solving can be difficult and sometimes tedious. Show students by your example how to be patient and persistent and how to follow a structured method, such as Woods' model described here. Articulate your method as you use it so students see the connections.
- **Teach within a specific context.** Teach problem-solving skills in the context in which they will be used (e.g., mole fraction calculations in a chemistry course). Use real-life problems in explanations, examples, and exams. Do not teach problem solving as an independent, abstract skill.
- **Help students understand the problem.** In order to solve problems, students need to define the end goal. This step is crucial to successful learning of problem-solving skills. If you succeed at helping students answer the questions "what?" and "why?", finding the answer to "how?" will be easier.
- **Take enough time.** When planning a lecture/tutorial, budget enough time for: understanding the problem and defining the goal, both individually and as a class; dealing with questions from you and your students; making, finding, and fixing mistakes; and solving entire problems in a single session.
- **Ask questions and make suggestions.** Ask students to predict "what would happen if ..." or explain why something happened. This will help them to develop analytical and deductive thinking skills. Also, ask questions and make suggestions about strategies to encourage students to reflect on the problem-solving strategies that they use.
- **Link errors to misconceptions.** Use errors as evidence of misconceptions, not carelessness or random guessing. Make an effort to isolate the misconception and correct it, then teach students to do this by themselves. We can all learn from mistakes.

Woods' problem-solving model

1. Define the problem
 - **The system.** Have students identify the system under study (e.g., a metal bridge subject to certain forces) by interpreting the information provided in the problem statement. Drawing a diagram is a great way to do this.
 - **Known(s) and concepts.** List what is known about the problem, and identify the knowledge needed to understand (and eventually) solve it.
 - **Unknown(s).** Once you have a list of knowns, identifying the unknown(s) becomes simpler. One unknown is generally the answer to the problem, but there may be other unknowns. Be sure that students understand what they are expected to find.
 - **Units and symbols.** One key aspect in problem solving is teaching students how to select, interpret, and use units and symbols. Emphasize the use of units whenever applicable. Develop a habit of using appropriate units and symbols yourself at all times.
 - **Constraints.** All problems have some stated or implied constraints. Teach students to look for the words only, must, neglect, or assume to help identify the constraints.
 - **Criteria for success.** Help students to consider from the beginning what a logical type of answer would be. What characteristics will it possess? For example, a quantitative problem will require an answer in some form of numerical units (e.g., \$/kg product, square cm, etc.) while an optimization problem requires an answer in the form of either a numerical maximum or minimum.
2. Think about it

- **“Let it simmer”.** Use this stage to ponder the problem. Ideally, students will develop a mental image of the problem at hand during this stage.
 - **Identify specific pieces of knowledge.** Students need to determine by themselves the required background knowledge from illustrations, examples and problems covered in the course.
 - **Collect information.** Encourage students to collect pertinent information such as conversion factors, constants, and tables needed to solve the problem.
3. Plan a solution
- **Consider possible strategies.** Often, the type of solution will be determined by the type of problem. Some common problem-solving strategies are: compute; simplify; use an equation; make a model, diagram, table, or chart; or work backwards.
 - **Choose the best strategy.** Help students to choose the best strategy by reminding them again what they are required to find or calculate.
4. Carry out the plan
- **Be patient.** Most problems are not solved quickly or on the first attempt. In other cases, executing the solution may be the easiest step.
 - **Be persistent.** If a plan does not work immediately, do not let students get discouraged. Encourage them to try a different strategy and keep trying.
5. Look back
- Encourage students to reflect. Once a solution has been reached, students should ask themselves the following questions:
- Does the answer make sense?
 - Does it fit with the criteria established in step 1?
 - Did I answer the question(s)?
 - What did I learn by doing this?
 - Could I have done the problem another way?

Handout 2. Case study

Success Story

Last week during our class meetings, I noticed a disturbing habit developing among my students. Sometimes they don't want to switch seats and move away from their best friends, and sometimes they want to be the last one standing (when we do an activity that has us sit down after our turn). Then we talked about how this might make everyone else feel and how it might affect our class community. We agreed that this was a problem because it did not make everyone feel welcome. Finally, I asked them for suggestions to solve the problem.

We have been working on problem solving all year. I started by teaching my students that solutions always need to be related, respectful, reasonable, and helpful. This is a challenge for students who often think of punishments before solutions. As we started talking about possible solutions to this problem, the first few solutions were not surprisingly more like punishments, such as, having the culprits sit out of future greetings and activities until they were being kind, or skipping offenders in the circle. However, the more we talked, the more they began to consider ways to prevent the problem from even occurring. Eventually we settled on two possible preventative solutions:

- 1) they could come to the circle separately and choose a place to sit away from close friends so they wouldn't be tempted to resist moving.
- 2) we could make assigned seats around the circle so that no one would feel uncomfortable about moving if necessary.

At this point, I told the class I would consider both solutions. It seems that I've taught them well about how to solve problems fairly because immediately one student suggested that I let the class vote. It was hard to argue with her logic and truthfully both solutions were acceptable. So this morning we had a vote. I had the kids close their eyes and raise their hands. They voted (20-3) to

have assigned seats. When they opened their eyes and I announced the winning solution they started fist pumping with excitement.

I couldn't help but smile. I could never have imagined such a positive reaction to the idea of assigned seats for class activities. In fact, I suspect that had I forced the idea of assigned seats on them as a "punishment" or consequence, I would have heard lots of complaints and frustration. Yet when they could appreciate the problem and come to the solution on their own, they were more than willing to accept the idea. We immediately created a chart with assigned circle seats and by the afternoon they were already reminding each other where they needed to sit. Love it! Sarah Werstuik, Washington, D.C.

Lesson plan 4 Action planning (choosing appropriate data collection method)

Module:	Classroom investigation 2
Topic:	Action planning
Time:	80 minutes
Aim:	To let students analyse action planning
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- ☐ to give participants an opportunity to work on their action plans
- ☐ to give participants a chance to reflect on courses Year 4

Lead-in

Time: 15 min

Materials: none

► Procedure:

- ☐ ☐ Ask participants the following questions one by one:

1. How did your experience on this course contribute to your professional development?
2. Do you now think that your development as a teacher is over?
3. How will you continue your professional development? (*Possible answers: reading and writing articles; making presentations; conducting training for teachers; organising conferences etc.*)

☐ Summarise by saying that Continuous Professional Development (CPD) is very important for those who want to develop personally and professionally. Say that a well developed action plan is an important step towards CPD. Say that in this session they will have a chance to work on their action plans.

Activity 1 Reflection on Module 2

Objective: to give participants a chance to reflect on courses

Time: 30 min

Materials: handout 1 (questionnaires)

► Procedure:

☐ ☐ ☐ Say that before they start working on their action plans you want participants to share their reflection on course with their partners. They can tell each other what session they have benefited most or which sessions were unclear. They might talk about what they haven't liked about course

☐ As soon as they have finished sharing their ideas, distribute handout 1 ☐ to each participant and ask them to complete questionnaires individually based on their reflections. Say that these questionnaires are important to the course administration to improve the quality of the training; therefore, ask them to be as specific as possible in their answers to each question.

☐ When they have completed the questionnaires, collect them and thank participants for their efforts.

Activity 2 What will you do next?

Objective: to give participants an opportunity to work on their action plans

Time: 25 min

Materials: handouts 2 and 3

► Procedure:

☐ Distribute handout 2 ☐ to participants and ask them to complete it individually. Give them enough time.

☐ When they have finished, distribute handout 3 ☐ to each participant. Ask them to think about their dream goal (lifetime dream) about their profession (e.g. to become a teacher trainer) and write it on top of the pyramid.

☐ Ask participants to put their plans into categories given on handout 3 ☐.

☐ Invite volunteers to share their plans with the whole group.

☐ Comment on the plans if necessary. Note that sometimes participants may argue about short-term and long-term plans. As there is no exact border between the short term and long term, advise them not to worry too much about the distinction and simply to listen to each other.

Wrap up

Time: 20 min

Materials: four sheets of flip chart paper with participants' expectations done on the first day of the course in Session 1 (Activity 3), a small ball

► Procedure:

☐ Put the sheets of flip chart paper with participants' expectations written in Session 18 on the board. Take participants through their expectations. Ask them whether or not their expectations have been met. Discuss these expectations with participants and tick the ones they say have been met. If there are any expectations that participants do not think are met, comment on them.

☐ Invite participants to come to the middle of the room and make a circle. First throw a small ball to someone and ask him/her the following question:

How do you feel now that this programme has come to an end?

☐ That person answers the question and then throws the ball to someone else. In this way the activity continues till everybody answers the question.

☐ As a trainer, you can also tell participants all your positive feelings about them and the programme. On this point finalise the programme.

ACTION PLANNING TOWARDS CPD

Activity 1, Handout 1 Questionnaire

Classroom investigation

Questionnaire for Participants

Dear Participant,

We would like to know how far classroom investigation met your expectations, and how useful you found it.

Your name (Optional)

.....

City..... Institution

1. How do you feel by the end of Module 2? Tick as many boxes as you like.

- ☐ Interested
- ☐ Worried
- ☐ Confused
- ☐ Excited
- ☐ Bored
- ☐ Comfortable
- ☐ Relaxed
- ☐ Other, please specify

2. Which session(s) did you find most useful for your training context? Please specify.

.....
.....
.....

3. Which session(s) did you find least useful for your training context? Please specify.

.....
.....
.....

4. Did you benefit from the Distance Module? If you did, in what ways?

.....
.....
.....

5. What problems did you face in the Distance Module?

.....
.....
.....

6. What did you learn from microtraining?

.....
.....
.....

LESSON 5 OBSERVATION FOR DEVELOPMENTAL PURPOSES

Module: Classroom investigation 2

Topic: Observation for developmental purposes

Time: 80 minutes

Aim: To analyse observation for developmental purposes

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.


Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- to help participants explore the nature of observation in teaching
- to help participants explore the benefits of observation process

Activity 1 Nature of observation

Objective: to explore participants' personal experience of observation
Time: 10min
Materials: handout 1, markers, board/flipchart
Procedure:

- 😊 (3 min) Show a picture (handout 1) of a hairdresser and an apprentice who is observing her attentively and ask participants:
 - ~ Why do you think the apprentice is observing the hairdresser?
- 😊 (5 min) Accept the answers and ask the whole group more questions (not necessarily all of them):
 - ~ How did you learn to iron shirts/sew?
 - ~ How did you learn to fix a broken chair?
 - ~ How did you learn to cook/bake?
 - ~ How did you learn to change a light-bulb?

For most of the questions the answer may be “by observing”. If possible try to lead the group to this answer.

- 😊 (2 min) Establish that observation has its place and role in many spheres of human life. It can serve many different purposes. Refer to participants' personal examples and say that when observation takes place, the one who observes is getting information for further consideration/usage. Emphasise the fact that observation, apart from many other purposes, is a tool for learning and development as was seen from the examples.

Activity 2 Observation in teaching

Objectives:

- to review the types of observation which are appropriate in educational contexts
- to explore participants' personal experience of observation in teaching

Time: 40min

Materials: markers, board/flipchart

Procedure:

- 😊 (7 min) Invite participants to sit in a circle and start a discussion asking the following questions:
 - ~ Have you ever observed anyone or been observed by anyone?
 - ~ How does it feel to observe and to be observed?
- 😊 (7 min) Ask participants to form groups of 3 and to find out if there is a peer observation scheme/system in their universities/institutes and, if so, how it works. Monitor and listen in.
- 😊 (6 min) Summarise the discussion by saying that teachers in our institutions usually have to observe each other on a regular basis. Put the word ‘observation’ on the board and ask participants to brainstorm the purposes of observation they have been involved in. Summarise ideas on the board.

Suggested answers

- ~ Demonstration lesson – a teacher shares a particularly successful lesson or activity.
- ~ Novice teachers learn from their mentors.
- ~ Quality control (performance evaluation) – administration or more experienced teachers check the content and quality of teaching
- ~ Research – a researcher needs some classroom data

- ~ Professional development – teachers choose their partners and observe each other not because they must but because they find it useful.
- ~ Others

- ☹️ (5 min) Ask participants individually to think back and make notes about observations they have experienced recently. The following questions (displayed on the board) may be helpful:
 - ~ Were you an observer or an observee?
 - ~ What was the purpose of the observation?
 - ~ What did you learn from this experience?
 - ~ Were there any difficulties/problems?
- 😊😊😊 (10 min) Put participants in 4-5 groups. Invite them to share their notes. Monitor and listen in.
- 😊 (5 min) Ask the whole group:
 - ~ What were the most common types of observation mentioned during your group discussion?

Summarise the activity by saying that observation does take place in local universities. However, it has very limited purposes. Observation for developmental purposes is not usual practice. The objective of the next activity is to analyse how observation can become a developmental and mutually beneficial experience for an observer and an observee.

Activity 3 Observation for development

Objectives: to explore the benefits of observation for an observer and an observee

Time: 22 min

Materials: markers, board/flipchart, handouts 2 and 3

Procedure:

- 😊😊 (7 min) Put participants in pairs and distribute handout 2 📄 and 3 📄 to different pairs. Ask participants first to read the cases on the handouts individually and then to share their responses to the case studies with their partner.
- 😊😊+😊😊 (10 min) Put 2 pairs with different information together to form a group of 4. Ask participants to share and think about the following:
 - ~ What was the purpose of observation at the beginning of the story and how did it change by the end?
 - ~ Who benefited from the observation? Can you give examples?
- 😊 (5 min) Invite random comments from the whole group and summarise by saying that peer observation is an excellent opportunity for learning and development and both parties benefit from this process equally. Say that participants will be given an article that summarises the main points of peer observation and also talks about the benefits of this process.

Summary

8 min

- Distribute the article 'Peer Observation' by Graham White available from http://www.teachingenglish.org.uk/think/methodology/peer_observation.shtml and handout 4. Ask participants to read it by the next day and invite them to consider the following thinking questions (encourage participants to discuss these questions in small groups after the session):
 - ~ How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?

- ~ How can teachers in your institution be motivated to get involved in peer observation?
- ~ What can be done to avoid overloading teachers?
- ~ How can teachers become aware of the benefits of peer observation?
- ~ What can be done to make the evaluation of teachers' performance less threatening?

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Activity 1, Handout 1, Picture



OBSERVATION FOR DEVELOPMENTAL PURPOSES

Activity 3, Handout 2, Observer's story

I am head of department and one of my responsibilities is to observe every new teacher twice a year, keep written records and provide feedback to observees. Two years ago I happened to visit the classes of a young teacher Bokhodir who had just completed his Master's course and joined the university as a teacher. The first time I observed a lesson I was amazed at the way this young teacher handled his class. I never expected this from someone that young and with no experience in teaching. We talked after the class and I found out that Bokhodir is a very intelligent and enthusiastic young man open to new learning and eager to share his ideas. I asked his permission to come again and this time my purpose was different – I came to learn. What I saw in the class was interesting and engaging. For example, a different approach to dealing with students in a very informal way, a funny and engaging way to start a class with caricatures of famous people from the internet, which immediately made students laugh. I was even slightly worried that he would not be able to restore order. No, students laughed, speculated about the people they saw in caricatures and calmed down. What I understood was that Bokhodir was not 'afraid' of students with their probing, challenging questions and discipline issues. He treated them as equals and they respected him in return and that was the basis of the understanding and a very effective atmosphere in the class. I asked Bokhodir if I could borrow some of his ideas with a view to creating a better relationship with my own students. Later I invited him to observe me teaching. This is how our professional friendship started. Since that time we have become good friends. Observation gives us so much – sharing new ideas, analysing the old ones, collecting some data for his and my study and so on. We often talk and many of our colleagues who share the teaching room with us have become interested in our talks. They gradually joined in and peer observation has become a regular feature of our professional activity for all of us.

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Activity 3, Handout 3, Bokhodir's story

It has been 2 years since I started teaching. I had just joined the university and had hardly had three weeks of teaching when a lady approached me with a question about peer observation. She wanted to observe me and I did not mind. My major is Business and I have never studied

how to teach but this fact did not stop me from agreeing to be observed. The moment I started my teaching in this university I was sure I had made the right choice. I enjoyed being with students and being able to help them. The observation went well. I didn't feel any worry, no trembling hands, no nervousness. But I was aware of her presence in the classroom. She said we would have a feedback session later, but I thought it was just a formality and did not pay any attention to that. I was surprised when the next day she came again and asked if I had some time to talk. She was holding some papers in her hands and I caught a glimpse of my name there. This was the first time I started to worry because it was only then that I realised that she was doing her job – evaluating me. I will never forget the first feedback I got (I still keep the record of it). She was so supportive, mentioning many things that I did pedagogically right. It was an eye-opener for me because I did not realise that many of the things I did had certain educational principles behind them. And after that feedback session I started to reflect on other things she mentioned. I still consider many of them when I plan classes now (linking classes – showing students the role of a certain class in the overall picture in a course). Since then we have become friends. We often observe each other. We have team-taught several lessons and they all went extremely well. We talk a lot, share our successes and worries and many teachers have joined us over time. I like the way we work together and I feel that the fact that I do not have any formal education as a teacher is compensated for by having such experienced and open colleagues full of exciting ideas.

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Summary, Handout 4, Questions for reading the article

Think about the following:

- ~ How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?
- ~ How can teachers in your institution be motivated to get involved in peer observation?
- ~ What can be done to avoid overloading teachers?
- ~ How can teachers become aware of the benefits of peer observation?

What can be done to make the evaluation of teachers' performance less threatening?

Lesson 6 ASKING QUESTIONS AND ELICITING

Module:	Classroom investigation 2
Topic:	Asking questions and eliciting
Time:	80 minutes
Aim:	To analyse asking questions and eliciting
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:


- to raise participants' awareness of different kinds of questions that teachers ask
- to give participants practice in asking eliciting questions

Lead in

Time: 5 min

Materials: flipchart, markers

Preparation: Write the quotation on the board or flipchart

-  Draw participants' attention to the quotation on the board/flipchart (see below). Ask participants to read the quotation and express their opinion on it.
Teaching is more about asking the right questions than answering them.
- Establish that questions are the most important tools in teaching and learning and say that the session is devoted to this topic.

Activity 1 Graded questions

Objective: to raise participants' awareness of the importance of grading questions

Time: 15 min

Materials: handout 1

Preparation: write the five questions on the board/flipchart (see the table in bullet 1)

Procedure:

- ☹☹☹(10 min) Divide participants into four groups. Distribute handout 1 to each participant. Ask participants to look at the picture and the questions. Explain that they have to sequence them from easy to difficult: 1 – the easiest to answer, 5 – the most difficult.

Suggested answer:

#	Question	Number
1	Why is the dog not attacking the men?	4/5
2	Is the dog barking?	1/2
3	How many men are there?	2/1
4	What will the owners of the house find out when they come home?	5/4
5	What does the dog look like?	3

Give groups 3-5 minutes to complete the task and then invite a representative from each group to come to the board and write the number of each question to show the order suggested by their group. Ask them to explain their decisions.

NB Different groups may have different orders, so in the table there might appear four numbers near each question. Accept all answers and do not let participants turn this exercise into a debate.

- 😊 (5 min) Say or elicit that the easiest type of question is a YES/NO question because it requires a short answer. This type of question is even easier to answer if the answer can be SEEN in the picture. Thus, Question 2 could be the first. Wh-questions are more difficult to answer and usually the most difficult type of Wh-questions is a WHY question. If the answer to such a question cannot be seen but we must guess it or imagine something, it is even more difficult to answer it. However, the words in the bubble in this picture make it a little bit easier to answer Question 1 than Question 4, that's why the numbers 4 and 5 are given with a slash.

Activity 2 Categorising questions

Objective: to show participants the connection between questions and thinking skills

Time: 35 min

Materials: markers

Preparation: Prepare in advance the table with **Thinking Skills** (see bullet 6) on the board/flipchart

Procedure:

- ☹☹☹(10 min) Add three more questions to those on the board/flipchart and number them.

#	Question	Number
1	Why is the dog not attacking the men?	
2	Is the dog barking?	
3	How many men are there?	
4	What will the owners of the house find out when they come home?	
5	What does the dog look like?	
6	Did the men come to clean the house?	
7	What will the men steal from the house?	

8	Would you like to have such a dog in your house? Why/Why not?	
----------	--	--

Ask participants to discuss the following question in their groups:

- ~ What must a person know and/or understand in order to answer each of these eight questions?

- 😊 (7 min) After they have finished, ask groups to report. They may talk about any question/s, not necessarily all of them.

Suggested answers:

Question 1 requires an analysis of the situation and the words in the speech bubble.

After you analyse the words, you can apply your understanding of them to answer the Wh-question.

Questions 2, 3 and 5 can be answered by simply looking at the picture, e.g. you see that the dog is not barking and you can count the men in the picture.

Question 4 requires extra thinking, not only from you but also from the viewpoint of the owners of the house; after this act of thinking you combine several analysed pieces of knowledge into a whole picture.

Question 6 requires your understanding of the fact that burglars do not come to clean houses.

Question 7 can be answered when you apply your general knowledge of what happens in such situations and also your understanding of the words in the speech bubble.

Question 8 requires evaluative thinking and is connected with question 1, so analytical and evaluative thinking go together here.

- (8 min) Write one more question on the board/flipchart:
9. Do you like the picture?
- Ask participants the following question:
 - ~ When do you think this question should be asked: as the first or the last in a series of questions?
- Invite several random responses and ask them to explain their answer. Say that the question 'Do you like...' is also an evaluative question and it can be either the first or the last. If it is the first it opens up the discussion, when it is the last, it concludes it.
- Draw participants' attention to the table on the board/flipchart.

#	Thinking skills	# of question
1	Knowledge-focussed	2, 3, 5,
2	Comprehension focussed	6
3	Application-focussed	1,7
1	Analysis	1
2	Synthesis	4
3	Evaluation	8,9

Tell participants that the first three categories belong to LOWER ORDER THINKING SKILLS and the second three categories are HIGHER ORDER THINKING SKILLS.

(Based on *Bloom's Taxonomy of Educational Objectives*)

- Elicit or tell participants that normally teachers find it easier to ask questions in the first three categories. However, if we always ask only such questions we will not help our learners' develop intellectually. Questions belonging in the second three categories should not be ignored because it is these questions that help teachers to find out their learners' personal opinions. By these questions we show our students that we are interested in them, we show

our respect for them. Moreover, these questions provide stimuli for critical thinking and can help lead learners towards intellectual independence.

- ☹☹☹(10 min) Ask groups to think of one interesting question that could be asked about the picture. When they are ready invite spokespeople to ask their question. Other groups should comment on it. They can say where it could fit into on the existing list of questions and what category it belongs to.

Activity 3 Eliciting techniques

Objectives:

- to give participants practice in asking eliciting questions
- to demonstrate different eliciting techniques

Time: 25 min

Materials: handout 2

Procedure:

- ☹☹☹(5 min) Give out handout 2 📄 to each participant. In the same four groups ask participants to decide what questions should be asked to elicit the answers on the handout.

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

- 😊 (5 min) Ask the group which questions could be asked. Discuss their suggestions but do not evaluate them. Try not to spend too much time on this task.

Suggested answers:

1. What time of day is it? 2. How do we know that it's night? 3. Who are these two men? / Who has broken into the house? 4. Where is the dog sitting? 5. Why is it sitting there?

- (2 min) Say that it does not matter if students cannot answer these questions. The whole point of eliciting is to find out whether someone knows the correct answer. Some students may actually have a bigger vocabulary than others. If nobody can give the answer it is a signal to the teacher that she should introduce the word or words which are needed to answer the question. By trying to elicit the needed vocabulary first teachers can make the class listen with more interest.
- (5 min) Ask participants the following question:

~ What else besides asking questions can a teacher do to elicit vocabulary and get students to produce language?

Invite random responses.

- 😊 (8 min) Say that now you will demonstrate three elicitation techniques. Ask participants to act as students. Do the following:

#	You	Participants
---	-----	--------------

1	Say, “A small electric lamp which one burglar is carrying in his hand is called a ...” Say, “ Right. ‘Torch’ is British English and ‘flashlight’ is American English.” NB If participants do not know the answer give it yourself and write both words on the board / flipchart.	Torch/Flashlight
2	Say, “ Describe the burglar in the window”.	<i>Possible answer:</i> He is a young man who is wearing.... He is a little bit clumsy; he has dropped his torch.
3	Say, “I will mime the action now, and you will give the verb”. Move quietly on tiptoe looking stealthily around you as if you didn’t want to be seen or heard. NB If participants do not know the answer, write the word ‘sneak’ on the board and say that this is how the first burglar is moving.	Sneak.

- Elicit from participants or tell them that first you said an unfinished sentence to elicit the word ‘torch/flashlight’. During the second demonstration you gave a short prompt and elicited a long answer. In the third demonstration you mimed the action to get them to produce a verb. Stress that eliciting is really only suitable for ‘closed’-type information, when the teacher is ‘fishing’ for a particular answer.

Summary

Establish that

- when teachers ask students questions they should start with easy questions and then move on to more difficult ones;
- it is not enough to ask questions which develop only lower order thinking skills; teachers should ask questions which require higher order thinking skills;
- elicitation is important because it gives a teacher information about how much and what exactly students know;
- elicitation is also motivating for students because it gives them a chance to be actively involved in a lesson. It can also be a more entertaining and memorable way to learn.

ASKING QUESTIONS AND ELICITING

Activity 1, Handout 1, The dog and the burglars



#	Question	Number
1	Why is the dog not attacking the men?	
2	Is the dog barking?	
3	How many men are there?	

4	What will the owners of the house find out when they come home?	
5	What does the dog look like?	

ASKING QUESTIONS AND ELICITING

Activity 3, Handout 2, Eliciting questions

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.



ASKING QUESTIONS AND ELICITING

Activity 3, Handout 2, Eliciting questions

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

Lesson 7. OBSERVATION AND FEEDBACK I

Module: Classroom investigation 2

Topic: Observation and feedback

Time: 80 minutes

Aim: To analyse observation and feedback

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- to give participants an opportunity to discuss the concept of observation for professional development
- to give structure to the process of observation
- to provide an opportunity to observe an English class

Activity 1 Talking about the article

Objective: to give participants an opportunity to discuss the article "Peer Observation" by Graham White

Materials: board/flipchart

Preparation: Write the seven questions on the board or flipchart before the session starts

Time: 15 minutes

Procedure:

- 😊 (8 min) Say that at the beginning of the session you would like participants to talk about the article 'Peer Observation' and the issue which was raised in the previous session, i.e. observation for developmental purposes. Tell them that the objective of this is to help them internalise the idea of observation for professional development. Draw their attention to the seven questions on the board/flipchart. Ask participants to discuss these questions in groups of five.
 1. Did you like the article 'Peer Observation'? Why/Why not?
 2. What are the two models of peer observation? Which of them is a more typical practice in our universities?
 3. In our universities teachers are required to produce a written report after observing a class. Can we use the second model of observation in these circumstances?
 4. How do you understand the sentence 'Both parties should agree on a focus for the observation'?
 5. Do you think confidentiality is important in the context of observation? Why/Why not?
 6. What does the author of the article advise teachers to do as a follow-up?
 7. Do you agree with the author that the second model has advantages for both teachers and institutions? Why/Why not?

NB Feel free to ask any other questions which you find pertinent to the needs of a particular participant group.
- 😊 (7 min) Take in the answers to these questions in a whole-class discussion. Deal with the possible questions from participants but try not to spend too much time on them. Sum up the main points that emerge from the answers.

Activity 2 Creating observation sheets

Objective: to raise participants' awareness of the possibility of observing certain aspects of a lesson;
to help participants create focused observation sheets and prepare for observing a video lesson


Time: 35min

Materials: Handout 1

Procedure:

- 😊 (5 min) Ask participants the following question:
 - ~ Do you think observing a class is easy or hard work?

Accept all responses. Establish that it is important to be systematic while observing classes, i.e. do it according to a careful plan and do it thoroughly.
- Ask participants the following question:
 - ~ Do you have a special form in your universities which you are supposed to fill in while or after observing a class?

Ask them to say what this form looks like.
- Tell them that sometimes instead of observing the whole lesson we can observe one aspect of it. Or instead of observing all the students we can observe an individual student. Ask participants what they think a focussed observation sheet is. Elicit or tell them that it is a sheet which helps an observer to focus on one or a small number of aspects of teaching and/or learning.
- 😊 (5min) Tell participants that they will work on two observation sheets. Give out handout 1 .

- 😊 Ask participants what teaching strategy the first observation sheet is used for. The answer is **Eliciting**. Draw participants' attention to the categories/columns of the table. Now ask them to look at the second table and explain that an X means a minute. Ask participants which aspect of the lesson it is intended to focus on. The answer is **TTT (Teacher Talking Time)** and **STT (Student Talking Time)**
- ☹☹☹ (25 min) Divide participants into five groups. Give each group a task to create an observation sheet and prepare to present it to the whole group:
 - Group 1 – Using the blackboard
 - Group 2 – Use of L1
 - Group 3 – Organising and managing pair work and/or group work
 - Group 4 – Observing an individual student
 - Group 5 – Error correction
- Monitor the work of groups giving help when necessary. Tell them that they should think about the categories/columns (eg Stage of the lesson etc) and may not fill their sheets with examples as it is done in their handouts. When groups are ready, they take turns to present their observation sheets. Encourage participants from other groups to ask questions and make comments.

NB Possible sheets below are complete with examples which can give you an idea of what sort of things can appear in participants' sheets (if they choose to write them).

Possible sheets:

Using the blackboard

Stage of lesson	How used, how much used	Purpose	Comments
e.g. The end of presentation – substitution table	T draws a table and writes in it. Ss use what's written to make sentences. They produce 15 sentences	To drill a new pattern	Can <u>all</u> students see the table well?

Use of L1

Stage of lesson	Duration of episode	Why used	Comments
e.g. The beginning of the lesson	3 min	Two students were late, T reprimanded them in L1	Does T sometimes do the same in English?

Organising/managing group work and pair work

Stage of lesson	Teacher	Students	Comments
e.g. While-reading activities	T asks Ss to compare their answers to a matching exercise in pairs Then T asks 2 pairs to form groups of 4 and do T/F activity	Ss work with a person sitting next to them, then turn to people behind them to work in groups of 4	Ss seem to be used to this kind of work, one girl came late and immediately joined a group, and they worked in a gr. of 5

Observing an individual student (Name...)

Stage of lesson	Student involvement	Comments
e.g. Free practice stage	S worked with a girl sitting next to him	Seemed to be unwilling to make up a dialogue with his partner and even made a comment in L1 about how slow she is.

Error correction

Stage of lesson	Error	Treatment of error	Comments
e.g. Controlled practice – use of present perfect	S used past simple when T tried to elicit the answer in present perfect	T said, ‘ Mmm, that’s interesting ’, then addressed the whole class, ‘ What tense did N use in her answer? ’ Ss, ‘ Past Simple ’. T, ‘ Right. It’s because she spoke about <u>last</u> year. Now listen to my question again: How long have you lived in this city? ’	T acknowledged the S’s answer even though it was not what she expected. T elicited the group’s reaction before repeating the question.

Activity 3 Watching the video and discussing it

Objective: to give participants a chance to be the observers and ‘the teacher’ and to discuss the lesson

Materials: video


Time: 30 min

Procedure:

- (5 min) Tell participants that they are going to watch a video. Divide them into two groups. The first group will be **Observers**. Explain to them that they should imagine that they have agreed with a colleague to observe her lesson and are to focus on **one** of the aspects of the lesson. Encourage them to use one of the observation sheets which they have created. Make sure participants choose different aspects. The second group, **Teachers**, should observe the same lesson identifying themselves totally with the teacher so that they are ready to receive feedback. Encourage them to think about the teacher’s objectives and reasons for acting in the way she acts.

NB Ask both groups to take notes.

- Give information about the video. Say that the clip is approximately 15 minutes long. The students are first-year students of one of the universities in Tashkent. The lesson is a conversation lesson and its topic is ‘Keeping secrets’.

- ☺☺☺ (25 min) Groups watch the video  and take notes. After they have watched the video tell **Observers** and **Teachers** to share their impressions of the lesson in their two respective groups. Join each group in turn for some time, listen in, and help them if necessary. **Observers** should discuss how they will lead the feedback session, what to focus on and the types of questions they are going to ask. **Teachers** should try to predict what the observers will want to discuss and should prepare themselves accordingly.

Summary

Tell participants that after a break they are going to practise giving feedback, which is the natural follow-up to observation.

OBSERVATION AND FEEDBACK 1

Activity 2, Handout 1, Two observation sheets

Teaching strategy _____

Stage of the lesson	Teacher’s questions/prompts	Wait time (sec)	Students’ responses	Comments
---------------------	-----------------------------	-----------------	---------------------	----------

<i>Pre-speaking</i>	<i>Who can tell me what 'amazed' means?</i>	<i>////</i>		
	<i>OK, it means the same as the word which begins with 's' and which you all know very well.</i>	<i>//</i>	<i>surprised</i>	<i>Two Ss gave an answer. Several others made a note in their notebooks</i>

Aspect of the lesson _____

Time (minutes)	Teacher	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
0-3	xx		x								
4-7	xxx										
8-11			xx		xx						
12-15	x	X	x	x	x	x	x	x	x	x	x
.....											

Lesson 8. Interviewing (structured, semi-structured and non-structured)

Module: Classroom investigation 2

Topic: Interviewing (structured, semi-structured and non-structured)

Time: 80 minutes

Aim: To analyse interviewing

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Procedure

1. Warm up by asking students if they like having interviews. Then, ask if they can recall any mistakes they made in interviews they have had in the past.
2. Hand out the worksheet. Explain to the students they should choose the best answer to each question, according to how they think it is best to behave in an interview situation.
Suggested key: 1. c; 2. b; 3. c; 4. a; 5. b; 6. b; 7. d; 8. c; 9. c.
3. Go over the answers with the class to clear up any misunderstandings; then, split students up to do the group work.
4. Organize the students into groups of three or more, depending on class size. Write the following questions on the board: a. What should you do in the weeks leading up to the interview? Make a list of at least five things. b. What are some common interview questions? When you have five, think of a few other possible questions.
5. Ask students to discuss and write down their answers to the questions.
6. Get the groups to call out one answer each and write their answers on the board. Point out the most common questions.
7. Try to get the students to give answers to one or two of the awkward interview questions.
8. Now, ask students to call out some different occupations. As they do so, write them on the board. Encourage them to choose interesting jobs like firefighter, catwalk model and bank robber.
9. They should now choose one of the occupations for their group. No two groups can choose the same occupation. Try to avoid the less interesting jobs like teacher or banker.
10. They are now the bosses of their own company. They have to prepare some questions for the interviews they are going to give to prospective employees. The bosses also have to think of two

or three practical demonstrations for the candidates to perform to see if they are really capable of doing the job; for example, a firefighter might have to lift someone up, a model to show how she struts on the catwalk and a bank robber to load a gun.

11. When the groups are ready, one member from each group should be interviewed by the bosses of a different group. Stress that the interviewees really want to get the job in question.

12. After they have answered the interview questions and performed the practical demonstrations, move the students on to be interviewed by another group. Keep them circulating and make sure different students are given the opportunity to be interviewed for different jobs.

13. After most students have been interviewed, close the proceedings by asking each group who the best candidate for their particular occupation was and why.

14. Congratulate the successful students and give out prizes, if you like.

Task 1. Choose the best answer to each question.

On the day of the interview, you should ...

1. ... be ...

- a. a little late so the person interviewing you won't be embarrassed if he / she is late, too.
- b. punctual.
- c. a little early.

2. ... wear ...

- a. your favorite NBA colours.
- b. smart clothes.
- c. smart-casual clothes.
- d. a party dress.

3. ... eat ...

- a. nothing at all so you look thinner.
- b. a big, heavy meal.
- c. a light meal or snack.

4. ... drink ...

- a. some water to quench your thirst.
- b. a cup of coffee to perk you up.
- c. a glass of whisky, or two, to calm you down.

In the interview, you should ...

5. a. ... walk into the room laughing to show you are a happy person.

b. ... walk into the room and sit down. c. ... run into the room to show enthusiasm.

You should sit ...

6. a. ... with your head down, to show you are humble.

b. ... upright and alert.

c. ... way back in your chair to show you are relaxed and easy going.

d. ... with your feet on the table to show them who's boss!

When the interview begins, you should ...

7. a. ... smile at the most handsome / beautiful teacher – he/she looks so cute!

b. ... tell the interviewers you are feeling very nervous.

c. ... show off your latest tattoo – it's still fresh!

d. ... smile politely at all the people interviewing you.

When the interview begins, you should ...

8. a. ... scratch your head.

b. ... say 'What?' as loudly as possible.

c. ... ask politely if the interviewer could repeat what he / she said.

d. ... look stupid, hoping for the next question to come quickly.

When asked a question, you should ...

9. a. ... answer as quickly as possible because 'time is money'.

b. ... say 'Hmm' and 'Erm' to give yourself more time.

c. ... listen carefully and then answer clearly.

d. ... slap the interviewer on the back and say 'That's a great question, man.'

Lesson 9. Questionnaire of teacher and students

Module: Classroom investigation 2

Topic: Questionnaire of teacher and students

Time: 80 minutes

Aim: To analyse questionnaire of teacher and students

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

STUDENT QUESTIONNAIRE REFLECTION

Name _____

Department _____

The goal of our student questionnaires is to provide student feedback to help teachers discern areas of strength and growth in their teaching. To that end, please complete the following reflection and place it in your EIT portfolio, which you will send Patrick Ruff at the end of the year. Please also send a copy to your Department Chair by February 28th.

We are asking teachers to perform a self-evaluation first to help determine if our own perceptions of how things are going in the classroom match what students perceive. , Before reviewing your students' perceptions, please review the questionnaire and then answer questions 1 & 2. Then, take some time to digest the student feedback before completing questions 3-6. Thank you.

1. Please indicate which three questions you think are your areas of strength. Please rate yourself and then fill in the average student rating after you review the student questionnaire information.

Questionnaire Item	Subject 1		Subject 2		Subject 3	
	My rating	Student rating	My rating	Student rating	My rating	Student rating

2. Please indicate which three questions you think are areas of growth. Please rate yourself and then fill in the average student rating after you review the student questionnaire information.

Questionnaire Item	Subject 1		Subject 2		Subject 3	
	My rating	Student rating	My rating	Student rating	My rating	Student rating

3. In which areas did your view of your teaching match your students' perception? In which areas was there a difference? What might this tell you?
4. In what areas are you most effective as a teacher? What makes you successful in those areas?
5. In what areas would you like to improve as a teacher? What steps do you plan to take and how can the school help you?
6. With student feedback in mind, what is one specific goal for your teaching that you might pursue during the rest of the semester and next year?

STUDENT QUESTIONNAIRE

PLEASE RATE YOUR TEACHER IN EACH OF THE FOLLOWING CATEGORIES BY USING THE SCALE:

- (1) *STRONGLY DISAGREE*
- (2) *DISAGREE*
- (3) *SOMEWHAT DISAGREE*
- (4) *SOMEWHAT AGREE*
- (5) *AGREE*
- (6) *STRONGLY AGREE*

MANAGEMENT

1. The teacher is generally well-organized and prepared for class.
2. The teacher maintains enough classroom discipline so the class and I can learn.
3. Class time is used in an efficient and productive manner.
4. Tests and assignments are corrected and returned to me, and I know where I stand in this class in terms of my grade.

INSTRUCTION/CURRICULUM

5. What we do in this class (homework and classwork) helps me learn the subject matter.
6. The teacher explains the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up confusion.
7. The teacher gives the right amount of graded assignments, tests, and quizzes in order to fairly evaluate my performance.
8. The grading system is fair and reasonable, and I am consistently graded according to this system.
9. The teacher uses a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class time.
10. The teacher knows the subject area very well.
11. The goals of this class are clear to me.
12. The teacher encourages the students to think for themselves.

MOTIVATION

13. The teacher challenges my abilities as a student, and this class requires consistent time, study, and preparation.
14. In this class, I feel free to ask questions and participate in discussions and activities.
15. The teacher offers encouragement and positive reinforcement, as well as constructive criticism.
16. The teacher is available to students outside class time for tutoring, review work, or to answer questions.
17. The teacher is interested in and enthusiastic about teaching this class.

18. The teacher is approachable; she/he demonstrates interest in and concern for the students.
19. This class/teacher encourages me to become a person for others.
20. On average, how much time do you spend completing homework for this class each night?
 - 1) *Less than 30 minutes*
 - 2) *About 30 minutes*
 - 3) *About 45 minute*
 - 4) *About 60 minutes*
 - 5) *About 75 minutes*
 - 6) *More than 75 minutes*

Lesson 10. Field notes

Module: Classroom investigation 2

Topic: Field notes

Time: 80 minutes

Aim: To analyse how to write field notes

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

What are field notes?

Field notes refer to notes or the written account derived from data collected during observations and interviews. There are many styles of field notes, but all field notes generally consist of two parts: descriptive in which the observer attempts to capture a word-picture of the setting, actions, and conversations; and reflective in which the observer records thoughts, ideas, questions, and concerns based on the observations and/or interviews.

What are the characteristics of field notes?

1. Accurate
2. Detailed, but not cluttered with irrelevant trivial
3. Extensive to permit reader to understand the situation described.

What should one take note of during observations?

1. Physical setting
2. Activities
3. Human, social environment. The way in which human beings interact within the environment.
4. Formal interactions
5. Informal interactions
6. Nonverbal communication
7. Observing what does not happen

Note: Each week has a specific focus. Refer to the Practicum and Field Experience Syllabus on CANVAS

What do I need to do in order to set up my field notebook?

1. Acquire a spiral-bound notebook that is used only for your field notes.
2. On the left, record only observations, and strive to record those thoughts in the least biased ways possible (record them without analyzing them).
3. On the right side, reflect on those observations. This is where you can: ask questions, consider ways of interpreting an event, and wonder about what you're seeing.

Observational/Descriptive field notes (occurs in the field)	Reflections/Interpretations of field notes (occurs after you leave the field)
1. Include location of observation, date,	1. Emphasize ideas, hunches, impressions,

<p>and time. A short title can be helpful in identifying the purpose of the observation, or connect observation to the weekly guiding question(s).</p> <ol style="list-style-type: none"> Describe what you see. Describe the setting. This may include pencil drawings of the space and furniture arrangement. Describe the activities that took place in that setting. Reproduce the sequence of actions and behaviors. Describe the people who took part in the activities and their roles in the activities. Record exact quotes or close approximations of comments that relate directly to the observation activity Describe any impact you might have had on the situation you observed. 	<p>etc.</p> <ol style="list-style-type: none"> Include unanswered questions that have arisen from reflecting on the observation. Ask yourself questions about what you've seen. What surprised you? What intrigued you? What disturbed you? Clarify points and correct mistakes and misunderstandings in other parts of your field notes. Include insights or speculations about what you are observing. Analyze the assumptions and expectations you bring into each of your observations.
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Field notes

These consist of brief descriptions in note form of key events that occurred throughout the lesson. They can provide a summary of the lesson as a whole, or can be time-based (e.g., every five minutes). For example:

8:30 - *Class begins.*

8:33 - *Teacher writes instructions for class on board as students turn on computers.*

8: 35 - *Teacher gives oral instructions for online reading task.*

8:40 - *Students engage in online reading task with computers.*

8:45 - *Silence - reading comprehension ensues.*

8: 50 - *Silence*

8:55 - *Teacher checks with a student about why he's not reading and circulates to see how other students are doing.*

9:00 - *Silence continues as students read.*

9:04 - *Students finished with online reading task look up at teacher.*

9:05 - *Teacher takes up answers for the online reading task students were working on.*

9:08 - *Teacher tells students to go back to computers to do scanning practice.*

9:09 - *Teacher assists one student to get online and understand scanning.*

9:13 - *Teacher helps student scan and then tells whole class what they should be doing when "scanning" and focusing on key words.*

9:17 - *Teacher circulates room and helps individual students while reading on their computers.*

9:20 - *Teacher concludes class.*

Field notes Template:

Lesson observation

Fieldnotes, ___date___

Observation of ___teacher name___, ___class___, Gen ___

Observer: ___initials___

Lesson time: _____

Type of lesson: (QtA? Reading? Grammar?)

Text: _____ [Add notes here with any necessary background information, eg. Using same text as last year but different lesson plan, students coming in late, etc.]

Time	What happened	Observations	Comments

Be sure to include the headings at the top of each column. If you find these columns do not work for you and you want to change them, be sure to include appropriate headings so we know the type of information included. Most important are to include approximate time stamps (by the clock in the room, brief notes on what happened and any observations relevant to the project, teacher development, students responses, excerpts to choose for transcription.

Lesson 11. Evidence of student performance

Module: Classroom investigation 2

Topic: Evidence of student performance

Time: 80 minutes

Aim: To analyse evidence of student performance

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objective: to help participants explore the nature of facilitation in teaching

Lead in (10 min)

Materials: A 4 paper for each participant

Procedure:

- ☺ (5 min) Say that during this session you would like participants to think about the roles a teacher can play in the classroom. Distribute A 4 paper to each participant and ask them to put their names in the middle of the page and write all the possible roles they play in their classroom around the name (mind map style).

Example (can be displayed on the board)

Councillor Humourist Questioner

Muzaffar Ahunov

Designer Organiser Manager Examiner

- ☺☺☺ (3 min) Put participants in 4 groups and invite them to compare their lists and share their ideas.
- ☺ (2 min) Invite each group to briefly report on the roles that they discussed and make a list of roles mentioned by the participants on the board.

Activity 1 Exploring the article

Objective: to enable participants to explore the article

Time: 25min

Materials: article *Facilitation in Language Teaching* by A. Underhill (distributed earlier)

Procedure:

- ☺ (5 min) Make sure that everyone has got the article *Facilitation in Language Teaching* by A. Underhill (it should be read by this session). Invite participants to go individually through pages 1-9 and underline 4 things they liked in the article in particular (limit the number of things to 4, otherwise the discussion that follows will take too much time).
- ☺☺☺ (10 min) Put participants in groups of 4 and ask them to share their ideas.
- ☺ (5 min) Invite a spokesperson from each group to summarise the main points of their discussion.
- (Optional) Share your own 4 things.
- Say that it is difficult to give a strict definition of the role of a facilitator and in this session participants will try to explore the concept of facilitation in teaching through the article.

Activity 2 Difference between Lecturer, Teacher and Facilitator

Objective: to enable participants to verbalise the difference between Lecturer, Teacher and Facilitator

Time: 27min

Materials: handouts with symbols

Procedure:

- ☺☺ (5 min) Put participants in pairs and ask them to share how they understand the roles of Lecturer, Teacher and Facilitator in the light of the article. Assign each pair a different task – task 1 - Lecturer, task 2 - Teacher, task 3 - Facilitator.

NB Make a point that the words ‘lecturer’, ‘teacher’ and ‘facilitator’ are ONLY used in the article to represent some characteristics. It does not mean at all that it is good or bad to be a lecturer or a teacher.

- ☺☺+☺☺ (10 min) When pairs have finished their discussion, put those pairs who had similar tasks in groups (e.g. those who discussed the role of Lecturer will be in one group now) and ask them to share their ideas. Ask them to prepare a brief report summarising the main points of their discussion. Encourage groups to use examples from personal experience, if they think it is appropriate.
- ☺ (8 min) Ask groups to share. Invite any comments.
- ☺ (2 min) Distribute handout 1 📄 to each participant and ask them to examine the symbols on the handout and say how they understand them.
- ☺ (2 min) Collect ideas from the whole group. Refer to the symbols and establish that a facilitator is a teacher who has knowledge of the subject, skills to teach this subject and sensitivity towards learners, their needs, preferences, learning styles, etc.

Activity 3 Is it possible/difficult to become a facilitator?

Objective: to help participants analyse the second part of the article

Time: 20 min

Materials: article *Facilitation in language teaching* by A. Underhill, posters, markers

Procedure:

- ☺ (5 min) Ask the whole group the following questions:
 - ~ Is facilitation a skill or a talent?
 - ~ Is it possible to become a facilitator?
 - ~ Does a teacher need to go through special training to acquire the skills of a facilitator?
- ☺ (3 min) Ask participants to go through pages 9-19 of the article individually and to pick several important things they have learnt and which they think would be useful as advice for their colleagues.

- ☹☹☹ (10 min) Put participants in 4 groups. Based on what they have chosen, ask groups to make a list of 6 (the ones they think have the priority) recommendations of what should be the first steps towards facilitation. Tell groups to put their ideas on a poster.
- 😊 (10 min) Invite groups to display their posters and mingle around to comment on each other's recommendations.

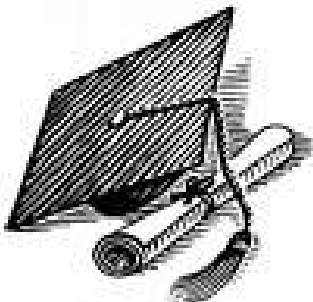

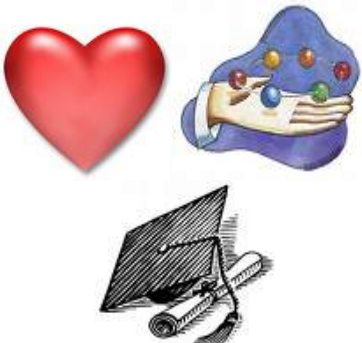
Summary

5 min

Establish that Facilitation in teaching is more of an attitude towards the teaching profession than a set of certain skills. It is rooted deep in teachers' beliefs about learning and about how they teach their students to maximise their learning. There is no right or wrong way one can take to become a facilitator. A good facilitator has a perfect sense of the classroom and students and this guides her/him in selecting the methods s/he employs in teaching and supporting learning.

FACILITATION IN LANGUAGE TEACHING

Activity 2, Handout 1, Symbols

	<p>Symbol 1</p> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Symbol 2</p> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>Symbol 3</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson 12. The need for triangulation of data sources

Module: Classroom investigation 2

Topic: The need for triangulation of data sources

Time: 80 minutes

Aim: To analyse the need for triangulation of data sources

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*

2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- to raise participants' awareness of different approaches and attitudes to teaching mixed ability classes
- to raise participants' awareness of the impact that teachers' attitudes to mixed ability classes have on learners
- to help participants explore and evaluate different strategies that can be used when teaching mixed ability classes

Lead in

Time: 5 min

Materials: board, markers

Procedure:

- 😊 (5 min) Ask participants the following questions:
 1. What do you understand by a mixed ability group?
 2. Have you ever taught a mixed ability group? Tell us about it.
 3. How do you pitch your lessons with the mixed ability groups? What level do you teach to? within a mixed ability group – the stronger, the average or the weaker students? Why?

Possible answers:

2. A mixed ability group is a group where students differ in terms of language background, learning speed, learning ability and motivation, language level, learning styles etc.

2 & 3. Answers will vary.

- Establish that a mixed ability group is a group where students differ in terms of language background, learning speed, learning ability and motivation, language level, learning styles etc. Write the following question on the board:

~ What level should we teach to within a mixed ability group and how?

Ask participants to think about this question but not to answer it immediately. Tell participants that we will try to answer it in this session.

Activity 1 Learners' perspective

Objective: to let participants explore how learners feel in a mixed ability class

Time: 25 min

Materials: DVD, DVD player, handout 1 per participant


Procedure:

- 😊 (5 min) Ask participants the following questions:

1. How do you think students feel in mixed ability classes?
2. What impact do you think the teacher's attitude has on learners? How do learners feel if the teacher focuses mainly on stronger/weaker/average students?
3. Have you ever asked your learners about it?

Possible answers

4. Weaker students might feel demotivated. Stronger students might mock at weaker ones.
5. The teacher might encourage rivalry or friendship in a classroom. If the teacher focuses mainly on stronger students weaker ones might be discouraged from learning. If the teacher focuses mainly on weaker students, stronger ones might lose motivation to make any further progress.
6. Answers may vary.

- Elicit random answers. Tell participants that they will watch a video fragment where a group of learners are talking about their feelings and attitudes towards working in mixed-ability groups. Distribute handout 1  and ask participants to take notes.

- (10 min) Play the video.




Summary of the video fragment:

Jahongir – His teacher used to focus on weaker ones and used to say that stronger students can work autonomously; his teacher used to assess the whole group performance to motivate stronger students to help weaker ones and encourage team work. The teacher should pay more attention to weaker students.

Rushana – studied in a mixed ability class where stronger students didn't help weaker ones, now she regrets that her teacher paid more attention to stronger ones. She thinks that teachers should find the golden middle and encourage friendship among students.

Nargiza – she has changed schools several times and in some she was a weaker student and in others a stronger one. When she was regarded as strong and received less attention she had stopped learning, "didn't put much effort". She would like to get extra tasks. Teachers should treat all students equally, stronger students should be challenged to achieve more, and weaker ones should be helped so that they are able to catch up with others.

- ☹☹☹ (5 min) Ask participants to share answers to the tasks on handout 1  in their groups.
- 😊 (5 min) Elicit random answers.

Suggested answers:

1. 1) Jahongir – c; Rushana – b 2) Nargiza - a
2. Jahongir's teacher mainly focused on weaker students, she made stronger ones help weaker ones by evaluating not only individual but group performance as well.

Rushana's teacher paid more attention to stronger students and it resulted in ignoring weaker ones.

Nargiza's teacher addressed mixed-ability classes by giving extra tasks to stronger students and having additional classes for weaker ones.

3. 1) Jahongir – b; 2) Rushana – c; 3) Nargiza - d

- 😊 (1 min) Establish that a teacher's attitude towards mixed ability groups has an impact on learners. If a teacher focuses only on stronger students, weaker ones might feel ignored. On

the other hand if a teacher tries to work mainly with weaker students, stronger students might stop making progress. Providing equal opportunities for everybody promotes not only learning at the learners' optimum speed, and in her/his preferred style, but also helps to build trust and friendship in the classroom.


Activity 2 Teachers' attitudes

Objective: to give participants an opportunity to explore different attitudes of teachers towards working in a mixed ability class and strategies they employ

Time: 40 min



Materials: DVD, DVD player, handout 2 per participant

Procedure:


-  (5 min) Ask participants the following question:
 1. Are mixed-ability classes always a problem?
 2. Are there any advantages of teaching mixed-ability classes? If there are, what are they?
 3. How can a teacher turn the problem of teaching mixed-ability class into an advantage?

Possible answers:

- 4) Yes/no/sometimes.
- 5) Yes/no/sometimes. In mixed-ability classes stronger students might help weaker ones.
- 6) Teacher can use group and pair work, project work, give extra tasks to stronger students, etc.

-  (5 min) Tell participants that now they will watch a video in which teachers say how they feel about working with a mixed ability class. Distribute handout 2  and ask participants to look through the tasks.



- (5 min) Play the video.
-  (15 min) Put participants in groups of 4-5 and ask them to discuss their answers.

Suggested answers:

3. Alex complains of teaching a mixed ability class. He teaches only strong students without paying attention to weaker ones.
4. Natasha enjoys working with her mixed ability class. She is trying to focus on every student in the class.

Strategies	Advantages	Disadvantages
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise
Project work	Each student can play a role according to his/her abilities/aptitudes	Difficult to assess

Assigning tasks of different complexity	Every student can do a task according to his/her level, ability, needs etc. In this case weaker students will not feel frustrated, while stronger ones will not be bored.	Too much preparation
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4. Answers may vary.

- 😊 (10 min) Elicit random answers and establish that there are different attitudes towards working with mixed-ability classes. Some teachers believe that they should focus only on stronger students, while others take advantage of the opportunities presented by this situation. The advantages of working with mixed-ability classes are diversity of opinion, and the possibility for students to learn from each other. There are different strategies for working with mixed-ability classes.

Activity 3 Article discussion

Objective: to let participants explore strategies of addressing different levels of learners

Time: 5 min

Materials: handout 3, 4 per participant, articles by Gareth Rees *Teaching mixed-ability classes* 1& 2. Available at: www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm and www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

Procedure:

- 😊 (5 min) Ask participants to try to answer the question asked at the beginning of the session:
 - ~ What level should we teach within a mixed ability group and how?
- Elicit that teachers should try to address different levels of students by giving group work, project work, setting tasks of different complexity etc.
- 😊😊😊 (5 min) Ask participants to work in groups and discuss whether the strategies mentioned in the video will be suitable in their context. Ask groups to add any other strategies they know to those given in the table on handout 2.
- 😊 (5 min) Elicit random answers.

Distribute handout 4 📄 and ask participants to look through the questions. Distribute the articles by Gareth Rees *Teaching mixed-ability classes* 1& 2.
- (Optional) 😊😊😊 (15 min) If time allows ask participants to skim the article and in their groups try to find answers to the suggested questions.
- If there is no time left ask participants to read the article at home and try to find the answers suggested in the articles and to experiment with the ones they think are relevant to their context.

Follow-up reading

Rees Gareth. *Teaching mixed-ability classes* 1& 2. Available

at: www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm and www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

Lesson 13. Lesson observation

Module:	Classroom investigation 2
Topic:	Lesson observation
Time:	80 minutes
Aim:	To analyse lesson observation
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Observation plays a central role in practice teaching, both observation of your teaching by your cooperating teacher and supervisor, as well as your own observations of your cooperating teacher's class. Other school staff may also wish to observe one of your classes from time to time, such as the principal, the vice-principal, or a senior teacher, so you need to prepare well for every lesson in the event that someone asks to observe your teaching. You may also have the opportunity to observe other teachers in your host school and to review video recordings of your own teaching and that of other student teachers in your teaching practice seminars. The purpose and nature of observation, however, differs according to who participates in the observation process. For example, in observing your cooperating teacher's class your focus will be on *how* the teacher teaches, on such things as how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how he or she gives feedback to learners. As a novice teacher you will not be evaluating your cooperating teacher's teaching. When *you* are being observed by your cooperating teacher or supervisor, however, the focus will often be on *how well* you carried out different aspects of the lesson.

If observation is to serve a useful purpose it needs to be carefully planned. The purpose of the observation is to collect information that you can later use during a follow-up discussion with the teacher. Before you observe your cooperating teacher's class you will normally have a preobservation meeting to decide on the focus for your observation and the procedures you will use to record your observations. You may suggest aspects of the class you would like to learn more about, such as how the teacher makes use of group work or how he or she deals with classroom management. Your cooperating teacher will also suggest things to look for during an observation. Normally you should focus on only one or two aspects of the lesson since you cannot focus on too many things at the same time. Some aspects of a lesson are relatively easy to observe (such as the kinds of questions students ask), whereas others may not be observable and have to be inferred (such as the degree of interest students had in the topic of the lesson, decisions teachers made during a lesson, or problems that occurred that might not have been visible to an observer). The following are examples of the things your cooperating teacher might ask you to observe during his or her lessons:

Lesson structure

- The way the lesson opens, develops, and closes
- The number of activities that constitute the lesson
- The links and transitions between activities

Classroom management strategies

- Setting up groups
- Maintaining order
- Time management
- Seating arrangements

Types of teaching activities

- Whole-class activities
- Pair and group activities
- Individual activities

Teaching strategies

- Presenting tasks
- Organizing practice
- Teaching techniques

Teacher's use of materials

- Use of the textbook
- Use of other resources

Teacher's use of language

- Use of instructional language
- Use of questions
- Feedback techniques
- Explanations of vocabulary and grammar

Students' use of language

- Use of language in group work
- Use of the mother tongue during class
- Problems with grammar
- Problems with pronunciation

Student interaction

- Time on task
- Questioning behaviors
- Student-to-student talk

Teachers might become tense and worried when an observation is coming up. As a teacher trainer, I always tell teachers that they do not need to panic. Being observed is part of developing as a teacher, and you can learn from your observer. These five tips may help you to prepare for your observation, and to be a better teacher in every lesson.

1- Classroom Management**What is classroom management?**

This is 'the way a teacher manages learning by organising and controlling what happens in the classroom,' according to Jim Scrivener in *Learning Teaching* (1994) Macmillan Heinemann. Examples of classroom management are interaction patterns (e.g individual/group/pair work); giving instructions for an activity; timing and pace; using the board and other resources.

What is the most common classroom management problem?

Teachers sometimes judge the group's understanding of an activity based on answers from learners who are more able to speak the language. They might also interact with and receive answers mainly from them.

When the teacher wants an answer to a question, they ask the whole class and everyone shouts out the answer. The more able or confident learners answer, leaving the rest of the class quiet and not able to participate in the lesson. In large classes, some learners sit at the back or in the corner, hiding from the action.

How do I solve this classroom management problem when I'm teaching?

First, learn your learners' names. I know it sounds simple, but this is vital not only for building rapport, but also for the next tip.

Second, nominate learners to answer your questions. This will ensure that everyone has a chance to participate in the lesson. In some cultures, learners naturally give the answers in group settings. But you need to be firm and kind by saying, 'I'm sorry, Juan, I asked Reem to answer the question'. With practice, learners will become used to this.

Third, allow learners time to compare their answers with their partners' before doing any class feedback. This allows learners to pool their ideas and fill in any gaps they might have. It can also boost confidence and increase learner-learner interaction.

2- Lesson Aims**What are lesson aims?**

These are what we hope our learners will be able to do by the end of the lesson.

What is the most common problem with lesson aims in the English language classroom?

Teachers tend not to make learners aware of the lesson aims at the beginning of the lesson. That can cause learners to feel confused or overwhelmed by what's going to happen in the next 60, 90 or 120 minutes.

How do I solve this problem with lesson aims in my classroom?

At the beginning of the class, write the lesson aims on the board for everyone to see. I like to break the lesson into stages by making them aware of how they're going to achieve the aim. For example, if the main aim is 'talk about our last holiday using past simple verbs', I would write:

Vocabulary – holiday activities

Grammar – forming past simple verbs

Speaking – talking about your last holiday.

Refer back to these during the lesson to show that learners have finished one stage and are now going on to the next.

3- Pronunciation

What is pronunciation?

Gerald Kelly divided features of pronunciation into two main areas, in *How to Teach Pronunciation* (2000) Longman:

1. phonemes (sounds), which include consonants (voiced or unvoiced), vowels (single- short or long) and diphthongs (the combination of two vowel sounds)
2. suprasegmental, which include intonation and stress (word and sentence).

What is the most common problem with teaching pronunciation in the English language classroom?

Teachers I've observed have given me different reasons for not practising pronunciation in the classroom. Some think it's too difficult for learners to understand, or don't feel confident enough to deal with it in class. Some teachers think their own accent isn't appropriate to use as a model, or they lack knowledge of this area of teaching.

Regardless of the reason, if teachers avoid it, learners' pronunciation errors become fossilised. I often use this resource from [BBC Learning English](#).

How do I solve this problem when teaching pronunciation?

Drilling is an effective way help learners with their pronunciation, but never drill words from the board. Learners need to hear how the word is said first, before they see how it's written. Below are some drilling techniques:

'choral (x2) – individual (x2) – choral' pattern

'Choral' means 'as a whole class' and 'individual' means 'a single learner'.

First, learners listen to you say the word / sentence / question two times. Then, you say it and the whole class repeats twice (choral x2), then you nominate two learners (individual x2), and finally you say it and the whole class repeats for a final time (choral x2).

'sound – word – sentence' pattern

Using the same principles as above, first drill the individual sound, then a word containing that sound, then a sentence with that word. For example:

/ɔɪ/ (x2) – lawyer (x2) – My mum's a lawyer.

Learners will practise the specific sound in each part of the drill, as well as a context for them to remember the sound in a word, and in a sentence.

Drill with a lot of energy and enthusiasm, even if it means going over the top. Learners will probably laugh at your over-excitement, but they'll remember.

Show learners 'how' to say each sound. The movement of the lips, tongue and jaw, as well as whether the sound is voiced or unvoiced, is very important. For example, when saying /aʊ/ (as in 'now'), we drop our jaw and open our mouths, then push our lips together towards the end. In some languages, there isn't much movement of the jaw, so it will often be helpful to demonstrate and practise.

To teach word stress, elicit from the learners how many syllables a word has. If they struggle, repeat the word a few times to help them. Then, ask them which syllable is stressed (or sounds louder than the others).

Once they have understood, drill the words using one of the patterns above, then write it on the board highlighting the stressed syllable. You can do this by drawing a bubble above the stressed part, underlining it or putting a square around it.

I always use a red board pen to record any features of pronunciation; that way, learners can instantly recognise that the mark refers to pronunciation.

For stress in sentences or questions, have learners listen to you say it a few times and ask them to identify which words are stressed. Once they've understood, you can drill the sentence / question using one of the patterns above, or you can use 'backchaining'. This is where you start at the end of the sentence and build it up by going 'back' to the beginning. For example:

this morning?

have for breakfast this morning?

did you have for breakfast this morning?

What did you have for breakfast this morning?

4- Timing

What is timing?

This refers to the time you allocate for each stage of the lesson and what the learners and yourself do in each one. That could be giving instructions for an activity, learners completing a handout, going through the answers or giving feedback, or any other part of a lesson.

What is the most common problem with timing in the English language classroom?

When correcting answers from an activity, some teachers go through them one-by-one. That can be boring for learners, and can slow down the pace of the class. It can also eat into precious lesson time allocated for speaking practice, for example.

How do I solve this problem with timing in my classroom?

When correcting answers to a reading or listening comprehension, controlled grammar practice or gap fill, allow learners time to compare their answers with each other before showing the answers on the board.

If you don't have a projector or interactive whiteboard, you can put the answers onto a piece of paper and place it either on the table or on the walls around the room. This technique allows students to be more responsible for their learning. If learners have questions or have got a common answer wrong, you can focus solely on those, making better use of the class time. Some learners want their teacher to go through the answers one-by-one, but this is not effective use of lesson time, nor does it have any pedagogical value. Some teachers also think that this provides learners with extra speaking practice as they read out the answers, but again this doesn't have any pedagogical value. The real speaking practice will happen when learners have to engage with others to complete a specific task.

5- Demonstrating and setting up activities

What is demonstrating and setting up an activity?

When giving instructions, demonstrate how the learners need to do the activity. For example, how to complete the gaps, how to complete the table for a listening activity, or how to form the questions for a speaking task.

What is the most common problem with demonstrating and setting up an activity in the English language classroom?

Teachers sometimes expect learners to understand an activity through verbal instructions alone. This not only confuses learners, but also takes up precious lesson time, as the teacher then has to repeat the instructions to the whole class or to individual tables.

How do I solve this problem with demonstrating and setting up an activity in my classroom?

Jim Scrivener's rules for giving instructions, in Classroom Management Techniques (2012) Cambridge University Press, are:

- use language that is at or just below the learners' level, and speak at a steady speed
- use short sentences and be concise
- pause after each instruction to allow processing time
- give instructions for the task that you want learners to do at that time, not all at once
- give a time limit
- ask ICQs (instruction check questions). For example, 'What do you do first? How long do you have?'

When you demonstrate the task, make sure that everyone can see what you're doing and how. For example, demonstrate how to write the questions by using the prompt words, or how to use some of the useful phrases for a speaking task by saying an example sentence. Doing a couple of worked examples of an exercise not only reinforces your instructions, but provides a clear visual of how to do an activity.

Lesson 14. Stages of observation (pre-observation, while-observation, post-observation).

Module:	Classroom investigation 2
Topic:	Stages of observation (pre-observation, while-observation, post-observation)
Time:	80 minutes
Aim:	To analyse stages of observation
Materials:	1. Wajnryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

In order to make effective use of observation, you will have to decide how to make a record of the information you collect. The procedures you use will depend on the focus of the observation, but the following are often used.

• Checklists

A checklist contains a list of different features of a lesson, which you complete while observing a lesson. Checklists provide a clear focus for observation, however they can only be used for certain aspects of a lesson, such as features that are easy to count, and should focus on only one or two aspects of the lesson. There are several published checklists that can be used in classroom observations (e.g., Wajnryb 1992) but these may need to be adapted to suit your needs.

Alternatively, you and your cooperating teacher can develop your own checklists.

Following an observation, your cooperating teacher will normally find time to discuss your observations with you and to answer any questions you may have. **It is important to remember that during the follow-up meeting you should focus** on clarifying and interpreting information you obtained from your observation in order to learn more about how the teacher approaches his or her teaching. For example:

o *Explanations as to why things happened:* e.g., "Why do you think the students found this activity difficult?," "Why did you use group work at this point in the lesson?"

o *Explanations of how the teacher would respond to events during the lesson:* e.g., "What would you have done, if the students had finished this activity ahead of time?"

o *Suggestions from the teacher:* e.g., "How should I respond if students tell me an activity like this is too difficult?"

BEING OBSERVED BY YOUR COOPERATING TEACHER OR SUPERVISOR

As we noted in Observation Procedures, being regularly observed by your cooperating teacher or supervisor during your practice teaching is one of the things you will doubtless find stressful. Knowing that the strengths and weaknesses of your teaching are being assessed naturally causes some degree of anxiety. However, if you have developed a comfortable working relationship with your cooperating teacher, observation can become a positive learning experience. Your cooperating teacher will usually find many good things to comment on about your teaching. And

he or she can also help you monitor your own teaching by observing things that it would be difficult for you yourself to observe. As with observation of your cooperating teacher's class, a preobservation and postobservation conversation is usually scheduled to prepare both you and the observer for your lesson and to discuss it afterwards.

There are several purposes for observation by the cooperating teacher or the supervisor:

- to collect information about your lesson that it would be difficult for you to observe: e.g., how members of a group interacted during a group task and how much interaction each group member took part in
- to observe how you are implementing a new teaching strategy or technique that you are trying out: e.g., how you address reading strategies when teaching a reading lesson
- to observe how you implemented specific stages of a lesson: e.g., how you dealt with the opening and closing of the lesson
- to identify those aspects of the lesson that were the most successful
- to identify those aspects of the lesson that could be improved
- to identify techniques and practices you can apply to your own teaching
- to help you gain a better understanding of your own teaching

In addition to these points, if you are being observed by a supervisor, he or she may be interested in issues such as the following:

- to see how you are able to implement strategies and ideas discussed in your training class
- to see if you are making progress in your skills as a teacher
- to identify issues that can be discussed in follow-up sessions with you and other student teachers

Although most research on supervision suggests that the nature of talk between the supervisor and the teacher learner in postobservation conferences is dictated by the supervisor, you nevertheless can take more initiative in these conferences by sharing your reactions to the class, the surprises you encountered, what you would have done differently, what you have learned, and what you think the students have learned. Your supervisor can also help you develop an overall action plan that can help you further develop as a teacher.

Your cooperating teacher may use some of the procedures discussed in this section in observing your lessons, or may simply make brief notes to use in a follow-up discussion. However, you may also find it useful to arrange for some of your lessons to be recorded. Audio and video recordings are relatively easy to make (details on procedures for audio and video recording are given in Chapter 11) and provide a more accurate record of a lesson than checklists or observation forms. If you choose this option you may want to transcribe some or all of the lesson if time permits, or simply replay the recording to focus on particular aspects of the lesson. For example, you may be interested in reflecting on the impact of your verbal instructions in a lesson: In this case, you can listen to and transcribe those parts of the tape that show you giving instructions.

When a teacher learner is being observed for administrative reasons, the observer (this includes the cooperating teacher, the school principal and vice-principal, and the practicum supervisor) should try to make the visit as noninvasive as possible (Master 1983). As Master points out, the observer administrator is a stranger in the room, and in the eyes of a teacher learner a typical observation goes like this:

The administrator enters the room, often after the class has begun, and quietly takes a seat in the back row. The teacher may introduce the newcomer but cannot, of course, announce why the newcomer is there (i.e., to see how good the teacher is). Scanning the faces of the students, watching for the cues that indicate the attention level of the class, the teacher is suddenly confronted with a critical, non-participating observer. This establishes a new relationship, no longer between the teacher and the students, but between the teacher and the administrator. The students have become secondary. The lesson plan that once lay clearly in the teacher's mind now evaporates, and the teacher must break rhythm and refer to the written lesson plan on the desk. The students become nervous. The teacher, now so intent on appearing to be a good instructor,

loses the ability to pick up the essential facial cues of the students. At the end of the lesson, waiting for the administrator's assessment, the teacher feels nervous, knowing that the class has not gone as well as it usually does. (Master 1983: 498)

Following an observation of one of your lessons your cooperating teacher will normally want to meet with you as soon as possible after the lesson to discuss his or her observations. Remember, though, that your cooperating teacher may have limited time to discuss your lesson and answer any questions you have, so keep your questions focused. Cooperating teachers have different styles of interacting with student teachers, and you and your cooperating teacher will need to establish the kind of supervision style you both feel comfortable with.

Normally the postlesson conversation will follow the following format:

1. You give your account of the lesson, focusing on what worked well, what didn't work so well, and what you might do differently next time.
 2. If you have asked your cooperating teacher to focus on specific aspects of the lesson, you can both discuss the information that was collected and its implications.
 3. Your cooperating teacher responds to your account of the lesson and adds his or her own observations.
 4. Any problem areas of the lesson are discussed and strategies for addressing them are identified.
 5. A goal is set for the next observation. some of the issues teachers may want to consider for classroom observations.
1. The nature of classroom observation • Teacher discusses nature and limitations of observations with cooperating teacher.
 2. Observing your cooperating • Teacher learns about current course teacher's class materials and strategies used, interactions with students, how learners respond and interact with the teacher and among themselves, and kinds of language they understand and produce.
 3. The etiquette of supervisory • Observer and teacher negotiate when observation to visit, the best vantage point, the best "bedside manner" to adopt, when and how to take notes, and the giving of feedback.
 4. Focus of observation • Cooperating teacher can suggest focus and / or teacher can suggest aspects of class on which to focus observation.
 5. Observation procedures • Depending on observation purpose, teacher can choose from checklists, seating charts, field notes, and / or narrative summaries.

Lesson 15 GIVING INSTRUCTIONS

Module:	Classroom investigation 2
Topic:	GIVING INSTRUCTIONS .
Time:	80 minutes
Aim:	To analyse giving instructions
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objectives:

- to show participants the value of using English when giving instructions in class
- to explore the characteristics of effective instructions
- to give participants a range of English expressions which could be used in lessons

Lead in

Time: 10 min

Procedure:

- 😊 (10 min) Ask participants the following questions and elicit answers after each question:

- ~ What language do you use when giving instructions in English?
 - ~ Why do you use a certain language in class when giving instructions?
 - ~ Do you think it's important to use English in class as much as possible? Why/Why not?
- Focus on the answers to the third question and briefly discuss the value of using English in class. Establish the following:
- ~ When the teacher uses English, students understand that the classroom is an English-speaking environment and thus are encouraged to use the language themselves.
 - ~ If the teacher uses English most of the time, students practise listening and when they respond they very often go beyond 'textbook English', thereby using English for communication.

Activity 1 Giving instructions

Objective: to help participants explore the characteristics of good instructions and practise giving them

Time: 35 min

Materials: Handout 1, 2 and 3

Procedure:

- ☺ (5 min) Say that most teachers use English a lot when giving instructions during classes. Say that this activity will be about giving effective instructions. Ask participants to listen very carefully to the explanation below. Read it out.

NB Check the pronunciation of every difficult word beforehand so that you do not make mistakes while reading. Make pauses when you read.

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug onto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

Switch off the flammable source and position the mug with its contents under the cold water tap to lower the temperature of the ripened egg. Shed the outer wrapping from the egg and take immense pleasure in eating it.

- ☺ (3 min) Ask participants the following questions:
- ~ What did the instruction ask you to do?
 - ~ Was it easy to understand? Why / Why not?
- ☺ (3 min) Read out the second explanation.
- HOW TO MAKE A HARD BOILED EGG**
1. Take a raw egg and wash it in cold water.
 2. Take a metal mug.
 3. Put the washed egg into the mug.
 4. Pour cold water into the mug to cover the egg.
 5. Put the mug with the egg onto the fire.
 6. Boil it for 8-10 minutes.
 7. Switch off the fire.
 8. Put the mug with the egg under cold water to cool the egg off.
 9. Peel the shell.
 10. Enjoy your egg.

- ☺ (2 min) Discuss these instructions with participants asking the following question:
~ Which of the instructions is easier to understand? Why?
- ☹☹☹ (5 min) Distribute handout 1 📄 (instructions 1 & 2). Ask participants in groups to compare the instructions and brainstorm the characteristics of effective classroom instructions.
- ☺ (5 min) Invite a volunteer to collect answers from the group and make a list on the board.

Suggested answers

Instructions should be:

- *clear*
- *short*
- *in logical order*
- *in imperative sentences*

NB In order not to sound very harsh, teachers can either use the word 'please' or use the 'Can you ... ?' construction. It is also important to check understanding. A good idea is to give an example.

- Establish that a teacher should use simple language while giving instructions i.e. familiar words and short sentences in the imperative mood. Say that in order to make communication in English lessons successful classroom instructions should be understandable.
- ☹☹☹ (12 min) Divide participants into four groups. Give each group a task to give instructions for the activities below. If necessary you can refer to the sessions 'Integrated skills' and 'Information gap' or the glossary. Give out handout 2 (texts) 📄 to groups 1 and 2 and handout 3 (pictures) 🖼 to groups 3 and 4. Tell participants that these handouts are given to them as a reminder of what the tasks are.
NB Make sure participants do not do the tasks, they should think of instructions only.
Group 1 – Jigsaw reading Group 3 – Find five differences in two pictures
Group 2 – Jigsaw reading Group 4 – Find five differences in two pictures
- When participants have finished ask groups 1 and 2 to work together and compare their instructions. Groups 3 and 4 should do the same. When groups compare their instructions they should make sure that they are clear, not too wordy, in a logical order and that no step is missing.
- Summarise the activity asking the groups how effective the instructions were. Refer to the characteristics of effective instructions on the board.

Activity 2 Teacher talk

Objective: to help participants come up with classroom expressions which teachers frequently use

Time: 20 min

Materials: Handout 4 and 5

Procedure:

- Say that teachers use English to check attendance, to start or stop an activity, to set homework, to ask questions, to correct errors, etc. Tell participants that they will look at some common expressions used in the classroom.
- ☹☹ (10 min) Make pairs. Give each pair handout 4 📄 with a list of expressions in L1. Ask them to translate each expression into English. If you notice that participants spend too much time, allow them to translate only some sentences, e.g. half of the group translates the first eleven sentences and the other half translates sentences 12-22.

- ☺☺☺(10 min)After most pairs have finished, ask them to compare their ideas in groups of four.
- Give out handout 5📄. Invite participants to compare their answers with the translation on the handout. Draw participants' attention to the fact that there may be several possible ways of translating. Accept all answers that convey the right meaning, emphasising that instructions shouldn't always take the form of a word-for-word translation from L1.

Activity 3 Student talk

Objective: to raise participants' awareness of the need for students to talk in class and to equip them with some typical examples of student talk

Time: 15 min

Procedure:

- Tell participants that since classroom language is the kind of language necessary to communicate and survive in the classroom it is not only the teacher who should use it. Students should also be prepared to use English when they communicate with the teacher and each other.
- ☺ (3 min)Ask participants the following question:
~ How can you introduce common classroom expressions which students should use?
Invite several random responses. Elicit or tell participants that these expressions can be introduced at the very beginning of the course/school year with the help of students themselves.
- ☺☺☺(5 min)Tell participants that now they are students. Put your 'students' into groups of five and ask them to write down some expressions they can think of which they might need to use in the classroom. They may write in English or in L1.
- ☺ (7 min)When the 'students' have done this, ask a member of each group to read out their list phrase by phrase. Ask other groups to help correct/translate and then write up the English translation on the board. After writing all the phrases elicited from your students on the board, tell them that with real students you might ask them to copy these into their notebooks and to start a Classroom Language List. They should have enough space to add to this list as more classroom language is introduced throughout the course.

Possible examples of classroom expressions:

Can I come in?

Could you say this again, please? / Can you repeat this, please?

How do you spell this?

How do you say xxx in English?

I've got a question.

I would like to answer this question.

Shall I begin?

I'm not ready yet.

Can anybody lend me a dictionary/a pen/...?

- Summarise the activity by saying that a teacher should help students to learn useful classroom expressions in English to create English-speaking atmosphere.

Activity 4 Chatting(optional)

NB If you decide to do this activity make sure you save time for it by spending less time on Activities 1, 2 and 3

Objective: to provide an opportunity to practise chatting

Time: 15 min

Materials: Handout 2

Procedure:

- Tell participants that teachers should try and use English not only to organise students' work or teach them, but also to create a 'language atmosphere' in the classroom. This can be done, for example, at the beginning of the lesson when teachers can spend several minutes chatting with their students. Teachers should not pay much attention to students' mistakes as the aim is to create a friendly atmosphere, establish rapport and expose students to real communication.
- ☺ (5 min) Elicit from participants possible topics for chatting and write them on the board.

Possible topics:

An interesting TV programme.

A piece of local or international news.

Things students and/or the teacher did at the weekend/the previous day.

Advice students can give the teacher about her problem.

Weather – finding out who likes a particular kind of weather and why.

- ☺☺☺ (10 min) Make groups of five. In each group one participant will play the role of the teacher. S/he should choose one of the topics and practise chatting to the group. Make sure 'teachers' understand that they should not just ask questions, but also talk about themselves and show interest in 'students'' answers. Say that they should not spend more than 5 minutes. Walk round and listen in. When they finish, in a plenary ask each group to report back quickly and then give feedback to the whole group commenting on the chatting in smaller groups.

An example of chatting

Teacher: I have a problem and I need your advice.

Ss: Why? What's the matter?

Teacher: It's my nephew's birthday next Saturday and I don't know what present to give him.

Ss: How old is your nephew?

Teacher: 15.

Ss: What does he like doing?/ What's his hobby?/What is he fond of?

Teacher: He likes watching films.

Ss: Buy him a CD.

Teacher: He doesn't have a CD player.

Ss: Buy one for him.

Teacher: I don't have that much money. But you know what? I'll buy a CD for his computer. Can you recommend a film that a 15-year old boy may like? Etc.

Summary 2 min

Summarise the session by saying that

- there are plenty of opportunities for using English in lessons – from simple instructions to communicating with students in English;
- if a teacher uses English for communication, students understand that they should respond in English too;
- the more you use English in class the more chance you give your students to develop their own English.

Suggested follow up reading - 'Ways of presenting classroom language' by Sally Gonçalves;
www.clas.language.pt.britishcouncil.org

GIVING INSTRUCTIONS

Activity 1, Handout 1, Instructions – two texts

I

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug unto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

Switch off the flammable source and position the mug with its contents under the cold water tap to lower the temperature of the ripened egg. Shed the outer wrapping from the egg and take immense pleasure in eating it.

II

HOW TO MAKE A HARD BOILED EGG

11. Take a raw egg and wash it in cold water.
12. Take a metal mug.
13. Put the washed egg into the mug.
14. Pour cold water into the mug to cover the egg.
15. Put the mug with the egg onto the fire.
16. Boil it for 8-10 minutes.
17. Switch off the fire.
18. Put the mug with the egg under cold water to cool the egg off.
19. Peel the shell.
20. Enjoy your egg.

GIVING INSTRUCTIONS

Activity 1, Handout 2, Texts for jigsaw reading

Give your learners instructions for the following jigsaw reading activity.

A The White Cliffs of Dover are world-famous and have been of major historical importance for generations. They were formed in the Cretaceous Period (Mesozoic Era) about 65-80 million years ago, when dinosaurs walked the earth. In the sea lived billions of microscopic single-celled animals and plants, called plankton, with shells made of lime. When they died, their shells fell to the sea bed. The shells accumulated, very slowly, at a rate of around 0.015mm a year, which built up to a depth of 15 metre in one million years.

The White Cliffs are a symbol of the nation's strength against enemies and a reassuring sight to returning travellers. They have been immortalised in song, in literature and in art.

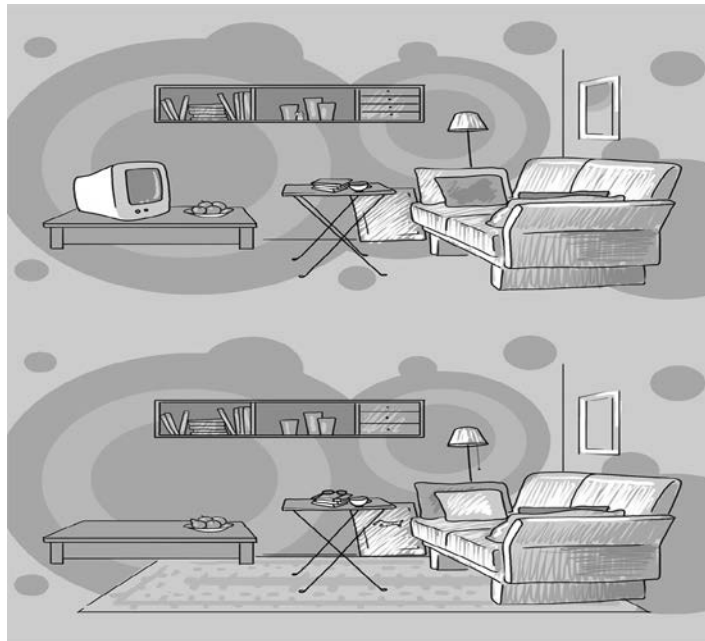
B '(There'll Be Bluebirds Over) The White Cliffs of Dover' is one of the most famous of all the World War II era pop classics. It became a sensational hit in 1942, as it reflected the feelings of all the Allies towards the British people in their brave fight against Nazi Germany. Pilots flying to Germany from the airfields in south England would know that they had made it home safely when they saw the white cliffs of Dover, so this sight had a special significance at that time.

Originally the song was released in the U.S. by bandleader Kay Kyser. The most well known version of the song is probably the one recorded by Vera Lynn in 1942. Vera Lynn was one of Britain's leading entertainers during the war and kept up the spirits of the public when times were difficult.

GIVING INSTRUCTIONS

Activity 1, Handout 3, Pictures – information gap

Give your learners instructions for the following information gap activity.



GIVING INSTRUCTIONS

Activity 2, Handout 4, Classroom expressions to be translated into English.

Read and translate the following expressions into English:

CLASSROOM EXPRESSIONS IN RUSSIAN AND UZBEK		CLASSROOM EXPRESSIONS IN ENGLISH
1.Повторите!	1.Takrorlang!	
2.Прекратите разговаривать!	2.Gapirishni to'xtating!	
3.Успокойтесь.	3.Tinchlaning!	
4.Выйди к доске.	4.Doska oldiga keling!	
5.Кто сегодня отсутствует?	5.Bugun kim yo'q?	
6.Всем внимание!	6.Diqqat!	
7.Закройте окно, пожалуйста.	7.Iltimos, derazani yoping!	
8.Кто вытрет доску?	8.Kim doskani tozalaydi?	
9.Откройте учебники на странице 19.	9.Darslikning 19 betini oching!	
10. Сегодня/На сегодняшнем уроке мы будем проходить ...	10. Bugun/ Bugungidarsdabiz ... mavzusinio'taboshlaymiz.	
11. А теперь посмотрите на упражнение 3 на странице 26.	11. Endi 26 betdagi 3-mashqqa qarang.	
12. Прочтите текст про себя.	12. Matnniovozchiqarmayo'qibchiqing.	
13. Когда закончите, поднимите руку.	13. Tugatganingizda qo'lingizni ko'taring.	
14. Не выкрикивайте ответ.	14. Javobni baland ovozda ayt mang.	
15. Как вы ответили на вопрос 2? Кто ответил по-другому?	15. 2-savolgaqandayjavobberdingiz? Kimningjavobiboshqacha?	
16. Все согласны?	16. Hamma shu fikrga qo'shiladimi?	
17. Ещё варианты?	17. Boshqa javoblar bormi?	
18. Говорите громче, пожалуйста.	18. Iltimos, balandroq gapiring.	
19. На сегодня всё.	19. Bugungi darsimiz shu.	
20. Закончите это упражнение дома.	20. Bumashqniuydayakunigayetkazing.	
21. Дома выполните упражнение 3 письменно.	21. Uyda 3-mashqni yozma bajaring.	
22. Сдайте свои работы/ домашнее задание, пожалуйста.	22. Marhamat, ishlaringizni/ uy vazifalaringizni topshiring.	

GIVING INSTRUCTIONS

Activity 2, Handout 5, Classroom expressions in English

SUGGESTED TRANSLATION (for handout 4)

- 1.Repeat (it)! / Say it again! / One more time, please.
- 2.Stop talking.
- 3.Be quiet (please).
- 4.Come to the blackboard. / Come to the front.
- 5.Who's absent today?
- 6.Now, pay attention, everybody.
- 7.Could you close the window, please? / Can you close the window, please?

8. Who will clean the blackboard? / Would someone clean the blackboard, please?
9. Open your books at page 19.
10. Today / In today's lesson we're going to begin ...
11. And now look at Exercise 3 on page 26. / And now turn to exercise 3 on page 26.
12. Read the text silently.
13. When you have finished, raise your hand. / ... , put your hand up.
14. Don't call out / shout out the answer.
15. What's the answer to question 2? Who has got a different answer?
16. Does everybody agree?
17. Any other ideas? / Any other versions?
18. Speak up, please. / Speak louder, please.
19. That's all for today. / We will stop here today. / Let's call it a day.
20. Please finish the exercise for homework.
21. For homework do exercise 3 in writing.
22. Hand in your papers/homework, please. (Br) / Turn your papers/homework in, please. (Am)

Lesson 17. Case study

Module:	Classroom investigation 2
Topic:	Case study
Time:	80 minutes
Aim:	To analyse case study
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Case study

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions (Indiana University Teaching Handbook, 2005). The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Often seen in the professional schools of medicine, law, and business, the case method is now used successfully in disciplines such as engineering, chemistry, education, and journalism.

Students can work through a case during class as a whole or in small groups.

- A case study is a research methodology that has commonly used in social sciences.
- A case study is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context.
- Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.
- A case study is a descriptive and exploratory analysis of a person, group or event.
- A case study research can be single or multiple case studies, includes quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions.
- Case studies are analysis of persons, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods.

In addition to the definition above, the case method of teaching (or learning):

- Is a partnership between students and teacher as well as among students.
- Promotes more effective contextual learning and long-term retention.
- Involves trust that students will find the answers.
- Answers questions not only of "how" but "why."

- Provides students the opportunity to “walk around the problem” and to see varied perspectives.

(Bruner, 2002, and Christensen, Garvin, and Sweet, 1991)

WHAT IS THE VALUE OF THE CASE METHOD?

Bruner (1991) states that the case method:

- Is effective: It employs active learning, involves self-discovery where the teacher serves as facilitator.
- Builds the capacity for critical thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates.
- Exercises an administrative point of view: Students must develop a framework for making decisions.
- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.
- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.
- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

WHAT ARE SOME WAYS TO USE THE CASE METHOD APPROPRIATELY?

Choose an appropriate case

Cases can be any of the following (Indiana University Teaching Handbook, 2005):

- Finished cases based on facts; these are useful for purposes of analysis.
- Unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and conclusions.
- Fictional cases that the teacher writes; the difficulty is in writing these cases so they reflect a real-world situation.
- Original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

Develop effective questions

Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

Get students prepared

To prepare for the next class ask students to think about the following questions:

- What is the problem or decision?
- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?

Set ground rules with your students

For effective class discussion suggest the following to your students:

- Carefully listen to the discussion, but do not wait too long to participate.
- Collaboration and respect should always be present.
- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

Other suggestions

- Try to refrain from being the “sage on the stage” or a monopolizer. If you are, students are merely absorbing and not engaging with the material in the way that the case method allows.

- Make sure the students have finished presenting their perspective before interjecting. Wait and check their body language before adding or changing the discussion.
- Take note of the progress and the content in the discussion. One way is by using the board or computer to structure the comments. Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the teacher makes two columns: “For and Against” or “Alternative A and Alternative B.” All arguments/comments are listed in the respective column before discussions or evaluations occur. Don't forget to note supportive evidence.
- In addition to the discussion method, you can also try debates, role-plays, and simulations as ways to uncover the lesson from the case.
- If you decide to grade participation, make sure that your grading system is an accurate and defensible portrayal of the contributions.

In conclusion, cases are a valuable way for learning to occur. It takes a fair amount of preparation by both the teacher and the students, but don't forget these benefits (Bruner, 2002):

- The teacher is learning as well as the students. Because of the interactive nature of this method, the teacher constantly “encounters fresh perspective on old problems or tests classic solutions to new problems.”
- The students are having fun, are motivated and engaged. If done well, the students are working collaboratively to support each other.

Lesson 18. Taking notes.

Module: Classroom investigation 2

Topic: Taking notes.

Time: 80 minutes

Aim: To analyse taking notes.

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Handout 1. Taking notes

One of the most effective ways to remember (and understand) what you are learning in class is to take effective notes in the classroom.

WHY ARE EFFECTIVE NOTE TAKING SKILLS IMPORTANT?

Better notes will help you remember concepts, develop meaningful learning skills, and gain a better understanding of a topic. Effective notes will even lead to less stress when test time comes around!

Learning how to take better study notes in class helps improve recall and understanding of what you are learning because it:

- Ensures you are actively listening to what the teacher is saying
- Requires you to think about what you are writing
- Helps you make connections between topics
- Serves as quality review material for after class

Using different note taking strategies is important, especially as you progress through high school and transition to college or university. There are several note taking techniques you can use to start taking better notes in class.

Handout 2. The methods of note-taking

TRY THESE 5 METHODS TO FIND THE BEST NOTE TAKING METHOD FOR YOU!

THE CORNELL METHOD

The Cornell note taking method helps organize class notes into easily digestible summaries. This method is effective because the main points, details, study cues, and summary are all written in one place.

ADVANTAGES:

- Notes are neatly organized, summarized, and easy to review
- Allows you to pull out major ideas and concepts

WHAT DOES IT LOOK LIKE?

The paper is divided into 3 sections: a 2.5" margin to the left, a 2" summary section on the bottom, and a main 6" in-class note section.

1. *Use the main notes section to take notes during class.*
2. *Use the cues section to review your notes. After class, write down things you'll need to remember and a prompt for each. You can also use this section for vocabulary words and study questions.*
3. *In the summary segment at the bottom, write a summary of your notes. This is where you will highlight the main points.*

THE MAPPING METHOD

The Mapping note taking method is a more visual way to organize your class notes. This technique is useful when learning about relationships between topics.

ADVANTAGES:

- Useful for visual learners who struggle with studying from notes.
- Helps you remember and connect relationships between topics.

WHAT DOES IT LOOK LIKE?

The page is organized by topic. The main topics branch out into subtopics with detailed information about each.

HOW DO YOU USE IT?

1. *While in class, begin the map with the main topic.*
2. *Branching off the main topic, write a heading for each of the subtopics.*
3. *Write any important notes underneath each subtopic.*
4. *Continue the pattern.*

THE OUTLINING METHOD

The Outlining note taking method uses headings and bullet points to organize topics. This method is most useful when learning about topics that include a lot of detail.

ADVANTAGES:

- Allows notes to be neatly organized.
- It is easy to see the relationship between topics and subtopics.
- It is easy to turn points into study questions.

WHAT DOES IT LOOK LIKE?

Each section starts with a heading of the main topic. Each subtopic and supporting fact is written underneath the proper heading.

HOW DO YOU USE IT?

1. *During a lesson, begin your notes with a single bullet point and write the main topic.*
2. *Place the first subtopic below and indented slightly to the right.*
3. *List any details below your heading and slightly to the right.*

THE CHARTING METHOD

Charting note taking method uses columns to organize information. This method is useful for lessons that cover a lot of facts or relationships between topics.

ADVANTAGES:

- Facts are organized and easy to review.
- Highlights key pieces of information for each topic.

WHAT DOES IT LOOK LIKE?

The page is divided into columns labeled by category. The details of each category are filled out in the rows below.

HOW DO YOU USE IT?

1. When information about a category is mentioned, jot it down underneath the proper column.
2. When the next topic begins move down one row and begin again.

THE SENTENCE METHOD

The Sentence note taking method is simply writing down each topic as a jot note sentence. This method works well for fast paced lessons where a lot of information is being covered.

ADVANTAGES:

- Jotting main points helps you determine which information is important and which is not.
- You are able to cover a lot of details and information quickly.
- Notes are simplified for study and review.

WHAT DOES IT LOOK LIKE?

Each line on the page is a new and separate topic. To organize your notes even more, you can use headings for each main topic.

HOW DO YOU USE IT?

1. Write down important information the teacher has emphasized. This can be in sentence form or point form.
2. Start a new sentence or point for each new detail.
3. Use headings to organize points by main topics.

Lesson 19. CLASSROOM RESEARCH WORKSHOP

Module:	Classroom investigation 2
Topic:	Classroom research workshop
Time:	80 minutes
Aim:	To analyse classroom research workshop
Materials:	1. Wainryb, R. (1992) <i>Classroom Observation Tasks</i> 2. James, P. (2001). <i>Teachers in Action</i> .
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objective:

- to explore different types of research questions
- to help participants articulate professional problems and formulate research questions
- to help participants plan ahead their classroom research process

Activity 1 Variety of research questions

Objective: to explore different types of research questions

Time: 25 min

Materials: flipchart with research questions prepared in advance (flipchart layout see at the end of the session) or handout 2, handout 1 – one for each group

Procedure:

- 😊 (5 min) Remind participants about the video fragment they saw in the previous session on classroom research. Refer to the initial stage of the research – where the teacher formulated her research question. Emphasise that to start research there should be a questions/puzzle/uncertainty that a teacher wishes to explore. Ask participants the following questions:

- ~ Do you think it is possible to find the answers to all professional questions teachers ask? **No.**
- ~ What if you cannot find the answer?

There is nothing to worry about. Some questions remain unanswered. Others may be the start of further professional investigation. The fact that the question is asked already means that a teacher is challenging himself. **Stress that investigation focuses initially on understanding the problem rather than rushing to a solution.**

- 😊 (3 min) Say that for each specific research question/problem there should be a certain way (or several ways) to get the answer. As mentioned in the previous session, these ways are called methods. Ask participants to remind you what methods they know from the previous session.
 - ~ Experimenting with new activities – trialling
 - ~ Observation
 - ~ Questionnaire
 - ~ Interview
 - ~ Journal
- 😊😊😊 (10 min) Ask participants to work in small groups. Say that most of the methods that were mentioned have some written records. Distribute handout 1 📄 to each group and allow some time to examine the documents. Tell groups to answer the following questions:
 - ~ What was the research question that the teacher in the video fragment had?
 - ~ What was the purpose of using each method during her research?
 - ~ Was it possible to use any other methods?
- (10 min) Say that you want to spend some time exploring other research questions. Show a list of research questions (written on the flipchart in advance) and tell participants to think what can be done to find the answer. The first one is given as an example. The rest (they are written in *italics*) are suggested answers.

N	Question	Method/methods
1.	Do I speak loud enough so that every student can hear me? Does this influence students' performance?	1. Observation by a colleague 2. Tape recording 3. Analysing students works (e.g. dictation)
2.	Do my students benefit from working in small groups?	1. <i>Observation</i> 2. <i>Comparing results of the task conducted (1) in groups and (2) individually.</i> 3. <i>Interview with students</i>
3.	What are the new ways of teaching listening?	1. <i>Reading professional literature (internet search)</i> 2. <i>Talking to colleagues</i>
4.	Is the homework that I give effective and is it manageable for students?	1. <i>Analysing the quality of homework</i> 2. <i>Interview with students</i> 3. <i>Varying the types of homework and workload and analysing the results</i>
5.	Do I use the board systematically?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i> 4. <i>Interview with a colleague</i>
6.	Why does every speaking activity that I plan take much more time than I expect? What does it depend on?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i>

		4. <i>Interview with a colleague</i>
7.	Are students A and B effective working together?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i> 4. <i>Interview with a colleague</i>
8.	What is learner autonomy?	1. <i>Reading professional literature (internet search)</i> 2. <i>Talking to colleagues</i>

- Ask the group:
 - ~ What have you noticed about the research questions we have just analysed?

Some of them (3 and 8) do not require collecting any data about the way you teach.

- Say that these questions are also good but to make them more applicable to the specific teaching context they need to be either extended or reformulated slightly. For example:
 - What are the new ways of teaching listening? Are they applicable to the group that I teach? What do my students think about them? Etc.
 - What is learner autonomy? How autonomous are my students? Are they ready to take independent decisions? Does my teaching encourage them to become more autonomous?
- Say that the objective of this session is to examine research questions, explore what kind of methods and tools (written records of any kind) can be used by teachers for classroom research so that participants are able to plan their own classroom research that they are required to conduct during the distance module.

Activity 2 Articulating a professional problem and formulating a question

Objective: to help participants articulate their professional problems/puzzles

Materials: flipchart with suggested research questions, handout 3

Time: 25 min

Procedure:

- ☺ (3 min) Tell participants that based on the needs analysis that the designers of the programme conducted, several common areas where almost all the teachers experience some difficulties were identified. Say that it is recommended that participants choose one of the questions (the most relevant to their teaching context) to be researched during the distance module. Put a flipchart with suggested research questions on the board and invite participants to choose one. **NB** They can also take their own, if they have it ready.

Suggested research questions:

10. Who talks more in my classroom, me or my students?
11. How effective is the group work that I organise?
12. Do I pay equal amount of attention to each student in my class?
13. How do I usually correct my students' mistakes? How effective are these techniques?
14. What speaking activity is the most effective for my students?
15. What is more productive way of teaching grammar in my context?
16. Does the classroom atmosphere influence my students' performance in English?
17. What are the target needs of my learners?
18. What type(s) of authentic materials do my students prefer?
19. What is the most problematic/needed skill for my students?

- ☺ (5-8min) When they have chosen the questions, ask participants individually to jot down some ideas of how they intend to explore the problem, indicating:

- ~ which method/s they will use,
- ~ how much time they will need,
- ~ whether they need any specific equipment/ resources/ preparation
- ☺☺ (5 min) Pair participants up and ask them to share commenting on each other's plan of classroom research.
- ☺☺☺ (10 min) Form 4-5 groups preferably joining 2 pairs in one group. Invite participants to share. Encourage them to question their colleagues to clarify the details of the problem as much as possible.
- (30 min) **Ask participants to refer to the portfolio task on classroom research and invite participants to read the instructions and ask questions for clarification. At this stage, it is recommended that all trainers are available to help participants with their enquiries. Try to talk to each participant so that they all know what is required from them to do during the distance module.**

SUMMARY (3 min)

Establish the following points:

1. Once a professional problem is articulated it is very important to spend some time on formulating a question/s you wish to answer.
2. Do not rush when conducting research. It is a wrong understanding that all research questions can be answered easily or quickly.
3. Some methods of investigation can be used by teachers without any specific preparation.
4. Classroom data should be collected from different sources (students, teacher, colleague, etc). It will assure reliability of the research.
5. Classroom research helps teachers articulate many teaching problems and puzzles; remember that there are no effective external solutions. No-one can solve your problems for you.

NB Remind participant about Portfolio entry 4 task. They will need to refer to this session if necessary.

CLASSROOM RESEARCH WORKSHOP

Activity 1, Handout 1

1. Diary

17 October 2005

.....It's already a month since I started to teach group 315. I like these students for their personal characteristics but they are not effective learners to say the least.... They come, ask question about my personal life (nothing else can interest them), take the task back home and next lesson they would bring it ready and demand a mark. That's how they are used to study and that is what I do not like.....

25 October 2005

.....Only 3 students came. Others were tired after subbotnik in the morning and chose to go home.....

1 November 2005

Have read an interesting article. It recommends to surprise students with something unusual. I read a foreign magazine a couple of day ago and came across an interesting crossword puzzle. I made copies and brought it to the lesson. First, I only pretended that cannot make it by myself. They started asking what I was doing, where I got the crossword from.... At last they offered help – what I was waiting for!!! I got them!! First time they are really interested in English.

2. Questionnaire

Please read the questions carefully, and answer as openly as possible. Thank you for cooperation.

1. During an English language class I prefer
 - To do grammar exercises
 - To discuss topics with the whole group

To play language games
 To work on projects
 Other.....

2. My favorite time in class is when
3. I prefer when a teacher

	YES	NO	Don't care
only gives instruction for the task and let us work on our own			
tells us what to do and controls us during the whole lesson			
asks many questions rather than explains everything herself			
allows us to choose the task/texts			
Put us in pairs or small groups			
gives written homework – essays			
gives written homework – exercises			

3. Students' questions

1. Why do we spend so much time discussing something that is not related to English?
2. Why are we writing dictations? They are not useful anyway.
3. Why do we play games that often?
4. Why do we use this textbook?
5. Why can't we study TOEFL or IELTS?
6. When are we going to speak with foreigners?
7. Will we watch a video in English?
8. Why do you often ask us to correct mistakes instead of correcting them yourself? You know better how to correct, right?
9. Why did you ask us to work on the project? It is not language learning.
10. What would you recommend to memorise vocabulary more effectively?

4. Activities to try out with my students

Activity	My comment	Students reaction
1. Crosswords	Can be used as a warm ups, energisers, tests. However too little context for presenting grammar or vocabulary	Generally positive
2. Debates	Developing speaking fluency Should be carefully prepared! Sometimes difficult to manage.	Extremely involving
3. Grammar through pictures	Should be used along with traditional exercises	First they were confused but later they appreciated thinking inductively
4. Chain stories	Did not work, may be I missed something and was not able to organise the activity properly	Got bored quite soon
5. Running dictation	Instructions can spoil everything. I created chaos!	They found it very relaxing
6. Chinese whispers	Good starter	They enjoyed it but did not consider the activity as a

		language learning one.
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5. Teacher talking and students talking time

Time	T	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
9.00-9.10													
9.10-9.20													
9.20-9.30													
9.30-9.40													
9.40-9.50													
9.50-10.00													
10.00-10.10													
10.10-10.20													
10.20-10.30													

CLASSROOM RESEARCH WORKSHOP

Activity 1, Handout 2

N	Question	Method/methods
1.	Do I speak loud enough so that every student can hear me? Does this influence students' performance?	1. Observation by a colleague 2. Tape recording 3. Analysing students works (e.g. dictation)
2.	Do my students benefit from working in small groups?	
3.	What are the new ways of teaching listening?	
4.	Is the homework that I give effective and is it manageable for students?	
5.	Do I use the board systematically?	
6.	Why does every speaking activity that I plan take much more time than I expect? What does it depend on?	
7.	Are students A and B effective working together?	
8.	What is learner autonomy?	

Lesson 13. CLASSROOM RESEARCH WORKSHOP

Activity 2, Handout 3

Suggested research questions:

1. Who talks more in my classroom, me or my students?
2. How effective is the group work that I organise?
3. Do I pay equal amount of attention to each student in my class?

4. How do I usually correct my students' mistakes? How effective are these techniques?
5. What speaking activity is the most effective for my students?
6. What is more productive way of teaching grammar in my context?
7. Does the classroom atmosphere influence my students' performance in English?
8. What are the target needs of my learners?
9. What type(s) of authentic materials do my students prefer?
10. What is the most problematic/needed skill for my students?

MIXED ABILITY CLASSES

Activity 1, Handout 1, Learners' perspective

You will watch a video where 3 learners are talking about their experience of studying in mixed ability classes. Watch the video and answer the questions below.

1. Which of the speakers talked about their experience of:
 - g) being both a strong and a weak student in different schools;
 - h) being ignored because s/he was a weaker student;
 - i) encountering rivalry among strong students because of the discounts in the tuition fee?
 1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____
2. How did their teachers manage mixed-ability classes and how did it affect learners?
 - d) Jahongir _____
 - e) Rushana _____
 - f) Nargiza _____
3. Which of them would advise the teacher to focus on:
 - i) stronger students
 - j) weaker students
 - k) average
 - l) both?
 1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____



Mixed ability classes

Activity 1, handout 1 Learners' perspective

You will watch a video where 3 learners are talking about their experience of studying in mixed ability classes. Watch the video and answer the questions below.

1. Which of the speakers talked about their experience of:
 - j) being both a strong and a weak student in different schools;
 - k) being ignored because s/he was a weaker student;
 - l) encountering rivalry among strong students because of the discounts in the tuition fee?
 1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____
2. How did their teachers manage mixed-ability classes and how did it affect learners?
 - d) Jahongir _____
 - e) Rushana _____
 - f) Nargiza _____
3. Which of them would advise the teacher to focus on:
 - m) stronger students
 - n) weaker students
 - o) average
 - p) both?
 1) Jahongir ____ 2) Rushana ____ 3) Nargiza ____

MIXED ABILITY CLASSES

Activity 1, Handout 2, Teachers' perspective on teaching a mixed ability class.

Watch the video and answer the questions.

1. What problem does Alex state? What level of students within the group is Alex teaching?

2. What's Natasha's attitude to working with mixed ability groups? What level of students within the group is Natasha teaching?

3. Using the questions below complete the table.

- 4) What strategies does Natasha suggest for working with mixed ability classes?
- 5) What advantages of employing these strategies does she mention?
- 6) What are Alex's arguments against these strategies?

Strategies	Advantages	Disadvantages
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise

4. To what extent do you agree with Alex's comment that weaker students are incapable and unwilling to learn?

MIXED ABILITY CLASSES

Activity 3, Handout 3, 4 Pre-reading questions

Pre-reading questions:

9. Should I discuss the situation in mixed ability groups with my students? If so, why?
10. How can I raise my students' awareness of their own strengths and weaknesses? How can I encourage them to evaluate their own progress?
11. Should I always group stronger students with weaker ones?
12. How should I set up pairwork in mixed ability groups?
13. What kind of whole group activities can be used in this context?
14. Should I give tasks according to the level of difficulty?
15. What kind of homework should I give to students of different levels?

16. How should I correct students of different levels when they speak or when they produce something in writing?

Use of video in ELT

Activity 2, Handout 1, Body language

Examples of body language
1.
2.
3.
4.
5.



Use of video in ELT

Activity 2, Handout 1, Body language

Examples of body language

Lesson 20. Research planning.

Module: Classroom investigation 2

Topic: Research planning.

Time: 80 minutes

Aim: To analyse research planning.

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

A research proposal is a more detailed description of the project you are going to undertake. Some departments require you to submit a research proposal as part of the assessment of your dissertation, but it is worth preparing one even if it is not a formal requirement of your course. It should build on the thinking that you have done in defining your research problem; on the discussions that you have had with your supervisor; and on early reading that you have done on the topic. A comprehensive research proposal will make you think through exactly what it is that you are going to do, and will help you when you start to write up the project.

You could try outlining your project under the following headings

Topic:	this project will study...
--------	----------------------------

Question/problem:	to find out...
Significance:	so that more will be known about...
Primary resources:	the main data will be...
Secondary sources:	additional data comes from...
Methods:	the research will be conducted as follows...
Justification:	the method is most appropriate because...
Limitations:	there are some matters that this methodology may not help me to explain. These might include...

You may find that some of these headings are difficult to fill in right at the start of your project. However, you can use the gaps to help identify where you need to begin work. If, for example, you are unsure about the limitations of your methodology you should talk to your supervisor and read a bit more about that methodology before you start.

Creating a research plan

A dissertation is an extended project that asks you to manage your time and undertake a variety of tasks. Some courses schedule the dissertation at the end, while others have it running along concurrently with other modules. Whichever way your course is organised, it is essential that you create a plan that helps you allocate enough time to each task you have to complete. It is useful to work out how many weeks you have until you need to submit your completed dissertation, and draw a chart showing these weeks. Block out the weeks when you know you will be unable to work, and mark in other main commitments you have that will take time during this period. Then allocate research tasks to the remaining time.

January				
Christmas	Write research proposal	Literature review	Complete literature review and conduct pilot study	Main data collection
February				
Complete data collection	Analyse data	Analyse data	Write dissertation plan, then begin first draft	
March				
Complete first draft	Discuss draft with supervisor	Second draft	Second draft	Proofing/checking

It is very important to be realistic about how long each task is likely to take. Some focused thought at the beginning, then at the planning stage of each phase, could save hours later on. Write down the resources needed for each stage. It could be time in the library; the resource of your working hours; or the use of equipment or room space that needs to be booked in advance.

Procrastination

Some people find that they procrastinate more than they would like. This is a common problem, so it is probably best to be well-prepared to identify it and deal with it if it does start to happen. People procrastinate for various reasons for example:

- poor time management
- daunted by the scale of the task
- negative beliefs
- loss of motivation
- perfectionism

- difficulty concentrating
- need to feel under pressure
- personal problems

Early identification of the signs of procrastination will give you the best chance of minimising any negative effects. Once you suspect that you are procrastinating, it can be helpful to review what you are expecting of yourself, and check that those expectations are realistic. This is where planning is vital.

Realistic planning

To improve the prospect of completing on time, and avoiding procrastination, you need to:

- be realistic about when you can/will start;
- devote time to planning and revising your plan;
- try to work out if any of your research will take a set amount of time to complete;
- allocate appropriate time for any travelling you need to do for your research;
- include other (non-dissertation related) things that you have to do between now and then;
- have clear and achievable objectives for each week;
- focus on one thing at a time;
- leave time for editing and correcting;
- reward yourself when you complete objectives that you have timetabled; and
- if you fall behind make sure you spend time reworking your plan.

Your research plan should also include information about what equipment you will need to complete your project, and any travel costs or other expenses that you are likely to incur through the pursuit of your research. You should also think about whether you are dependent on any one else to complete your project, and think about what you are going to do if they are unable to help you.

Once you have created your plan it is a good idea to show it to someone else. Ideally you will be able to show it to a member of academic staff or take it to your Student Learning Centre, but talking it over with a friend may also help you to spot anything that you have forgotten or anywhere that you have been unrealistic in your planning.

Lesson 21. Data analysis

Module: Classroom investigation 2

Topic: Data analysis

Time: 80 minutes

Aim: To analyse data analysis.

Materials: 1. Wainryb, R. (1992) *Classroom Observation Tasks*
2. James, P. (2001). *Teachers in Action*.

Aids: Charts, laptop with speakers, audio recordings, handouts, video clips, white board

What is Data Analysis?

Data analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information for business decision-making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis.

A simple example of Data analysis is whenever we take any decision in our day-to-day life is by thinking about what happened last time or what will happen by choosing that particular decision. This is nothing but analyzing our past or future and making decisions based on it. For that, we gather memories of our past or dreams of our future. So that is nothing but data analysis. Now same thing analyst does for business purposes, is called Data Analysis.

Data analysis is a process that relies on methods and techniques to taking raw data, mining for insights that are relevant to the business's primary goals, and drilling down into this information to transform metrics, facts, and figures into initiatives for improvement.

There are various methods for data analysis, largely based on two core areas: *quantitative data analysis methods* and *data analysis methods in qualitative research*.

I think of educational data as a machine that receives and uses inputs to help run the educational process, producing outputs that include things like progress, success, and achievement. Data use depends on critical inputs from the parent, teacher, student, district, and state.

Specific data inputs can include everything from teacher quality to student demographics, while specific data outputs include things like attendance, grades, assessment scores, and graduation rates.

“Data in education has huge potential to improve learning materials.”

– Jose Ferreira

When data is interpreted effectively, it can be used to understand individual student needs and employ strategies to differentiate instruction. Data analysis helps teachers understand their students’ learning abilities and challenges, and facilitates an ingrained cultural process that uses detailed inputs (information) to ensure optimal outputs (results for students).

Here are a few of the many types of data that may be collected to provide a teacher with information on any individual student:

TYPES OF DATA

Term	Description	Stakeholder(s)
Assessments	Evaluation of learning and ability. Pre- and post- assessments help to plan instruction and interventions and make improvements. Formative assessment summarizes the student’s development at a particular time. Summative assessment includes end of year exams or state standardized tests. Since they are administered at the end of the year, it is difficult to use their data for planning instruction.	Teachers administer, and students participate. Parents, teachers, and students review and discuss progress/improvement.
Attendance	Number of days present and absent. Years of attendance at school.	Teachers record daily attendance.
Behavior	Actions of a person based on the environment and/or interaction with others. Data includes disciplinary records, report cards, and behavioral assessments.	Teachers record student behavior.
Benchmarks	National assessments, state high-stakes tests, district level assessments, SAT and ACT scores, etc.	Schools use benchmarks to create best practices.
Classwork	Graded assignments completed in the classroom during the school day.	Teachers assign classwork and record grades.
Demographics	Age, gender, race, ethnicity, religion, address, parent level of education, income, etc.	Parents and students provide demographic data to school.

Grades	Grades may be number, letter, or level score that depicts student learning score.	Teachers record grades in gradebook and include on progress reports/report cards.
Health	Data includes health records (immunizations), counseling, medical conditions, and history.	Parents and pediatricians provide this data to the school.
Homework	Graded and/or practice assignments to be completed at home.	Teachers assign, grade, and record completed homework.
Investment	Resources allocated for intervention programs, cost per student, and after school programs.	Schools, districts, and states provide funding to invest in programs to improve student success.
Leadership	Leadership may include teacher and administration experience, education, and achievements.	Administrators (school, state, and federal).
Observation	Annotated behaviors and perspectives based on careful student and/or teacher examination.	Teachers record student observations. Administrators observe teachers.
Participation	Level of engagement from student. Participation in after school programs and extracurricular activities. Use of academic and social support services. Participation in AP classes.	Teachers record level of participation.
Quizzes	Quick and informal test of knowledge given to students.	Teachers administer quizzes.
Results	Results may include grade point averages, graduation rates, and college acceptances.	Student results are recorded and reported to schools, state, and federal systems.
Socio-economic	Relating to or concerned with the interaction of social and economic factors.	Parents provide economic data. Teachers and parents provide information on social interactions.
Tests	Standardized and/or non-standardized assessment of knowledge and capabilities.	Teachers administer tests and record the scores for reporting.

Schools use data from parents, students, classroom, and teacher to assess the success of the school (teacher performance, test scores, graduation rates, etc.) and to allocate resources where needed. Schools then provide data to their district, which facilitates comparative analytics across cities and regions.

"School districts are required to maintain comprehensive longitudinal student databases complete with information including attendance, demographics, mobility, discipline, state test

scores, course enrollment, and grades earned in courses. Data systems created by districts are only useful in transforming schools when they provide meaningful data stakeholders can use to raise questions, identify issues, and make informed decisions." (Schmoker, 2008)

District data helps administrators to understand overall demographics and academic performance. Data allows districts to identify the schools that need more resources versus the schools that may need different programming.

State and federal systems also use data to make informed choices related to district learning gaps, funding, and overall state needs. Federal and state systems create legislation, policies, and goals based on data patterns. Data received from districts and states helps lawmakers create and enforce standards and regulations to meet the academic, socio-emotional, and safety needs of all students and teachers.

BEST PRACTICES

Data-based decision-making encourages innovation and differentiation to improve student outcomes. To ensure optimal data-informed decisions, the suggestions below provide best practices on educational data usage.

- **Collect accurate and timely data.**
 - Real-time data collection facilitates differentiation and interventions.
 - Assessments provide opportunities for corrective instruction and demonstration of understanding.
 - Formative assessments provide real-time data that can help with quick customization.
 - Summative assessments provide end-of-term and/or -year data that may help teachers understand learning and/or gaps.
- **Ensure data accuracy.**
 - Teachers and administrators need professional development and training to collect, evaluate, and use data effectively (research, collection, validity, relevance, etc.).
 - Teachers and administrators need time to collaborate and learn from one another.
- **Ensure easy access and understanding of data.**
 - Data should be easy to obtain and interpret. Graphics, definitions, and other quick links, snapshots, summaries, etc. all facilitate data comprehension.
 - Consistent communications regarding data provide transparency and facilitate the execution of necessary changes.
 - Ongoing feedback loops between students and teachers, teachers and parents, and teachers and school administrators are critical to the communication process of engagement with and accountability for learning goals.
- **Provide ongoing training and allow sufficient time for teachers and administrators to build and improve data literacy skills.**

Data usage enables more effective evaluation of programs, resources, and interventions to facilitate student, school, and district success. State and federal systems also use data to create legislation that focuses on student achievement, progress, and meeting the specific needs of the state and district.

Understanding data terms and the role of data is critical to ensuring the systemic functionality and cultural integration of data usage for student and school achievements. Data collection, accuracy, analysis, and interpretation facilitate the identification of accomplishments and interventions to ensure students' academic needs are met.

Because data is omnipresent, it must also be objectively reviewed and analyzed to communicate accurate information. The information should be cross-functionally shared with teachers, parents, administrators, and district leaders to ingrain the value of data into the cultural operations of the educational system. Collectively, these systems work to benefit the overall success of district, state, and federal systems.

MAXSUS YO'NALISHLARDA CHET (INGLIZ) TILINI O'QITISH KURSI

Introduction to the course.

Module:	English for specific purposes
Topic:	Introduction to the course
Time:	80 minutes
Aim:	To introduce the students to the course. 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, audio recordings, handouts, video clips, white board

Objective:

- to give students an opportunity to explore ESP approaches and practices
- to help students develop their own approach to ESP

Lead in

Time:

Materials: handouts and visual aids

Procedure:

- ☺ Ask participants the following questions and elicit a few random answers after each question:
 - ~ Who teaches English to students of other subjects?
 - ~ Have you ever taught English to learners from other professions (e.g. managers of a multinational company; NGO staff; doctors aspiring to get a job in the UK etc.)?
 - ~ How is this teaching different from teaching General English in language universities / faculties?

NB

Answers will vary according to participants' experience.

Teaching and learning General English in language universities and faculties have the English language as the focus and the medium of teaching. On the other hand, for students of mathematics, economics or medicine, English becomes an important tool for the students' professional development and therefore teaching English to students of other subjects serves a **specific purpose**.

- Elicit random answers. Give your feedback. Introduce the terms 'English for General Purposes' (EGP) and 'English for Specific Purposes' (ESP).
- ☺ Ask participants the following question and elicit a few random answers:
 - ~ What is the difference between teaching English to university students of Management and teaching English to professional managers working for a company?Establish that within ESP it is important to distinguish between teaching 'English for Academic Purposes' (EAP), which deals with study-related language requirements and teaching 'English for Occupational Purposes' (EOP), which deals with job-related language requirements. Say that you would like participants to explore these ESP-specific issues in more detail.

Activity 1 Case studies

Objective: to give students an opportunity to explore different cases for ESP

Time:

Materials: handouts 1a-d – one copy per group

Procedure:

- ☺ Refer students to the session on ‘Needs analysis’ and say that dealing with students’ needs is particularly relevant for ESP, mostly because English for the students of other subjects or professionals is a secondary tool for their professional development. Say that you would like students to work with several case studies and to predict what the content and objectives of a course for each of the cases might be. On the board write: ‘What will the content and objective of a course be?’
- Say that the case studies describe four groups of learners: a) a group of undergraduate university students of Economics; b) a group of medical students; c) a group of junior managers of a multinational company and d) a group of airline pilots.
- ☺☺☺ Put students in four groups and give each a copy of handout 1a-d with group profiles. Assign each group of participants only one casestudy. Monitor the group discussion and ask directing questions from the box below where necessary.
- ☺ After the discussion invite a spokesperson from each group to report to the whole group for 2-3 minutes. Invite comments from other groups. Support their reports with questions.

Suggested questions:

What is the main priority for these learners? What skills should the course focus on most of all? In what ways would you take students’ background into account? What kind of teaching resources / materials would you use and where would you get them?

- After each report make your own comments where necessary.

Suggested comments:

1a. These students may benefit from a course that tackles all English language skills in their professional context. They will also need a build-up of their professional vocabulary. The availability of a wide resource in the library makes the choice of an appropriate textbook and supplementary materials relatively easy (e.g. *Business Objectives*). The course should aim at increasing students’ proficiency in English for general business purposes.

1b. The large size of the group, low proficiency level, scant resources and tight objectives (to pass the State Test) make it necessary to narrow down the objectives of the course to the development of professional reading and test-taking skills. The students will need to expand their professional vocabulary. Some instructions can be given in L1. The teacher will have to make good use of the professional texts available within the institute.

1c. There is no need to focus on professional vocabulary in this course. The teacher will have to stimulate learners to attend classes after work by including more communicative activities (probably dealing with such issues as presentation skills, social skills etc.) The course should focus on coherence and grammar. Another important objective will be the development of writing skills for business purposes (e-mails, faxes, memos, reports). The course should prepare the learners to be more effective interpreters of messages between their English-speaking line managers and non-English speaking subordinates. The learners may benefit from each other’s expertise in different professional areas. The teacher will have to choose the main textbook after a more detailed needs analysis and to use a wide range of supplementary materials.

1d. Given the limited time, the age and the level of learners, the course should address their immediate needs: to be able to receive and communicate professional data: e.g. course and altitude of a plane; time of landing and takeoff; various standard commands etc. Pilots will have to be exposed to different accents. The teacher will have to focus on listening and speaking for narrow professional purposes and will have to make the maximum use of the available professional materials. In this case learners themselves will be an invaluable

teaching resource.

Activity 2 Exploring principles of an ESP approach

Objective: to explore current ESP practices with studentss

Time:

Materials: handouts 1a-d – one copy per group.

Procedure:

- ☺ Say that based on the previous activity you would like studentss to draw up some principles of an ESP approach. Ask the following questions and elicit a few random answers after each question:
 - ~ Which of these cases was related to EAP and which to EOP?
 - ~ What are the main differences between teaching EAP and teaching EOP?
 - ~ What are the main differences between teaching EGP and ESP?

Suggested answers:

EAP: 1a and b; EOP: 1c and d.

Teaching EAP takes place in a traditional academic environment where English becomes a part of students' undergraduate or postgraduate studies. Therefore an EAP course is less job-specific and is to a greater extent than an EOP course based on the syllabus imposed by an institution. Students are younger and have time allocated for English classes during their studies. They are still studying their subject(s) and need English to have access to their specialist knowledge. An EOP course is more needs or skills-specific and a teacher enjoys a relatively greater freedom in terms of course development and the choice and use of materials. Learners are generally more mature and experienced than in an EAP course and this makes them more useful as a teaching / learning resource.

Generally EAP more than EOP resembles EGP, however, the main difference lies in the objectives of an ESP course which are always to a certain extent subject-specific. The analysis of students' specific long-term and short-term needs in ESP plays a greater role than in EGP. In teaching any ESP course a teacher also has more freedom in the choice and the use of materials. Often lacking sufficient expertise in the professional/academic area of their students, teachers (who are first of all teachers of English) are bound to make a good use of learners as a teaching resource. Their primary responsibility is to teach **language** and not **content**.

- ☺ Give your comments where necessary. Say that you would like studentss to work towards the principles of ESP in groups. Ask them to brainstorm the categories these principles should be based on in the whole group. Say that students have already discussed **objectives** and **content** as points for consideration in an ESP course. Return to the question written on the board:
 - ~ What will the content and objectives of the course be?Ask students to think of more questions to be asked about an ESP course.

Suggested questions:

What is the main priority for these learners? What skills should the course focus on most of all? In what ways would you take students' background into account? What kind of teaching resources / materials would you use and where would you get them? How do you address students' specialist professional knowledge in English classes? What time limitations are there and how can you make best use of the time available?

Write the questions on the board and add your own if necessary.

- Put students back in their groups and ask groups that worked with handouts 1a to apply these questions to the case in handout 1c, 1b → 1d, 1c → 1a and 1d → 1b. After 10 minutes invite a spokesperson from each group to report their answers to the whole group. Make your comments if necessary.

- Tell participants to remain in their groups and ask two groups to brainstorm the principles of EOP and the other two groups to work on the principles of EAP. Ask them to refer to the questions on board. Give your own example: (e.g. EAP: The objectives of the course are determined by the educational institution and by learners' broad needs. EOP: The objectives are determined by narrowing down learners' needs in their present professional environment.)
- After 10 minutes ask groups working on the same variety of ESP to exchange their lists of principles and see if they could complement each other.
- Ask spokespersons from each of two larger groups (i.e. EAP and EOP) to report to the whole group. Discuss the principles of teaching EAP and EOP with participants.

Lesson 22. Types of English for Specific purposes.

English for Academic Purposes (pre-experience; concurrent)

Module:

Topic:

Time:

Aim:

Materials:

Aids:

Procedure :

Warm up: teacher asks the following questions

1. What types of specific English have you heard?
2. Is there any of your friend study English in non filology faculty?

While activity:

Look at the following abbreviations. What do they mean? Discuss in pairs

EAP	EGAP	ESAP	EGP
ELT	EOP	EGOP	ESOP
EPP	EGPP	ESPP	ESOL
ESP	EST	TESOL	

Suggested answers

EAP	English for Academic Purposes
EGAP	English for General Academic Purposes
ESAP	English for Specific Academic Purposes
EGP	English for General Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
EGOP	English for General Occupational Purposes
ESOP	English for Specific Occupational Purposes
EPP	English for Professional Purposes
EGPP	English for General Professional Purposes
ESPP	English for Specific Professional Purposes
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
EST	English for Science and Technology
TESOL	Teaching English to Speakers of Other Languages

Discuss the definitions given to ESP .

Below a selection of statements about ESP teaching by various writers. The terms 'English Language Teaching' (ELT) and 'English for General Purposes' (EGP) are used. A number of themes can be seen in these statements

1.1

The basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners. No longer was it necessary to teach an item simply because it is 'there' in the language. A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching with its own approaches to curriculum development, materials design, pedagogy, testing and research. *Nunan (2004)*

1.2

If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, will» needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. *(Dudley-Evans, T. & M-J. St John 1998)*

1.3 ESP and General English

It is in the nature of a language syllabus to be selective. The General English syllabus is based on a conception of the kind of reality that the student has to deal with in English. For example, a General English course for teenagers will probably be written around the language-based activities of a stereotypical teenager. Finding out or even speculating on what these activities are is like taking the first step towards a needs analysis. Consciously or unconsciously, therefore, all sensible course designers must begin by trying to assess students' specific needs. ESP is simply a narrowing of this needs spectrum. The ESI process of specialisation should not result in the complete separation of one part of the language from another. One cannot simply hack off pieces of a language or of skills and then expect them to exist independently of anything else. Every discipline refers to others and each draws on the same reservoir of language. A science student who comes to grips with the past simple passive through the description of laboratory procedures is unlikely to lock that tense into that context for the rest of their English-speaking life" *(Holme 1996)*

In fact, the dividing line between ESP and EGP is not always clear; where do we place, for example, a course designed for a Korean businessperson who is to assume a post abroad in the near future? If the learner's proficiency level is very low, a great deal of course content will probably be of a general English type with emphasis on survival situations. Most would probably agree that the course should be classified as ESP, simply because the aims are clearly defined, and analysis of the learner's needs play an important role in deciding what to include in the course. However, we believe our example demonstrates that ESP should not be regarded as a discrete division of ELT, but simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics. *(Barnard and Zemach (2003, pp. 306-7)*

After class have been discussed the definition of ESP teacher made a conclusion and say:

One of the common themes in the above statements is that ESP courses are narrower in focus than ELI courses — 'tasks prescribed by their work or study situation' are mentioned in 1.2, 'narrowing down the spectrum' in 1.3 and 'a narrower range of topics' in 1.4. The statements mention learner needs. ESP courses are narrower in focus than general ELT courses because they centre on analysis of learners' needs. The statements show that ESP views learners in terms of their work or study roles and that ESP courses focus on work- or study-related needs, not

personal needs or general interests. A number of specific work and study roles were mentioned including an air traffic controller, an engineering student, a science student and a businessperson. And lastly, there is mention of the fact that ESP involves analysis of texts and language use learners will encounter in their work and study situations - 'text analysis' is mentioned in 1.2 and 'description of laboratory procedures' in 1.4.

English for Academic Purposes (pre-experience; concurrent)

Procedure:

Warm up Brainstorm the ideas about **EAP** (where, what, how)

While activity: Look at the graph and discuss it as a whole class about Areas of ESP teaching

Branch	Sub Branches	Example
English for Academic Purposes (EAR)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Work in pairs and discuss how ESP course timing in relation to work or study experience of learner

ESP

Pre course experience

During course experience

Post course experience

ESP teaching takes place in a number of differing contexts as shown in the following scenarios read the cases and what out which type of ESP teachers teach

Teaching scenarios

1. Alison

Alison began her teaching career teaching French in the secondary school sector in New Zealand. A number of years later due to falling enrolments in European languages in secondary schools, Alison started teaching English Language in a Tertiary College. She taught intermediate level 1 for some years and then began to also conduct classes for immigrants focusing on 'settling-in skills', such as job applications, dealing with administrative enquiries, and so on. One day her director of studies called her in to tell her that the college was to introduce a course called English for Medical Doctors. The students would be recently arrived immigrant doctors who needed to appear for medical registration examinations and English language tests to enable them to work as general practitioners in the country. Alison was asked to prepare and teach the course.

2. Derya

Derya graduated in teaching English as a foreign language in Turkey and almost immediately gained employment in one of the large state universities in which English is used as the medium of instruction. Most students at Derya's university spend a year in the preparatory school studying an intensive English language programme prior to starting study of subjects in their departments. Derya has taught on the intensive programme for a number of years. Recently,

the Engineering faculty at the university expanded its doctoral programme. The faculty however realized that the doctoral students' lack of English was hampering their studies and it was decided that a special English language programme to help the postgraduate students with reading and writing engineering research reports needed to be set up. Derya, whose brother is completing his doctoral studies in the Engineering faculty, was requested to set up a suitable ESP course for the engineering students on the doctoral programme.

3. Albert

Albert is bilingual and was brought up in a French speaking home in the UK. After studying French and Business at university, during which he did some part time English for speakers of Other Languages (ESOL) teaching. He was offered a job with a computer software company based in Paris. His brief was to track the daily work practices of a number of key employees at the company and offer English language assistance to **them** when they had difficulties using English in **their** work. The aim was that these key employees should eventually become independent **in using** English for their workplace needs. At present Albert is tracking and providing language support for one of the company's lawyers, whose work involves correspondence with companies in the UK and US, and the head of finance responsible for strategy policy in both the French and UK divisions of the company.

4. Cathy and Louis

Cathy and Louis were completing postgraduate degrees in Teaching English to Speakers of Other Languages (TESOL) when they responded to a job advertisement calling for teachers to work at a military defence training facility in the US. The facility trains military personnel from various countries and aims to improve their technical and English language skills. Cathy and Louis' students were pilots. Having begun teaching at the facility, Cathy and Louis realized that the students' interest in English for its own sake was limited but they were deeply enthusiastic about their specialist areas, such as helicopter piloting. Cathy and Louis quickly set about devising content-based teaching of English in which the primary focus of instruction is on texts and activities related to the students' specialist military areas.

5. John

John studied law at a university in Australia. In his final year he began teaching ESOL part-time in order to supplement his income. He found he enjoyed it more than law and on completing his law degree, he taught ESOL full-time for three years before doing a masters degree in TESOL. For his thesis topic he decided to investigate discourse in problem-answer essays - an academic legal genre common in legal studies. After receiving his degree, John got a job teaching academic reading and writing skills in the English Language Support centre at an Asian university. Sometime later, he was transferred from the centre to the ESP Unit at the same university in order to work in an established small team that designs and teaches English courses for students in the law department. Here John feels able to combine his interest in language teaching with his knowledge of law and legal discourse.

6. Estelle

Estelle found that after teaching primary school in New Zealand for a number of years, she needed a change of direction. She wanted to work abroad and teach adults. She studied for a diploma in TESOL during which she took a course in ESP. Following her graduation, Estelle found a job in a two-year vocational college. The first course Estelle was assigned to teach was 'English for Office Management'. The course had only been running one year and Estelle was told she would need to prepare new instructional material as there was insufficient course content. The students on this course were between 18 and 20 years old and were hoping to gain employment in international companies after their return to their home countries. Alongside English, the students were studying word processing, spreadsheet and office administration.

Teacher facilitates the discussion by saying:

The above scenarios illustrate some of the diverse contexts in which ESP teaching takes place. They illustrate the divide between teaching English for Academic Purposes (EAP) - Derya and John (who both work in a university setting and teach English for study-related purposes), teaching English for Professional Purposes (EPP) - Alison, Cathy and Louis and Albert (who teach English to doctors, pilots and company executives respectively), teaching English for Occupational Purposes (EOP) - Estelle (who teaches English for office managers). We see that ESP can be classroom-based, or, as in Albert's situation, on-site workplace-based. The work histories of Derya and John show that they were first involved in teaching English for General Academic Purposes (EGAP). Estella's teaching experience would be with group of students who had never worked as office managers (pre experience ESP), Alison would be with students who had worked as doctors in their home countries but were not working any more (post experience ESP), whereas Albert, Cathy and Louis would teach learners who were actually working in their professions at that point in time (during-experience ESP)

English for Academic Purposes (EAP)

Jordan points out that the term 'English for academic purposes' appears in 1974. EAP is also called EEP (English for Educational Purposes).

"EAP is a field open to self-scrutiny and change, and for these reasons it offers language teachers an ethical, reflective, and fruitful field of research and professional practice and offers students a way of understanding their chosen courses and disciplines."

EAP is taught generally within educational settings for students who need English in their studies in order to succeed. It is helpful for students when specializing or intending to be specialized. EAP is taught not only in technical streams, it also takes a great interest in non-technical ones. Tomlinson (op.cit) says that EAP is helpful for learners to get appropriate skills in order to achieve a certain level.

Lesson 23. English for Academic Purposes (pre-experience; concurrent) English for Occupational Purposes

Module:	English for specific purposes
Topic:	English for Occupational purposes.
Time:	80 minutes
Aim:	To analyse English for occupational purposes as ESP branch. 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. What is English for Occupational Purposes?

English for Occupational Purposes is a branch of **ESP** (English for Specific Purposes) and covers situations in which learners are studying English for work related reasons. The courses are based on an analysis of their specific communicative needs in their work.

For example, a waiter dealing with foreign clients might need to :

- describe the content of dishes on the menu and the way they are cooked (*It's pasta with seafood cooked in a white wine and cream sauce*)
 - understand and respond appropriately to requests and orders (*Can we have a bottle of the house white?*)
 - ask about requirements (*Would you like coffee?*)
- etc etc.

EOP is also labeled EVP (English for Vocational Purposes) or EPP (English for Professional

Purposes) as Jordan maintains. EOP is taught for learners whose need is related to their profession. They need English to talk and respond in their domains and to read technical manuals. Their learning depends on the time of training. That is to say before, during or after working. Tomlinson (op.cit) mentions that EOP is helpful for learners to function in English in their job. **EOP** courses will therefore have often titles like :

English for Nursing

English for Shopfloor Staff

English for Accountants

Where communicative needs become more complex, the courses may become more specific, not aiming to deal with the full range of needs involved in the job, but just with one area. This is particularly true in Business English, which may focus on eg :

English for Sales Presentations

English for Business Reports

Negotiation Skills in English

Alternatively, the courses may focus on the more general needs of a specific industry :

English for Banking and Finance

Legal English

English for Military Purposes

English for the Oil Industry

Activity 1. Which of these 'green' ideas do you think is the most effective? Rank them in order from 1 (most effective) to 6 (least effective).

1. _____ a. electric cars
2. _____ b. wind farms
3. _____ c. a vegan diet
4. _____ d. solar energy
5. _____ e. free public transport
6. _____ f. planting more trees

Activity 2. Fill the gaps in the sentences using these key words from the text. The paragraph numbers are given to help you

alchemy entrepreneur facility molecule carat emission venture gem impact irreversible

1. A _____ is a unit for measuring the weight of diamonds and other jewels. (para 1)
2. A _____ is an area or building used for a particular purpose. (para 1)
3. An _____ is the effect that something has. (para 2)
4. An _____ is someone who uses money to start businesses. (para 3)
5. If a change is _____, you cannot change it back. (para 3)
6. _____ is a type of science that led people to try to change ordinary metals into gold, especially in the Middle Ages. (para 3)
7. A _____ is a beautiful expensive stone that is used to make jewellery. (para 4)
8. An _____ is a substance, especially a gas, that goes into the air. (para 5)
9. A _____ is a new business or activity. (para 6)
10. A _____ is the smallest part of an element or compound that is capable of independent existence. (para 8)

Answer: 1. carat 2. facility 3. impact 4. entrepreneur 5. irreversible 6. alchemy 7. gem 8. emission 9. venture 10. Molecule

Activity 3. Find the following information in the text as quickly as possible.

1. What is the main business of Ecotricity?
2. Where is the sky mining facility?

3. What is the name of Vince's new venture?
4. How much rock and earth needs to be moved to produce a one-carat diamond?
5. How many carats of diamonds will the sky mining facility produce each month?
6. What is the temperature inside the sealed chamber?

Answers: 1. the supply of green energy 2. Stroud, Gloucestershire, UK 3. Sky Diamonds
4. 1,000 tonnes 5. 200 6. 800 degrees Celsius

Ecotricity founder to grow diamonds 'made entirely from the sky'

Jillian Ambrose

30 October, 2020

1 A British multi-millionaire and environmentalist has a plan to create thousands of carats of carbon-negative diamonds every year "made entirely from the sky" and grown in a laboratory. Dale Vince, the founder of green-energy supplier Ecotricity, claims he has developed the world's only diamonds to be made from carbon, water and energy sourced directly from the elements at a "sky mining facility" in Stroud, Gloucestershire.

2 The process uses carbon dioxide captured directly from the atmosphere to make the diamonds – which are chemically identical to diamonds mined from the earth – using wind and solar electricity, with water collected from rainfall. The result is the "world's first zero-impact diamond", according to Vince, and they could even help to clean the air by removing carbon dioxide directly from the atmosphere.

3 The green-energy entrepreneur said he hopes to challenge the traditional diamond-mining industry, which causes "irreversible damage" to the environment. "Making diamonds from nothing more than the sky, from the air we breathe, is a magical, evocative idea – it's modern alchemy," said Vince. "We don't need to mine the earth to have diamonds; we can mine the sky."

4 Vince said he has not yet decided on the price of the carbon-negative gems, which are accredited by the International Gemological Institute.

5 Lab-grown diamonds are rising in popularity as awareness of the environmental and socio-economic impact of the mining industry has grown. There have been violent conflicts in diamond-producing regions, but also research has shown that producing a one-carat stone can involve moving 1,000 tonnes of rock and earth, 3,890 litres of water and more than 108kg of carbon-dioxide emissions.

6 Vince expects his new venture, Sky Diamonds, to produce 200 carats of the carbon-negative diamonds every month but said the facility could increase production to 1,000 a month within the next year. He said that Sky Diamonds would use a process known as chemical vapour deposition to create the diamonds at his facility.

7 This process typically involves placing a "diamond seed" within a sealed chamber, or "diamond mill", which is heated to 800 degrees Celsius and filled with carbon-rich methane gas. The carbon elements will gradually bond with the "seed" to create a diamond anatomically identical to a stone that has taken billions of years to grow underground.

8 Vince has promised to source the carbon dioxide directly from the air and will produce the hydrogen needed to make methane by splitting rainwater molecules using an electrolysis machine powered by renewable energy.

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Activity 4. Are these statements true (T) or false (F) according to the text?

1. Dale Vince's diamonds will be made from natural materials such as air and water.
2. They will be chemically different from diamonds mined from the earth.
3. Lab-grown diamonds are becoming more popular because of their low price.
4. Producing a one-carat diamond from mining creates more than 108kg of carbon-dioxide emissions.

5. Diamonds take billions of years to grow in laboratories.
6. Vince's process produces hydrogen by splitting rainwater molecules.

Answers: 1. T 2. F 3. F 4. T 5. F 6. T

Activity 5. Find the following words in the text. The paragraph numbers are given to help you.

1. an adverb meaning completely (para 1)
 2. an adjective meaning exactly the same (para 2)
 3. a noun meaning fighting between countries or groups (para 5)
 4. a noun meaning a process in which layers of a substance form gradually over a period of time (para 6)
 5. a noun meaning an enclosed space inside a machine (para 7)
 6. a verb meaning become firmly fixed together (para 7)
 7. a noun meaning the process of sending electricity through liquid in order to create chemical changes (para 8)
 8. an adjective meaning able to be replaced by natural processes (para 8)
- Answers:** 1. entirely 2. identical 3. conflict 4. deposition 5. Chamber 6. bond
7. electrolysis 8. renewable

Activity 6. Match the words in the left-hand column with the words in the right-hand column to make phrases from the text.

- | | |
|------------------|-------------|
| 1. carbon | a. industry |
| 2. renewable | b. impact |
| 3. mining | c. dioxide |
| 4. irreversible | d. supplier |
| 5. environmental | e. energy |
| 6. energy | f. damage |

Answers: 1. c 2. e 3. a 4. f 5. B 6. d

Activity 7. Complete the phrases from the text using these prepositions.

on with of at to in

1. identical _____ something else
2. grown _____ a laboratory
3. decide _____ something
4. awareness _____ something
5. create something _____ a facility
6. bond _____ something

Answers: 1. to 2. in 3. on 4. of 5. at 6. with

Activity 8. Discuss the statements.

- The price of diamonds and other precious jewels is ridiculous.
- All energy should be renewable.

Lesson 24. English for Academic Purposes (pre-experience; concurrent. English for Medical Purposes

Module:	English for specific purposes
Topic:	English for Medical purposes.
Time:	80 minutes
Aim:	To analyse English for medical purposes as ESP branch.
Materials:	<ol style="list-style-type: none"> 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i>. 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i>. 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i>. Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. English for Medical Purposes

English for Medical Purposes is a subgroup of English for Specific Purposes and has its own subgroups as well. The need to communicate about health issues is not restricted to hospital workers and so a wide range of EMP courses and texts are needed to cover very specialised Medical English language.

English for Medical Purposes is a branch of ESP or English for Specific Purposes. ESP has developed into an umbrella group of courses for specific areas of learning or for specific professions. As it was recognised that even high levels of competency in General Academic language do not prepare workers in specific professions, ESP was born.

EMP (English for Medical Purposes) covers the English language which Health Care Professionals need to be able to practise safely and confidently. The issue of safe practice linked to language competency in EMP is common to other ESP courses such as Aviation English or English for the Oil and Gas Industry. This is obvious as even minor language misunderstandings in these areas of work can have serious consequences. For example, misunderstanding a dose of 14 units of insulin as 40 units of insulin could be a serious drug error.

The healthcare environment is often a difficult place to work in as the work is often fast-paced and patients are not always easy to understand. They may speak indistinctly because of a health problem e.g. be stroke-affected or speak with a heavy accent or use an unfamiliar dialect of English. The elderly may also be difficult to understand or find it difficult to understand the Healthcare Professional because of hearing loss or dementia. Patients may not understand medical terms and may only understand everyday health terms which may be unfamiliar to the Health Care Worker. For example, an Australian patient who tells the doctor that he's been 'chucking all night' means that he's been vomiting all night!

English for Medical Purposes can be further divided into other categories. Firstly, English for doctors, English for nurses, English for healthcare assistants, English for midwives and so on. Each medical area has its own unique vocabulary which sometimes leads to the discussion of whether EMP courses need to be heavily content-based –relevant vocabulary and technology-and/or taught by dual professionals. There are those who feel that only current or former Healthcare Professionals have the ability to teach EMP. Others feel that EMP is still based around basic communication skills and reading and writing skills which just need to be put in context.

The second category is that of the purpose of EMP. There are many areas where EMP is used but perhaps a simple breakdown is to say:

1. EMP for workplace readiness. This may be part of compulsory testing before registration in a healthcare profession is allowed. For example, proving language competency before registration with a nursing licensing board such as the NMC (Nurses and Midwives Council) in the UK.
2. EMP for use in a healthcare environment where English is not the official language. This is commonly where English is the common language between Health Care Professional and patient if the patient has found himself /herself in hospital in a foreign country. More and more countries are trying to prepare for this problem ahead of time e.g the case of Brazil where Brazilian

doctors in Belo Horizonte have started an English for Doctors course to prepare for the possible onslaught of foreign visitors who fall ill during the forthcoming World Cup and Olympics in a few years time.

3. EMP for academic purposes. Healthcare Professionals who want to be part of global discussions during conferences usually need to be able to communicate ideas in English. As nursing progresses to a common global standard of a minimum of degree level, there is a greater need to bring practices and nursing research into the international arena. This usually has to be done in English.

Who uses Medical English?

Any Healthcare Professionals e.g. doctors, nurses, certified nursing assistants, home carers, physiotherapists, occupational therapists, radiologists, pharmacists, psychologists, optometrists, audiologists : each specialty uses specific terms and vocabulary as well as everyday health terms. Some examples:

Healthcare Professionals in hospitals, Mental Health Units, clinics and GP Practices.

Healthcare Professionals in Nursing Homes and Hostels e.g nursing assistants or carers.

Healthcare Professionals in pharmaceutical companies who need to explain the use of drugs and dressings on a disease or disorder.

Medical Equipment sales reps who need to be able to explain the use of surgical equipment or devices to be used in particular operations or procedures.

Telehealth Healthcare Professionals who advise patients over the phone about health issues

Travel Doctors who give current information about health issues around the world e.g. TB, rabies.

Students undertaking degrees or diplomas in medical fields. Sometimes used as Pre-Arrival Learning to familiarise themselves with new terms but also used during their studies to keep up with new information.

Healthcare Professionals who participate in conferences or write academic articles. Many conference papers and academic articles are produced and presented in English.

Healthcare Professionals who undertake medical research

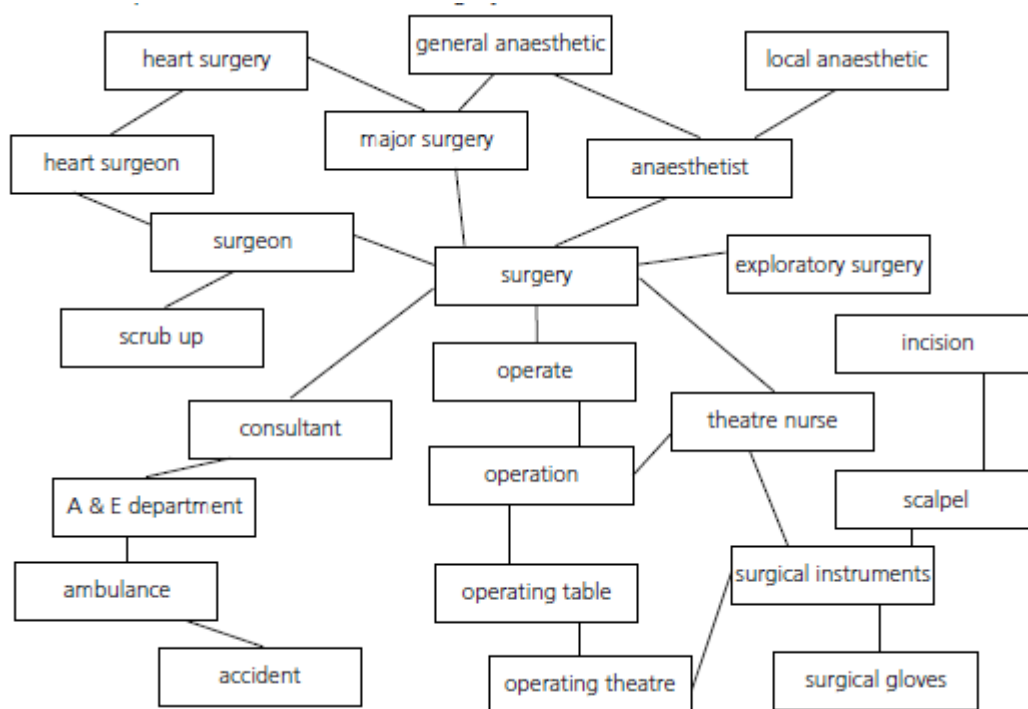
Medical secretaries who undertake training in medical terminology to be able to understand dictation from surgeons or physicians and also for health coding.

Authors of Health Literacy materials. Health Literacy materials aim to inform the public of health issues e.g diabetes , heart disease

Authors of Public Health materials e.g WHO documents which inform about global health issues e.g malaria

A mind map is a way of organising vocabulary to show the connections between words.

This mind map is based on the word 'surgery'.



Exercise 1. Find words and expressions in the mind map that fit the following definitions.

1. A special room in a hospital, where surgical operations are carried out
2. A nurse who is specially trained to assist a surgeon during an operation
3. The part of a hospital which deals with people who need urgent treatment because they have had accidents or are in sudden serious pain
4. Surgical operations involving important organs in the body
5. A doctor who specialises in surgery
6. An anaesthetic which removes the feeling in a single part of the body only
7. A senior specialised doctor in a hospital
8. A surgical operation to remedy a condition of the heart
9. To clean the hands and arms thoroughly before performing surgery
10. The treatment of diseases or disorders by procedures which require an operation to cut into, to remove or to manipulate tissue, organs or parts

Answers:

1. operating theatre 2. theatre nurse 3. A&E department 4. major surgery 5. surgeon 6. Local anaesthetic 7. consultant 8. heart surgery 9. scrub up 10. surgery

Exercise 2. Design a mind map for one or more of the following:

- _ health
- _ hospital
- _ patient

Exercise 3. In each set of words one is the *odd one out*: different from the others. Find the word that is different, and circle it.

For example:

callosum..... cerebellum..... colliculus..... coccyx.....

Coccyx is the odd one out. It is a bone; the others are all parts of the brain.

1.	aching.....	bleeding.....	nagging.....	throbbing.....
2.	hand.....	kidney.....	leg.....	liver.....
3.	ankle.....	elbow.....	knee.....	forearm.....
4.	ear.....	eye.....	face.....	nose.....
5.	nurse.....	orderly.....	surgeon.....	patient.....

6.	bandage.....	forceps.....	probe.....	scalpel.....
7.	expiration.....	inspiration.....	respiration.....	supination.....
8.	cataracts.....	eyelids.....	nearsightedness.....	strabismus.....
9.	improve.....	get better.....	recover.....	relapse.....
10.	iris.....	lens.....	palm.....	pupil.....
11.	oval window.....	semicircular canals...	tympanic membrane	vertebral column.....
12.	aluminium.....	copper.....	iron.....	zinc.....
13.	break.....	crack.....	fracture.....	wound.....
14.	metacarpal bone.....	nasal bone.....	occipital bone.....	zygomatic arch.....
15.	liver.....	heart.....	pancreas.....	spleen.....
16.	bite.....	chew.....	swallow.....	taste.....
17.	hepatalgia.....	hernia.....	liver.....	hepatocyte.....
18.	epidermis.....	pore.....	dermis.....	diabetes.....

Answers:

1. bleeding; the others are words which describe types of pain
2. liver; you have two of all the others
3. forearm; the others are all joints
4. face; the others are all specifically sense organs
5. patient; the others are all jobs
6. bandage; the others are all instruments
7. supination; the others are all connected to breathing
8. eyelids; the others are all eye conditions
9. relapse; the others all mean to return to normal after an illness
10. palm; the others are all parts of the eye
11. vertebral column; the others are all part of the ear
12. aluminium; the others are all normally found in the body
13. wound; the others refer principally to damage to bones
14. metacarpal bone; the others are all in the skull
15. pancreas; the others deal with blood
16. taste; the others are all physical actions
17. hernia; the others relate to the liver
18. diabetes; the others are all part of the skin

Lesson 26. English for Science and Technology

Module:	English for specific purposes
Topic:	English for Science and Technology.
Time:	80 minutes
Aim:	To analyse English for Science and Technology as ESP branch. 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. English for Science and Technology (EST) generally refers to **English** used in **scientific** publications, papers, textbooks, technical reports and academic lectures, etc. It is

used to describe the physical and natural phenomena, their processes, properties, characteristics, laws and application in productive activities.

English is the universal form of communication in **science**. Although many countries still publish journals in their native tongue, **English** is currently the best way to share one's **research** findings with **scientists** in other parts of the world.

Activity 1. Put the words in the spaces.

cartridge collate cover feed double-sided landscape mono out out of portrait jammed print-heads reload replacement via

1. When the ink runs out, you have to change the _____.
2. _____ cartridges can be ordered online.
3. To change the cartridge, you have to lift the _____.
4. The printer is connected to the computer _____ a USB cable.
5. The printer is _____ paper. _____ the paper tray.
6. I think some paper is _____ inside the printer.
7. My printer keeps getting jammed. I think there's a problem with the paper _____.
8. Shall I print this _____ in colour or black and white?
9. "Black and white" is also known as _____.
10. If there's a problem with the print quality, perhaps the _____ need cleaning.
11. Can your printer do _____ printing?
12. To _____ means to put all the pages into the correct order.
13. This page is in _____ orientation.
14. This page is in _____ orientation

Answers: 1 cartridge, 2 replacement, 3 cover, 4 via, 5 out of / reload, 6 jammed, 7 feed, 8 out, 9 mono, 10 printheads (or print nozzles), 11 double-sided (or two-sided), 12 collate, 13 portrait, 14 landscape

Activity 2. Mobile Phone networks. Fill in the space with given words.

Contract installed networks operators pay-as-you-go SIM card roaming tariffs top up users

In Britain there are several mobile phone 1 _____ including Vodaphone, O2, T-mobile and Orange. There are also 2 _____ like Virgin Mobile who use the network of another company. When you buy a cell phone, you have a choice of 3 _____. The most popular is "4 _____", with customers paying for their calls in advance. They can 5 _____ their accounts in shops, over the internet, and at cash machines. Heavy 6 _____ may prefer a 7 _____. They pay a fixed amount every month, but the calls are much cheaper than they are for pay-as-you-go customers. Mobile phones usually come with a 8 _____ already 9 _____. If you take the phone abroad, you may be able to use it on a local network. This is called "10 _____". It can be expensive, and it may be cheaper to buy a foreign SIM card.

Answers: 1 networks, 2 operators, 3 tariffs, 4 pay-as-you-go, 5 top up, 6 users, 7 contract, 8 SIM card, 9 installed, 10 roaming.

Activity 3. Choose the best word.

1. After 6pm, calls cost 20p _____ minute
a. for one **b.** per **c.** each
2. You can't use a mobile in a cave because there's no _____.
a. network **b.** connection **c.** power
3. I need to charge up my mobile phone battery. Have you seen my _____?
a. charger **b.** recharger **c.** charging machine
4. When you send a text message, the _____ function can help your write it more quickly.

- a. predicting text b. predictive text c. text predictor
5. In the car, it's safer to use a _____ phone.
- a. handsless b. no hands c. hands-free
6. If you don't want to dial a number by mistake, turn on the _____.
- a. keypad locker b. keypad lock c. locker of keypad
7. Which network has the lowest _____?
- a. call charges b. call costs c. call expenses
8. My pay-as-you-go account _____ is about £7.
- a. balance b. level c. amount
9. My average call _____ is about two minutes.
- a. time b. length c. duration
10. We're a long way from the nearest _____ ...
- a. broadcaster b. antenna c. transmitter
11. ...so the _____ is very weak.
- a. sign b. signal c. transmission
12. I'll call her on my...
- a. mobile phone b. cell phone c. moving phone d. cellular phone
13. A mobile phone can't work without a...
- a. SIM card b. sim card c. sim chip d. similar card
14. Don't forget to send me...
- a. a text message b. a text c. an SMS d. a phone message
15. When I arrive, I'll...
- a. text you b. textualise you c. send you an SMS d. send you a text
- Answers:** 1 b, 2 a, 3 a, 4 b, 5 c, 6 b, 7 a, 8 a, 9 c, 10 c, 11 b, 12 c, 13 d, 14 d, 15 b

Activity 4. Match the devices with the places you would find them.

1. cash dispenser / cash machine / ATM
 2. barcode reader
 3. magnetic strip
 4. MP3 player
 5. photocopier
 6. telex machine
 7. video camera
 8. mainframe computer
- a. at a supermarket checkout
 - b. connected to a pair of headphones
 - c. in an office in 1975
 - d. in an office, school or copy shop
 - e. in the hands of a tourist
 - f. in the headquarters of a large company
 - g. on the back of a credit card
 - h. outside a bank

Answers: 1 h, 2 a, 3 g, 4 b, 5 d, 6 c, 7 e, 8 f

Activity 5. Match the descriptions on the left with these famous applications.

1. word processor
2. spreadsheet
3. virus protection
4. browser
5. image editor
6. media player

7. email software
8. presentation software
9. graphic design software
- a. Adobe Photoshop
- b. Internet Explorer
- c. Microsoft Word
- d. Microsoft Excel
- e. Microsoft PowerPoint
- f. Norton AntiVirus
- g. Outlook Express
- h. Adobe PageMaker
- i. RealPlayer

Answers: 1 c, 2 d, 3 f, 4 b, 5 a, 6 i, 7 g, 8 e, 9 h

Lesson 26. Business English

Module:	English for specific purposes
Topic:	English for Business
Time:	80 minutes
Aim:	To analyse English for Business as ESP branch.
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. What is Business English?

Business English is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English. Many non-native English speakers study the subject with the goal of doing business with English-speaking countries, or with companies located outside the English-speaking world but which nonetheless use English as a shared language or lingua franca. Much of the English communication that takes place within business circles all over the world occurs between non-native speakers. In cases such as these, the object of the exercise is efficient and effective communication. The strict rules of grammar are in such cases sometimes ignored, when, for example, a stressed negotiator's only goal is to reach an agreement as quickly as possible.

Business English means different things to different people. For some, it focuses on vocabulary and topics used in the worlds of business, trade, finance, and international relations. For others it refers to the communication skills used in the workplace, and focuses on the language and skills needed for typical business communication such as presentations, negotiations, meetings, small talk, socializing, correspondence, report writing, and a systematic approach. In both of these cases it can be taught to native speakers of English, for example, high school students preparing to enter the job market. One can also study it at a college or university. Institutes around the world have courses or modules in BE available, which can lead to a degree in the subject.

Exercise 1: Look at the different types of training courses and other aspects of staff development in the box, then match each one with a description in paragraphs 1 – 14. Two courses in the box do not match any of the descriptions.

<i>action learning</i>	<i>adventure learning</i>	<i>assertiveness training</i>	<i>carousel training</i>
<i>continuous personal development (CPD)</i>	<i>experiential learning</i>	<i>an induction course</i>	

<i>in-tray learning</i>	<i>modern apprenticeship</i>	<i>off-the-job training</i>	<i>online learning</i>
<i>open learning</i>	<i>total quality management (TQM)</i>	<i>sales training</i>	<i>team-building</i>
<i>training needs analysis (TNA)</i>			

1. This company is committed to helping its employees learn about their jobs and develop their skills for the whole period they are working here, and not just at the beginning of their contract. We run regular courses and workshops in order to achieve this, both on and outside the company premises.
2. Our employees have to deal with a lot of difficult situations, and they often come in contact with people who can be difficult to work with and do business with. We train them to have more confidence in themselves so that they can deal effectively with any problems and difficulties they encounter.
3. We believe that the best way of learning a skill is through practice. We don't waste time on courses and workshops. We show the employee his duties, give him an outline of how the company operates, and then we just say 'Get on with it, and good luck'. It's a remarkably effective method.
4. It's very important that our employees develop skills in leadership, problem solving, decisionmaking and interpersonal communication. The best way to achieve this is to get them involved in group games and physically demanding outdoor activities like sailing and climbing. These also help to build team spirit.
5. When we promote somebody to a management position, the first thing we do is to give them a lot of typical management paperwork and tell them to deal with it. We set them a time limit for this, and monitor them carefully to see how they get on. We then review their performance and show them where they went right or wrong.
6. Our company understands how important it is that our employees work well together in order for the company to be effective. Our training sessions are designed to instil co-operation and solidarity in a group of employees who have to work together.
7. It is our company policy to make sure that our employees know how all the jobs in the company work, not just their own. We find the best way of doing this is to move them from job to job and department to department. They meet colleagues who they might not normally meet, and learn about their jobs and how they operate.
8. New employees in our company need to learn about our products and how they work, how the distribution system operates, how to deal with both suppliers and customers and how to handle complaints. They also study trade and retail laws, and are accompanied on their first customer visits by their trainer.
9. I've been interested in photography since I was very young, so when I finished school I started learning how to be a photographer. I spend my week working with a professional, who teaches me about all the different aspects of the job. At the same time, I receive training in areas such as numeracy, problem-solving and interpersonal skills.
10. First of all I was given a tour of the factory and then I was introduced to my colleagues and was given an outline of the company and its products. After that I was guided through the company's code of practice, taken to my department and shown my duties.
11. My company can't hold training workshops in the office because we don't have enough space, and of course while we are learning, we aren't actually making money, so the company feels it wouldn't be making the best use of its employees. Instead, they send us to a college in the evening where we develop our skills and knowledge.
12. This company believes that personal development and training should be more flexible. As a result, we have developed a system of flexible training courses that a trainee or employee can start at any time, and which does not require a teacher.
13. Once a year we look at the different skills and abilities of our staff, and we decide if they are

enough to help the company fulfil its aims and operate effectively. We then develop a series of classes and workshops to help the staff learn more about their job and how they can operate more effectively.

14. This company has a policy that our managers should be committed to maintaining and improving the quality of their work, and also their skills and knowledge. We run courses, classes and workshops on a regular basis, and ensure that they are kept up to date with all the latest developments.

Answers: **1.** continuous personal development (also called *continual personal development*) **2.** Assertiveness training **3.** experiential learning (also called *learning by doing*) **4.** adventure training **5.** in-tray learning **6.** team-building (an employee who works well as part of a team is called a *team player*) **7.** carousel learning **8.** sales training **9.** modern apprenticeship **10.** an induction course **11.** off-the-job training (training which takes place on the company premises during work time is called *on-the-job training* or *in-house / in-company training*) **12.** open learning **13.** training needs analysis **14.** total quality management (TQM)

Exercise 2. Choose the most appropriate word in bold to complete sentences 1 – 10.

1. The company cannot refund customers' money, and goods can only be **altered / exchanged / revised** on production of a receipt or other proof of purchase.

2. We have made radical changes to the working regulations, and employees are expected to **expand/ stretch / adapt** to these over the next few weeks.

3. Our customer call centre used to be in Sheffield, but last year we **promoted / varied / outsourced** it to India, where costs are much lower.

4 The new director has completely **reduced / transformed / heightened** the company, from a small local enterprise to a major international concern.

5. The hotel is currently being **renovated / replaced / switched** but will remain open while building work is carried out.

6. Production has been **switched / disappeared / enlarged** from our Bracknell site to a new industrial centre near Milton Keynes.

7. Our new memory cards **extend / vary / raise** in price, from £42 for a 64Mb card up to £140 for a 2Gb card.

8. The Internet clothing company Pants2U.com has **deepened / shortened / expanded** its range to include jewellery and watches.

9. The decision to **dissolve / demote / disappear** the company wasn't an easy one to make, but everyone agreed that there was no other option but to cease trading.

10. Air fares will be **adapted / extended / revised** on 21 July: domestic flights will go down by 10%, but international flights will go up by 22%.

Answers: **1.** exchanged **2.** adapt **3.** outsourced (if you *outsource* a part of a company, you move part of the company operations from your home country to another country, or from inside your company to another company) **4.** transformed **5.** renovated **6.** switched **7.** Vary **8.** expanded **9.** dissolve (we could also use the phrasal verb *break up*) **10.** revised (*revised* prices are usually increased, but they can also go down, as in the first part of this example)

Exercise 3: Change the 'neutral' verbs and expressions in bold in sentences 1 – 15 to more 'formal' words using the verbs / expressions in the box. Each sentence requires only one word or expression. In most cases, you will need to change the form of the verb.

address adjourn adjust administer admonish analyse annul appeal to appoint assess at assign audit avert await award

1. We need to **examine in detail** the market potential of these new products.

2. The value of the business was **calculated to be** £5 million.

3. The management increased their offer in the hope of **stopping** the strike **happening**.

4. It will be the HR manager's job to **organise** the induction programme.

5. He was **given** the job of checking the sales figures.
6. The contract was **cancelled** by the court.
7. Our accountants have been asked to **examine** the accounts for the last quarter.
8. When he was dismissed, he **asked** his union **for support**.
9. The chairman **spoke to** the sales team.
10. At the meeting it was decided to **give** middle management a salary increase.
11. Following a breach of safety procedures, the workers were **told off** by their manager.
12. We are **waiting for** the decision of the planning department.
13. Prices will be **changed** according to the current rate of inflation.
14. The chairman **stopped** the meeting until 3 o'clock.
15. We have **chosen** a new distribution manager.

Answers: 1. *analyse* (spelt *analyze* in American English) 2. *assessed at* 3. *averting* 4. *administer* 5. *assigned* 6. *annulled* 7. *audit* 8. *appealed to* 9. *addressed* 10. *Award* 11. *admonished* 12. *awaiting* 13. *adjusted* 14. *adjourned* 15. *appointed*

Exercise 4: Test your knowledge with this quiz.

1. What is a *JPEG* and what would you use it for?
2. In computer terms, what is the difference between a *file* and a *folder*?
3. What is the difference between *freeware* and *shareware*?
4. You suspect that *spyware* is being used on your computer each time you use the Internet. What does this do?
5. What is the difference between the *Internet*, an *intranet* and an *extranet*?
6. A customer using your website to buy something has just checked her *shopping basket* and is now *proceeding to checkout*. What is she about to do?
7. What is a *click-wrap agreement*? Is it:
 - (a) a contract presented entirely over the Internet
 - (b) an agreement between two or more companies to share a single website
 - (c) an agreement between two or more companies to pass customer information to each other
 - (d) a contract that is sent over the Internet and then returned in the normal post
 - (e) an agreement by a company not to send unsolicited advertising to customers.
8. What do the letters *ISP* stand for?
9. What do we call information that a website leaves in your computer so that the website recognizes you when you visit it again? Is it:
 - (a) a biscuit (b) a cookie (c) a cracker (d) a scone (e) a crumpet
10. The company you work for sells its products on the Internet, and also in its own shops around the country. What is the name we give to this kind of operation? Is it:
 - (a) a mouse and house business (b) a tap and trot business (c) a clicks and mortar business
 - (d) a hit and run business (e) a surf and turf business
11. Many company websites have a section or page labelled *FAQ*. What do these letters stand for?
12. An on-line shop has a small padlock symbol (□) displayed at the bottom of the computer screen. What does this mean?:
 - (a) The website or webpage has a secure server.
 - (b) The website will not allow the user to proceed any further.
 - (c) The Internet connection has been broken.
 - (d) There is, or may be, a virus on the site.
 - (e) The user needs to enter a password to continue.
13. Your company does a lot of *B2B* advertising on the Internet. What does this mean?
14. You send an email, and then almost immediately receive a message saying that the person you are trying to contact is on holiday. What do we call this sort of message?
15. UCE is the official term for:

- (a) an on-line shop that only sells on the Internet (b) spam (c) a username or password
- (d) a dotcom enterprise (e) a domain name
- 16. What is *broadband*? Is this the same as an *ISDN line*?
- 17. You are *uploading* information on your computer. Are you:
 - (a) transferring information from the Internet or another application to your computer?
 - (b) transferring information from your computer to a website?
- 18. Some websites (especially those belonging to on-line banks) ask their customers for a *PIN* before they can enter the site. What do these letters stand for?
- 19. In an IT context, what are *banners*, *buttons* and *pop-ups*?
- 20. You discover that there is an *anti-site* on the Internet dedicated to your company. Would you be happy about this?
- 22. In an IT context, what does a *firewall* do?
- 21. What does a computer *hacker* do?
- 23. Your company has just been *Amazoned*. What has happened to it?
- 24. Someone tells you that your company has a *sticky site*. What do they mean?
 - (a) Your company website is very slow.
 - (b) The information on your company website is out of date.
 - (c) Your company website is very boring.
 - (d) Your company website is very difficult to use.
 - (e) Your company website is very interesting.
- 26. A customer says you have a *cobweb site* that looks like an *angry fruit salad*. How would you feel about this?
- 25. Someone accuses your company of *phishing*. What do they think you have done?
- 27. Your company website has a lot of *spider food*. From a business point of view, why might this be an advantage to you?
- 28. Are you *buzzword compliant*?

Answers:

- 1. A JPEG is a method of reducing, or *compressing*, computer files that contain images so that they can be sent quickly by email over the Internet (it is also the name of a file that is produced by this method)
- 2. A *file* is a set of information or a *document* that is stored under a particular name on a computer, a *folder* is a group of related programs or documents stored together on a computer
- 3. *Freeware* is free software available on the Internet, *shareware* is similar, but users are asked to make a voluntary monetary contribution for its use, or are encouraged to buy a more advanced version
- 4. *Spyware* is computer software that secretly records the websites you visit on your computer, and this information is then used by companies who try to sell you things
- 5. The *Internet* is a computer system, or network, that allows people in different parts of the world to exchange information (using websites and sending emails, etc). An *intranet* is a computer network that can only be used within a company or organisation. An *extranet* is similar to an intranet, but also allows access by others associated with that company or organisation (for example, suppliers, buyers, etc)
- 6. She has finished shopping and is now going to pay
- 7. (a) The user 'signs' the contract by clicking on a box or boxes to show that he / she agrees with the *terms and conditions*
- 8. Internet Service Provider
- 9. (b)
- 10. (c) (A company that only does business on the Internet is called a *dot.com business*. A company that does not have an Internet shopping facility is known as a *bricks and mortar business*)
- 11. Frequently asked questions

12. (a)
13. Business to business
14. An *auto response*
15. (b) UCE = *unsolicited commercial email*
16. *Broadband* is a class of transmission system that allows large amounts of data to be transferred at high speed over the Internet; an *ISDN line* is a digital telephone network that supports advanced communication services and can be used for high-speed data transmission
17. (b)
18. personal identification number, a private code number that only the user knows (also required when using a credit / debit card in a cash machine or in a shop)
19. They are forms of on-screen advertising
20. No. An *anti-site*, also called a *hate-site* or *gripe-site*, is a website set up by an unhappy (ex-) customer so that they can publicly say bad things about your company, and encourage other people to do the same
21. A *hacker* is someone who uses a computer to connect to other people's computers secretly and often illegally, so that they can find or change information. The verb is *to hack*
22. A *firewall* protects your computer or network, or certain files and folders on that computer / network, from being illegally accessed by a *hacker* (see number 21 above)
23. If a company is *Amazoned*, it has lost a large share of its market to a competitor because it has failed to develop an effective business strategy (especially if it has failed to utilise IT technology). This is an informal word, named after the Internet company *Amazon.com*, who very quickly took a large share of the book market before expanding into other areas
24. (e) Also called a *heavy site*. This is an informal expression
25. Phishing (pronounced like *fishing*) is an informal word which refers to sending emails that are designed to trick people into giving away personal information, such as bank account details. This information is then used to steal from those people. More advanced *phishers* set up bogus websites that look like real websites (especially ones that look like bank websites) that try to trick the unwary or gullible
26. You would probably feel rather unhappy, especially if you were the company's *website manager*: a *cobweb site* is a website that contains a lot of out-of-date information, and if it looks like an *angry fruit salad*, it has an interface that is particularly unattractive to look at
27. *Spider food* is an informal expression that refers to words that are embedded in a web page to attract search engines. As a result, your website would receive a lot of visitors
28. You are if you were able to answer most of the questions in this exercise: someone who is *buzzword compliant* is familiar with the latest computer and IT terms and expressions. It is an informal expression.

Lesson 27. English for Tourism

Module:	English for specific purposes
Topic:	English for Tourism
Time:	80 minutes
Aim:	To analyse English for Tourism as ESP branch. 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. What is English for Tourism?

Tourism can be defined as a temporary visit, usually for pleasure, to a place where you do not usually live, creating the need for transport, information and catering services, accommodation and entertainment. While today people make temporary trips for many reasons – to visit friends or family, work, study, do sport, have a holiday, or for cultural interest – up until the 16th century people travelled mainly for commercial and religious reasons.

The Greeks and the Romans travelled in the Mediterranean and also to other more distant parts to buy and sell their goods and also to expand their empires. In the Middle Ages people started making trips to places of religious importance and later people began to travel for health reasons. While the Romans were in Britain they discovered the benefits of the water at a place that we now call Bath. This town has the only hot springs in Britain. The Romans built baths there, giving the town its name. During what we call the Georgian period (1714-1830), it was fashionable for middle-class people to go there to take the waters. They needed entertainment, so magnificent ballrooms were built and soon there was a second reason for going to Bath – it was a great place to find a husband! So families with young girls made the long journey there hoping for success! This was the beginning of tourism as we know it today.

During the 18th century, members of the British upper classes began going on what they called the Grand Tour when they visited the most important cultural centres in Europe, particularly France and Italy. The Grand Tour therefore introduced a cultural dimension to tourism. But still the journey itself from one place to another was long, uncomfortable and often dangerous. It was also very expensive so only the richer people moved. Poor people moved around the countryside looking for work, usually on farms and often staying in one place for only a short time.

This situation changed with the Industrial Revolution. People moved to the cities and stayed there. During this period one of the most significant developments was that of transport. At first boats and trains were used to transport materials and goods to and from factories but gradually people started using them, too, especially trains. People could now travel further, more quickly and more comfortably. Industrialisation led to a new class of wealthy people and in a short time the phenomenon of tourism went from being the privilege of the rich minority to an important part of life for a large majority. (*Source: Giuliana Bernardi Fici. Travel Pass. English for Tourism, 2010*)

NOTES

tourism – Tourism is the activities of people traveling to and staying in places outside their usual environment for leisure, business or other purposes for not more than one consecutive year. Tourism is a dynamic and competitive industry that requires the ability to adapt constantly to customers' changing needs and desires, as the customer's satisfaction, safety and enjoyment are particularly the focus of tourism businesses.

caterin – Catering is the business of providing foodservice at a remote site such as a hotel, public house (pub), or other location.

accommodation – Accommodation is a place you stay at for your holiday or tour. Accommodation in the form of low budget lodges/hotels to world class luxury hotels is available at all the major tourist destinations to provide the tourist a home away from home. These are establishments that provide a place for the tourist to stay i.e. lodging facilities which are paid for the duration of the stay by the tourist.

entertainment – Entertainment is a form of activities that take away people's stress basically come from work or school and give them properly amusement to relax. In tourism industry, entertainment is a very important sector. Tourists would love to visit some specific places such as movie theaters, water park, Carnival and so on.

The Industrial Revolution – The Industrial Revolution was the transition to new manufacturing processes in the period from about 1760 to sometime between 1820 and 1840. This transition included going from hand production methods to machines, new chemical manufacturing and iron production processes, the increasing use of steam power, the development of machine tools and the rise of the factory system.

1. Answer the following questions using the information from the text «The development of tourism before the 20th century»:

1. How can tourism be defined?
2. Following this definition, why is migration different from tourism?
3. Why do people stay for a short period in another place?
4. Why did the Greeks and the Romans travel?
5. Why did people go to Bath during the Georgian period?
6. What was the Grand Tour?
7. What dimension did it bring to tourism?
8. Why did poor people move around?
9. Which aspect of the Industrial Revolution influenced tourism?
10. Why was this development significant for the development of tourism?

2. Match the words with their definitions.

- | | |
|--------------------|--|
| 1. holiday | a) A feeling of happy satisfaction and enjoyment. Enjoyment and entertainment, as opposed to necessity. |
| 2. reason | b) The land and scenery of a rural area. |
| 3. cultural centre | c) The provision of food and drink at a social event or other gathering. |
| 4. visit | d) An extended period of leisure and recreation, especially one spent away from home or in travelling. |
| 5. transport | e) The centre of cultural activity in an area or region. A public building or site for the exhibition or promotion of arts and culture, especially of a particular region or people. |
| 6. pleasure | f) an act of going to see a person or place as a guest, tourist, etc. |
| 7. catering | g) A cause, explanation, or justification for an action or event. |
| 8. countryside | h) A system or means of conveying people or goods from place to place. |

Lesson 28. English for Science and Education

Module:	English for specific purposes
Topic:	English for Science and education.
Time:	80 minutes
Aim:	To analyse English for Science and Education as ESP branch. 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

English, as the lingua franca of international communications in all fields of human activity, is so widespread that now it can be considered as an Asian language (Bolton, 2008). However, the importance of English is not just how many people speak it, but what it is used for (Kitao, 1996).

Due to the constant and rapid developments, taking place in science and technology, most of the traditional models of language education have become extremely inadequate to meet the challenges of the present day's demands and practices of the academy in the world of professions.

As the language competence needed by engineers and scientists should be related to their professional field there is no longer need to ask if their English language skills must be improved, the question is how teachers should go about improving these skills (Talberg, 2006),

allowing learners to perform a full-fledged communication in the typical situations of their professional activity. Thus, as the language competence needed by scientists and engineers should be related to their professional area, a language learning approach should be based on the activities that are relevant and typical to their profession in an international context. A language learning program will therefore have to improve not only the language skills as such, but will also have to enhance their comprehensive awareness enabling learners to communicate adequately with colleagues from other countries.

Lead-in: Science Quiz

Read the questions and choose the correct answers.

1. What percentage of the world's inventions in the past 100 years have been British?
A. 44% B. 54% C. 34%
2. How many Nobel Prizes have UK scientists received since 1901?
A. 36 B. 56 C. 99
3. What percentage of Europe's top growing technology companies are from the UK?
A. 33% B. 50% C. 100%
4. Marie Curie was a
A. Chemist B. Biologist C. Physicist
5. Alexander Graham Bell invented the
A. Radio B. Telephone C. Computer
6. Alexander Fleming discovered penicillin in
A. 1898 B. 1908 C. 1928

Answers: 1. B 54%, 2. C 99%, 3. A. 33%, 4. C (she discovered radium and coined the term radioactivity), 5. B, 6. 1928

Task 1: Discussion. Discuss with a partner:

Do you think studying science is important? Why or Why not?

Who do you think are the world's most famous scientists? What did they discover or invent?

Can you name any famous scientists from your country or from the UK?

Do you think girls and boys have equal opportunities to study science at school and at University?

What do you know about science?

Task 2: Science and Modern Life. Which of the following scientific discoveries do you think is most important for modern life? First, rank the following scientific achievements from 1-10 in order of importance (1= most important, 10 = least important).

- Atomic Bomb
- Wireless technology
- Computers
- Cloning
- Penicillin/Antibiotics
- Solar Power
- Air Travel
- Plastic
- Electricity
- Robots

Compare your answers with a partner. Are there any other discoveries that you would add to the list?

Task 3: Dolly the sheep. Put the text that your teacher gives you in order, then answer these questions:

1. Where was Dolly the Sheep cloned?

2. When was she born?
3. How old was Dolly when she died?
4. Why do researchers think she may have died so young?

Answers: 1. Roslin Institute, near Edinburgh, 2. 1996. 3. 6 years old 4. Because she was cloned from a sheep who was already six years old

Task 4: Follow- up discussion. After reading the text, discuss these questions in pairs:

Do you think humans should be allowed to be cloned?

What benefits do you think cloning can have?

What negative aspects do you think that cloning can have?

Do you know what your country's policy on cloning is?

Would you like to clone yourself or anyone else?

If you could clone someone famous, who would it be and why?

Dolly the Sheep text: Cut ups

Dolly the Sheep, the first animal cloned from an adult cell, died in 2003. It had taken hundreds of attempts to produce Dolly and since many people believed that it was impossible to clone something as complex as a sheep, Dolly was a real scientific breakthrough.

However, Dolly who was born in the Roslin Institute near Edinburgh, Scotland in 1996 died at only six years old.

Sheep normally live between 10 to 16 years so Dolly was quite young when she died.

Since Dolly was cloned from an adult sheep that was also six years old, investigators are researching into whether this may have had something to do with her early death.

They believe that there is a strong possibility that the fact that Dolly's genetic material came from a six-year-old sheep may have caused her to age faster than normal.

Dolly's death has sparked off further debate into the safety of cloning, and the ethics of cloning humans.

Task 5: To clone or not to clone?

Card 1

Jane is blind and has a guide dog called Bobby. Bobby has been her guide dog for 10 years but is getting old. Bobby is Jayne's best friend and she feels that without him she couldn't live. Should Jayne be allowed to clone Bobby before he dies? Should people be allowed to clone their pets?

Card 2

There is only one Giant Panda left on earth. It does not have a partner to breed with so once it dies the species will be extinct. Should scientists be allowed to clone another Giant Panda to keep the species alive? Should scientists be allowed to clone endangered species?

Card 3

Scientists believe that stem cells found in human embryos could be used to cure a range of diseases. Should scientists be allowed to clone human embryos to create stems cells for medical purposes?

Card 4

Mrs. Jones eldest son Mark is 10 years old and is dying with cancer. Should Mrs. Jones be allowed to clone Mark before he dies? Should people be allowed to clone other humans or clone themselves?

Card 5

John Green is a farmer in Texas and he wants to clone his prize bull to sell it and make money. Should farmers be allowed to clone their best animals to make money?

Card 6

A developing country with food shortages want to clone their best food producing animals, cows, chickens, pigs etc. to try and produce more food per animal to solve their food shortages. Should

countries be allowed to clone animals to increase food production?

Task 6: Science and English Put the words in the correct category – some words may appear in more than one.

*Addition Plant Liquid Chemicals Leaf Program Root Earth Equation
Input Hard Drive Subtraction Solution Acid Network Division Mouse Test Tube
Habitat Experiment Virus*

Words used in Biology	Words used in Chemistry	Words used in Computer Science	Words used in Maths

Answers: Words used in biology: *Plant, Leaf, Root, Earth, Mouse, Habitat, Virus, Experiment*, Words used in chemistry: *Liquid, Chemicals, Solution, Acid, Test Tube, Experiment, Virus*, Words used in Computer Science: *Program, Input, Hard Drive, Network, Mouse, Virus* Words used in Maths: *Addition, Equation, Subtraction, Equation, Root, Solution*

Discussion:

What language are most scientific documents in your country written in?

Do you think it is important for scientists to be able to read and write in English. Why (not)?

Can you describe in English a recent science experiment you have done in your science class at school to your partner?

Task 7: Debate You will be put into groups, “For” and “Against”. Choose a topic you would like to debate, prepare some arguments, and then try to convince your opponents.

Topic 1. Scientific experiments on animals are cruel and should be banned.

Topic 2. Young Children and Teens spend too much time using computers and playing video games. Children and Teens should be restricted to using computers for a maximum of 2 hours per day.

Topic 3. Nuclear energy is better than solar or wind energy.

Topic 4. Mobile Phones and hand-held electronic games are noisy and disruptive and should be banned in public places.

Topic 5. Less government money should be spent on defence and more money should be spent on protecting the environment.

Topic 6. Science should be a compulsory subject at school for all students at all levels.

Topic 7. Global warming is not a serious threat to human survival.

Lesson 29. Needs analysis: target situation needs; learning needs

Module: English for specific purposes

Topic: Needs analysis: target situation needs; learning needs

Time: 80 minutes

Aim: To analyse needs analysis: target situation needs; learning needs

1. Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*.

Materials: 2. Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*.

3. Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Aids: Charts, laptop with speakers, handouts, white board

Procedure:

Warm up: teacher asks student how to find interests of ESP learners or what do they want to learn

While activity:

This lesson discusses the importance of needs analysis in ESP and describes how teachers and course developers set about investigating needs. The first section defines needs analysis. The second section presents and discusses a set of hypothetical scenarios in which ESP courses were

set up without a careful investigation of needs. The third section describes the role of needs analysis in course design. The fourth section suggests ways ESP course developers and teachers can

Definitions of needs analysis

ESP courses set out to teach the language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplaces. Because ESP focuses on teaching specific language and communication skills, ESP course design usually includes a stage in which the course developers identify what specific language and skills the group of language learners will need. The identification of language and skills is used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. This process is termed 'needs analysis'.

Over the years needs analysis has become increasingly sophisticated. In the early years of ESP, needs analysis tended to be construed as a fairly simple precourse procedure involving analysis of the target situation. However, this is no longer the case (Garcia Mayo, 2000; Tajino, James and Kijima, 2005). Read the two definitions below. The first appeared in the initial volume of the journal *English for Specific Purposes* in 1980 and the second appeared in 1998.

Chambers (1980):

Needs analysis should be concerned with the establishment of cative needs and their realisations, resulting from an analyst . munication in the target situation - what I will refer to as target situation**analysis**.

Dudley-Evans and St John (1998) offer a 'current concept of needs(p. 125):

- A. Professional information about the learners: The tasks and learners are/will be using English for - **target situation analysis**and **objective needs**.
- B. Personal information about the learners: Factors which may aff way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English - *wants, means* and *subjective needs*.
- C. English language information about the learners: What their current skills and language use are - *present situation analysis* - which allows to assess (D).
- D. The learners' lacks: The gap between (C) and (A) - *lacks*.
- E. Language learning information: Effective ways of learning the skills and language in (D) - *learning needs*.
- F. Professional communication information about (A): Knowledge of hew languageand skills are used in the target situation - *linguistic amhti, discourse analysis, genre analysis*.
- G. What is wanted from the course.
- H. Information about how the course will be run - *means analysis*.

The needs analysis process involves:

Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.

- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

Needs analysis should not be seen as an entirely objective procedure. Hyland (2008, p. 113) reminds us, 'Needs analysis is like any other classroom practice in that it involves

decisions based on teachers' interests, values, and beliefs about teaching, learning and language.

Sysoyev (2001) makes links between needs analysis in ESP and L. Vygotsky's (1978) notion of the Zone of Proximal Development. In this notion there are two stages in the development of an individual. The first stage represents what the learner can do independently. The second stage represents the potential of that individual and what he or she can achieve with the help of another more competent person. The Zone of Proximal Development is the distance between the two stages. The mediator is the person who helps the learners move from the first to the second stage. In ESP, the mediator is the teacher and the second stage is the realization of their needs.

"Target needs" is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants.

a) **Necessities.** We can call 'necessities' the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a businessman or -woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features - discursual, functional, structural, lexical - which are commonly used in the situations identified. This information is relatively easy to gather. It is a matter of observing what situations the learner will need to function in and then analysing the constituent parts of them.

b) **Lacks.** To identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Waters and Bre  n 1979).

c) **Wants.** So far, we have considered target needs only in an objective sense, with the actual learners playing no active role. But the learners too, have a view as to what their needs are. As Richterich (1984 p. 29) comments: '... a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.'

We have stressed above that it is an awareness of need that characterises the ESP situation. But awareness is a matter of perception, and perception may vary according to one's standpoint. Learners may well have a clear idea of the 'necessities' of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' views will conflict with the perceptions of other interested parties: course designers, sponsors, teachers. Some examples will illustrate this:

i) Karl Jensen is a German engineer who has a frequent and important need to read texts in English. He also needs to talk to overseas colleagues occasionally, for example, at the annual planning conference. The company he works for is a multi-national company and the operating language for communication outside national boundaries is English, although the majority of workers are nonnative speakers. By any quantitative analysis Karl Jensen's need is for reading, because it is a much more frequent activity for him. But he feels a far stronger need to spend his time in the English class improving his oral competence. Why? The answer lies in the way in which he identifies his own personality with the use of a foreign language. He reads in private and at his own speed: he can use a dictionary, if he wants. But when he is speaking, his pride is on the line: his English competence (or lack of it, as he sees it) is exposed for all to see and he is under pressure to participate at a speed determined by the discourse. Therefore, Karl Jensen sees his greatest need as being the improvement of his oral proficiency.

ii) Li Yu Zhen is a Chinese graduate in Chemistry, who is going to study in the United States. She needs to be able to survive socially and professionally in an English-speaking community. Fluency is, therefore, her greatest need. Li Yu Zhen, however, prefers to spend her time improving her knowledge of English grammar. Why? Her answer lies in her own estimation of priorities. In order to be accepted for her course of study she must first pass a test. The most important criterion in the test is grammatical accuracy. Li Yu Zhen, therefore, sees her priority need as being to pass the test.

iii) José Lima is a Brazilian salesman. He needs to be able to talk on the telephone to customers and to other colleagues. He also needs to read catalogues and business letters. José is an outgoing, sociable man, who gets on easily with people. His spoken English is not very accurate, but is fluent. His employer feels that José's real need is for greater accuracy in spoken conversation, because it reflects badly on the company's image to have one of its representatives speaking very incorrect English. However, José feels that his spoken English is very good, and he resents the implication that it is not. After all, he communicates very well. He sees the English classes as a criticism of his performance as a salesman. He, therefore, has little motivation to attend classes.

As these case studies show, there is no necessary relationship between necessities as perceived by sponsor or ESP teacher and what the learners want or feel they need. (It is also quite likely that the views of sponsor and teacher will similarly be at odds!) Bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored. What this means in practical terms is well illustrated by Richard Mead's (1980) account of his research into the motivation of students following ESP courses in the faculties of Medicine, Agriculture and Veterinary Science at a university in the Middle East.

Gathering information about target needs

It follows from the above account that the analysis of target needs involves far more than simply identifying the linguistic features of the target situation. There are a number of ways in which information can be gathered about needs. The most frequently used are: questionnaires; interviews; observation; data collection e.g. gathering texts; and informal consultations with sponsors, learners and others.

A target situation analysis framework

Why is the language needed ?

- for study;
- for work;
- for training;
- for a combination of these;
- for some other purpose, e.g. status, examination, promotion.

How will the language be used ?

- medium: speaking, writing, reading etc.;
- channel: e.g. telephone, face to face;
- types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogues.

What will the content areas be?

- subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- level: e.g. technician, craftsman, postgraduate, secondary school.

Who will the learner use the language with ?

- native speakers or non-native ;
- level of knowledge of receiver: e.g. expert, layman, student;
- relationship: e.g. colleague, teacher, customer, superior, subordinate.

Where will the language be used ?

- physical setting: e.g. office, lecture theatre, hotel, workshop, library ;
- human context: e.g. alone, meetings, demonstrations, on telephone;

- linguistic context: e.g. in own country, abroad.
- When will the language be used ?
- concurrently with the ESP course or subsequently;
- frequently, seldom, in small amounts, in large chunks

Learning needs

Till now we have considered needs only in terms of target situation needs. We have been considering the question: 'What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?'. Using our analogy of the ESP course as a journey, what we have done so far is to consider the starting point (lacks) and the destination (necessities), although we have also seen that there might be some dispute as to what that destination should be (wants). What we have not considered yet is the route. How are we going to get from our starting point to the destination? This indicates another kind of need: learning needs.

When a learner learns a foreign language he or she has various kinds of needs which influence his/her learning. They are personal needs, learning needs and future professional needs.

Meeting these learner needs is part of being a good teacher.

The different kinds of learner needs are shown in this table:

LEARNER NEEDS	
<i>Kind of needs</i>	<i>Where the needs come from</i>
Personal needs	age gender cultural background interests educational background motivation
Learning needs	learning styles past language learning experience learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of the target culture) learning goals and expectations for the course learner autonomy availability of time
(Future) professional needs	language requirements for employment, training or education

Activity 1. Look at these descriptions of two learners. Make notes on their possible learning needs in the English classroom.



Tatyana



Gul

- Age 6, female
- Russian father. French mother, lives in Paris
- Loves activities and sport and being with other people
- Started learning English two months ago. Learns English happily because she enjoys her class and likes her teacher
- Age 30, male
- Indian, lives in India — rarely meets people from other countries
- Needs to improve his English for his new job as a hotel manager
- Very interested in computer programming
- Started learning English at age 7 in primary school and has excellent grammar, weak speaking skills, good writing skills, little knowledge of hotel English
- Wants to learn quickly and to a high level
- Very busy; little time for lessons

Possible answers:

Tatyana is a young learner who probably needs to learn in an active and sociable way. Gul has timetabling needs which mean he probably can't come to a regular class and may need to study a lot by himself. His course probably needs to focus on hotel English, on improving his speaking skills and possibly his skills in listening to people with a range of foreign accents.

Activity 2. Here are some teacher choices. Which of the learner needs in the table above do they aim to meet? (Some choices may aim at more than one need.)

- A. Choosing to read the learners a fairy story
- B. Focusing on the specific pronunciation problems of the class
- C. Deciding that three learners should work alone while the rest do group work
- D. Choosing to focus on the language of oral presentations with a class of adult professionals
- E. Focusing on developing learners' ability to read for detail in preparation for an exam
- F. Deciding to put the learners in groups for the whole term and only do group work
- G. Teaching learners to use a dictionary and the spell checker on the computer
- H. Deciding to ask the learners why they are learning English and what they hope to achieve with it
- I. Deciding to only praise and never criticise a particular learner
- J. Choosing to take the class to the computer laboratory rather than the classroom to write a composition

Possible answers:

A. age; interests B. learning gap C. learning style D. interests, language requirements for future professional needs E. language gap, future professional needs and learning goals F. age, learning style G. learner autonomy H. learning goals I. motivation J. motivation, learner autonomy

Activity 3. For questions 1-7, match the descriptions of the learners with the causes of their needs listed A-H. There is one extra option which you do not need to use.

Causes of needs

- A. lack of motivation
- B. learner autonomy
- C. past learning experience
- D. learning style
- E. learning gap
- F. learning goals
- G. availability of time
- H. professional

Descriptions of learners

1. The learner really needs to learn English well to succeed in her job.
2. The learner learns best through working alone.
3. The learner has an extremely busy job and can only learn English in the evenings.
4. The learner has serious pronunciation problems which prevent him passing an oral exam.
5. The learner is used to learning lots of grammar.
6. The learner finds the English classes boring.
7. The learner needs to learn how to learn English by herself, as she can't afford to go to classes.

Answers: 1H 2D 3G 4E 5C 6A 7B

Lesson 30. Setting objectives for an ESP

Module:	English for specific purposes
Topic:	Setting objectives for an ESP
Time:	80 minutes
Aim:	To analyse setting objectives for an ESP
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> .
	3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure :

Warm up: Teacher invites students to review the previous lesson

While activity: Read the text and discuss as a whole class. Find the solution why there is a need for restricting objectives in ESP

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns" tried (1998) to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP.

Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;
2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

(Dudley-Evans & St. John, 1998:4)

It is obvious that the absolute characteristics are specific to ESP because learners"needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners" categories and disciplines can be concerned with ESP. For that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind'. Similarly, Hutchinson and waters" (1987:19) stated that, "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

In the course of the statements suggested below great similitude is noticed between ESP and General English Purposes (EGP) as teaching approaches knowing that each methodology is set up to fulfil specific social requirements, So in what terms are they different?

Objectives in Teaching ESP

The main aims of the teaching and learning process is to enable the learners to acquire information in its general sense. Concerning ESP Basturkmen (2006: 133) states the existence of five broad objectives, which are also applied to ELP, on which specific teaching process is based and should be reached:

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.

To develop strategic competence

- To foster critical awareness.

The researcher shall examine these objectives one after the other.

a-Reveal subject-specific language use: this objective aims to demonstrate to the learners how the language is used in the target setting.

b- Develop target performance competencies: this objective is concerned with what learners do with language and the needed skills to be competent. "This orientation can be categorized as a proficiency objective, according to Stern's classification (1992)" (Basturkmen, 2006: 135).

c-Teach underlying knowledge: the aim is to focus on developing students' knowledge of fields of study or work in addition to their language skills. "The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern's categorization (1992)" (Basturkmen, 2006: 137).

d-Develop strategic competence. "Strategic competence is the link between context of situation and language knowledge" (Basturkmen, 2006: 139) and enables successful and efficient communication.

e- Foster critical awareness: "This objective can be linked to the cultural knowledge and affective objectives in Stern's (1992) classification" (Basturkmen, 2006: 143) and aims at making students conscious and culturally aware of the target situation.

It is evident that great similarity exists between the objectives established by Stern (1992) for language education and the ones stated by Basturkmen for ESP context. The teaching /learning process associated to appropriate methodology may result in mastery of language by correctly using it in the context

Homework: to prepare tasks for intended teaching practice (medical students engineering students)

Lesson 31. Topic-based approaches to course design

Module:	English for specific purposes
Topic:	Topic-based approaches to course design
Time:	80 minutes
Aim:	To analyse topic-based approaches to course design
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> .
	3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure :

Warm up: Teacher invites students to review the previous lesson

While activity:

Teacher: It is not easy to separate the issues concerning syllabus design set up for specific purposes programmes from general language teaching. Designing a syllabus to a specific group in a particular situation is not a simple task for the designers aiming at achieving learners requirements, since the existence of various concepts and basis dealing with syllabus. Thus, it seems of great importance to define „syllabus“ in order to have a better understanding of what it actually meant by the term in education.

Hutchinson & Waters (1987: 80) define “Syllabus” as “... a document which says what will (or at least what should) be learnt”. In the same vein, Robinson (1991: 34) states that syllabus is “a plan of work and is, thus, essential for the teacher, as a guideline and context of class content.” The above assertions point out that the syllabus first concerns the teacher, and that it helps him/her plan courses.

Basturkmen (2006:20) argues that “in order to specify what language will be taught, items are typically listed and referred to as the syllabus”. She exemplifies the definition by giving a standard view of the syllabus through the figure below.

ACTIVITY 1 Discuss the syllabus:

Students in group of 4 make a criteria of a syllabus for ESP learners

- 1- Consists of a comprehensive list of
 - content items (words, structures, topics)
 - process items (tasks, methods)
- 2- Is ordered (easier, more essential items first)
- 3- Has explicit document
- 4- Is a public document
- 5- May indicate a time schedule
- 6- May indicate preferred
- 7- May recommend materials

Activity 2 Complete a sentence Syllabus for ESP should be

Another issue in defining „syllabus“ is that it is “an instrument by which the teacher,..., can achieve a certain coincidence between the needs and the aims of the learners, and the activities that will take place in the classroom” (Yalden 1987:86) that is to say that the syllabus is “a teaching device to facilitate learning” (Nunan 1988:6) which organizes classroom activities according to learners aims and requirements after the process of needs identification and analysis. The syllabus is perceived differently in the goals and functions by the literature in the field, because of the existence of different educational approaches, accordingly, various types of syllabi are suggested by the scholars each one being systematically planned according to specific language components.

Types of Syllabi

According to Basturkmen (2006:21) syllabuses can be „synthetic“ in which the “language is segmented into discrete linguistic items for presentation one at a time”, or, „analytic“ wherein “language is presented whole chunks at a time without linguistic control”. Long & Crookes, (1993) give a classification of the different syllabi which compose the synthetic and analytic programmes.

Syllabi

Synthetic Analytic

- Structural (Grammatical) –Task-Based
- Functional- Notional -Procedural
- Lexical -Process
- Relational -Content- Based
- Skill-Based -Learner Centred

-Situational -Natural Approach
-Topical

Lesson 32. Task-based approaches to course design

Module:	English for specific purposes
Topic:	Task-based approaches to course design
Time:	80 minutes
Aim:	To analyse task-based approaches to course design
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Handout 1. The essence of course books

Course book continues to play an important role in English language teaching. For teachers, it helps them control teaching and learning process. Meanwhile, for students, it becomes a valuable tool in guiding them learning English language. Therefore, the use of course book in a language classroom is something obligatory. There are three kinds of course books commonly used in a language classroom. The first kind and which is globally used is commercial or global course book. Another kind is adapted course book. Then, the last one is teacher made course book. Any kind of course book will be possible to be used in a language classroom so long as it fits with the curriculum of the course, students' level, age, need and interest.

Course book is a major common material used in English language teaching. The use of it is a must in a language classroom at vocational college. According to Tomlinson (1998), course book can be defined as a textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. Furthermore, Prucha (1997:273) considers course book as curricular object, the source of knowledge for students and teaching material for teachers. In brief, course book is a guide book for students to learn as well as for teacher to teach. For students, task and exercises help them learn English easily meanwhile the organization of the materials provide teacher assistance in controlling their teaching and learning process.

Hutchinson and Waters (1987) assert that course book or material encourages learners to learn, helps organize teaching and learning process, and provides models of correct and appropriate language use. It implies that when the course book used does not encourage learners to learn, does not help lecturers organize teaching and learning process, and does not provide students with appropriate models of language use, students may have poor performance in English language.

In the case of fulfilling the students' expectation for having a communicative course book, a Task-Based approach is going to be used. Task-Based Approach (TBA) is a teaching framework which promotes the use of authentic materials by focusing classroom activities

around the completion of tasks. The focus of this approach is on exposing students to real life communication.

Richards and Rodgers (2004) state that in Task-Based Approach, task are used as the main unit for planning and instruction. It implies that by using TBA, teacher plans kinds of tasks that will foster their students to a better comprehension on English language and uses tasks as a mean to deliver the language features ought to be learned as well.

Task-Based approach is an approach that promotes the use of task in assisting students acquiring English language. Through task students are encouraged to communicate in English. Richards (2001), specifically defines Task-Based approach as an approach which is based on the use of tasks as the core unit and planning instruction in language teaching.

As an approach, task-based has certain characteristics. Nunan (1991: 279) outlines five characteristics of a task-based approach to language learning: 1) an emphasis on learning to communicate through interaction in the target language. By studying through interaction, students will get some benefit such as proposed by Nation (1989). The benefits are group work provides opportunity for learners to get exposure to English, allow students to develop fluency in the use of language features that they have already learned and help them to learn communicative strategies, 2) the introduction of authentic texts (teaching materials) into the learning situation, 3) the provision of opportunities for learners to focus not only on language, but also on the learning process itself, 4) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, 5) an attempt to link classroom language learning with language activation outside the classroom. Clearly, when classroom activities posses the characteristics, the teacher can be said to have applied task-based approach in their teaching.

There are some perspectives about task. Nunan (1989: 10) views the task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act on its own right”.

In line with Nunan, task is defined by Willis (1996:23) as activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve outcome. Meanwhile, Ellis (2003) proposes task as a work plan that requires learners to process language pragmatically in order to achieve outcome that can be evaluated in terms of content rather than language. In short, task can be regarded as an activity which is designed by teacher to be completed by learner in a language classroom. The focus of the task is not on the language being used or the form of the language but on how and in what context the language is used or the meaning of the language. Furthermore, the aim of the task is to help learners achieve their communicative purposes or to help learner convey their message in certain communicative setting.

Handout 2. The Design of Task-Based English Course Book

The design of task based English course book adopts Willis' framework (1996) as the framework is complete and systematic. All language skills are to be included with more emphasis on speaking skill. The following is the phases of Willis' framework in course book design.

Pre-task

Introduction to topic and task

Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task cycle

Task

Students do the task, in pairs or small groups. Teacher monitors from a distance

Planning

Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered

Report

Some groups present their reports to the class, or exchange written reports, and compare results. Students may now hear a recording of others doing a similar task and compare how they all did it

Language Focus

Analysis

Students examine and discuss specific features of the text or transcript of the recording

Practice

Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis

Figure 2 : Willis' framework for Task-Based approach

To make it more practical, this study is also going to adopt the model of unit structure which is used by Jianbin and Yue (2013) in designing their task-based course book. This approach offers students opportunity to improve their speaking skill through the completion of series of tasks. In each phases of TBA students are required to speak, to reason and to express their opinion. Not only that, they also have to write their opinion before conducting presentation. The ability of speaking and writing are sufficient enough to support their job searching after graduating.

In terms of the materials, TBA promotes the use of materials that are closely related to the students' experience. In line with this, Nunan asserts that TBA attempts to link classroom language learning with language activation outside the classroom (1991:279). In other words, the language which is learned in the classroom is the language which is closely related with their daily life and their life as agricultural students.

In terms of the performance of the course book, TBA promotes the use of many visuals in order to attract students' attention or trigger students to think before coming to discussion. Students are also stimulated to use visuals to support their presentation.

In terms of language skill, learning activities in TBA course book engage students more on speaking and reading. Below is the description of how activities are organized around each phases. In pre-task, activities are started with speaking for example in the form of brainstorming, then reading and vocabulary. Activity in pre-task is then ended up with speaking in which students do simulation of how to conduct the task or how to use the expression that they will use in task phase. Meanwhile, in task phase, the activity is started with writing activity followed by speaking in which students do presentation in front of the class in group or in pairs. In post-task, students are given grammar exercises which are accompanied by speaking or reading activities. The organization of learning activities in this book shows that TBA also pays attention to grammar as the basic knowledge for communication.

Findings related to the expert judgment on the design of Task-Based English course book

show that the book is very valid in four components of validation namely the content, the language understanding, the presentation and the writing mechanics. The book was designed by considering the needs of the students as well as taking consideration of the situation where the book is going to be used. This is in line with Hutchinson and Waters' (1987) opinion that in ESP all decisions as to content and method are based on the learner's reason for learning. Thus, the design of Task-Based English course book is also based on the learner's reason for learning.

Lesson 33. Skill-based approaches to course design

Module:	English for specific purposes
Topic:	Skill-based approaches to course design
Time:	80 minutes
Aim:	To analyse skill-based approaches to course design
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Warm up: Teacher asks students to brainstorm their ideas about the topic

While activity:

For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Successful communication is context dependent and therefore embedded in its particular discourse community (Bizzell, 1989).

Oral communication reflects the persistent and powerful role of language and communication in human society. As Halliday (1978, p. 169) explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (Halliday, p. 139) and through exchange of meanings in the communication process, social reality is "created, maintained and modified" (Halliday, p. 169). Such a capacity of language is also evident in Austin's (1962) earlier work on speech act theory where, as cited by Clyne (1994, p. 2), language and thus communication is an "...instrument of action". Speech act theory, concerned with the communicative effect, that is, the function and effect of utterances, dissects an utterance into three components: the actual utterance (the locution); the act performed by the utterance (the illocution); and the effect the act has on the hearer (the perlocution). Searle's (1969) work further defined speech acts as directives, imperatives, requests, and so on.

Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop. Communication is an exchange of meaning and understanding. Meaning is central to communication. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through interstimulation and response.

At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator.

In order to function successfully academically and professionally, one needs to learn effective oral communication skills. For many, conversational speech comes naturally.

However, in more formal speech, effective communication skills are essential. A poorly conducted interview, sales presentation, or legal argument could have ramifications that affect many more people than the speaker. By becoming an effective communicator one will be able to conduct himself in a variety of personal, professional, and academic environments with confidence.

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker in all occasions and then how to function in a variety of speaking environments?

Oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda.

As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his advantage. Apart from the language used for communication, there are several other elements which the speaker should learn to communicate effectively. The skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills. For this he has to know the individual needs of the students. And this can be known in a better way when the learners perform a task in the class. Task-based approach seems to be suitable for teaching and learning these skills.

Lesson 34. Objectives and content of ESP courses in vocational schools in Uzbekistan

Module:	English for specific purposes
Topic:	Objectives and content of ESP courses in vocational schools in Uzbekistan
Time:	80 minutes
Aim:	To analyse objectives and content of ESP courses in vocational schools in Uzbekistan
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure:

Warm up: Teacher asks students to brainstorm their ideas about the topic

While activity:

Look at the following comments and discuss with your partner

It is also recommended, on the basis of learner factor analysis, that course designers take into consideration the fact that students are not yet professionals but young people who also want to derive enjoyment from their studies. This is also one of the motivating factors that they have included in their responses. Being young, they want the lessons to be enjoyable; as some

of them explicitly commented, *“I want to play some funny English games”, “I only know I don’t want the same lesson as in high school because it was boring”, “I want to learn some interesting things”, “watch various English films and read interesting parts of books, magazines etc.*

It is evident that the ultimate goal of ESP classes is to provide targeted language instruction that will address the students’ real communicative needs in various professional situations. It is the teacher’s task to help students to become functional members of their professional communities by attending to their linguistic needs. However, the designing of ESP courses is marked with a number of difficulties, as illustrated above. The needs analysis survey carried out among students of law about their expectations, wants and needs has generally shown that students have a high motivation to attend English classes. They realize that legal English is important. Only very few of them say that they do not expect to use English in their future careers, but even those students still want to learn it. Interestingly, some students admit that they are “lazy” but still interested in improving their language skills. This is something the teacher has to take into account – students’ internal motivation thus needs to be supplemented with adequate external motivation that forces students to do work both in the classroom and outside of it. The teacher must make sure that the tasks are demanding and challenging and must see to it that everybody is involved. It is certainly an advantage that the students are fresh secondary school leavers and, in the vast majority of cases, bring good study skills with them. Designing a learner-centred syllabus that is based on the needs analysis of pre-service students certainly does not mean compromising on course requirements or looking for the lowest common denominator. However, course designers need to look beyond the self-perceived needs of the students by including the valid requirements and observations of other stakeholders – former graduates, the institution’s requirements, as well as the instructor’s own previous teaching experience. The aim is to create a learning environment that is dynamic and stimulating and maximally responsive to the future target situations in which students will find themselves

Lesson 35. The place of study skills: note-taking; note-making;

Module:	English for specific purposes
Topic:	The place of study skills: note-taking; note-making;
Time:	80 minutes
Aim:	To analyse the place of study skills: note-taking; note-making 1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> .
Materials:	2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure :

Warm up: Teacher asks students to brainstorm their ideas about the topic

While activity:

The following answers illustrate some of the representative answers provided by the students:

- *Since I’d wish to leave UK after I graduate, I expect legal English to be extremely important for me. I am also interested in inter-national students relationships, [...]*
- *I hope to move to an English speaking country and practice law there.*
- *I would like to speak fluently english and with knowledge of Legal English I want to try my fortune somewhere abroad.*
- *For communication with foreign customer and for contract preparation.*
- *I would communicate in English with foreign clients or work for an*

international company.

– Maybe in my future employment or to read more difficult texts or just to improve my language skills.

As shown in the last reply, not all students may be aware of the necessity of having to work with international publications written in English, thus hoping the course will help them increase their ability to process texts written in a foreign language. This indicates that at least some students are aware that English language instruction actually goes beyond merely teaching the language, seeing it as a tool crucial for acquiring further professional knowledge.

Actual wants and needs

When asked to list their perceived wants and needs, the most frequent replies (35 respondents) concerned the practising of speaking skills (as one student very specifically puts it, in rather a sophisticated way, “*skills in non-casual communication*”), as well as vocabulary and grammar (“*but not so much*”). Only very few (3 respondents) mentioned writing skills. Five answers indirectly referred to the need to practise reading skills (cf. “*I wanna learn from legal documents*”). No respondents mentioned such skills as listening, note taking, excerpting documents etc. which are very important in the legal world, e.g. in lawyers’ work with their clients. Selected answers illustrating the respondents’ perception of their own wants and needs:

– I would like to learn how to name various processes and matters in Czech legal system in English. It is natural to learn from English books of English or US legal systems but I would like to be able to name the Czech specifics.

– I wanna learn from legal documents from abroad but I feel I need to improve my skills in non-casual communication.

– The more I can speak the better.

– Mainly vocabulary and phrases useful in the field of law since I expect everybody here to know the grammar. But doing some exercises with prepositions couldn’t hurt.

Only one respondent expressed the need for learning the linguistic tools necessary for being able to explain Czech law in English (see above). This is perhaps somewhat surprising since this skill is among the core skills that future lawyers will actually need most, as revealed in the replies among legal professionals. It is evident that in multi-national law firms, or when working for foreign clients active in the Czech Republic, future lawyers will serve as mediators of the local legal context.

The answers reveal that students stress as important those language phenomena that they come into contact during their secondary school studies. Thus, they often refer to vocabulary, grammar and speaking, also generally mentioning the situation in “English-speaking countries”. As noted above, hardly any of the respondents mention writing skills.

Lesson 36. Reading and research skills in an EAP context

Module: English for specific purposes

Topic: Reading and research skills in an EAP context

Time: 80 minutes

Aim: To analyse reading and research skills in an EAP context

1. Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*.

Materials: 2. Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*.

3. Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Aids: Charts, laptop with speakers, handouts, white board

Procedure:

Warm up: Teacher asks students to brainstorm their ideas about the topic

While activity: Teacher states:

We live in the era of globalization, in which people coming from all parts of the world need to exchange information on a daily basis. For various reasons, such as Britain's colonial history, the economic power of the United States, the popularity of American films and music, and so on (Harmer, 2007), English has become the main medium of international communication. Consequently, there is an ever-increasing need for quality English Language Teaching, which has brought about many changes. One of these is the division of English as a Foreign Language (EFL) into General English (GE) and English for Specific Purposes (ESP). According to Hutchinson and Waters (1994: 16), ESP can be Vocational Purposes/Vocational English as a Second Language). Hutchinson and Waters (1994:16) then emphasize that this distinction is not clear-cut because very often "the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". Accordingly, English in logistics could be categorized as both EAP and EOP because students use it in their study environment as well as in their jobs, which are either concurrent or successive, depending on whether students study part-time or full-time further subdivided into "two main types of ESP differentiated according to whether the learner requires English for academic study (EAP: English for Academic Purposes) or for work/training (EOP/EVP/VESL: English for Occupational Purposes/English

ESP today

For some time now, English has been the main language of international communication, which has become an integral part of most modern professions. To be able to communicate successfully in English, students of different professions are thus taught ESP, whose overriding characteristics are "the sense of purpose and the sense of vocation" (Harding, 2007: 6). These characteristics predominantly focus on what students will need in their working environments, or, as Harding (2007: 6) puts it: "in ESP – English for Specific Purposes – the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job".

The large number of different professions has brought about the need for ESP specialisms, all of which share some common characteristics, such as specific needs, technical specialized vocabulary and documentation, specialized texts and interaction, an identifiable working environment, and so on (Harding, 2007: 6). To cater for these subject-specific needs in English teaching/learning, ESP predominantly focuses on language skills, structures, functions and vocabulary that will be needed by the members of a chosen target group in their professional and vocational environment. Nevertheless, it should be stressed that, as Hutchinson and Waters (1994: 19) emphasize, ESP "is not a particular kind of language or methodology" but "an approach to language learning, which is based on learner need". In line with these overriding characteristics of ESP, the roles of ESP teachers and learners at least to some extent differ from the roles of GE teachers and learners. The next important aspect in which ESP differs from GE are materials used for teaching and/or learning.

The following sections first briefly outline some crucial issues regarding both ESP teachers and learners.

This is followed by a more in-depth discussion of important issues regarding ESP materials ESP teachers. An issue frequently raised with regard to ESP teachers is whether they need to be experts in the subject area in question. The general assumption is that they are primarily language teachers engaged in Teaching English as a Foreign Language (TEFL) and should, above all, be experts in the language and language teaching, and are not required to have specialized subject knowledge. Nevertheless, they do need to have some understanding of the subject area, which is ideally accompanied by a positive attitude towards it. ESP teachers should also have the ability to actively integrate student knowledge about the subject matter or, as Ellis and Johnson (1994: 26) put it: "It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom". Good ESP teachers will thus above all be "experts in presenting and explaining the language," who also have the

ability “to ask the right questions and make good use of the answers” (Ellis and Johnson, 1994: 26). Other valuable sources of information for ESP teachers are subject teachers and subject-matter textbooks.

To sum up, to make best use of the resources mentioned above when designing a syllabus, selecting, and/or writing materials, as well as teaching the course, ESP teachers should have at least some basic knowledge about the subject matter in question, which is ideally supported by a genuine interest in it. It is even more important that they act as facilitators and encourage pupils to share their own knowledge about the subject matter with the class and to actively participate in the learning process. This characteristic of effective teachers is beautifully articulated in Kahlil Gibran’s novel *The Prophet*: “If the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind” (as cited in Harmer, 2007: 107).

ESP learners

Another important aspect in which ESP differs from GE is the target audience and their goals, as well as their motivation to learn the language. When teaching ESP at the university or higher education level, ESP teachers will most often teach both pre-experience learners and job-experienced learners. Pre-experience learners most often have just finished secondary school and rely mostly on their theoretical knowledge, while job-experienced learners, in addition to having theoretical knowledge, also have some practical experience of using a foreign language in business life. Consequently, as Ellis and Johnson (1994: 5) point out, pre-experience learner expectations of language learning are to a great extent based on their former educational experience, while job-experienced learners will above all focus on “their own shortcomings in terms of fluency, getting the message across, and being able to understand the people from other countries that they have to deal with”. Regardless of these differences between pre-experience and job-experienced learners, the emphasis of ESP teaching/learning for both categories of learners should be on performance or, as emphasized by Ellis and Johnson (1994: 35), they should become “operationally effective”.

Motivation - that is, “the student’s desire and need to learn” (Haycraft, 1993: 6) – is of key importance for both pre-experience and job-experienced learners. In the first situation, considering that most students have no or almost no work experience, ESP teachers have to rely primarily on materials and activities they have prepared for their learners. For this reason, materials used in the language course should preferably relate to knowledge gained in other courses and learners’ future jobs.

When teaching job-experienced learners, on the other hand, ESP teachers can also focus on what learners do in their jobs and at least to some extent relate the teaching/learning materials and course activities to that. The direct use of the learner’s experience in the ESP teaching/learning process is thus important for the motivation of both pre-experience and job-experienced learners, the most important distinction being whether ESP teachers predominantly refer to knowledge gained in other professional courses or the learner’s practical experience gained on-the-job. ESP materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future business life.

One of the most important issues regarding ESP materials selection and/or writing is whether the materials selected should be solely or primarily subject specific and what the most appropriate ratio of general materials to subject-specific materials is.

General materials focus on one’s general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry (Ellis and Johnson, 1994). When carefully selected, both general and subject-specific materials will equip the students with the necessary skills and knowledge, but subject-specific materials nevertheless better cater for ESP learners’ specific needs. Consequently, ESP learners will very often feel more affinity for materials that

they find relevant to their area of specialism. The use of subject-specific textbooks is also more in line with the realization that students are individuals with different needs, styles, and interests and with some central traits of cognitive theory, which, as Skela points out, are the following:

- It focuses on purposeful learning;
- The learner is seen as an active processor of information;
- Learning is the process by which the learner tries to make sense of the information by imposing a meaningful interpretation or pattern on it;
- One of the basic teaching techniques is problem-solving;
- Recently it has been associated with a focus on deliberate acquisition of a language as a logical system;
- The importance of carefully selected rules, which can provide an important shortcut in learning process (adapted from Skela, 2008: 159).

According to Prabhu (1994: 94), another important issue regarding materials is that they should be used as sources: *“The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be a strength for any form of teaching”*.

2 Materials selection

As Ellis and Johnson (1994: 115) emphasize, the choice of materials has a major impact on what happens in the course. This impact is demonstrated on the following three levels:

- It “determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”;
- It “has implications for the methods and techniques by which the learners will learn”;
- Last but not least, “the subject or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include “tasks and activities that practise the target skills areas” (Ellis and Johnson, 1994: 115). Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs. ESP is predominantly student-centred, and consequently students’ considerations should be at the top of the list of selection criteria.

According to Lewis and Hill, students’ considerations include the following:

- Will the materials be useful to the students?
- Do they stimulate students’ curiosity?
- Are the materials relevant to the students and their needs?
- Are they fun to do?
- Will the students find the tasks and activities worth doing

(adapted from Lewis and Hill, 1993: 52-53)?

To sum up, after analysing learner needs and setting objectives for the course, the ESP teacher has to select materials that will help the students achieve the course objectives (Ellis and Johnson, 1994). These materials should also relate closely to the learners’ specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners’ motivation.

2.2 Readily available textbooks vs. tailor-made materials

The decision on whether to use a readily available textbook or tailor-made materials is primarily based on the learners’ subject area. If their subject area is more general, the likelihood of finding suitable published materials is much higher. Accordingly, ESP teachers will most often select suitable materials from existing printed materials. In the case of more specific subject areas, the most widely accepted view is that ESP teachers should also first “question whether the learners’ needs are significantly

different from those of other groups” and, if possible, select from existing printed materials and resort to writing materials “when all other possibilities of providing materials have been exhausted” (Hutchinson and Waters, 1994: 125). The findings of research conducted by Djurić, Godnič Vičič and Jurković (2008), in Slovenia indicate that another decisive factor in materials selection or writing is the institution’s view on materials writing. If the institution encourages teachers to

develop tailor-made materials and if there are several teachers of foreign languages for specific purposes, the institutions are more likely to provide their students with tailor-made materials. These writers also point out that the number of tailor-made materials for LSP in Slovenian higher education institutions is relatively high, due mainly to the fact that teachers here strive to cater for the specific needs of the professional language they teach. To meet this end, they either adapt commercial textbooks to the specific needs of the specific subject area and to the level of students’ language knowledge or prepare in-house materials if no suitable printed materials are available in the market (Djurić, Godnič Vičič and Jurković 2008). If a teacher resorts to using a readily available textbook, the selection of structures, vocabulary, skills, functions, and so on is conditioned by the textbook to a large extent and can be extended into other areas teachers find relevant to their students. Tailor-made materials, on the other hand, provide the teacher with the opportunity

to decide on combinations of vocabulary, functions and structures and to develop materials that will introduce most relevant vocabulary and related functions and structures.

A final but significant factor is that psychologically a textbook represents something concrete and thus gives a measure of progress and achievement throughout the course (Haycraft, 1987).

Consequently, when designing materials teachers should bear this in mind and prepare materials that present a logical whole and in which the sequence of units is logical and enables the students to see and evaluate their progress.

Although learners can undoubtedly learn most of the needed skills, functions and to a great extent also general terminology from general business textbooks, they will undoubtedly gain even more when using tailor-made materials or a combination of a general business textbook and tailor-made materials because these two options are more likely to provide them with directly applicable knowledge.

Lesson 37. Materials evaluation

Module:	English for specific purposes
Topic:	Materials evaluation
Time:	80 minutes
Aim:	To analyse materials evaluation
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure:

Warm up:

While activity: In this lesson we will discuss how language teachers and departmental heads make suitable decisions when choosing a coursebook. As teachers, we know that selection of a suitable coursebook is vital, as coursebooks can provide a structure from which the process of language learning can begin (O’Neill, 1982: 110-111). A logical decision-making process rather than purely instinctive selection ensures a reliable decision is made without entering into impractical and lengthy evaluation research which may not be possible for many teachers due to time constraints or lack of

experience, as well as the number of variables involved (Cunningsworth, 1995: 5). An efficient evaluation process is demonstrated in order to provide an example which may be helpful to other teaching professionals. The process can be used to evaluate several coursebooks comparatively (as in this example) for selection purposes or with individual coursebooks in order to maximize effective teaching and learning.

The first step in the selection process involves analyzing (or reanalyzing) the situation in which the coursebooks will be used, and comparing this information with the intended teaching/learning situation as stated by the publishers. The next stage analyzes the methodology and syllabus of the materials. Next, using selected comparable units, the main teaching points are identified and strengths and weaknesses evaluated. A single selected exercise can then be trialled with the learners to gain further insight.

Step 1: Who Will Use the Coursebook? In What Situation?

As materials can only be meaningfully evaluated in relation to their intended teaching situation (Richards, 2001: 256), the first stage of the evaluation involves assessing (or reassessing) the unique situation in which the materials will be used. In order to gather information on the specific learning context, a comprehensive, yet lengthy, published questionnaire which required a high level of theoretical knowledge (Cunningsworth, 1995: 6) was adapted and condensed into two equally important and codependent sets of questions.

The Learning/Teaching Situation

What are the overall aims of the English programme? What are the specific objectives for this course? Is there a detailed syllabus or will the coursebook provide the syllabus? How long is the course? How many learners are there? What resources are available in the class? Will progress be measured? How?

The Learners and Teacher

How old are the learners and what is their level of English? Are they all the same age and level? What type of language learning experience, if any, do they have? What do they expect from the classes? How do they like to learn? Are they motivated? What is their motivation? What are their interests and values? What is the role, experience and teaching style of the teacher? Are they free to adapt materials?

All teaching/learning situations are unique (McGrath, 2002: 10) and the above questions provide data relevant to the specific investigation in question (ibid. 25-27). No pre-prepared set of questions will be completely suited to a real classroom (Cunningsworth, 1996: 5). For this reason, questions can and should be revised to meet the needs of the specific evaluation in order to best identify the actual teaching/learning situation.

In the example situation the following characteristics were identified:

Adult learners aged 50+

Intermediate to Upper Intermediate level.

Learning English for social personal motivation rather than academic or business reasons.

Learners tend towards Authority Oriented (they prefer the teacher to explain things) and

Concrete Learning (they prefer to play games and work in pairs) styles (Nunan, 1999: 57).

Group 11 students, 100 minutes per week

Experienced teacher. Free to adapt materials.

Following analysis of the actual learning situation, a comparison can be made with the intended learner/teaching situation as stated by the publishers. This is often found in the introduction of the teacher's book or in the coursebook. A summary of the intended learner/teaching situations as stated by the publishers in the example materials is shown below:

Coursebook Y (the old/existing coursebook)

For use by adults and young adults

Provides fun user-centred lessons

Prepares learners to begin FCE course

Coursebook X (the new/replacement coursebook)

For use by adults and young adults

Uses a communicative approach to teaching

Is intended to cover B2 level of the Common European Framework

In our example we see that the coursebooks are suitable in terms of learner age, level and desire for a communicative learning situation. Points of divergence include; preparation for FCE which is not the course aim, and an absence of reference to the social aspect of the learning situation.

Following the first stage of our evaluation we can see that the intended learning situation in both coursebooks is compatible with the actual situation, and we are already starting to get an idea of what areas of the coursebook might need to be adapted.

Step 2: Analysis of the Methodology and Syllabus

After identifying the learning situation, we can begin to think about what type of methodology might be suitable. Inexperienced teachers may lack extensive knowledge of methodological theory but can still consider what type of teaching is appropriate. Possibilities include a traditional teacher centred methodology, a communicative approach or task based learning. Whether a structural, functional or other type of syllabus is suitable can also be considered. The most appropriate methodology and syllabus will depend on the group.

A starting point for identification of methodology might be claims made in the teacher's book. The teacher can then look in the coursebook in an attempt to verify these claims (Cunningsworth, 1995: 97-108). In the case of the example, the coursebooks both claimed to use a communicative approach, which, although it cannot be clearly defined as a unified methodology, can be characterized by authenticity, real world simulation and meaningful tasks (Brown, 2001: 39). Analysis showed that not only was language usage taught, but was also combined with varying degrees of opportunity for use, which does imply perspectives based on communicative methodology (Larsen-Freeman, 1986: 123). However, the unit structures observed in both coursebooks implied a more traditional methodology.

In order to analyse the syllabus, a simple list of the sequencing of language items or uses can be made. Both coursebooks devoted each unit to the presentation of one or (a small selection) of grammatical structures, which were sequenced according to complexity, learnability and usefulness, which implies a traditional structural influence to syllabus design (Cunningsworth, 1995: 55). The sequencing was arranged reflecting a common 'simple to complex' pattern (Richards: 2001, 150). The courses covered structures which upper intermediate level students would be familiar with, such as past simple and continuous, and progressed to less frequently occurring, more complex or more difficult to learn structures. This sequencing of units determined by linguistic complexity is a characteristic typically associated with an Audio-Lingual methodology (Richards and Rodgers, 1986: 67).

The second step has revealed through observation that Coursebook X and Coursebook Y tend towards more traditional types of methodology and syllabi. Judgment can now begin to be made as to whether this is appropriate for the group.

Step 3: A Closer Look at Individual Units

Having established the needs of the learners and the methodologies of the coursebooks, open and unbiased closer analysis of the materials is now beneficial. In this stage, single units are evaluated, as how a unit presents language can indicate the strengths and weaknesses of coursebooks. However, remember that one unit may not reflect the whole coursebook (Cunningsworth, 1995: 2). Following analysis the teacher can again reflect upon which coursebook seems most appropriate.

In the case of this example, comparable units presenting the narrative tenses were selected, as an accurate and increasingly fluent use of the narrative tenses represents the transition from Threshold to Independent user, (Association of Language Teachers in Europe, 2002: 6-10). The selection of unit depends on the unique situation and should be decided by the evaluating teacher.

In the Contents section of the students' book, Coursebook Y

lists the following areas of language covered in five student book pages, plus two extra pages for vocabulary and writing, two additional photocopiable activities and three workbook pages.

Coursebook Y Main Teaching Points

Narrative tenses and past perfect continuous

Common verbs which are often confused

Pronunciation of regular and irregular past tenses

Telling an anecdote

Reading mini sagas and authentic materials in the form of newspaper articles

Writing a story (short and long)

Coursebook X Main Teaching Points

Narrative tenses and past perfect continuous

Phrasal verbs

Reading and listening to urban myths

Telling stories in the form of urban myths

In summary, the main teaching points of the units are grammatically similar although in terms of vocabulary, the units each cover different areas. Coursebook Y appears to be more suitable for the learners in this example.

Step 4: Evaluation Strengths and Weaknesses of each Unit

In this stage, a subjective evaluation of the strengths and weakness of the coursebooks is made.

In order to systematically evaluate strengths and weaknesses, a process of selecting and rating criteria can be used (McGrath, 2002: 56). Use of some academic evaluation techniques may require extensive experience or post graduate theoretical knowledge. In order to make the process suitable for all professionals, a more concise list of criteria was developed. Which criteria to assess depends on the individual situation. A rating system using a simple numerical score or judgement of suitable (S) or not suitable (NS) can be used depending on time constraints. The criteria selected were:

Aims and Approaches

Correspondence between coursebook and course aims, text adaptability, design and organization, the inclusion of structural and functional aspects, attention to language recycling and user-friendliness were all rated.

Language Content

The authenticity of materials, coverage of suitable language, range of vocabulary, attention to pronunciation, attention to language above sentence level (social norms etc), and attention to language styles and moods were rated.

Skills

The degree of coverage of all four skills was rated, as was integration of skills work and balance of skills practised. The suitability of reading, listening, writing and speaking activities was assessed.

Topic:

The suitability of topics in terms of age, culture and social issues was rated, along with the adaptability and sophistication of topic and inclusion of humour.

Methodology: The appropriateness of approach, degree of student centredness, suitability for presenting and practising language, the degree of structural aspect to grammar presentation, attention to study skills and learner autonomy were rated.

The example evaluation indicated that no unit is more suitable in all categories, and for some criteria, such as methodology, the units show little variation. The language content is slightly more suitable in Coursebook Y. Skills are a strength of Coursebook X

Step 5: Trialling

If the specific situation allows, in-depth scrutiny of individual exercises can also provide valuable insights (Cunningsworth, 1995: 2). This process involves trialling comparable exercises with the learners. Inclusion of learners in material evaluation can encourage ownership of the resulting decisions (Chambers, 1997: 29). Furthermore, learners may provide insights which teachers have neglected to consider. In this example, feedback after trialling indicated that in contrast to the teachers' opinion, the replacement text was not viewed negatively by learners.

Step 6: Selection

Having completed the above process, which should be achievable by most professional teachers despite differences in experience or busy schedules, the involved parties can now make a selection of an appropriate coursebook, or, if the evaluation is of only one coursebook, decisions based on the evaluation can be made as to the best way to use the material.

In the case of the example we can conclude that both coursebooks display desirable characteristics and areas of weakness. Following the systematic example the strengths and weaknesses of the replacement coursebook were better understood causing them to reconsider the initial negative opinions of the replacement (which may have been due to reluctance to change), allowing teaching staff to use the new material more effectively to the benefit and increased satisfaction of teachers and learners. Later feedback from the learners expressed satisfaction with new text.

Teacher summarizes the lesson by saying:

Using an authentic example situation, this article has demonstrated a process which inexperienced and/or busy teachers can use to evaluate coursebooks, individually or comparatively, for the purpose of either selection or maximizing effective use.

As a teacher, school manager or Director of Studies, it is advantageous to be able to select appropriately from available materials, be creative and modify and supplement coursebooks (Dudley-Evans and St. John (1998) in Richards, 2001: 260). Furthermore, the process of evaluation itself can increase understanding of the factors involved in evaluation and the advantages of systemized analysis and evaluation (Ellis, 1997b: 41).

Lesson 38. Materials adaptation

Module: English for specific purposes

Topic: Materials adaptation

Time: 80 minutes

Aim: To analyse materials adaptation

1. Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*.

Materials: 2. Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*.

3. Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Aids: Charts, laptop with speakers, handouts, white board

Procedure :

Warm up: Teacher invites students to review the previous lesson

While activity:

In many cases, the teacher using published materials in any given classroom is not involved with creating the materials and may have little to do with adopting the materials for her institution. However, even when the classroom teacher selects the book, knows every student in the class well and is using materials designed specifically for the context they are in, she will still have to adapt the materials either consciously or subconsciously.

One reason for adaptation is that published materials are necessarily constrained by the syllabus, unit template and other space concerns. Not all material, therefore, is fully developed. A good teacher's guide will supplement materials with useful alternatives and adaptations, but

where this does not happen or a teacher does not have the teacher's guide, adaptation will become part of the creative dialogue between teachers and published materials.

There are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible. However, reasons for adaptation have varied and changed as the field has developed and views on language acquisition and teaching practice have become better informed by research and experience.

Within this historical context, it is easy to understand why some teachers will wish to adapt materials. For example, before the advent of the communicative approach, many coursebooks focused largely on structure and were heavily influenced by the legacy of grammar translation methods of teaching. Language was viewed primarily in structural terms and was not treated as a tool for communication, while learning was seen in terms of forming correct behavioural patterns.

Despite an increased awareness and sensitivity to language as communication and learning as a developmental process, many teachers were finding themselves faced with materials that did not reflect these teaching and learning principles.

In their book *Materials and Methods in ELT* (1993), McDonough and Shaw devote a chapter to the issue of adapting materials. They quote Madsen and Bowen (1978) to set a context for materials adaptation: 'Effective adaptation is a matter of achieving "congruence" . . . The good teacher is . . . constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching style.'

McDonough and Shaw's list of reasons for adaptation clearly reflects a concern that communicative language teaching implies an unsystematic approach to grammar presentation and a belief that a systematic approach to grammar presentation is necessary.

- Not enough grammar coverage in general
- Not enough practice of grammar points of particular difficulty to these learners
- The communicative focus means that grammar is presented unsystematically
- Reading passages contain too much unknown vocabulary
- Comprehension questions are too easy, because the answers can be lifted directly from the text with no real understanding
- Listening passages are inauthentic, because they sound too much like written material being read out
- Not enough guidance on pronunciation
- Subject matter inappropriate for learners of this age and intellectual level
- Photographs and other illustrative material not culturally acceptable
- Amount of material too great/too little to cover in the time allocated to lessons
- No guidance for teachers on handling group work and role-play activities with a large class
- Dialogues too formal, and not really representative of everyday speech
- Audio material difficult to use because of problems to do with room size and technical equipment
- Too much or too little variety in the activities
- Vocabulary list and a key to the exercises would be helpful
- Accompanying tests needed

According to Cunningsworth, adaptation depends on factors such as:

- The dynamics of the classroom
- The personalities involved
- The constraints imposed by syllabuses
- The availability of resources
- The expectations and motivations of the learners

Adaptation is also appropriate when materials are not ideal, as presented in the following:

- Methods (e.g., an exercise may be too mechanical, lacking in meaning, too complicated).
- Language content (e.g., there may be too much emphasis on grammar your students learn quickly or not enough emphasis on what they find difficult).
- Subject matter (e.g., topics may not be interesting to students or they may be outdated or not authentic enough).
- Balance of skills (e.g., there may be too much emphasis on skills in the written language or skills in the spoken language, or there may not be enough on integrating skills).
- Progression and grading (order of language items may need to be changed to fit an outside syllabus or the staging may need to be made steeper or more shallow).
- Cultural content (cultural references may need to be omitted or changed).
- Image (a coursebook may project an unfriendly image through poor layout, low quality visuals, etc.).

Candlin and Breen (1980) focus on adaptation issues that relate to materials specifically designed for communicative language learning. Their list implies that published materials are limited in that they do not provide many opportunities for real communication; instead they simply provide oral practice of linguistic structures:

- Communicative materials do not provide enough opportunities for negotiation (personal or psychological) between the learner and the text.
- Communicative materials do not provide enough opportunities for interpersonal or social negotiation between all participants in the learning process, between learners and teachers, and learners and learners.
- Activities and tasks do not promote enough communicative performance.
- Activities and tasks do not promote enough metacommunicating opportunities.
- Activities and tasks do not promote co-participation. Teachers and learners are not involved as co-participants in the teaching–learning process.

Techniques for Adaptation

After recognizing a gap (mismatch or non-congruence) between published teaching materials and the needs and objectives of the classroom, the teacher has to address the practicalities of adapting the material to meet her class objectives more closely. McDonough and Shaw (1993) and Cunningsworth (1995) offer lists of techniques that may be used when adapting materials better to ‘fit’ a specific class.

These techniques are:

- Adding; extending and expanding
- Deleting; subtracting and abridging
- Simplifying
- Reordering
- Replacing material

Adding

When adding to published materials the teacher is supplementing the existing materials and providing more material. The teacher can do this by either extending or expanding.

Extending

When extending an activity the teacher supplies more of the same type of material, thus making a quantitative change in the material. For example, an activity may practise a particular grammar point by asking the learner to complete a sentence with the missing verb in the correct form, such as the simple past. The coursebook may have provided ten sentences for this treatment, but the teacher may value this type of activity for her particular class and adapt the coursebook by adding five more sentences with missing verbs.

Expanding

Expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative. For instance, the teacher may feel her students need to be made aware of the different sounds of verb endings when used in the simple past but the coursebook does not address this phonetic issue. Consequently, she may add an activity or series of activities that deal with the phonetics of the past simple. The teacher may want to draw students' attention to the fact that, when pronouncing the verbs visited, played and worked, the endings (-ed) are pronounced /id/, /id/ and /t/ respectively. Other expansions could involve including a discussion to contextualize and personalize the topic of a particular unit of study, or including a TPR phase to make difficult language items in a reading or listening text more comprehensible.

It is important to note that additions to materials can come at the beginning, at the end or in the middle of the materials being adapted.

Deleting; Subtracting and Abridging

As with the technique of adding, material can be deleted both quantitatively (subtracting) or qualitatively (abridging). When subtracting, for example, a teacher can decide to do five of the questions practising the simple past tense instead of the ten in the coursebook. When abridging, however, the teacher may decide that focusing attention on pronunciation may inhibit the learner's fluency and decide not to do any of the pronunciation exercises in a coursebook.

Simplifying

When simplifying, the teacher could be rewording instructions or text in order to make them more accessible to learners, or simplifying a complete activity to make it more manageable for learners and teachers. It is worth pointing out here that there is a distinct danger of distorting language when attempting to simplify a text and thus making the text inauthentic.

Reordering

When reordering, the teacher has decided that it makes more pedagogic sense to sequence activities differently. An example is beginning with a general discussion before looking at a reading passage rather than using the reading as a basis for discussion.

Replacing Material

When replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material. This is often the case with culturally specific or time-specific activities. A teacher may decide to replace an illustration for one that students could identify with more closely or use information concerning a popular figure with whom the students are familiar rather than the one presented in the published materials.

Teachers may also decide to replace a whole activity depending on the goals of a particular class or lesson. For example, a reading activity might be replaced with a listening activity.

Three Examples of Materials Adaptation

In order to exemplify some of the adaptation principles and techniques mentioned in this chapter, we will describe three real teaching scenarios and select published coursebooks that could be realistically used in each of the scenarios. We will then suggest specific adaptations for each coursebook in order to tailor the materials better to each teaching scenario.

Scenario One

A class of 34 junior high school students in a Japanese public (not private) school. The students are 12 to 13 years old, and there are 17 boys and 17 girls in the class. The students have all had between one and two years of English instruction at elementary school but have difficulty in understanding simple oral communication.

The students currently spend five hours a week in English class.

This group of students needs more exposure to a wide and rich range of language input in a variety of contexts. The coursebook used for this class is New Horizon 1 (Tokyo Shoseki, 2002).

Rationale for Adaptation

Page 50 of New Horizon 1 (see Figure 5.1) presents everyday verbs in the present simple. Four verbs are presented in a single context and only in writing. The activity lacks kinaesthetic and auditory sensory input. The input is also limited and impoverished. Students are not given a choice about how they learn nor are they given an opportunity to personalize the input.

The materials could be expanded by adding a TPR phase at the beginning of this unit of study to provide kinaesthetic and auditory input as well as richer, more contextualized text. Learners also have an opportunity to attend to the input globally and interpret meaning before analysing the input to understand its form.

1. Teacher mimes Becky's daily routine. Asks students to guess what Becky does each day.
2. Teacher acts out Becky's daily routine while reading the script.
3. Students act Becky's routine while teacher reads the script.

Becky's Daily Routine (script)

Every day Becky wakes up at 6:30 in the morning.

She stretches her arms and rubs her eyes and she yawns.

Then she brushes her teeth and takes a shower.

Sometimes she likes to sing in the shower.

She puts on her clothes and eats her breakfast, usually toast and coffee.

After breakfast, she speaks to her dog.

At 7:30 she leaves her apartment and takes the subway to school.

On Saturday and Sunday she usually wakes up at 9:30 in the morning.

She stretches her arms and rubs her eyes and she yawns.

Then she brushes her teeth and takes a shower.

On Saturday she usually plays tennis or runs in the park.

The activity on page 50 provides limited opportunities for analysing the input.

By extending the activity through adding more information about Becky's routine the opportunities for analysing linguistic forms are increased.

For example, the procedure below could be followed:

Extend the exercise on page 50 by adding sentences about Becky.

Students write sentences that they remember about Becky's routine.

Students underline the verbs in the sentences about Becky.

Students put verbs in two columns, regular and irregular verbs.

She plays tennis well.

She goes to the gym.

She works hard.

She likes to sing.

Regular Irregular

plays goes

works

likes

The following expansion activity provides students with a choice about how they would like to continue processing the input analytically or globally. It also provides a choice between visual, auditory or kinaesthetic processing as well as an opportunity to personalize the input.

Teacher gives students written version of script. Students change script to make it true for themselves. For example, 'Every day I wake up at 7:20 in the morning.'

Or

Student tells a partner his/her daily routine.

Or

In small groups, students mime their daily routine. The other students guess what's happening.

Do the quiz

1. The core text or the main textbook used in a specific class is a student's.

- a. authentic text
 - b. graded text
 - c. coursebook
2. Most audio-lingual materials are designed to help learners develop their _____ skills.
- a. reading and writing
 - b. spelling and punctuation
 - c. listening and speaking
3. Equipment, supplies, supplementary materials etc that teachers take to a class can be called
- a. authentic materials
 - b. teaching aids
 - c. realia
4. Teachers use supplementary materials _____ a textbook or coursebook.
- a. in addition to
 - b. instead of
 - c. such as
5. A graded reader always targets _____ reading level.
- a. a specific
 - b. an unspecified
 - c. a below-average
6. Authentic materials used in a classroom are materials taken from
- a. a self-access centre
 - b. the real world
 - c. authorized sources
7. Which can be called an "authentic text"?
- a. a graded reader
 - b. a newspaper article
 - c. a newspaper article
8. What do we call objects from the real world that make a classroom feel more like a real-life setting for practising language skills?
- a. supplementary materials
 - b. really objects
 - c. realia
9. Supplementary materials for learners such as books, handouts, audio-lingual or AV files, apps etc are found in a school's
- a. self-access centre
 - b. virtual classroom
 - c. supplementary centre
10. Materials centred around certain skills such as reading, listening, pronunciation etc are called _____ materials.
- a. authentic
 - b. audio-lingual
 - c. skills-based
- Answers:** 1.c 2.c 3.b 4.a 5.a 6.b 7.b 8.c 9.a 10.c

Lesson 39. Materials design

Module:	English for specific purposes
Topic:	Materials design
Time:	80 minutes
Aim:	To analyse materials design
Materials:	1. Harding, K. (2007) <i>English for Specific Purposes (Resource books for teachers)</i> . 2. Jordan, R. R. (2005) <i>English for Academic Purposes: A Guide and Resource Book for Teachers</i> . 3. Dudley-Evans, T. & M-J. St John (1998) <i>Developments in English for Specific Purposes</i> . Cambridge: Cambridge University Press.
Aids:	Charts, laptop with speakers, handouts, white board

Procedure

Warm up: Teacher asks students to brainstorm their ideas about the topic

While activity:

1. Defining objectives

We can start by asking ourselves the question: What are materials supposed to do? In defining the purpose of the materials, we can identify some principles that will guide us to the actual writing of the materials.

- a. Materials provide a stimulus to learning process.
Good materials don't teach but rather encourage learners to learn.
Good materials contain:
 - Interesting text
 - Enjoyable activities
 - Opportunities for learners to use their knowledge and skills
 - Content which both learners as well as teacher can overcome
- b. Materials help to organize the teaching-learning process.
By providing a way through the complex mass of the language to be learnt. Good materials should provide a clear and understandable unit structure that will guide teacher and learners.
- c. Materials contain a view of the nature of language learning.
Good materials should truly reflect what you think and feel about the learning process.
- d. Materials reflect the nature of the learning task.
Materials should try to create a balance outlook that both reflects the complexity of the task, yet makes it appear manageable.
- e. Materials can have a very useful function in broadening the basis of teacher training.
By introducing teachers to new techniques.
- f. Materials provide models of correct and appropriate language use.
This is a necessary function of materials, but it is all too often taken as the only purpose, which the result is the materials become simply a statement of language use rather than a vehicle for language learning.

1. A materials design model

- a. Input
This maybe a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs you have defined in your analysis.
The input provides a number of things:
 - Stimulus material for activities
 - New language items
 - Correct models of language use
 - A topic for communication
 - Opportunities for learners to use their information processing skills
 - Opportunities for learners to use their existing knowledge both of the language and the subject matter

- b. Content focus
Language is not an end in itself, but a means of transferring information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.
- c. Language focus
Our aim is to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough language knowledge. In language focus, learners have the chance to take the language to pieces, study how it works and practice putting it back together again.
- d. Task
The ultimate purpose of language learning is language use. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.
These four elements combine in the model as follows
 - The primary focus of the unit is task
 - The language and content are drawn from the input and are selected according to what the learners will need in order to do the task.
 - It follows that an important feature of the model is to create coherence in terms of both language and content throughout the unit.
 - This provides the support for more complex activities by building up a fund of knowledge and skills.

3. A material design model: sample materials

The basic model can be used for materials of any length. Every stage can be covered in one lesson, if the task is a small one, or the whole unit might be spread over a series of lessons. In this part, we will show what the model looks like in practice in some of our materials.

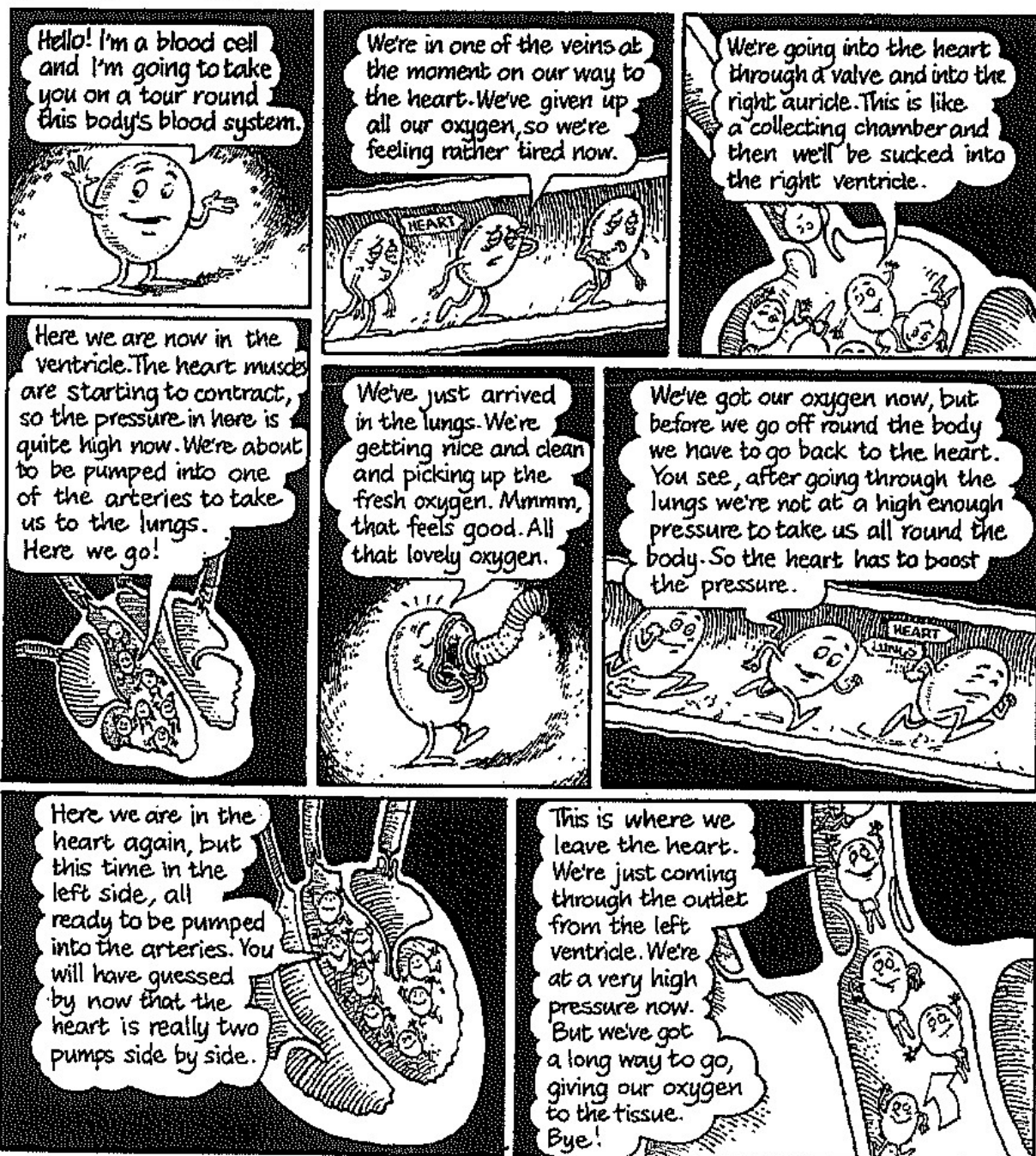
B: PUMPING SYSTEMS ←①

②

STARTER

Every pump is part of a system for moving fluids. The human body has a system for moving blood. How does it work?

INPUT



This material is intended for lower intermediate level students from a variety of technical specialism. The topic of the blood circulation system can be of relevance to a wide range of subjects. Apart from the general interest that any medical matter has, the lexis is of a very basic type that is generally applicable both literally and metaphorically (e.g. heart, artery, pump, collecting chamber, oxygen). Really, there are only two specific terms used, such as ventricle

and auricle. So, the text is rather viewed as an illustration of the general principles of fluid mechanics than as a medical text.

As the unit title indicates, language is approached through an area of content. The topic represents a common form of technical discourse – describing a circulatory system – although in this case, presented from an unusual point of view.

The starter plays a number of important roles:

- a. It creates a context of knowledge for the comprehension of the *input*. Comprehension in the ESP classroom is often more difficult than in real life, because texts are taken in isolation. In the outside world a text would normally appear in a context, which provides reference points to assist understanding (Hutchinson and Water, 1981).
- b. It activates the learners' minds and gets them thinking. They can then approach the text in an active frame of mind.
- c. It arouses the learners' interest in the topic.
- d. It reveals what the learners already know in terms of language and content. The teacher can then adjust the lesson to take this into account.
- e. It provides a meaningful context in which to introduce new vocabulary or grammatical items.

Application

GATHERING INFORMATION

③

STEP 1

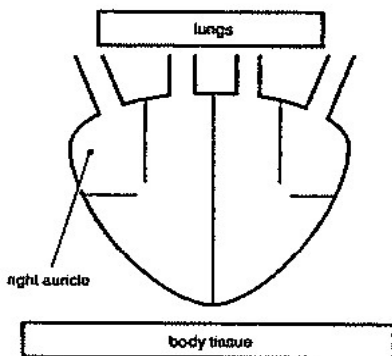
Connect the two halves of the sentences to make true statements.

The heart	pumps blood to the lungs.
The veins	carry blood from the heart to the body tissue.
The auricles	is a kind of pump.
The right ventricle	carry blood to the heart.
The lungs	is pumped from the lungs back to the heart.
The fresh blood	pump blood into the ventricles.
The left side of the heart	supply the blood with oxygen.
The arteries	pumps the fresh blood into the arteries.

④

STEP 2

Copy this diagram of the heart and blood system.



- On your diagram label the auricles and ventricles.
- Extend the blood vessels at the top of the heart to make a complete circulation diagram through the lungs and the body tissues.
- Put in arrows to show the flow of blood through the system.

STEP 3

⑤

Use these expressions to replace those of similar meaning in the INPUT.

drawn; next to each other; increase; enter; get smaller; return; collect; exit; blood vessel (2).



STEP 4 Listening task

- One of the commonest forms of illness nowadays is heart disease. From what you have just learned about the heart, what do you think are the causes of heart failure?
- Look at the pump in the TASK in Section A again. Just like the heart, there are several things that could go wrong with it. Make a table like this, and complete it with the information on the cassette.

⑥

POSSIBLE FAULTS	
Pump	Heart

This section practices extracting information from the input and begin the process of relating this content and language to a wider context.

Steps 1 and 2 are not only comprehension checks. They also provide data for the later language work (step 5 and 6) this is an example of unit coherence.

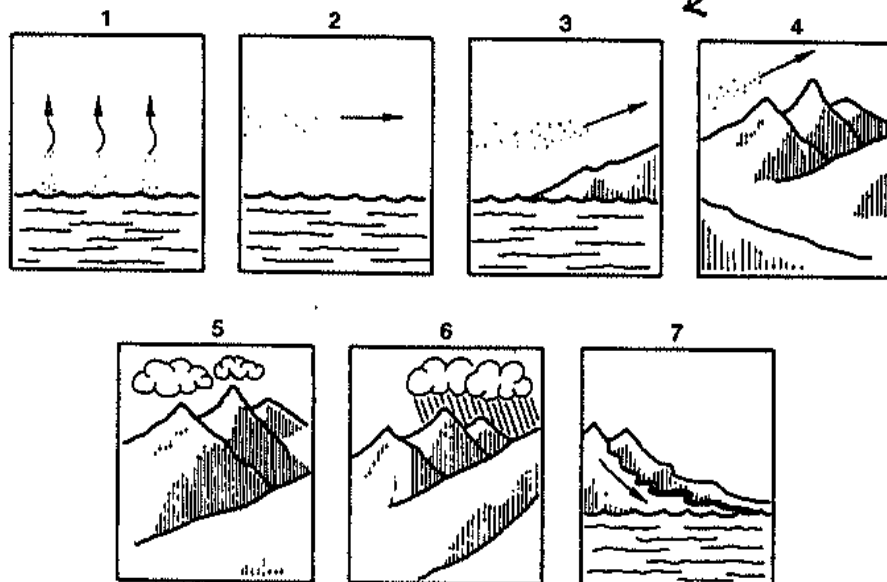
Learners should always be encouraged to find answers for themselves wherever possible.

It is possible to incorporate opportunities for the learners to use their own knowledge and abilities at any stages. It is particularly useful to do this as soon as the basic information contained in the *input* has been identified, in order to reinforce connections between this and the learners' own interests and needs. Here for example, the learners are required to go beyond the information in the *input*. They have to relate the subject matter to their own knowledge and reasoning powers, but still using the language they have been learning.

LANGUAGE FOCUS

STEP 5 Describing a system 1

Look at this description of how relief rainfall occurs.



⑨

- 1 Water vapour from the sea rises.
- 2 The wind picks up the water vapour.
- 3 The wind carries the water vapour towards the mountains.
- 4 The mountains push the wet air upwards.
- 5 The temperature is lower up the mountains. The water vapour condenses into cloud.
- 6 The condensed water falls as rain.
- 7 The rain water runs down through rivers and streams to the sea.

This description is very simple. It follows the diagram in numbered stages, explaining what happens at each stage.

Make a similar description for the heart and blood system. On your diagram number the stages first, then write a sentence to explain each stage. Begin like this.

⑩

- 1 Old blood goes into the right auricle.
 - 2 The blood is sucked into the right ventricle.
- Continue.

STEP 6 Linking clauses

- a The description of relief rainfall is very simple, but there is a lot of repetition in it. We can make it much shorter like this.

Water vapour from the sea rises. The wind picks it up and carries it towards the mountains, which push the wet air upwards, where the temperature is lower. The water vapour condenses into clouds and falls as rain, which runs down through rivers and streams to the sea.

⑪

- b What changes have been made to shorten the description?
- b Make your description of the blood system shorter in the same way.

This section gives practice in some of the language elements needed for the *task*. These may be concerned with aspects of sentence structure, function or text construction. The points focused on are drawn from the input, but they are selected according to their usefulness for the *task*.

Further input related to the rest of the unit in terms of subject matter or language can be introduced at any point in order to provide a wider range of contexts for exercises and tasks. This helps learners to see how their limited resources can be used for tackling a wide range of problem (see also step 7).

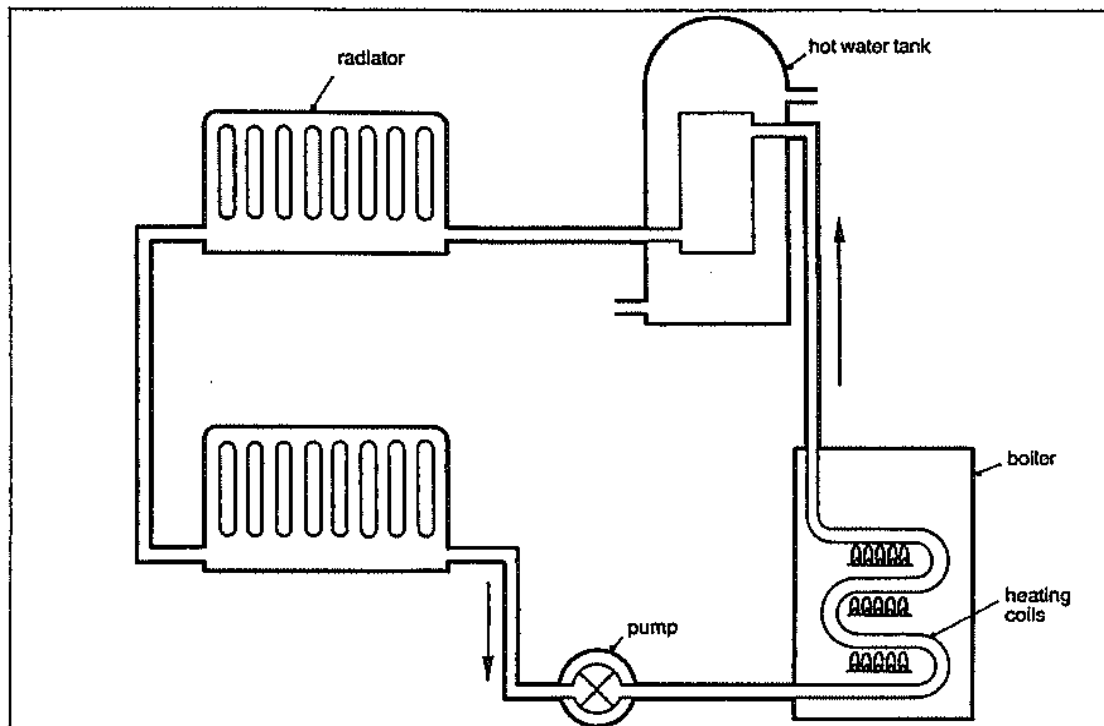
Learners need practice in organizing information, as well as learning the means for expressing those ideas. Earlier work is recycled through another activity. This time the focus is more on the language form than the meaning. Language work can also involve problem solving with learners using their powers of observation and analysis (Hutchinson, 1984).

STEP 7 Describing a system 2

This diagram shows the flow of water through a domestic central heating and hot water system.

12

Study the diagram and then describe the flow of water through the system.



STEP 8 Tenses in descriptions

Note the difference between these two descriptions:

'We're going into the right auricle.'

The old blood goes into the right auricle.

Why are different tenses used in the different situations?

13

Describe the relief rainfall cycle, as if you were a water molecule. Begin like this.

Hello, my name's H₂O, but you can call me H for short. I'm a water molecule and at the moment I'm floating around in the sunny Pacific, but it's very warm and I'm starting to evaporate.....

Continue.

TASK

A tour around your place of study or work.

14

15

- Draw a simple plan of the site.
- Give a general description of what happens at the main places on the site.
- Take a group of visitors around the site, giving a commentary as you go.

There is a gradual movement within the unit from guided to more open-ended work. This breaks down the learning tasks gives the learners greater confidence for approaching the task.

The unusual type of input gives the opportunity for some more imaginative language work.

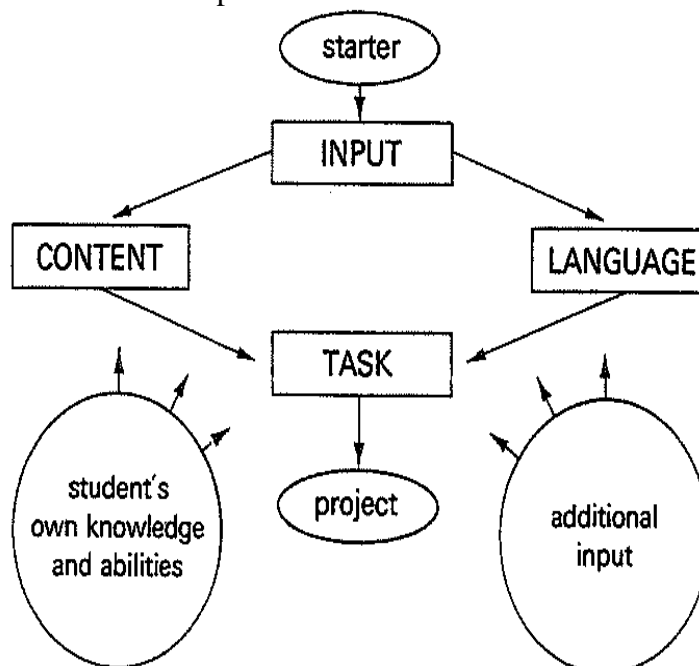
Here the learners have to create their own solution to a communication problem. In so doing they use both the language and the content knowledge developed through the unit. The learners, in effect, are being asked to solve a problem, using English, rather than to do exercises about English. Given the build-up through the unit, the task should be well within the grasp of both learner and teacher.

The task, also provides a clear objective for the learners and so help to break up the often bewildering mass of the syllabus, by establishing landmarks of achievement.

The unit can be further expanded to give learners the chance to apply the knowledge gained to their own situation. For example, a project for this unit could ask the learners to describe any other kind of enclosed system (e.g. an air conditioning system) in their own home, place of work or field of study.

4. Refining the Model

A number of possible refinements to the model can be seen in the unit above. We can relate these points to the nucleus of the model to provide an extended model like this:



5. Materials and the Syllabus

Figure 31 illustrates in a simplified form how the unit model relates to the various syllabus underlying the course design. Note, however, that identifying features of the model with syllabus features does not mean that they only play a role in that position, nor that other factors are not involved in that position. The diagram aims to show the main focus of each element in the materials.

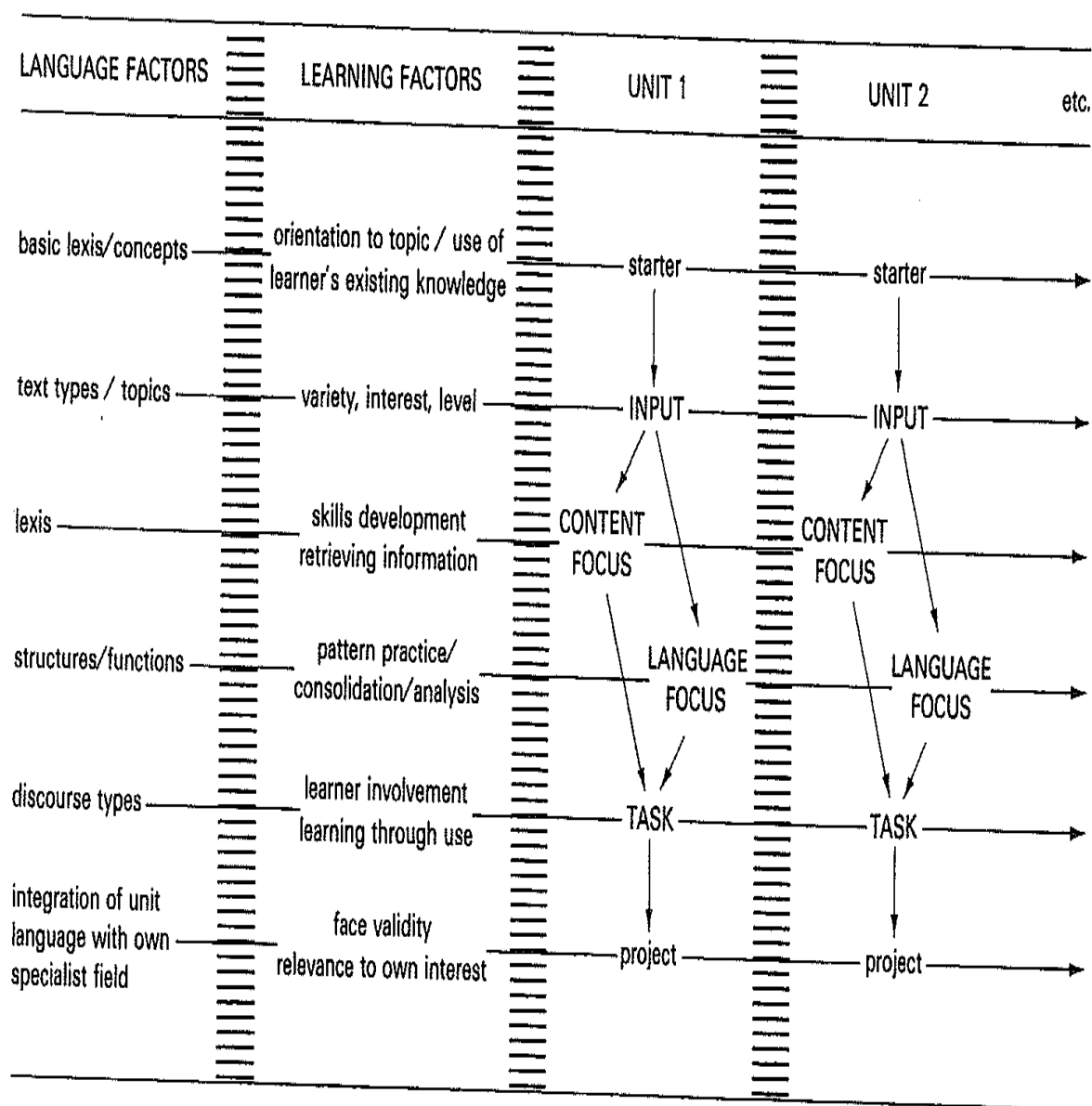


Figure 31: The syllabus/unit interface (S/UI)

We have made wide use of models throughout this chapter. At this point it is useful to make a cautionary distinction between two types of model, since both are used in the materials design process:

- a) *Predictive*. This kind of model provides the generative framework within which creativity can operate. The unit model (Figure 26) is of this kind. It is a model that enables the operator to select, organize and present data.

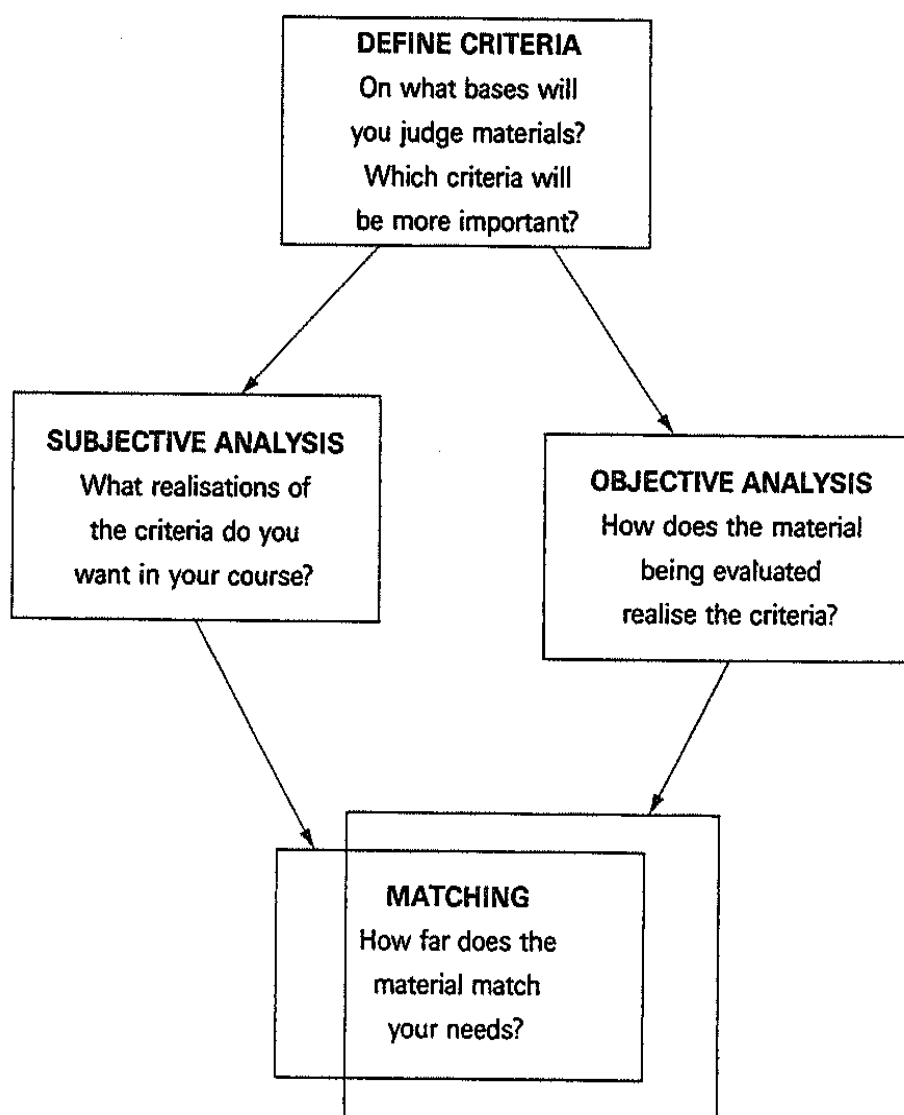


Figure 26: The materials evaluation process

- a) *Evaluative*. This kind of model acts as feedback device to tell you whether you have done what you intended. The syllabus/unit interface model (Figure 31) is of this kind. Typically it is used as a checklist. Materials are written with only outline reference to the S/UI. Then when enough material is available, the S/UI can be used to check coverage and appropriacy. If the models are used inappropriately, the materials writers will almost certainly be so swamped with factors to consider that they will probably achieve little of worth.

6. Using The Model: A Case Study

There was a model of learning which has been presented before. In this section, this will show how to use that kind of model. But here, we found some difficulties, such as:

- a. The text is mostly descriptive so that nothing students can do except reading and writing only.
- b. The text contains specific vocabularies that only can be explained by realia. However it is not available in the ESP classroom.
- c. Students don't have general language that is used to connect to the specific vocabularies. The further need analysis is conducted to fix the difficulties of the model. The results are:
 - a. The general technical topic should be explained to students in order to make students become able to connect to the specific subject.
 - b. The assumption of teacher if students know nothing or little about a specific matters, but they only know some general words about that specific matter.

- c. Connecting the specific subject to another is useful. Teacher can connect the topic of a specific subject to another subject that is more general to make it easier to understand and to teach a new and specific knowledge.
After having the new results, for the revision of need analysis there're some guidelines to use the model of learning well. The guidelines are:
 - a. Stage 1
Stage 1 is a stage to find the text. Here a good text to be a model is required to be occurred naturally, suit to the students' need and interests, and it generates some exercises and activities.
 - b. Stage 2
Stage 2 is a stage to assess the text. The purpose is to assess the potential of the text to be a classroom activity.
 - c. Stage 3
In stage 3 we have to go back to the syllabus and think about the match of the task. Is it a kind of activity that will be useful for the learners?
 - d. Stage 4
Decide the language structure, vocabulary, and functions that are appropriate to the task and useful for the learners. Here we identify the name of parts, present active, etc.
 - e. Stage 5
Think about the exercises to practice the items you have identified. We should consider three things: transfer activity, reconstruction activity, and write other description.
 - f. Stage 6
In this stage, we should go back to the input. If possible, try what we have made to the students then ask to ourselves, can it be revised?
 - g. Stage 7
In this stage, we should go back from stage 1 until 6 with the revision we have. Analyze again from stage 1. The revision can bring good improvements, such as: having new task, the original task is useful too, having a number of exercises, having a good realistic setting to practice the material.
 - h. Stage 8
We need to check new material against syllabus and amend accordingly.
 - i. Stage 9
Here we try the material in the classroom.
 - j. Stage 10
In using the material in the classroom, we can revise it for the further development. There's no such thing as a perfect material, a revision is always needed.

Do the quiz.

1. What are materials on ESP?

- a. Tools that can be rearranged to suit students' need.
- b. There's no materials on ESP
- c. Pedagogical factors that affect the teaching and learning process
- d. The content of a book

2. Which of the following are some considerations to take about material design?

- a. Logistical factors, pedagogical factors, human factors.
- b. The motivation, logistical factors, human factors.
- c. The content, authenticity, motivation, learners' needs.
- d. The lack of knowledge, pedagogical factors, the content.

3. Why material evaluation is important?

- a. To know the different books that exist in a good range of prices.
- b. To know the most modern book to use.
- c. To know what material are you going to use its advantages and disadvantages.

d. To classify different textbooks.

4. **WHAT ARE MATERIALS?**

a. Ideally materials are developed for learning.

b. Anything which can be used to facilitate the learning process

c. A teachers' idea to make their job easier

d. The most important undertakings in applied research.

5. **WHAT IS THE IMPORTANCE OF MATERIALS DEVELOPMENT FOR LANGUAGE LEARNING?**

a. Materials doesn't develop your critical thinking skills

b. It helps teachers to make decisions of their activities.

c. Materials development contributes to teacher and students growth

d. Materials development is not totally effective on teachers

Lesson 40. The role of an ESP teacher in a vocational school setting.

Module: English for specific purposes

Topic: The role of an ESP teacher in a vocational school setting.

Time: 80 minutes

Aim: To analyse the role of an ESP teacher in a vocational school setting.

1. Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*.

Materials: 2. Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*.

3. Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Aids: Charts, laptop with speakers, handouts, white board

Procedure:

Warm up

While activity:

One of the biggest frustrations of teaching English is when your learners don't do anything outside of class.

When a learner starts taking lessons, they say the right things and seem motivated. But this initial enthusiasm usually disappears after a few weeks. I feel that as teachers, part of our job is to inspire our learners to do more, and to think about how we can help our learners to stay consistent over the long-term.

This is something that I've put a lot of emphasis on over recent years. In fact, I even have a course for English learners helping them specifically with this. And in this post, I want to share four ways that will help your learners to consistently do more outside of class.

I believe it all starts with a conversation and a plan.

Set Expectations and Come Up with a Plan I believe one of the biggest reasons why intermediate speakers don't become advanced speakers is because they don't comprehend exactly what it takes to reach this level. Taking two lessons a week and then doing nothing else will mean little progress. It takes much more than that to achieve a higher level of English. You can approach this by doing two things:

Firstly, ask your learner what level they want to have and when they want to reach this level. For example, you might have a learner who has a B1 level. And after talking about their goals, they say that they want to have a C1 level by this time next year. This is definitely achievable, but they will most likely have to make some changes and do more. Therefore, the second thing to do is to come up with a daily learning schedule and general plan to ensure they reach their goal. Additionally, helping your learner get into the habit of using English on a daily basis will make a big difference. One thing to bear in mind is that you need to make this

sustainable and fun. If you ask your learner to do too much too soon, they will most likely feel overwhelmed and lose motivation. They need to get into the habit of learning – and enjoy what they are doing – to keep this up over the long-term.

Making things relevant to your learner is incredibly important if they are going to do more outside of class. A small percentage of English learners will keep up with grammar exercises and course books over the long-term; the majority need to do something that really interests them. One way to do this is to have your learners send you things that they have enjoyed reading or watching in English. One of my students was really interested in personal development. He read a lot of articles in his native language on this topic, so I encouraged him to learn about this in English instead. We found a bunch of blogs and videos together, and he sent me articles that he enjoyed on a regular basis. I then created a lesson plan around what he sent, something that after doing a few times, didn't take me too long to do. Additionally, I encourage my learners to subscribe to YouTube channels and blogs that interest them. Getting this regular email with a link to an article/video in English gives them a reminder to do something in English. And because this is something that they enjoy, the motivation to read/watch something is stronger.

Set Long-Term Projects instead of Homework

In a nutshell: you let your learner decide on a long-term project and you then collaborate on this together.

I did this with one of my learners last year; he wrote a book on a topic that he was interested in, and we used Google Drive so that I could correct his English and give feedback.

Using this approach gives your learner more authority over what they do, and again, because they decide what it is they want to create (a project, a video, a book, a presentation etc.), and in the area of their choosing, they are doing something that is relevant to them. And something that they are excited about doing.

Connect and Communicate with Your Learner

One of the benefits of teaching online is that you can connect with your learners in different ways; using email, social media, Google Drive, for example.

This means that you can send reminders about your lessons and keep the communication flowing with your learners outside of class.

You don't have to spend a lot of time on communicating with your learner. A simple Tweet or email a couple of times a week will only take you a few minutes. And what this does is shows your learner that you care and that you are invested in their learning, and it will also send them a small reminder to do something in English.

If you want to make this more involved, like a daily email or support, then you can make this an added extra on top of the lessons that you offer.

But I've found that the more I communicate with a learner, the more they ultimately end up doing. And this is especially true with learners who need direction with their learning.

Over to You

Setting expectations, coming up with a plan, doing things that interest your learners, giving your learner more authority over their learning, and keeping the communication flowing will help your student do more

Establish that within ESP it is important to distinguish between teaching 'English for Academic Purposes' (EAP), which deals with study-related language requirements and teaching 'English for Occupational Purposes' (EOP), which deals with job-related language requirements. Say that you would like participants to explore these ESP specific issues in more details. Tell that in the next activity they will explore the differences of GE course and ESP course's content and objectives

Activity 1 (handout 1)

Exploring the differences of GE course and ESP course's content and objectives

Time: 10 min

- Divide participants into groups of 4-5.
- Distribute handout 1 to each group

- Ask them to decide which of the tasks/objectives given in the table belong to GE and which to ESP, and write the letters in spaces provided.

Answer Key

Comparison of General and Specific Purposes

General English Purposes ____ a, b, c, g, i, j, m, p, q ____

Specific English Purposes ____ d, e, f, h, k, l, n, o, r ____

- Say that most of those which belong to GE are taught at the academic settings.
- Say that in the PRESETT ESP course teachers should introduce the differences between GE and ESP, different approaches to them and let their students to experience the procedure required for the development of an ESP course. They are *needs analysis, curriculum design, materials development, delivery and evaluation*.
- Say that the participants will practice some of these procedures/practices.

Activity 3

Time: 40 min

Working with Needs Analysis

- Ask participants the following questions:
 - What are needs?
 - What is Needs Analysis?
 - What is the purpose of needs analysis?

Possible answers:

1. Wants, desires, demands, expectation, motivations, lacks, constraints, and requirements (Brindley 1984)
2. Procedures for collecting information about learners' needs.
3. To find out what language skills a learner needs; To help determine if an existing course adequately addresses the needs of potential students; To determine which students are most in need of training in particular language skills; To identify a change of direction that people in a reference group feel is important; To identify a gap between what students are able to do and what they need to be able to do; To collect information about a particular problem learners are experiencing

- Ask participants in their small groups to think about a target group of ESP learners (IT specialists/ nurses etc.) and write 1 or 2 objectives that this target group might have.
- Invite volunteers to share their findings.
- Distribute two samples of needs analysis (Handout 2 A, B): a) students in an EAP context, and b) workers in an EOP context; and tasks to discuss (Handout 3).
- Ask them to look at the questions from the samples related to both TSA (target situation analysis) and PSA (present situation analysis) issues and choose one of the questionnaires relevant for your proposed ESP course.
- Ask participants to adapt it for their target learners.
- Ask groups to share their examples. Discuss the differences between the needs of one ESP group from another one.

Summary:

Say that conducting Needs Analysis plays a great role in designing an ESP course, setting clear objectives, selecting appropriate topics and materials.

Activity 4

Time: 20 min

- Introduce the PRESETT ESP course syllabus and assessment specifications to the participants.
- Ask the following questions:

How long does this course last?

What are the objectives of the course?

What topics are covered in this course?

How are the students assessed?

Summarise

The PRESETT ESP course teachers should introduce the differences between GE and ESP, different approaches to them and let their students to experience the procedure required for the development of an ESP course. They are *needs analysis, curriculum design, materials development, delivery and evaluation*.

2. Mustaqil ta'lim mashg'ulotlari

Mustaqil ish mavzulari fan o'qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo'naltirishi lozim. Kafedra mutaxassislari tomonidan har bir mavzu bo'yicha talabani mustaqil o'qib o'rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko'rsatmalarmisollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi.

Talabalar mustaqil ta'limining mazmuni va hajmi

№	Mustaqil ta'lim mavzulari	Hajmi (soatda)
1	Issues in each of the teaching approaches	6
2	View of language and culture	6
3	Approaches, methods, and problems related to teaching language learners across different age groups	6
4	Planning for Different Age Groups	6
5	Differences and similarities between learning L1 and L2	6
6	Criterion referencing; norm referencing; Specification	6
7	Basics of test design	4
8	Alternative ways of assessment	6
	Jami:	46
1	The importance of classroom investigation	6
2	Designing data-collecting tools.	8
3	Observation. Peer observation	8
4	Evidence of student performance	8
5	Types of English for Specific purposes	8
6	English for Academic Purposes	8
7	Materials evaluation.	8
8	The role of an ESP teacher in a vocational school setting	8
	Jami:	62
	Umumiy jami:	108

Mustaqil ish mavzulari fan o'qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo'naltirishi lozim. Kafedra mutaxassislari tomonidan har bir mavzu bo'yicha talabani mustaqil o'qib o'rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi.

Mustaqil ish uchun quyidagi topshiriqlar bajariladi:

1. Darsni tadqiq etish asosida xulosa yozish.
2. Tayyor materiallarni o'rganish va uni maxsus yo'naltirilgan kurslarga moslash.
3. ESP uchun materiallar yaratish.
4. Tayyor testlarni o'rganib ular asosida xulosa yozish.
5. Baholash mezonini ishlab chiqish.
6. Til o'rganishning to'rt ko'nikmasiga asoslangan testlar yaratish.
7. Testlarni abrobatsiyadan o'tkazish.

GLOSSARY / ГЛОССАРИЙ / GLOSSARIY

English	Русский	Ўзбек
An activity book or workbook has extra practice and is often used for homework. It usually accompanies a coursebook .	Сборник упражнений	Mashqlar kitobi (to'plami)
Activity-based learning - A way of learning by doing activities. The rules of language used in the activity are looked at either <u>after</u> the activity or not at all.	Обучение на основе деятельности	Mashqalar asosida o'rganish
Adapt (material) - To change a text or other material, so that it is suitable to use with a particular class.	Адаптировать (материал)	Moslash (materialni)
Aids - Aids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what aids they will need.	Вспомогательные пособия	Yordamchi vositalar
Assessment noun, assess verb - To discover, judge or form an opinion on or test learners' ability, proficiency or progress either formally or informally.	Оценка	Baholash
Authentic material - Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio etc. The language in the texts is not adapted or made easier for learners or the language learning process.	Аутентичный материал	Asl material
Brainstorming - (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity. (in teaching writing) a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.	Мозговой штурм	Aqliy xujum
Cloze test - A task-type in which learners read a text with missing words and try to work out what the missing words are. The missing words are removed regularly from the text, e.g. every seventh word. A cloze test is used for testing reading ability or general language use. It is different from a gap-fill activity, which can focus on practising or testing a specific language point.	Обучающий тест, в котором некоторые слова заменены пробелами	Nuqtalar o'rnini to'ldirish mashqi
Competence – <i>noun</i> . The ability to do	умение, способность	Qobiliyat,

something well		layoqat, vakolat
Communicative activity - A classroom activity in which learners need to talk or write to one another to complete the activity.	Коммуникативная деятельность	Kommunikativ faoliyat
Communicative approaches - A way of teaching and practising language which is based on the principle that learning a language successfully involves communication rather than just memorising a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes.	Коммуникативные подходы	Kommunikativ yondashuvlar
Content-based learning - An approach to teaching that focuses on teaching content, e.g. a school subject in the second language. It aims to develop learners' ability in both the content subject and the language.	Контентное обучение	Kontentga asoslangan ta'lim
Continuous assessment - A type of testing which is different from a final examination. Some or all of the work that learners do during a course is considered by the teacher on a regular basis and contributes to the final grade given to learners. May also include regular monitoring of classroom performance and contribution.	Текущая оценка	Joriy nazorat
A coursebook or textbook is used regularly by learners in the class. It generally contains grammar, vocabulary and skills work and follows a syllabus. A coursebook unit is a chapter of a coursebook.	Учебник	Darslik
A diagnostic test is used to identify problems that learners have with language or skills. The teacher diagnoses the language problems learners have. It can also be used to diagnose learner strengths. It helps the teacher to plan what to teach, or what not to teach, in future.	Диагностический тест	Diagnostik test
Drill - a technique teachers use for encouraging learners to practise language. It involves guided repetition or practice.	Устная упражнения	Og'zaki mashq
Emphasize- v. match or show something clearly	придавать особое значение; подчёркивать, акцентировать	E'tirof etmoq, urg'u bermoq
Explication – a complete and detailed analysis of a work of literature, often word-by-word and line-by-line.	пояснение, разъяснение	Tushintirish, aniqlash
Evaluation noun, evaluate verb - To assess or judge the quality, importance or effectiveness of something. Teachers may evaluate learners' progress or strengths and weaknesses.	Оценка	Baholash
Facilitator - Developing learner autonomy. Enabling learners to fulfil their potential.	Фасилитатор, посредник	

Helping learners to access resources. Providing opportunities for individual learning.		
Feedback noun + verb, conduct , give feedback . 1.To tell learners how well they are doing. This could be at a certain point in the course, or after an exercise that learners have just completed. 2. To communicate to a speaker that you understand (or not) what they are saying.	Ответная реакция	Munosabat bildirish
Flashcard - a card with words, sentences or pictures on it. A teacher can use these to explain a situation, tell a story, teach vocabulary etc.	Карточка с текстом и картинкой	Matn va suratli kartochka
Formative assessment - When a teacher uses information on learners' progress during a course to adapt their teaching or to give learners feedback on their learning.	Формирующая оценка	Formativ baholash
Graded reader - a book which has language that has been made easier for learners.	Книга «легкого чтения»	Osonlashtirilgan kitob
Grammar-Translation method - a way of teaching in which learners study grammar and translate words and texts into their own language or the target language. They do not practise communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then learners translate a written text from their own language into the second language or vice versa.	Методика грамматика-перевода	Grammatika-tarjima usuli
Handout, worksheet - A piece of paper with exercises, activities or tasks on it that a teacher gives to learners for a range of reasons during a class or for reference or homework.	Раздаточный материал	Tarqatma material
Interaction patterns - The ways in which learners work together in class, such as open class, pairwork, group work and individual work.	Способы взаимодействия	O'zaro ta'sir usullari
Lead-in noun, lead in verb - The activity or activities used to prepare learners to work on a text, topic or main task. A lead-in often includes an introduction to the topic of the text or main task and possibly study of some new key language required for the text or main task.	Введение	Kirish
Leaflet, brochure - A piece of printed paper that gives information or advertises something, e.g. a leaflet with information about local places of interest. This is one example of realia.	Брошюра	Broshyura
Lexical Approach - A way of teaching language that focuses on lexical items or chunks such as words, multi-word units, collocations and fixed expressions rather than	Лексический подход	Leksik yondashuv

grammatical structures		
Matching task - A task-type in which learners are asked to pair related things together, e.g. match two halves of a sentence, or a word with a picture.	Упражнение на сравнение	Qiyoslash mashqi
Methodology - Methods or procedures used in a particular activity, e.g. teaching.	Методология	Методология
Mingle noun + verb - A mingle is an activity which involves learners having to walk round the classroom talking to other learners to complete a task.	Смешанный деятельность	Aralash faoliyat mashqi
Multiple-choice questions - A task-type in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are given.	Вопросы с множественным выбором	Ko'p tanlovli savollar
Observed lesson - A lesson that is watched by a teacher trainer or a colleague.	Наблюдаемый урок	Kuzatil(adi)gan dars
An objective test is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right answer.	Объективный тест	Maqsadli test
Overhead projector (OHP) - A piece of equipment that makes images appear on a wall or screen. It can be used in a classroom instead of a whiteboard or blackboard.	Проектор	Proyektor
Peer assessment - When learners give feedback on each other's language, work, learning strategies, performance.	Взаимная оценка	O'zaro baholash
A placement test is often used at the beginning of a course in a language school in order to identify a learner's level of language and find the best class for them.	Оценочный тест	Darajalash testi
Portfolio - A collection of work that a learner uses to show what he/she has done during a particular course. A purposeful document, regularly added to that may be part of continuous assessment.	Портфолио	Portfolio
Presentation noun, present verb 1. When the teacher introduces new language usually by focusing on it formally, often by using the board and speaking to the whole class. 2. When a learner or learners gives a talk to their class or group.	Презентация	Taqdimot
Presentation, Practice and Production (PPP) - A way of teaching new language in which the teacher presents the language, gets learners to practise it in exercises or other controlled practice activities and then asks learners to use or produce the same language in a	Презентация, практика и производство	Taqdimot, amaliyot va ishlab chiqarish

communicative and less controlled way.		
Procedure - The details of exactly what is going to happen in each stage of a lesson, e.g. learners practise the language of complaints in a role-play in pairs.	Методика проведения	Jarayon
Project work - An activity which focuses on completing an extended task or tasks on a specific topic. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.	Проектная работа	Loyiha ishi
Realia - Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes.	Реальный материал, используемый в обучении	O'qitishda ishlatiladigan real hayotiy materiallar
Reference materials, resources - The materials which teachers and learners can use to find or check information, e.g. grammar books, dictionaries or CD-ROMS.	Справочные материалы, ресурсы	Ma'lumotnomalar, manbalar
Role-play - A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview role-play where one learner would be the interviewer and the other learner would be the interviewee. Role-plays are usually done in pairs or groups.	Ролевая игра	Rolli o'yin
Self-assessment - When learners decide for themselves how good they think their progress or language use is.	Самооценка	O'z-o'zini baholash
Sentence completion - A task-type in which learners are given parts of a sentence, e.g. the beginning or the end, and are asked to complete the sentence, using specific target language, e.g. <i>At the weekend, I love ... ; In the evenings, I enjoy ...</i> .	Завершить предложение	Gapni tugallash
Structural Approach - A way of teaching which uses a syllabus based on grammatical structures. The order in which the language is presented is usually based on how difficult it is thought to be.	Структурный подход	Strukturaviy yondashuv
Supplementary material noun, supplement verb - The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials.	Дополнительный материал	Qo'shimcha material
Syllabus - This describes the language and skills to be covered on a course, and the order in which they will be taught.	Программа обучения	O'quv dasturi
Tapescript, audio script, transcript - The written version of the words learners hear when doing a listening activity. These can often be found in a teacher's book or at the back of the learner's book.	Запись на пленку, аудиозапись	Audioyozuv

Target language – 1. The language which is the focus of the lesson or a part of the lesson. It could be grammar, lexis, functions or pronunciation. 2.The language being studied, L2.	Обучаемый язык	O'rganilayotgan (ikkinchi) til
Task - An activity that learners complete. For example, problem-solving activities or information-gap activities are tasks. A task usually focuses on communication. See Task-based learning . Task may also be used as another word for activity.	Задача	Topshiriq
Task-based Learning (TBL) - A way of teaching in which the teacher gives learners meaningful tasks to do. After this the teacher may ask learners to think about the language they used while doing the tasks, but the main focus for learners is on the task itself. Project work is often task-based.	Обучение на основе задач	Vazifalarga asoslangan ta'lim
Teacher-centred - When the teacher is at the centre of most stages of the lesson, controlling the lesson often from the front of the classroom.	Ориентированный на учителя	O'qituvchi markazida
Teaching aids - Any materials or resources a teacher uses in the classroom, e.g. OHP, charts.	Учебные пособия	O'qitish vositalari
Teaching strategy - A procedure or technique used by a teacher in the classroom to encourage learning, e.g. a teacher may choose to give thinking time to learners before they speak.	Стратегия обучения	Ta'lim strategiyasi
Technique - A way of achieving a purpose, e.g. drilling is an example of a teaching technique, which is used to help learners to pronounce particular language.	Техника обучения	O'qitish texnikasi
Total Physical Response (TPR) -A way of teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them, e.g. <i>Open the window! Stand up!</i> This method can be good for beginners when they start to learn a new language, as it allows them to have a silent period and can make fast progress.	Общая физическая реакция	Harakatli javob metodi
True/false questions - A task-type in which learners read or listen to a text and decide whether statements are correct (true) or not correct (false).	Верные/неверные вопросы	To'g'ri / noto'g'ri savollar
Visual (aid) - A picture, a diagram or anything else the learners can look at which can help teachers illustrate form or meaning.	Наглядное пособие	Ko'rgazmali qurol

4. Ноқар

4.1. Намунавий фан дастури

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРАЛИГИ

Рўйхатга олинди:

№ БД – 5111400 – 3.07

2018 йил 18 - 08



Олий ва ўрта махсус таълим вазирлиги

2018 йил 23 - 08

ЧЕТ ТИЛЛАРНИ ЎҚИТИШНИНГ
ИНТЕГРАЛЛАШГАН КУРСИ

ФАН ДАСТУРИ

Билим соҳаси:	100000	– Гуманитар
Таълим соҳаси:	110000	– Педагогика
	120000	– Гуманитар
Таълим йўналишлари:	5111400	– Хорижий тил ва адабиёти (тиллар бўйича)
	5120100	– Филология ва тилларни ўқитиш (роман-герман филологияси)

Тошкент – 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2018 йил “25” августдаги 744-сонли буйруғининг 6-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашнинг 2018 йил “18” августдаги 4-сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- | | |
|---------------|---|
| Я.Абдураимова | - ЎзДЖТУ, “Инглиз тили интеграллашган курси”
кафедраси мудири. |
| К.Алимова | - ЎзДЖТУ, “Инглиз тили интеграллашган курси”
кафедраси катта ўқитувчиси. |

Тақризчилар:

- | | |
|-------------|---|
| И.Сиддикова | - ЎзМУ, “Қиёсий тилшунослик” кафедраси мудири,
ф.ф.д., профессор ($\int \square^{\text{TM}} \cup \in \mathbb{R} \subset$). |
| У.Азизов | - ЎзДЖТУ қошидаги РИАИМ директори |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “27” июндаги “6” - сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Чет тилларни ўқитишнинг интеграллашган курси фани амалий фан бўлиб, унинг асосий мақсади тил кўникмаларини интеграллашган ҳолда ўқитиш услубларининг афзалликлари ҳақида маълумот бериш, талабаларни келгуси касбий фаолиятларида чет тили дарсларини шу усулда ташкил этишга йўналтириш, аудиторияда чет тилидан асосий алоқа воситаси сифатида самарали фойдаланиш усулларини ўргатиш, касбий ихтисослашувини ривожлантиришдир. Ушбу фан ўқув режанинг умумкасбий фанлар блокига киритилган бўлиб, 3-8 семестрлар давомида ўқитилиши мақсадга мувофиқ. Ушбу фан бир-бирига узвий боғлиқ бўлган 12 та модулдан иборат.

II. Ўқув фанининг мақсади ва вазифаси

Фанни ўқитишдан мақсад талабаларнинг хорижий тил бўйича эгаллаган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлаш, уларни чет тили бўйича билимларни баҳолаш назарияси ва амалиёти, мақсад ва вазифалари билан таништириш ҳамда баҳолаш мезонларини ишлаб чиқиш ва аниқлаш кўникмаларини шакллантиришдир. Шунингдек, чет тилини турли ёш гуруҳларида ўқитиш усуллари ва методларини ҳамда ўқитиш жараёнида юзага келиши мумкин бўлган ёш билан боғлиқ муаммоларни бартараф этишни ўргатишдан иборат. Шу билан бир қаторда таълим йўналиши ва касбий ихтисослашув хусусиятларини эътиборга олган ҳолда ҳар хил гуруҳларда чет тили самарали ўқитилишини ташкил этишга ўргатиш.

Фаннинг асосий вазифаси талабаларни чет тили ўрганиш ва ўқитиш методлари билан таништириш ҳамда улардан амалда фойдалана олиш, грамматика, фонетика ва лексикани коммуникатив ёндашув асосида ўқитишга ўргатиш ҳамда тилни ўқитишда контекстга мувофиқ равишда талабаларнинг турли ёндашувлардан мосини танлаб, татбиқ эта олишларини таъминлаш, чет тилларни ўқитиш усул ва методларининг тарихий босқичлари билан таништириш билан бирга чет тилини ўқитишдаги турли усул ва методлардан кўзланган мақсадлар, уларнинг ижобий ва салбий томонларини фарқлаш ва амалда улардан ўринли фойдалана олишдан иборат. Шунингдек, ўқув материалларини танқидий таҳлил қилиш ва уларни баҳолашга ҳамда хорижий ўқув материалларини маҳаллий шароит ва миллий тизимга мослаштириш ҳамда янгиларини ярата олиш, чет тили дарсларини тўғри режалаштириш ва дарс режаларини баҳолаш, касбий ҳамда илмий малакаларини шакллантириш мақсадида аудиторияни ўрганиш (тадқиқ этиш), муаммоларни аниқлаш ва унга ечим топа олиш, ҳар хил гуруҳларда чет тили самарали ўқитилишини ташкил этишга ўргатиш ушбу фаннинг асосий вазифалари ҳисобланади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйидагиталаблар қуйилади. **Талаба:**

Чет тилини ўрганиш жараёнлари модули бўйича:

- чет тилини ўрганиш борасидаги назарияларини амалда қўллай олиши;
- тил ўрганиш ва ўқитиш методлари, ёндашувлар ва усуллар ҳақида зарурий билимларни ўзлаштириши;
- чет тили ўрганувчиси кундалигини юритиш орқали тил ўрганиш жараёнлари тўғрисида қатор ҳисоботлар тайёрлаши;
- чет тилини ўрганиш ҳақидаги тушунчалар, методлар ва моделларни ўз амалий тажрибаларида, яъни муҳокама, топшириқ ва муаммоли вазиятларда қўллаши;

Тил сатҳ (ярус)ларини ўқитишга коммуникатив ёндашув модули бўйича:

- грамматика, фонетика ва лексикани коммуникатив ёндашув асосида ўқитишнинг афзалликлари ҳақида батафсил маълумотга эга бўлиши;
- грамматика, фонетика ва лексикани самарали ўқитиш ва ўрганишга мўлжалланган материалларни таҳлил қила олиши;

- тил тизимларини коммуникатив ёндашув асосида ўқитиш ва ўрганишга мўлжалланган материалларни тўплаш олиши;
- корпус таҳлили дастурлари асосида лексик ва грамматик бирликларнинг маъноси, ишлатилиши ва услубий бўёқдорлиги масалаларини илмий нуқтаи назардан таҳлил этиб, педагогик амалиётда ундан фойдалана олиши;
- тил тизимини ўқитишда коммуникатив ёндашувдан фойдаланган ҳолда хатоларсиз, изчил ва равион дарс ўтиш кўникмаларни эгаллаши;
- тил ўрганаётган ўқувчи ва талабаларнинг хатоларини тузата олиши;
- грамматика, фонетика ва лексикани ўқитишга мўлжалланган коммуникатив ўқувматериалларни ярата олиши;

“Тил кўникмаларини интеграллашган ҳолда ўқитиш” модули бўйича:

- интеграллашган тил кўникмаларини амалда қўллаш (маъно-мазмун асосида ўрганиш, топшириқлар асосида ўрганиш, лойиҳалар билан ишлаш);
- мулоқотга йўналтирилган услуб орқали ўқиш, тинглаш, ёзиш ва гапириш кўникмаларини ривожлантириш;
- ўқиш, тинглаш, ёзиш ва гапириш кўникмаларини интеграллашган тарзда ўқитиш услуб ва предметлари бўйича кўника ва малакаларга эга бўлиши;

“Аудиторияда ўқитувчи нутқи” модули бўйича:

- чет тили ўқитувчисига хос тил кўникмаларини амалий тарзда қўллаш;
- чет тилида кўрсатмалар бериш, маълумот олиш ва дарсни бошқариш;
- дарс жараёнида она тилидан фойдаланиш ўринлари;
- чет тилида дарс олиб боришнинг зарур ижтимоий, шахсий ва ташкилий масалалари;
- аудиторияда ҳаракатланиш, мос овоз ва оҳангда гаплашиш;

“Дарсни режалаштириш” модули бўйича:

- ўқув дастурини ўрганиб, таҳлил қилиш ва дарсни режалаштиришда унга таяниши;
- дарсни режалаштиришга таъсир кўрсатувчи омиллар (ўқувчилар билим даражаси ва ёши, эҳтиёжлари, вақт, ўқувчилар сони ва ҳ.к.) ни баҳолай олиши;
- дарслар кетма-кетлиги, мақсад, вазифалари ва кутилаётган натижаларни тўғри белгилаши;
- таълим мақсадларига биноан дарснинг тегишли тузилмасини танлай олиши;
- дарснинг турли босқичлари (дарс бошланиши, асосий ва якуний қисми) учун тегишли вазифаларни танлай олиши ва уларни бир-бирига боғлаш, изчилликни таъминлаши;
- турли ёрдамчи ўқув материаллари ва ресурсларни (масалан, техник воситалар, кўргазмали қуроллар) танлаши;
- интернетдаги тайёр дарс режаларини танқидий таҳлил қилиши;
- дарс режасидан четга чиқиш ёки чиқмаслик қарорини қабул қила олиши ва уларнинг сабабини асослаб бериш малакаларини эгаллаши;

“Ўқув материалларини танлаш ва янгиларини яратиш” модули бўйича:

- ўқув адабиётларни танқидий таҳлил қилиш ва уларни тил ўрганаётганлар эҳтиёжига кўра (билим даражаси ва ёши ва ҳоказо) танлаши;
- ўқув материалларини яратиш учун мақсад, вазифа ва кутилаётган натижаларини тўғри белгилай олиши;
- таълим мақсадларига кўра интернет таълим сайтларидан унумли фойдалана билиши;
- турли аутентик материалларни (газета, журналлар, телевидение ва радио материалларидан ва ҳ.к.) танлаш ва улар асосида тегишли вазифалар ишлаб чиқа олиши;

- ўқув адабиётлари жумладан, дарсликларга эҳтиёж сезилган вақтда турли ёрдамчи ўқув материаллари ва ресурслардан унумли фойдалана билиши;
- ёрдамчи материаллар жумладан, кўргазмали, тарқатма материаллар, аудио ва видео материаллар ярата олиш малакаларига эга бўлиши;

“Тил бўйича билимларни баҳолаш турлари ва мезонлари” модули бўйича:

- билим ва кўникмаларни баҳолашнинг асосий тамойиллари;
- тест турлари (диагностик, ривожлантирувчи, назорат тестлари);
- турли таълим йўналишлари хусусиятларига мос муқобил баҳолаш турларини таҳлил қилиши;
- назорат турлари ва шакллариининг миллий ва халқаро тизимларини билиши;
- билимни баҳолаш учун мезон белгилай олиши ва баҳолаш жараёнини тўғри режалаштириш бўйича билимларни ўзлаштириши;
- баҳолаш мезонларини танқидий таҳлил қилиши ва баҳолаш мезонларини яратиш малакаларини эгаллаши;

“Турли ёшдагиларга чет тилини ўқитиш” модули бўйича:

- турли ёш гуруҳларининг ўзига хос хусусиятларини аниқлаши;
- турли ёш гуруҳларида қўлланиладиган ўқитиш методлари, ўқув материаллари, дарсни олиб бориш ва баҳолашдаги ўхшашлик ва тафовутларни таҳлил қилиши;
- ёш гуруҳига мос равишда дарсларни режалаштириши ва олиб бориши;
- ўқув материалларини ёш тафовутларини эътиборга олган ҳолда ўзгартириши, мослаштириши ва янгиларини яратиши;

“Махсус йўналиш (соҳа)ларда чет тилини ўқитиш” модули бўйича:

- тил ўрганаётганлар касбий йўналиши ва эҳтиёжларига қараб чет тилини ўқитиш методлари ва ёндашувларни танлаши;
- йўналиш хусусиятларидан келиб чиқиб чет тили дастурларини тузиши;
- ўқув материалларини соҳа ёки йўналиш хусусиятига кўра танлаши ва мослаштириши;
- турли соҳа вакилларига чет тилини ўқитиш малака ва кўникмаларини эгаллаши лозим.

III. Асосий қисм (амалий машғулотлар)

1 - Модуль. Чет тилини ўрганиш жараёнлари модули (2 курс)

Кириш

- чет тили, уни ўрганиш ва ўқитиш;
 - тил ўрганувчининг хусусиятлари
- Тил ўрганишдаги когнитив омиллар
- трансфер, интерференция ва умумлаштириш ҳодисалари;
 - индуктив ва дедуктив тил ўрганиш;
 - қобилият ва интеллект;
 - тизимли ёддан чиқариш ҳодисаси.

Чет тилини ўрганиш услублари ва стратегиялари

- чет тилини ўрганиш услублари;
- чет тилини ўрганиш стратегиялари;
- мулоқот стратегиялари.

Тил ўрганишда психологик омиллар

- ўзини ҳурмат қилиш;
- тортинчоқлик;
- таваккалчилик;
- ҳаяжон;

- муносабат ва мотивация

Тил ўрганишдаги хатолар

- хато турлари;
- хатоларни аниқлаш ва тасвирлаш;
- хатолик сабаблари;
- турғун хатолар.

Чет тилини ўрганишда ёш хусусиятлари

- қиёслаш ва таққослаш турлари;
- ёш гипотезаси;
- билингвизм.

2 - Модуль. Тил сатҳ (ярус)ларини ўқитишга коммуникатив ёндашув модули (2 курс)

Грамматикани ўқитиш

- грамматикани ўқитиш (грамматика ва маъно; грамматика ва функция);
- грамматикани ўқитишга дедуктив ва индуктив ёндашув;
- грамматикани контекст орқали ўргатиш;
- лингвистик интуиция; тил ҳодисалари;
- грамматик луғатлардан фойдаланиш;
- грамматик вазифаларни таҳлил қилиш;
- грамматик машқ, топшириқ, вазифа, тестларни тузиш.

Лексикани ўқитиш

- сўз нима? сўзни ўрганиш нима дегани?
- лексикани контекстда ўқитиш;
- лексик бирликлар /иборалар/бирикмаларни ўқитиш;
- янги лексикани ўргатиш (расм, реалия, кўшиқ, мультимедиа ва ҳ.к.дан фойдаланган ҳолда);
- педагогик мақсадларда корпус маълумотларидан фойдаланиш;
- талабаларнинг лексикани ўрганиш стратегияларини ривожлантириш;
- лексик вазифаларни баҳолаш;
- лексик вазифа, топшириқ ва тестлар тузиш.

Фонетикани ўқитиш

- муваффақиятли мулоқот учун талаффузнинг муҳимлиги;
- урғуни (сўз урғуси, гап урғуси) ўргатиш;
- интонация, интонациянинг муносабатни билдириш ва грамматик функцияларини ўқитиш;
- товушларни изоляцияда ва контекстда ўқитиш фарқлари;
- фонологик вазифаларни таҳлил қилиш;
- фонетикага оид машқ, топшириқ, вазифа, тестларни тузиш.

Хатони тўғрилаш

- тил тизимларини беҳато ва равон ўқитиш;
- хатони тўғрилаш усуллари.

3 – Модуль “Тил кўникмаларини интеграллашган ҳолда ўқитиш”модули (3 курс)

- Кўникмалар интеграциясининг ривожланиш босқичлари;
- Тил кўникмалари интеграцияси таҳлили.
- Тинглаш кўникмаси
- Тинглаш малакасини ошириш;
- Ҳаётий мавзуларга оид тинглаш машқлари билан ишлаш
- Тинглаш жараёнидаги қийинчиликларни аниқлаш ва бартараф этиш;
- Дарс режасига фонетик билимларни киритиш.

- Тинглашдан олдин, тинглаш жараёнида ва тинглашдан сўнг бажариладиган топшириқ ва вазифаларни ишлаб чиқиш;
- Гапириш кўникмаси
- Муваффақиятли оғзаки мулоқот амалиёти;
- Баҳс-мунозара учун материаллар тайёрлаш
- Равон ва хатосиз сўзлашиш амалиёти
- Ўқиш кўникмаси
- Ўзаро мулоқот, мулоқот турларини фарқлаш
- Ўқишдан олдин, ўқиш жараёни ва ундан сўнгги жараён учун вазифалар тайёрлаш
- Талабаларни мақсадга йўналтирилган тарзда ўқишга ўргатиш
- Ўзиш кўникмаси
- Чет тилини ўрганишда ёзма нутқнинг аҳамияти ва унга таъсир этувчи омиллар
- Ёзма нутқ стратегиялари билан таништириш
- Ёзма нутқ мақсадлари билан таништириш
- Ёзма нутқда оригиналликни сақлаш
- Фикр-мулоҳазаларни жамлаш услублари
- Ёзма нутқда оригиналликни сақлаш
- Фикр-мулоҳазаларни жамлаш услублари
- Тилнинг тўрт кўникмаси интеграцияси
- Топшириққа асосланган интеграция
- Лойиҳаларга асосланган интеграция

4- Модуль “Аудиторияда ўқитувчи нутқи” модули (3 курс)

- Ўқитувчининг хатти-ҳаракатлари
- Ўқитувчининг овози
- Ўқитувчининг оҳанги
- Аудиторияда чет тилини қўллаш
- Чет тили муҳитини яратиш
- Аудиторияда қўлланиладиган тил
- Чет тилида кўрсатмалар бериш
- Чет тилида оғзаки изоҳ бериш
- Чет тили дарсида она тилидан фойдаланиш

5 - Модуль. “Дарсни режалаштириш” модули (3 курс)

- Мактаб, лицей ва коллежлари учун мўлжалланган ўқувдастурларни ўрганиш, таҳлил қилиш ва улар билан ишлаш
- Дарсни режалаштириш ва дарс режаси таркиби
- Дарслар кетма- кетлиги, мақсад, вазифалари ва кутилаётган натижаларни белгилаш
- Дарсни режалаштириш учун дарс тузилмасини танлаш (масалан, ППП (презентация, практика, продукция)
- ППП муқобиллари, TBL (вазифаларга асосланган ўқиш - Рецепт кўникмаларни ўқитишга матндан олдин, матн устида ва матндан кейинги машқлар)
- Дарснинг турли босқичлари учун вазифалар
- Дарс бошланиши (муз ёрар машқлар, кириш машқлари)
- Якунлаш (дарсни хулосалаш, интроспекция, қолган сўнггидақиқаларни тўлдириш)
- Дарсда вазифаларни бир- бирига боғлаш
- Дарс давомидаги вазифаларга тўғри вақт ажратиш
- Уй вазифасини бериш
- Мавжуд ўқув материаллари ва ресурслардан (масалан, расмлар, қўшиқлар, видео, синф тахтаси, синфдаги жиҳозлардан) самарали фойдаланиш

- Муаммоларни олдиндан кўра билиш (хулқи турлича бўлган ўқувчилар билан ишлаш усуллари)
- Режалаштириш ва ўқитишда вазиятга қараб мосланувчанлик
- Турли қобилиятга эга ўқувчилар гуруҳларида дарсни режалаштириш

6 - Модуль. “Аудиторияни ўрганиш (тадқиқ этиш)” модули (3 курс)

- Синф тадқиқоти босқичлари (ўқитувчи муаммосини аниқлаш ва тадқиқот қилинадиган саволни тузиш, тадқиқотни режалаштириш (тўғри маълумотни йиғиш услуги), маълумотларни йиғиш, уни таҳлил қилиш ва режалаштириш)
- Маълумотларни йиғиш учун керак бўладиган материалларни яратиш/тузиш, унинг салбий ва ижобий тарафларини фарқлаш
- Дарс кузатуви (дарсни видео тасмага тушириш ёки ҳамкасби томонидан кузатилиши)
- Сухбат ўтказиш (структурали, ярим структурали, структурали бўлмаган)
- Ўқитувчи ва талабаларга бериладиган саволномалар; кундалик юритиш
- Муаммоли вазиятлар/ҳодисалар; қайдлар
- Дарс кузатуви жараёни: дарс кузатуви босқичи (кузатувдан олдинги, кузатув пайти, кузатувдан кейинги)
- Кузатув натижаларини оғзаки ва ёзма равишда баён қилиш

7 - Модуль. Ўқув материалларини танлаш ва янгиларини яратиш модули (3 курс)

- Ўқув материаллари таълим стандартлари, шунингдек миллий кадриятларни татбиқ ва тарғиб қилишнинг муҳим воситаси сифатида
- Ўқув адабиётлари ва ўқув дастурлари ўртасидаги мутаносиблик
- Ўқув адабиётлари турлари жумладан, талабалар учун дарслик, ўқитувчилар учун қўлланма, CDлар, мустақил таълим учун китобларни танлаш
- Чет тили машғулотида фойдаланиш учун дарсликларни таҳлил қилиш ва танқидий баҳолаш
- Интернет таълим сайтлари, тил кўникмаларини баҳоловчи манбалар, кичик ёшдаги тил ўрганувчилар учун манбалар
- аутентик материалларни (газета, журналлар, телевидение, радио материалларидан ва ҳ.к.) танлаш ва уларга мос вазифалар тузиш
- Тил ўрганувчилар хусусиятларига мос келадиган кўргазмали материаллар ва тарқатма материалларни яратиш
- Ривожлантирувчи вазифаларни яратишда эътиборга олиниши керак бўлган ахлоқий ва маънавий масалалар (масалан, инсон ҳуқуқлари, миллий кадриятлар ва ҳ.к.)
- Семестр сўнггида ўтказиладиган микро дарс учун кўргазмали материаллар тайёрлаш, тарқатма материаллар яратиш.

8 - Модуль. Чет тилларни ўқитиш тамойиллари ва ёндашувлармодули (4 курс)

- чет тилларни ўқитиш услублари ўртасидаги фарқлар;
- тил ўқитиш замонавий усулларининг амалиётда қўлланилиши;
- чет тилини ўргатишда хорижий тажрибалар:
 - грамматик-таржима услуби;
 - дарсни тўлиқ чет тилида ўтиш услуби;
 - аудио-лингвистик услуб (эшитиб гапириш);
 - коммуникатив услуб.
- маҳаллий муҳитда қўлланилаётган услублар ва уларнинг таҳлили:
 - грамматикани дедуктив ва индуктив тарзда ўқитиш;
 - таржима орқали тил ўқитиш;

- қайта гапириб бериш;
- фонемалар ва фонетик усуллар;
- матнларни ёдлаш;
- ўқитувчидан сўнг такрорлаш;
- коммуникатив машқлар ёрдамида тил ўрганиш;
- турли услубларнинг ижобий ва салбий жиҳатлари муҳокамаси;
- тил ва маданият;
- ўқитиш/ўрганиш жараёнлари;
- чет тилини ўрганишда она тилининг ўрни;
- чет тили ўқитишнинг психологик асослари.

9 - Модуль. Аудиторияни ўрганиш (тадқиқ этиш) (2, 4 курс)

- синф тадқиқоти босқичлари (ўқитувчи муаммосини аниқлаш ва тадқиқот қилинадиган саволни тузиш, тадқиқотни режалаштириш (тўғри маълумотни йиғиш услуби), маълумотларни йиғиш, уни таҳлил қилиш ва режалаштириш);
- маълумотларни йиғиш учун керак бўладиган материалларни яратиш/тузиш, унинг салбий ва яхши тарафларини фарқлаш;
- дарс кузатуви (дарсни видео тасмага тушириш ёки ҳамкасби томонидан кузатилиши)
- суҳбат ўтказиш (структурали, ярим структурали, структурали бўлмаган);
- ўқитувчи ва талабаларга бериладиган саволномалар;
- кундалик юритиш;
- муаммоли вазиятлар/ходисалар;
- қайдлар;
- саволнома;
- талаба бажарган ишнинг далили.
- маълумот манбаларини тўплаш эҳтиёжи;
- дарс кузатуви жараёни:
- дарс кузатуви босқичи (кузатувдан олдинги, кузатув пайти, кузатувдан кейинги);
- кузатув натижаларини оғзаки ва ёзма равишда баён қилиш
- тадқиқотни режалаштириш.
- йиғилган маълумотлар таҳлили (мавжуд фарқлар ва ўхшашликлар (масалан: талабаларнинг тест натижалари);

10 - Модуль. Тил бўйича билимларни баҳолаш турлари ва мезонлари (4курс)

Баҳолаш турлари:

- якуний (summative); шакллантирувчи(formative);
- тест:
- тестнинг валидлиги (validity)– тест шакли ва мазмунининг уни тузувчилар фикри бўйича тест баҳолаши ёки аниқлаши зарур бўлган нарсага мувофиқ келиши, ишончлилиги (reliability), амалийлиги (practicality);
- мезонлар мутаносиблиги (Criterion referencing); меъёр мутаносиблиги (norm referencing)
- таснифлаш;
- тест турлари: маҳорат (proficiency), назорат (achievement), ривожланиш (progress), etc.)
- Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (Common European Framework of Reference)
- тестметодлари (берилган вариантлар ичидан тўғрисида танлаш, савол ва жавобларни бир-бирига мослаш; тест тузишнинг илк босқичлари (йўриқлар, жавоб вариантларини тузиш ва ҳоказо)
- Тил аспектларини баҳолаш усуллари ва мезонлари:

- ёзма нутқ;
 - ўқиш;
 - тинглаб тушуниш;
 - гапириш
 - тил кўникмаларинининтеграллаштириш;
 - сўз бойлиги;
 - грамматика
- Баҳолашнинг муқобил турлари (портфолиони баҳолаш, ўзини-ўзи баҳолаш, лойиҳа ишлари, кундаликлар, рефлексив қайдлар ва ҳоказолар)
 - Баҳолашни режалаштириш;
 - Танқидий таҳлил (баҳолашнинг таълим жараёнига таъсири).
 - Тест топшириқларини тузиш тамойиллари:
 - илмийлик;
 - изчиллик;
 - ихчамлилик ва аниқлик;
 - формал эмаслиги;
 - мантиқий кетма-кетлик;
 - тизимлилик;
 - умумийлик ва хусусийлик;
 - оддийлик ёки мураккаблик;
 - кўргазмалилик;
 - назария билан амалиётнинг боғлиқлиги;
 - тафаккурни ривожлантириш;
 - ижодийлик;
 - мустақиллик ва онглилик;
 - тил ўрганувчиларнинг индивидуал хусусиятларини ҳисобга олиш;
 - тарбиявийлик;
 - ўқув дастурига мослик;
 - вақт жиҳатдан ҳолисоналик;

11 - Модуль. Турли ёшдагиларга чет тилини ўқитиш (4 курс)

- чет тилини ўрганувчиларининг психо-физиологик хусусиятлари ва турлиёшдагиларга чет тилини ўргатиш жараёни - турли ёшдагиларга чет тилини ўргатишда ўқитувчининг роли ва аудиторияга мос равишда мослашуви.
- турли ёш гуруҳларини ўқитиш тамойиллари;
- турли ёшдагиларга чет тилини ўргатиш учун дарсларни режалаштириш ва унда ёш хусусиятларини эътиборга олиш;
- ёш хусусиятидан келиб чиқиб, мувофиқ методларни танлаш;
- катта ёшдагиларга чет тилини ўргатишнинг ўзига хос хусусиятлари;
- кичик ва ўсмир ёшдагиларга чет тили ўргатишда ўйин, кўшиқ, мусиқа ва ҳикоялардан самарали фойдаланиш;
- турли ёш гуруҳларида чет тили бўйича ўзлаштирилган билимларни баҳолаш;
- ёш хусусиятларига кўра ўқув материалларини мослаштириш ва янгиларини яратиш.

12 - Модуль. Махсус йўналиш (соҳа)ларда чет тилини ўқитиш (4 курс)

- махсус йўналишларда чет тили (касбий йўналишда чет тили, ўқишга йўналтирилган чет тили);
- эҳтиёжларни ўрганиш ва таҳлил қилиш (вазият тақозосига кўра эҳтиёж, ўрганиш эҳтиёжлари);

- маълум бир соҳа ёки касбий йўналишда чет тилини ўқитиш учун мақсадларни белгилаш;
- дастур тузишда ўқитиш ёндашувларини белгилаш (мавзу асосида, кўникма асосида);
- Ўзбекистон республикаси таълим тизими босқичларида (мактаб, коллеж ва лицейларда) чет тили ўқитишнинг мақсад ва мазмунини белгилаш;
- мустақил ўқиш кўникмаларининг ўрни: ўқишга йўналтирилган чет тили, ўқиш ва тадқиқ этиш кўникмалари;
- ўқув материалларини баҳолай олиш;
- ўқув материалларини мослаштира олиш;
- ўқув материалларини ярата олиш;
- махсус йўналишларда чет тили ўқитувчисининг роли

IV. Мустақил таълим ва мустақил ишлар

Мустақил иш мавзулари фан ўқитувчиси ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Кафедра мутахассислари томонидан ҳар бир мавзу бўйича талабанинг мустақил ўқиб ўрганишига доир вазифа ва топшириқлар ишлаб чиқилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади.

Мустақил таълим учун тавсия этиладиган мавзу ва фаолият турлари:

- Тил ўрганишдаги когнитив омиллар
- Чет тилини ўрганиш услублари ва стратегиялари
- Тил ўрганишда психологик омиллар
- Тил ўрганишдаги хатолар
- Чет тилини ўрганишда ёш хусусиятлари
- Грамматикани ўқитиш
- Лексикани ўқитиш
- Фонетикани ўқитиш
- Тинглаш малакасини ошириш;
- Гапириш кўникмаси
- Ўқиш кўникмаси
- Ёзиш кўникмаси
- Аудиторияда ўқитувчи нутқи
- Дарсни режалаштириш
- Мактаб, лицей ва коллежлари учун мўлжалланган ўқув дастурларни ўрганиш, таҳлил қилиш ва улар билан ишлаш
- чет тили ўрганувчиси кундалигини юритиш
- чет тили ўқитиш методларига бағишланган оғзаки тақдимот
- Чет тили ўрганувчиси ҳақида батафсил ёзма ҳисобот
- Грамматика/Лексикани контекстда ўқитиш бўйича топшириқ ишлаб чиқиш
- Чет тили ўқитиш методларига бағишланган танқидий, таҳлилий иншо
- Интернет ресурсларидаги ўқув материалларни таҳлил қилиш ва тақриз ёзиш
- касбга ва курс мавзусига оид мақоланинг ёзма таҳлили (тақриз бериш)
- мавжуд ўқув адабиётларни танқидий таҳлил қилиш ва уларга тақриз ёзиш
- тайёр дарс режасини баҳолаш
- семестр сўнгида ўтказиладиган микро дарс учун кўргазмали материаллар тайёрлаш, тарқатма материаллар яратиш
- икки ёки ундан ортиқ тил кўникмаларини интеграллаштирган ҳолда ўқитишга мўлжалланган коммуникатив топшириқ ишлаб чиқиш

- дарсликнинг бир бўлимини тузиш (ўқитувчи қўлланмаси ва талаба иш китоби)
- барча тил кўникмаларини қўллаган ҳолда дарс режасини тузиш
- Микро дарс ўтказиш (ва унинг таҳлилий ҳисобот аудиторияни ўрганиш бўйича саволлар тузиш
- тестлар таҳлили
- ўқув материалларини ёш хусусиятларига мос тарзда ўзгартиришга асосланган муаммоли топшириқ
- махсус йўналишларда чет тилини ўқитиш учун материалларни саралаш ва уларни баҳолаш - баҳолаш шакллари ва мезонларини ишлаб чиқиш
- дарс кузатуви бўйича таҳлилий ҳисобот
- махсус йўналишларда чет тили ўқитиш учун материалларни мослаштириш
- Дарсликнинг бир бўлимини тузиш (ўқитувчи қўлланмаси ва талаба иш китоби)

V. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари¹

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4.3 TARQATMA MATERIALLAR

The differences between approach, method and technique		
Approach	Method (plan)	Technique (procedure)
Theoretical positions and beliefs about the nature of language, the nature of language learning (psycholinguistic and cognitive processes involved) and the applicability of both to pedagogical settings (successful use of these processes).	A generalized set of classroom specifications for accomplishing linguistic objectives focusing on the: Goals of the teaching/learning Learner roles Teacher roles Role of instructional materials.	Specific types of exercises, tasks, or activities used in class for the purpose of reaching pedagogical goals.
Why	How	What



METHOD

- It is considered the practical realization of an approach.
- It is understood as a group of procedures, a system that clearly explains how to teach a language (syllabus organization -contents & skills to be taught-, roles of teachers and learners, kinds of materials to use).
- It is understood as a group of procedures, a system that clearly explains how to teach a language (contents and skills to be taught)
- The method is based on a specific approach. The approach is axiomatic whereas the method is procedural.
- When a method has fixed procedures, informed by a clearly articulated approach, it is easy to describe. However, if a method takes procedures and techniques from a wide variety of sources, that is that they are used in other methods or are mentioned by other beliefs, it will be very hard to continue describing it as a method. How should it be categorized then?

TECHNIQUE

- It's each specific strategy that we use in the classroom.
- It is a tool that is used to obtain an immediate result.
- It's what really happens in the classroom, in the actual teaching.
- These techniques must be coherent with the method, and therefore, they must be in harmony with the approach.
- Some techniques can be found in different methods whereas other ones are specific to a given method.

APPROACH

- It is a conjunction of ideas related to the nature and teaching of a given language.
- It refers to theories about the nature of language and language learning.
- It describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.
- It offers a model of language competence.
- It is the level in which a whole theory and its beliefs are reflected regarding a language and its learning. It is a much wider concept than a method and technique.
- It is the source of the principles and practices of language teaching.
- It describes how a language is used and how its constituent parts interlock.



The role of the teacher in the Communicative Approach

Setting the communicative context of the lesson;

Managing learners and creating opportunities for communication;

Maintaining learner motivation;

Establishing a welcoming and safe environment;

Giving instructions and setting activities;

Monitoring learning and providing constructive feedback

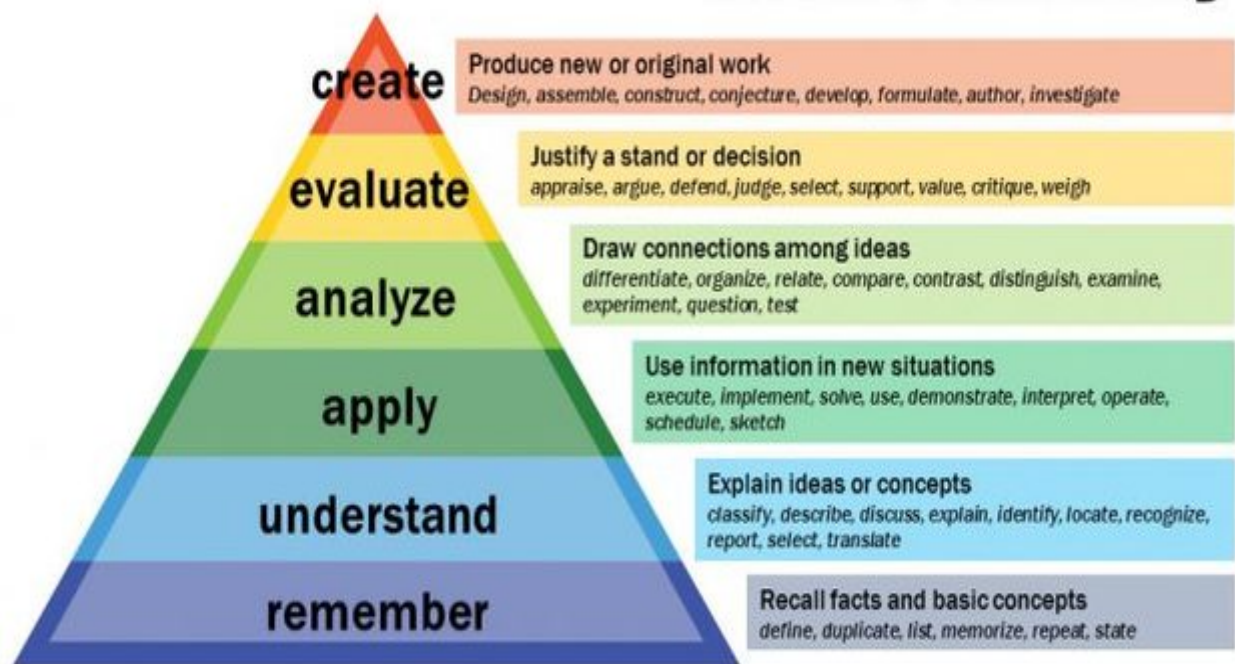
Types of Needs Assessments	Type of data collected	Good for determining	Advantages for postgraduate medical training	Can be used to
Questionnaires	quantitative	perceived needs expressed needs	Can sample large groups	Identify seminar topics
Interviews	qualitative	perceived needs expressed needs	Identify individual learning needs	Plan remedial training
Focus groups	qualitative	perceived needs expressed needs	Evaluate program and identify areas of discrepancy.	Improving or modifying existing teaching strategies.
Chart audits	quantitative and qualitative	prescribed needs unperceived needs	Identify areas of weakness in a cohort of residents	Identify common medication errors
Chart-stimulated recall	qualitative and quantitative	prescribed needs unperceived needs	Identify individual learning needs	Evaluate problem solving skills
Standardized patients	qualitative and quantitative	normative and prescribed needs	Identify learning needs in attitude, or behavior.	Identify learning objective for topics like ethics or counselling
Environmental scans	quantitative and qualitative	normative needs unperceived needs prescribed needs	Identify educational objectives. Evaluate previous educational activities	Plan educational activities that are relevant



TYPES OF ASSESSMENT TOOLS

- ✓ 1. Observation
- ✓ 2. Anecdotal Records
- ✓ 3. Checklists
- ✓ 4. Rating Scales and Rubrics
- ✓ 5. Portfolios
- ✓ 6. Speaking and Listening
- ✓ 7. Interviews/Conferences
- ✓ 8. Projects and Presentations
- ✓ 9. Quizzes, Tests, and Examinations

Bloom's Taxonomy



TYPES OF ESP

DAVID CARVER (1983) IDENTIFIES THREE TYPES OF ESP:

- 1. ENGLISH AS A RESTRICTED LANGUAGE
- 2. ENGLISH FOR ACADEMIC AND OCCUPATIONAL PURPOSES

ENGLISH FOR ACADEMIC AND OCCUPATIONAL PURPOSES IS THE SECOND TYPE OF ESP IDENTIFIED BY CARTER (1983). IN THE 'TREE OF ELT' (HUTCHINSON & WATERS, 1987), ESP IS BROKEN DOWN INTO THREE BRANCHES:

- A) ENGLISH FOR SCIENCE AND TECHNOLOGY (EST),
- B) ENGLISH FOR BUSINESS AND ECONOMICS (EBE), AND
- C) ENGLISH FOR SOCIAL STUDIES (ESS).

EACH OF THESE SUBJECT AREAS IS FURTHER DIVIDED INTO TWO BRANCHES:

- ☐ ENGLISH FOR ACADEMIC PURPOSES (EAP) AND
- ☐ ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)
- 3. ENGLISH WITH SPECIFIC TOPICS

4.4. Testlar

Continuous assessment on Teaching and integrating language skills for the 4th year students (Term 7)

(2020-2021 study year)

Task 1. Define what kind of tests are described here: *proficiency; achievement; diagnostic; placement*

1. tests are designed to measure people's ability in a language, regardless of any training they may have had in that language. It is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.
2. ... test are intended to provide information that will help to set students at the stage (or in the part) of the teaching programme most appropriate to their abilities. Typically they are used to assign students to classes at different levels.
3. ... tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place.
4. ... tests are directly, related to language , courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.

Task 2. Find an example for the specific characteristics of PROFICIENCY TEST:

- a) An example of this would be a test designed to discover whether someone can function successfully as a United Nations translator. Another example would be a test used to determine whether a student's English is good enough to follow a course of study at a British university.
- b) They are administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions. Clearly the content of these tests must be related to the courses with which they are concerned.
- c) We may be able to go further, and analyse samples of a persons performance in writing or speaking in order to create profiles of the student's ability with respect to such categories as 'grammatical accuracy' or 'linguistic appropriacy'.
- d) They can be bought, but this is to be recommended only when the institution concerned is sure that the test being considered suits its particular teaching programme.

Task 3. Choose the best answer:

1. Some tasks are like tasks we use outside the classroom to communicate, *e.g.* a conversation, an interview, a letter, reading a leaflet for prices. These tasks test communication skills. Some tasks, *e.g.* gap-fill, test the ... of language use. We do not use them to communicate, and they do not test communication skills.
a) appropriacy b) accuracy c) fluency d) interaction.
2. A ... for example, tests spelling, handwriting, punctuation, grammar, vocabulary, organisation of ideas and fluency of writing
a) gap-fill b) choosing between pairs of sounds c) multiple choice d) composition
3. The reason for using ... assessment is to help learners to understand their language use and performance better, and so become more autonomous.
a) self-assessment b) formative assessment c) summative assessment

Task 4. Choose the right word.

1. Speaking Assessment: Grammar and Vocabulary

Words to be used: *accurate, appropriate, effective, range*

- A) Grammar and vocabulary refers to how well you are able to use a of grammatical structures and vocabulary when expressing yourself.
- B) It also describes how your use of English is.
- C) The language you use also has to be to the tasks you are asked to do.
- D) With all this taken into consideration, you will be assessed on how your use of English is.

2. Choose the right word. Speaking Assessment: Discourse Management

Word to be used: *relevant, extent, complexity, coherently*

- A) This section describes how well you are able to express thoughts and ideas or clearly, linking your contributions logically during monologues or dialogues.
- B) Your utterances, or things you say should be expressed with a level of and fluency appropriate for the level of your exam.
- C) This criteria also describes the of your contributions, which means you say enough, but not too little or too much when appropriate.
- D) During a conversation or discussion your contributions should be or to the point.

3. Choose the right word. Speaking Assessment: Pronunciation

Word to be used: *intonation, rhythm, sounds, stress*

- A) Pronunciation describes how well your utterances are comprehensible to the listener. You will be assessed on things such as, which means how well you pronounce strong and weak syllables within individual words.
- B) It also relates to, which is your ability to connect words together naturally with stress on appropriate words.
- C) Your use of should be possible to express a range of attitudes and meanings.
- D) You should also be able to pronounce individual (for example consonant clusters, vowels and diphthongs) effectively.

4. Choose the right word. Speaking Assessment: Interactive Communication

Word to be used: *hesitation, initiate, repair, turn taking*

- A) This criteria relates to your ability to get dialogues started that is communication.
- B) It also describes how well you respond appropriately to utterances without too much
- C) It covers how good you are at during conversations or discussions.
- D) Finally, it relates to your ability to conversation when the unexpected happen such as interrupting, gaining control or

Task 5. Choose the right answer that characterizes the word feedback.

- a) The reason for using feedback is to help learners to understand their language use and performance better, and so become more autonomous.
- b) Informal assessment is often followed up by feedback to the learners on the suggestions for how to improve.
- c) We use the information from formative assessment to decide if we need to continue teaching this area or not, and to give learners reactions on their strengths and difficulties in learning in this area.

Task 6. Match the tasks (1-4) to the types of assessment (a-d):

- 1. Listening hard to the learners communicating at the end of the lesson to see how well they are using the targets.
- 2. An end-of-week written test to see what needs recycling.
- 3. Setting an end-of-course examination to see who goes up to the next level.

4. Stopping in the middle of a lesson and getting the learners to tell you what they have learned so far.

- a) formal, summative testing; b) informal, summative testing;
c) formal, formative testing; d) informal, formative testing;

Task 7. Choose the best answer: *true-false, multiple-choice, short answer, matching;*

1. “An exam question in which students must uniquely associate prompts and options is called a _____ question.” Students respond to questions by pairing each of a set of stems (e.g., definitions) with one of the choices provided on the exam.
2. _____ questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms.
3. _____ questions are composed of one question (stem) with possible answers, including the correct answer and several incorrect answers.
4. _____ are only composed of a statement. Students respond to the questions by indicating whether the statement is correct or incorrect.

**Mid-course assessment on Teaching and integrating language skills for the 4th year
students (Term 7)
(2020-2021 study year)**

1. Choose the best answer.
Students repeat an utterance. The teacher says or holds up a new word or phrase. Students repeat the first utterance, but replace a word or phrase from that utterance with the new word or phrase.
a. individual b. open pair c. substitution d. transformation
2. The teacher drills one student in a question and a second student in an answer to that question. The two students then repeat their question and answer exchange with the rest of the class listening.
a. individual b. open pair c. substitution d. transformation
3. The teacher says an utterance and the students say something similar to the teacher’s utterance, but, in doing so, they change a key structure.
a. individual b. open pair c. substitution d. transformation
4. The teacher says a word or utterance and then nominates a student to say that word or utterance.
a. individual b. open pair c. substitution d. transformation
5. The purpose of this strategy is to teach students to monitor their understanding whilst reading and to develop the prerequisite skills required for the more difficult task of summarizing.
a. retelling b. communicating c. asking d. answering
6. It is based on the idea that learning language successfully comes through having to communicate real meaning
a. Direct Method b. Communicative Approach
c. Community Language Learning Method d. Grammar Translation method
7. Students are talking about future verb tenses in small groups, teacher is observing them without intervening their discussion. The teacher will provide feedback after the discussion.
a. Suggestopedia b. Audio-lingual
c. The Structural Approach d. Communicative Language Teaching
8. Which one is not a principle of CLT?
a. Students should learn to answer automatically without stopping to think.
b. Authentic language should be used.

- c. The target language is a vehicle for classroom communication, not just the object of the study.
 - d. The teacher is the facilitator in setting up communicative activities.
9. Which one is not an activity used in CLT?
- a. Giving and obeying commands
 - b. Role plays
 - c. Language games
 - d. Scrambled sentences
10. Which one is the role of the Teacher in CLT?
- a. Authority
 - b. Mentor
 - c. Guide
 - d. Director
11. What is a good example of an activity within the CLT method?
- a. Dialogue sessions
 - b. Role play
 - c. Anything structured around the interest and ages of the students
 - d. All answers are right.
12. What is the role of the student in Communicative Language Teaching?
- a. Silent observer
 - b. There is no student role in CLT.
 - c. Speaker and negotiator
 - d. None of the above.
13. Which two elements are NOT associated with Grammar-Translation Method?
- a. memorization and translation
 - b. fluency and communication
 - c. native language and teacher centered instruction
 - d. rote memorization of vocabulary and grammar
14. In a classroom that uses Grammar-Translation Method, students are instructed in
- a. the native language
 - b. the target language
15. Grammar-Translation Method places a focus on
- a. memorization of conversational dialogues and new vocabulary.
 - b. memorization of vocabulary and grammar, and learning communicative techniques.
 - c. memorization of vocabulary and grammar, and translation of texts.
 - d. memorization of translations and speaking grammatically correct.
16. In the aspect of grabbing children's attention, lessons should be kept _____.
- a. Long and very informative
 - b. Long and structured
 - c. Short yet detailed
 - d. Short and interesting
17. The most important thing to do as a teacher when teaching teenagers is to _____.
- a. be their friend
 - b. let them freely do anything they want
 - c. scold them whenever they make mistakes
 - d. help keep their self-esteem high
18. Language adopted for the use by a government is called a ____.
- a. Isolated Language
 - b. Official Language
 - c. Creole Language
 - d. Extinct Language
19. Which method is emphasis on oral production?
- a. Grammar Translation Method
 - b. Direct Method
 - c. Natural Approach
 - d. Audio-lingual Method
20. Teachers present the examples at the beginning then generalizing rules from the given samples. Which of grammar teaching using this methods.
- a. Deductive approach
 - b. Inductive approach

- c. Natural approach
 - d. Cognitive approach
21. Find the right example for change of the teachers' role in *during the lesson* of their teaching.
- a) When learners are doing activities, teachers are monitors, diagnosticians, managers and a resource.
 - b) Teachers are planners of their materials to make sure that the lesson is suitable for the learners and for the learning purpose.
 - c) Teachers are also diagnosticians of their learners' problems.
 - d) Teachers look at their scheme of work to check if the next lesson is appropriately planned.
22. In what stage of the lesson does the following teachers' role can be changed: Teachers are planners of their materials to make sure that the lesson is suitable for the learners and for the learning purpose.
- a) before the lesson
 - b) during the lesson
 - c) after the lesson
23. Choose the best answer: _____ describes how we acquire language knowledge and gives us guidelines about the conditions in which language learning will be successful.
- a) method
 - b) procedure
 - c) technique
 - d) approach
24. Choose the best answer: _____ is putting approach to practice. It includes various procedures and techniques to support the approach.
- a) method
 - b) procedure
 - c) technique
 - d) approach
25. Choose the best answer: _____ is an ordered sequence of techniques. EX: First you do this...then you do that....
- a) method
 - b) procedure
 - c) technique
 - d) approach
26. Choose the best answer: _____ is a type of activity, designed to support a procedure. EX: fill in the blanks.
- a) method
 - b) procedure
 - c) technique
 - d) approach
27. Choose the best answer: Learning support consists of printed material which provide the texts of dialogues and the cues needed for drills and practice exercises. A teachers' edition is also available.
- a) Grammar - Translation
 - b) Audio-Lingual
 - c) Communicative Language Teaching
28. Choose the best answer: Breaking words into component parts is called
- a) segmentation
 - b) isolation
 - c) deletion
 - d) substitution
29. Choose the right answer: When we observe learners to see how well they are doing something and then give them comments on their performance is called ...
- a) formal assessment
 - b) formative assessment
 - c) informal assessment
 - d) summative assessment
30. Choose the right answer: Some tasks like *gap-fill, multiple-choice questions, true/false questions, ordering, correcting mistakes* usually test ... of language use
- a) fluency
 - b) accuracy
 - c) organization of ideas
31. Choose the best answer: ... is a teaching procedure that involves controlled, guided or open ended practice of some aspect of language.
- a) An exercise
 - b) An activity
 - c) A task
 - d) A drill
32. Choose the best answer: The most important thing to do when you start a narrative is to
- a) name all the characters
 - b) say when the action took place
 - c) make the reader want to read on
 - d) explain where the action took place
33. Choose the best answer: In the introduction of a letter of application, it's a good idea to '
- a) avoid mentioning something about the company (it takes too much space).
 - b) mention the company, but simply note the name of the company as you ask to be considered for the position.
 - c) make it clear that you know something about the company by mentioning something specific about it.

- d) mention your concerns about the salary and benefits the company is offering for the position.
- e) give the impression that you *must* have a job with this company by seeming obsequious.

34. Define what kind of tests are described here:

. tests are designed to measure people's ability in a language, regardless of any training they may have had in that language. For ex. TOEFL, FCE and CPE

- a. proficiency
- b. achievement
- c. diagnostic
- d. placement

35. Define what kind of tests are described here:

... test are intended to provide information that will help to set students at the stage (or in the part) of the teaching programme most appropriate to their abilities. Typically they are used to assign students to classes at different levels.

- a. proficiency
- b. achievement
- c. diagnostic
- d. placement

36. Define what kind of tests are described here:

... tests are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place.

- a. proficiency
- b. achievement
- c. diagnostic
- d. placement

37. Define what kind of tests are described here:

... tests are directly, related to language , courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.

- a. proficiency
- b. achievement
- c. diagnostic
- d. placement

38. Find the right order of the following instructions so that they are logical and easy to follow:

Setting up some vocabulary review

- A. Let's try the crossword at the bottom of the page.
- B. Open your books at page 9, where we finished working yesterday.
- C. Today we're going to review some vocabulary.
- D. Work by yourself, but check with a friend if you need to.

- a. C, B, A, D
- b. B, C, D, A
- c. A, C, B, D
- d. C, A, D, B

39. Find the right order of the following instructions so that they are logical and easy to follow:

Setting up controlled speaking practice

- A. Ask your partner the questions and note the answers.
- B. Look at the handout. Can anyone make a wh-question from number one?
- C. Very good. Now you are going to do the same with the other items on the handout.
- D. Turn to face your partner, please.

- a. B, C, A, D b. A, C, B, D c. C, A, D, B d. B, C, D, A

40. Find the right order of the following instructions so that they are logical and easy to follow:

Changing partners for the next stage of the class

A. ... and find the person with the piece of paper that matches your own.

B. OK? Any questions? Off you go!

C. Then, sit down together, ready for the next activity.

D. When I say go, I'd like you to stand up ...

a. B, C, A, D

b. A, C, B, D

c. D, A, C, B

d. C, A, D, B

41. Find an example for the specific characteristics of PROFICIENCY TEST:

a) An example of this would be a test designed to discover whether someone can function successfully as a United Nations translator. Another example would be a test used to determine whether a student's English is good enough to follow a course of study at a British university.

b) They are administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions. Clearly the content of these tests must be related to the courses with which they are concerned.

c) We may be able to go further, and analyse samples of a person's performance in writing or speaking in order to create profiles of the student's ability with respect to such categories as 'grammatical accuracy' or 'linguistic appropriacy'.

d) They can be bought, but this is to be recommended only when the institution concerned is sure that the test being considered suits its particular teaching programme.

42. Choose the best answer:

Some tasks are like tasks we use outside the classroom to communicate, *e.g.* a conversation, an interview, a letter, reading a leaflet for prices. These tasks test communication skills. Some tasks, *e.g.* gap-fill, test the ... of language use. We do not use them to communicate, and they do not test communication skills.

a) appropriacy

b) accuracy

c) fluency

d) interaction.

43. Choose the best answer:

A ... for example, tests spelling, handwriting, punctuation, grammar, vocabulary, organisation of ideas and fluency of writing

a) gap-fill

b) choosing between pairs of sounds

c) multiple choice

d) composition

44. Choose the best answer:

The reason for using ... assessment is to help learners to understand their language use and performance better, and so become more autonomous.

a) self-assessment

b) formative assessment

c) summative assessment

45. Choose the best answer:

Pronunciation describes how well your utterances are comprehensible to the listener. You will be assessed on things such as, which means how well you pronounce strong and weak syllables within individual words.

a. intonation

b. rhythm

c. sounds

d. stress

46. Choose the best answer: It also relates to, which is your ability to connect words together naturally with stress on appropriate words.

a. intonation

b. rhythm

c. sounds

d. stress

47. Choose the best answer: Your use of should be possible to express a range of attitudes and meanings.

a. intonation

b. rhythm

c. sounds

d. stress

48. Choose the best answer: You should also be able to pronounce individual (for example consonant clusters, vowels and diphthongs) effectively.
- intonation
 - rhythm
 - sounds
 - stress
49. Choose the right answer that characterizes the word feedback.
- The reason for using feedback is to help learners to understand their language use and performance better, and so become more autonomous.
 - Informal assessment is often followed up by feedback to the learners on the suggestions for how to improve.
 - We use the information from formative assessment to decide if we need to continue teaching this area or not, and to give learners reactions on their strengths and difficulties in learning in this area.
50. Choose the best answer: "An exam question in which students must uniquely associate prompts and options is called a _____ question." Students respond to questions by pairing each of a set of stems (e.g., definitions) with one of the choices provided on the exam.
- true-false
 - multiple-choice
 - short answer
 - matching
51. Choose the best answer: _____ questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms.
- true-false
 - multiple-choice
 - short answer
 - matching
52. Choose the best answer: _____ questions are composed of one question (stem) with possible answers, including the correct answer and several incorrect answers.
- true-false
 - multiple-choice
 - short answer
 - matching
53. Choose the best answer: _____ are only composed of a statement. Students respond to the questions by indicating whether the statement is correct or incorrect.
- true-false
 - multiple-choice
 - short answer
 - matching
54. Choose appropriate teacher's role for the following situation: _____ is when we get information from our learners rather than giving it to them. This information can be about topics or language. For example, we can show learners a picture and ask 'What can you see in the picture?'
- Checking learning
 - Eliciting
 - Prompting learners
 - Conveying the meaning of new language
55. Find the right order of the following instructions so that they are logical and easy to follow.
- During a grammar practice activity*
- A. ... so we're going to stop this activity for five minutes to look at them again.

- B. Close your books, please, and concentrate on the whiteboard again.
 C. I can see a lot of mistakes with the verb patterns ...
 D. Listen up, everybody. Can I stop you there for a moment?
- D, B, C, A
 - D, A, C, B
 - B, C, D, A
 - B, D, C, A
56. Choose the TEFL method or approach. The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.
- the direct approach
 - total physical response
 - the natural approach
57. Choose the TEFL method or approach. The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.
- the inductive approach
 - the deductive approach
 - the reductive approach
58. What is Body Language?
- Postures, gestures, and facial expressions.
 - The exchange of information through the use of words.
 - Your words say one thing but your body language say another.
 - Speak from your point of view.
59. What are the benefits of student involvement in their own assessment process?
- Increased motivation to learn
 - Increased validity and reliability of classroom assessment
 - Sense of ownership
 - All of the above
60. A process to identify students' learning styles, learning difficulties in order to enhance their learning is called ...
- Evaluation
 - Teaching
 - Assessment
61. The teaching approach which insisted on presenting spoken language from tape before the students encountered the written form is
- audio – lingual
 - direct
 - CLT
62. The _____ method uses spoken, not written, commands.
- Silent
 - Total Physical Response
 - Immersion
63. What is the primary purpose of assessments?
- Inform parents of student progress
 - Provide feedback to help students succeed
 - Allow schools to compare progress
 - Enable teachers to test strategies
64. What do you call a test that helps teachers to decide what they need to teach?
- Placement
 - Diagnostic

- c. Achievement
 - d. Proficiency
65. What do you call a test that a teacher uses to assess how much students have learned?
- a. Placement
 - b. Diagnostic
 - c. Achievement
 - d. Proficiency
66. What do you call a test that proves how much a student knows about a subject?
- a. Placement
 - b. Diagnostic
 - c. Achievement
 - d. Proficiency
67. What do you call a test that is used to split the students into classes at different levels of ability?
- a. Placement
 - b. Diagnostic
 - c. Achievement
 - d. Proficiency
68. is looking through the text quickly in order to find some specific information
- a. Scanning
 - b. Skimming
 - c. Gist reading
69. is a correction of a learner's mistakes by fellow learners
- a. Peer correction
 - b. Error correction
 - c. Self-correction
70. Learners who take an active role in their learning take responsibility for their own learning
- a. True
 - b. False
71. An autonomous person is dependent and can hardly make his/ her own decision
- a. True
 - b. False
72. Video gives elementary learners an opportunity to listen to authentic English and understand the language while watching the film
- a. True
 - b. False
73. Covering mouth with one's hands shows respect towards the guest
- a. True
 - b. False
74. The most common interpretations of culture distinguish between culture with a capital 'C' - a nation's history, literature, music, architecture, and culture with a small 'c' – people's customs, everyday habits, traditions and traditional values
- a. True
 - b. False
75. No textbook is ideal. Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners
- a. True
 - b. False
76. By simplifying the text a teacher can make it more accessible for his/her students
- a. True
 - b. False
77. Some activities can be used both in Pre and While stage of the lesson
- a. True
 - b. False
78. Class books should have top-to-down approach to grammar rules
- a. True
 - b. False
79. It is useful to provide questionnaire within the mixed ability class for feedback
- a. True
 - b. False

80. Effective teachers vary their instructional strategies. Mrs. Haugen divides students into groups and gives each group a segment of the historical timeline for the unit they've been studying. She gives each group a poster board and markers. Next she instructs each group to make a poster that shows historical events that occurred during their segment of history. What type of instructional strategies does Mrs. Haugen use in this scenario?
- Traditional
 - Student-directed
 - Authentic
 - Teacher-directed
81. Providing feedback, enabling students to make comments or annotations, having students answer questions that require thinking, and involving students in educational games are all examples of ways you can make your instructional media _____.
- Interactive
 - Active learning
 - Interactivity
82. When we are teaching vocabulary to young learner, the new vocabulary should be _____ with the vocabulary that they already known.
- learned
 - added
 - connected
 - suitable
83. "How words go together naturally" is the definition of?
- Synonym
 - Antonym
 - Hyponim
 - Collocation
84. What is the right grammar activity for older children?
- Find the definition of the word
 - Find synonyms of the word
 - Translating some sentence
 - Make a sentence in group
85. Choose the appropriate alternative for each statement below
Really knowing a word means knowing _____.
- denotation meaning and imaginative meaning
 - imaginative meaning
 - denotation meaning
86. Knowing a word involves understand its forms distinguished by _____.
- what part of speech the word is
 - how the word is Pronounced and spelt
 - Both are correct.
87. Meaning of some vocabulary items is created by.....
- adding prefixes of suffixes
 - making compound words
 - All are correct.
 - words that often occur together
88. To distinguish the meaning of words, items can be grouped into _____.
- synonyms (words with similar meaning)
 - antonyms (words with opposite meaning)
 - lexical sets (words that belongs to the same topic)
 - all of them

89. Mime is very useful for teaching action verbs and it can help to keep students engaged and retain new words.
- True
 - False
90. Students need to learn words in context and encounter new words multiple times to effectively acquire them.
- True
 - False
91. The majority of vocabulary acquisition occurs
- independently by learners studying word lists
 - incidentally through oral and written exposure
 - intentionally through formal classroom instruction
92. Which sentence is an example of a figure of speech called "hyperbole"?
- I asked him a million times.
 - Her voice is as sweet as candy.
 - There was a deafening silence in the room.
93. When the direct object of a separable phrasal verb is a pronoun, it
- MUST go after the two parts
 - MUST go between the two parts
 - can go between or after the two parts
94. Listening should not be considered a passive language skill in which the learner is simply receiving language input.
- True
 - False
95. Among the goals of pre-listening is
- To provide a list of new vocabulary and expressions found in the text.
 - To create expectations about the content of the listening text.
 - To give students an outline of the main ideas in the text.
96. What is the communication skill that we use the most?
- Reading
 - Writing
 - Listening
 - Speaking
97. What is *the last step* in *pre-listening* part?
- Brainstorm the vocabulary and topic
 - Examine the pictures
 - Predict the answers
 - Listen and do the tasks
98. What do we teach the student when teaching speaking? (There is more than one correct answer)
- Express, organize thoughts, use of language
 - How to use intonation, stress and rhythm
 - How to select appropriate words and sentences
 - Use logical sequence
99. Many factors influence our motivation to learn a language. Find the right factor that influence our motivation *to find jobs, get on to courses of study, get good marks from the teacher.*
- encouragement and support from others
 - our interest in the learning process
 - feeling good about learning the language
 - the usefulness to us of knowing the language well
100. Find the right examples for the factor that influence our interest in the learning process
- the interest and relevance to us of the course content, classroom activities, the teacher's personality, teaching methods.

- b) for finding jobs, getting on to courses of study, getting good marks from the teacher
 c) success, self-confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning)
 d) encouragement and support from others like teacher, parents, classmates, school, society
101. Choose the right answer: is the thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action.
 a) encouragement b) support c) motivation d) assistance
102. Choose the right answer: In productive language, this can be simply a measure of how many connected words a person can say or write in a given time. ... measures may also take into account the number of hesitations, self-corrections, repetitions, and space fillers like 'um'. A person may speak quite slowly but be very assured because none of these 'interruptions' occur.
 a) accuracy b) complexity .c) fluency
103. Choose the right answer: ... relates to the number of mistakes a speaker (or writer) makes, and to whether they use the forms that are expected for the type of text being produced. For example, it would be incorrect to use very formal language in a personal note to a friend, just as it is incorrect to write "he was falled down"
 .a) accuracy c) fluency b) complexity
104. What are the major types of communication strategies?
 a) Direct, indirect and visual .b) Verbal, nonverbal and visual. c) E-mail, verbal and phone
105. What is the exchange of information between a sender and a receiver?
 a) Strategy b) Technology .c) Communication
106. ... such as practice exercises, reading passages, gap fills, recordings, etc. can be found in almost any course book as well as in books containing supplementary materials. They form an essential part of most lessons.
 .a) Text-based materials b) Task-based materials c) Realia
107. Task-based materials ...
 a) ... such as practice exercises, reading passages, gap fills, recordings, etc. can be found in almost any course book as well as in books containing supplementary materials. They form an essential part of most lessons.
 .b) ... include game boards, role-play cards, materials for drilling, pair work tasks, etc. They might be used to support 'real life' tasks such as role-playing booking into a hotel or a job interview.
 c) ... include such things as magazines, newspapers, fruit and vegetables, axes, maps - things from the real world outside the classroom.
108. What do we mean by an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills?
 a) learning strategy .b) learning style c) learning approach
109. Choose the right aim for the following lesson summary:
 Learners put jumbled sections of a text in order. The teacher focuses on conjunctions, time expressions, pronouns, etc. Learners make notes on a similar topic, and then they produce a similar text.
 a. to train learners to learn autonomously
 b. to give learners oral fluency practice
 c. to raise awareness of how to join sentences and paragraphs
 d. to revise and consolidate vocabulary
110. Choose the right aim for the following lesson summary:
 Learners work in large groups to brainstorm ideas on different roles, and then form new groups for a role-based discussion. The teacher monitors the discussion.
 a. to practise writing for a communicative purpose
 b. to train learners to learn autonomously

- c. to give learners oral fluency practice
 - d. to raise awareness of how to join sentences and paragraphs
111. What of the following characterizes best a well-managed class? When learners
- a. are controlled by the teacher
 - b. blindly obey teachers' instructions
 - c. pursue their task without inhibition
 - d. are engaged in an activity that leads them to realize the set goal
112. What should a teacher do for students in his class whose ability are behind their grade level?
- a. Give them materials on their level and let them work at a pace that is reasonable for them, trying to bring them up to a grade level
 - b. Give them the same work as other students, because they will absorb as much as they are capable of.
 - c. Give the same work as the other students, not much, so that they won't feel embarrassed.
 - d. Give them work on the level of the other students and work a little above the classmates level to challenge them.
113. One characteristic of an adult learner is that they take a direct role in the learning process. A form of learning discussed in class that has this principle central to its theory is
- a. Active learning
 - b. Lecture
 - c. Self-directed learning
 - d. Experiential learning
114. Which role is the teacher playing here? *The teacher listens to the students having a group discussion, and takes notes of sample language to go over later.*
- a. learner
 - b. mentor
 - c. assessor
115. When you teach students how to look for specific details in a text you are showing them how to
- a. skip
 - b. scan
 - c. skim
116. Like the skill of listening, reading is typically classified as a
- a. receptive skill
 - b. productive skill
 - c. reproductive skill
117. KWL asks students to determine what they
- a. Know, Want to know, Learned
 - b. Keep in their heads, Write down, Let go
 - c. are Keen about, Willing to learn, Looking for
118. Writing is a
- a. receptive skill
 - b. productive skill
119. Part of a lesson that gives learners the chance to use what they've just been taught in a structured way is called
- a. guided practice
 - b. free practice
 - c. teaching practice
120. Which activity does not give learners controlled pronunciation practice?
- a. Listening to words and ticking the ones you hear
 - b. Saying a list of words all containing the same problem phoneme
 - c. Repeating sentences and beating their rhythm at the same time
121. Which activity do not develop interactive speaking skills?
- a. Role-plays
 - b. Information-gap

- c. Substitution drills
- 122. Which activities do not involve an information gap?
 - a. True/False questions
 - b. Surveys
 - c. Problem Solving
- 123. Which activity does not develop listening for gist?
 - a. Listening to choose a title for a text
 - b. Listening to decide how many speakers there are
 - c. Listening to draw a route a map
- 124. Mr. Wood rarely uses paragraphs or punctuation in his writing. He needs...
 - a. Grammar exercises
 - b. Controlled practice activities
 - c. Guided writing activities
- 125. Her English is really good but she still makes some elementary mistakes in writing. She needs...
 - a. Proofreading technique
 - b. Peer correction
 - c. Grammar rules
- 126. These learners are mainly kinaesthetic
 - a. The learners in groups tell a story based on a series of picture they look at
 - b. The learners go round the class reading posters made made by the other groups
 - c. The learners listen to a recording about an athlete and fill in a table
- 127. Their learners are age 7-8
 - a. The learners explain the difference between guessing and deducing meaning
 - b. The learners give one another their homework for proof reading
 - c. The learners use pictures to talk about their favorite sport
- 128. The activity which is not an example of INTERACTION
 - a. the learner listened to a recording and wrote down the words he didn't know
 - b. a learner discussed with his teacher why his answer was correct
 - c. a group of learners designed a poster together
- 129. The activity which is not an example of PARAPHRASING
 - a. The learners read one another's emails and underlined and corrected the mistakes
 - b. The learners used prompts to write new sentence with the same meaning but different words from the original sentence
 - c. The learner summarised the contents of his recent presentation for his classmates
- 130. A test that measures talent for a specific type of ability is a(n)
 - a. Achievement test
 - b. Summative assessment
 - c. Aptitude test
 - d. Personality test

Final assessment on Teaching and integrating language skills for the 4th year students

(Term 7)

(2020-2021 study year)

1. The teaching approach which insisted on presenting spoken language from tape before the students encountered the written form is
 - a. audio – lingual
 - b. direct
 - c. CLT
2. The _____ method uses spoken, not written, commands.

- a. Silent
 - b. Total Physical Response
 - c. Grammar-Translation
3. The learners who like studying grammar, studying English books and reading newspaper are
- a. text-based learners
 - b. communicative learners
4. Communicative learners
- a. like studying grammar, studying English books and reading newspaper.
 - b. like studying alone, finding their own mistakes and working on problems set by the teacher.
 - c. like using English out of class in shops, trains, and so on; learning new words by hearing them, and learning by conversations.
5. Dictation, map drawing, and reading aloud are all techniques of _____ approach.
- a. direct
 - b. audio-lingual
 - c. silent
6. In the writing test, you ask your learners to do peer correction after writing paragraphs. The teaching approach is _____,
- a. community language teaching
 - b. silent
 - c. grammar translation
7. Language games, picture story and role play are all examples of the use of techniques in approach.
- a. CLT
 - b. audio-lingual
 - c. natural
8. In _____, teacher teaches students social or collaborative skills so that they can work together better.
- a. Content-based
 - b. Cooperative Learning
 - c. Communicative Language Teaching
9. The teacher tells a story about animals. Children make animal noises every time they hear the name of the animal.
- a. Total Physical Response
 - b. Communicative Language Teaching
 - c. Suggestopedia
 - d. Grammar Translation
10. Students ask their classmates when their birthdays are and write the answers down. They try to find a different child for each month of the year.
- a. Presentation Practice Production
 - b. Audio-lingual Method
 - c. Direct Method
 - d. Communicative Language Teaching
11. Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.
- a. Method
 - b. Technique
 - c. Approach
 - d. Syllabus
12. This method places emphasis on the social and situational contexts of communication.
- a. silent way
 - b. Audio-lingual Method
 - c. Grammar Translation

- d. CLT
13. There is a heavy dependence on imitating language models and memorization of dialogues.
- Grammar Translation
 - Audio-lingual Method
 - Task-based Instruction
 - CLT
14. Students work in groups to make five questions about vocabulary from the previous unit. Then, they exchange questions with another group and try to answer the questions.
- Total Physical Response
 - Communicative Language Teaching
 - Grammar Translation
 - Task-based Instruction
15. Little or no attention is given to pronunciation in this method.
- Grammar Translation
 - CLT
 - Lexical approach
16. The main activities are memorization of dialogues, question and answer practice, substitution drills, and various forms of guided speaking and writing practice.
- Grammar Translation
 - Direct Method
 - Audio-lingual Method
 - CLT
17. Learners are engaged in meaningful and authentic language use.
- Audio-lingual Method
 - Direct Method
 - TPR
 - CLT
18. Vocabulary, collocations, and idioms are important in this method.
- Situational Language Teaching
 - Direct Method
 - Lexical approach
 - Grammar Translation
19. Lots of drills are used in this method.
- Audio-lingual Method
 - Direct Method
 - CLT
 - Grammar Translation
20. A fundamental purpose of learning a foreign language is to be able to read literature written in it.
- Grammar Translation
 - Audio-lingual Method
 - Direct Method
 - Silent way
21. There are some techniques as map drawing, dictation, fill-in-the-blank exercise, or paragraph writing in this method.
- Grammar Translation
 - Suggestopedia
 - CLT
 - Direct Method
22. What is Task-Based Language Teaching?

- a. An approach to language teaching that considers important to give students lots of homework to learn a language.
 - b. An approach to language that uses grammar explanations for students to complete tasks.
 - c. An approach to language teaching that adopts meaning-based, communicative tasks as the central unit for language learning and teaching.
23. What is a task?
- a. A language teaching activity that has a primary focus on meaning, has some kind of gap, requires learners to use their own resources and has some communicative outcome.
 - b. An assignment given to students in order to practice language for themselves in the real-world with natives and non-native speakers of the target language.
 - c. A language activity that is fun and communicative in which students are required to have a deep understand of grammar structures to achieve a goal.
24. What are the stages of a TBLT lesson?
- a. Presentation, Practice and Production.
 - b. Engage, Study and Activate.
 - c. Task, Planning and Report.
 - d. No answers are correct
25. Which one is not a principle of CLT?
- a. Students should learn to answer automatically without stopping to think.
 - b. Authentic language should be used.
 - c. The target language is a vehicle for classroom communication, not just the object of the study.
 - d. The teacher is the facilitator in setting up communicative activities.
26. Which one is not an activity used in CLT?
- a. Giving and obeying commands
 - b. Role plays
 - c. Language games
 - d. Scrambled sentences
27. Which one is the role of the Teacher in CLT?
- a. Authority
 - b. Mentor
 - c. Guide
 - d. Director
28. What is a good example of an activity within the CLT method?
- a. Dialogue sessions
 - b. Role play
 - c. Anything structured around the interest and ages of the students
 - d. All the answers are correct
29. What is Communicative Language Teaching based on?
- a. The idea that learning language successfully comes through having to communicate real meaning.
 - b. The idea that learning language comes from rote memorization.
 - c. The idea that learning comes from reading and writing literature in the mother language.
30. What is the teacher's role in Communicative Language Teaching?
- a. Guide
 - b. Participant
 - c. Researcher and Learner
 - d. All the answers are correct
31. What is the role of the student in Communicative Language Teaching?
- a. Silent observer
 - b. There is no student role in CLT.
 - c. Speaker and negotiator

32. Which of these is NOT a characteristic of Communicative Language Teaching?
- Always communicate with the Mother Language.
 - Be appropriate to the situation, speaker role and setting.
 - Select topics appropriate to the interest of the students in the class.
 - Trial and error is essential to learning.
33. Finish the sentence. The primary function of language is _____.
- to allow for the learning of grammar.
 - to engage in mathematics.
 - to allow interaction and writing.
 - to allow interaction and communication.
34. What aspect of grammar does the following description refer to?
 "Possession 's is used to describe possession, characteristics of something, the quantity, the relationship, a part or a whole, the origin or the actor."
- Form
 - Meaning
 - Use
35. In which stage are drills often used in PPP approach?
- Presentation
 - Practice
 - Production
36. Teaching grammar is basically teaching the _____ ?
- language function
 - language principle
 - language rules
 - foreign language
37. Rules explanation is an activity suitable for?
- Deductive approach
 - Direct Method
 - Natural Approach
 - Inductive approach
38. Teachers present the examples at the beginning then generalizing rules from the given samples. Which of grammar teaching using this methods.
- Deductive approach
 - Inductive approach
 - Natural approach
 - Cognitive approach
39. Mrs. Jones teaches ninth grade. When her class enters her room each day, they walk to their assigned desk and take their seats. Immediately they take out their notebooks to write down and answer the question that is on the board that reviews yesterday's material. While the students are quietly working, Mrs. Jones takes attendance. Once everyone has answered the question, Mrs. Jones reviews it with her class before moving on to today's materials. What term below accurately describes the situation above?
- A rigid classroom
 - A flexible classroom
 - A disorganized classroom
 - A well-managed classroom
40. What refers to the physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning?
- Classroom Activities
 - Classroom Structure

- c. Classroom Procedures
- d. Classroom Routines
- 41. The steps teachers take to optimize learning by shaping their classroom environment, engaging students in learning, and minimizing inappropriate behavior.
 - a. Classroom Rules
 - b. Classroom Procedures
 - c. Classroom Management
 - d. School Policies
- 42. Communication without words using techniques such as eye contact, body language, gestures, and physical closeness.
 - a. Written
 - b. Verbal
 - c. Nonverbal
- 43. In creating a classroom environment, the teacher must consider which of the following _____.
 - a. how the room will be used
 - b. the ages and the abilities of the students
 - c. the way transitions will be handled
 - d. All the answers are correct
- 44. When dealing with common behavior problems, the teacher should _____.
 - a. respond to problems quickly and consistently
 - b. handle the problem in front of other students
 - c. immediately impose preset consequences
 - d. quickly mediate disputes between students
- 45. When is the teacher monitoring?
 - a. during written practice exercises, when the aim is to point out errors and encourage self-correction.
 - b. during listening practices, when students are lost.
 - c. during reading and grammar practices.
- 46. What are the purpose of monitoring? There are two answers.
 - a. look for errors in the target language
 - b. ensure that learners are on task
 - c. the class must be quiet
- 47. What role does this definition refer to? *Organizing the learning space, makes sure everything in the classroom is running normally and sets up rules and routines for behavior*
 - a. TUTOR
 - b. MANAGER
 - c. HELPER
 - d. LANGUAGE RESOURCE
- 48. Pedegogy is best described as
 - a. Principles and methods of teaching.
 - b. Teaching children to learn.
 - c. The art and science of helping adults learn.
 - d. Understanding the role of the lecturer.
- 49. Clear teaching goals help...
 - a. improve academic performance and students' motivation
 - b. student's get better grades
 - c. the teacher be more prepared
- 50. The following is NOT one of the basic elements in the lesson planning process are:
 - a. curriculum materials
 - b. standards

- c. assessment
 - d. extracurricular activities
51. The following is NOT a result of lesson planning :
- a. goals are clear to students and the teacher
 - b. teachers are more accountable for students learning
 - c. student's behavior improves
 - d. set the appropriate route to quality learning
52. The three main elements of a lesson plan are:
- a. objectives, assessment, methodology and strategies
 - b. objectives, activities, and assessment
 - c. activities, materials, and assessment
53. The lesson planning cycle includes
- a. learning objectives, teaching and learning activities, and assessment
 - b. content, learning objectives, and assessment
 - c. content, context, assessment, and learning objectives
54. A course outline with a list of all the subjects and/or skills covered is a
- a. lesson plan
 - b. syllabus
 - c. module
55. Which term is most similar in meaning to "syllabus"?
- a. benchmark
 - b. approach
 - c. curriculum
56. A language course that's organized by topics like family, work, seasons etc can be called a _____ course.
- a. theme-based
 - b. skills-based
 - c. grammar-based
57. When planning a course, a _____ process can help determine your students' existing abilities and requirements.
- a. needs assessment
 - b. recycling
 - c. lesson planning
58. A unit which is usually studied over a set amount of time within a course is often called a
- a. theme
 - b. module
 - c. task
59. A teacher's detailed description of a lesson they will give is a
- a. syllabus
 - b. curriculum
 - c. lesson plan
60. A language course that's organized around developing students' abilities in speaking, reading, writing etc is a _____ course.
- a. theme-based
 - b. skills-based
 - c. student-centred
61. The major reason for planning your instruction is to
- a. provide curriculum continuity
 - b. have lesson plans available for a substitute teacher
 - c. prepare for teaching students who are different from you
 - d. design student experiences that are direct learning activities

62. Which one of the following is not a step in the planning process?
- preparation of lessons
 - development of a class schedule
 - Development of a long-term calendar plan
 - signature of the department chair's approval
63. Instructional objectives guide students by helping them to
- Identify important high level skills
 - discuss the lesson with each other
 - monitor their own learning
 - create teachable moments
64. The written document about the workings of a class and that is given to students during the start of the school term or year is called the
- Syllabus
 - Textbook
 - Course of study
 - Curriculum framework
65. From the following, the FIRST STEP in preparing to teach a course should be to
- planning the lessons
 - selecting a textbook
 - selecting the teaching strategies
 - preparing the instructional objectives
66. The teacher is a reflective decision-maker when the teacher thinks about
- What he or she is teaching
 - why he or she is teaching particular content
 - how he or she is helping students learn particular content
 - all answers are correct
67. _____ is a procedure that is based on tests. In learning it is a significant part of assessment.
- Assessment
 - Evaluation
 - Testing
68. It is a testing that result in quantitative data such as attendance, records, questionnaires, teacher ratings of students, etc.
- Measurement
 - Language testing
 - Evaluation
69. It is the practice and study of evaluating the proficiency of an individual in using a particular language effectively.
- Measurement
 - Language testing
 - Testing
70. Which term means the gaining of new skills and understanding?
- comprehension
 - fluency
 - acquisition
71. The ability to read and speak well and to express oneself without effort is called
- comprehension
 - fluency
 - acquisition
72. The acronym PPP stands for "presentation, practice, _____".
- production

- b. proficiency
 - c. preparation
73. The various teaching methods and theories used to teach English are called
- a. approaches
 - b. curriculum
 - c. teaching aids
74. The core text or the main textbook used in a specific class is a student's
- a. authentic text
 - b. graded text
 - c. coursebook
75. Most audio-lingual materials are designed to help learners develop their _____ skills.
- a. reading and writing
 - b. spelling and punctuation
 - c. listening and speaking
76. Equipment, supplies, supplementary materials etc that teachers take to a class can be called
- a. authentic materials
 - b. teaching aids
 - c. realia
77. Teachers use supplementary materials _____ a textbook or coursebook.
- a. in addition to
 - b. instead of
 - c. such as
78. Which can be called an "authentic text"?
- a. a graded reader
 - b. a newspaper article
 - c. a grammar textbook
79. What do we call objects from the real world that make a classroom feel more like a real-life setting for practising language skills?
- a. supplementary materials
 - b. really objects
 - c. realia
80. Materials centred around certain skills such as reading, listening, pronunciation etc are called _____ materials.
- a. authentic
 - b. audio-lingual
 - c. skills-based
81. A standardized test that measures a learner's ability to acquire knowledge and skills is
- a. an aptitude test
 - b. a placement test
 - c. a proficiency test
82. A test that helps determine the language level of learners so each is placed in a class for their own level is
- a. an aptitude test
 - b. a placement test
 - c. a proficiency test
83. A "grading rubric" is a summary of criteria you can use to _____ your students' levels of achievement.
- a. assign
 - b. acquire
 - c. assess
84. Activities and games that can be used to fill free time during a class are called

- a. warmers
 - b. fillers
 - c. closers
85. In which activity are words removed from a text at regular intervals and replaced with blank spaces for students to fill in?
- a. a filler
 - b. an information gap
 - c. a cloze test
86. What do we call an activity in which everyone can share their thoughts and ideas on a topic or a problem?
- a. brainstorming
 - b. role-playing
 - c. drilling
87. Which are often used for pronunciation practice and in pronunciation drills?
- a. role-plays
 - b. minimal pairs
 - c. gap-fill exercises
88. Repetitive lines of rhythmic text that learners say out loud in a group are called
- a. drills
 - b. rhymes
 - c. chants
89. Gap-fill exercises are most similar to
- a. cloze tests
 - b. information gap tasks
 - c. filler activities
90. In a language classroom, role-play is an activity usually used for _____ practice.
- a. writing
 - b. reading
 - c. speaking
91. Learners must communicate with their classmates to get information needed to complete a task when they're doing _____ activities.
- a. communicative
 - b. information gap
 - c. gap-fill
92. Which approach allows learners to acquire a language as babies do, beginning with silent listening?
- a. the communicative approach
 - b. the natural approach
 - c. the direct method
93. Which approach doesn't allow learners to use their native language in a language class?
- a. the communicative approach
 - b. the natural approach
 - c. the direct method
94. Learners must memorize grammar rules and vocabulary and translate large amounts of text into English if their teacher is using a method called
- a. the inductive approach
 - b. Grammar Translation
 - c. the communicative approach
95. Which is a method of teaching grammar in which the rules are given to the learner first, followed by examples and exercises?
- a. the direct method

- b. the deductive approach
 - c. the inductive approach
96. People who learn best when teachers use body language, facial expression and pictures are
- a. kinaesthetic learners
 - b. visual learners
 - c. auditory learners
97. The needs and interests of the students receive priority and the teacher's role is as "facilitator" in _____ learning.
- a. school centred
 - b. teacher centred
 - c. student centred
98. People who learn best through physical response and have difficulty sitting for long periods of time are
- a. kinaesthetic learners
 - b. visual learners
 - c. auditory learners
99. People who learn best by having discussions and listening to lectures are referred to as
- a. kinaesthetic learners
 - b. visual learners
 - c. auditory learners
100. Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus.
- a. the communicative approach
 - b. the audiolingual method
 - c. the grammar-translation method
101. The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.
- a. the communicative approach
 - b. the audiolingual method
 - c. total physical response
102. The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.
- a. the direct approach
 - b. total physical response
 - c. the natural approach
103. The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.
- a. the inductive approach
 - b. the deductive approach
 - c. the reductive approach
104. An outline of the subjects in a course or program
- a. Syllabus
 - b. work plan
 - c. lesson plan
105. The act of learners practising what they've learned
- a. rehearsal
 - b. acquisition
 - c. presentation

106. Which of these activities is **communicative**, not controlled practice?
- an oral drill
 - a gapfill activity
 - an information gap activity
107. In **skim reading** students read a text
- and pick out unknown words
 - to thoroughly understand the text
 - to get the general idea of the text
108. A **non-authentic** text is a text that
- cannot be independently authenticated
 - has been written for language learning
 - contains spelling and grammatical errors
109. How would you explain these exchanges to your students? **1. A: Pass us the salt. B: Here you go. 2. A: Could you please pass me the salt. B: Here you are.**
- 1 is grammatically incorrect. 2 is correct
 - 1 is impolite and should never be used. 2 is correct
 - 1 and 2 are both possible; the register is different
110. Which skills are **receptive**?
- reading and writing
 - listening and reading
 - listening and speaking
111. A teaching methodology in which students are given an activity to complete and allowed to use any English they know is called
- activity acquisition
 - task-based learning
 - total physical response
112. Which pair of words is a **minimal pair**?
- bit, bat
 - near, close
 - through, threw
113. A **fossilized error** is an error that
- is typical of beginners but made by advanced learners
 - a learner makes even though they know the right answer
 - a learner has made so often that they believe it is correct
114. The term **realia** describes
- objects a teacher takes into class to aid learning
 - a real or authentic recording such as a radio news broadcast
 - words that reflect real or material things, not feelings or ideas
115. A **jigsaw activity** is an exercise in which
- students work out which parts of speech fit together
 - different groups of students receive complementary information
 - students are set a range of different but complementary activities
116. Which of the following tasks would you likely NOT see in a listening comprehension test?
- Summarize the information that you hear
 - Make a prediction based on the dialogue
 - Spot the grammatical error in the transcript
117. Classify the following activity: **Two students get together and create their own dialogue between a waitress and a customer in a restaurant.**
- listening task
 - pre-listening task
 - post-listening task

118. Which of the following refers to a casual form of conversation that breaks the ice or fills silence between people?
- small talk
 - quick chat
 - instant message
119. What type of speaking activity is this? *Student A: You are boarding a bus. Ask the driver if it will take you to your hotel. Student B: You stop to pick up a business traveler. Help the traveler find the right route.*
- cloze
 - jigsaw
 - roleplay
120. These are the objectives or things teachers want to test in assessing writing, except
- Writing sentences that are grammatically correct
 - Letters construction
 - Logical development of a main idea
 - Spelling correctness
121. Forms, questionnaires, medical reports, immigration documents, and financial documents (e.g., checks, tax forms, and loan applications) are the types of
- Personal writing
 - Academic writing
 - Institutional writing
 - Job-related writing
122. Most vocabulary study is carried out through
- Reading
 - Writing
 - Speaking
 - Listening
123. We do paraphrasing in order to
- be unique
 - be different
 - avoid plagiarism
 - avoid similarity
124. In paraphrasing, students need to
- Use different words to convey different meanings
 - Use different words to convey same meanings
 - Use same words to convey different meanings
 - Use same words to convey same meanings
125. Four types of writing tasks commonly addressed in academic writing courses are...
- Compare/contrast, problem/solution, pros/cons and expository
 - Descriptive, narrative, recount, and report
 - Fiction/non-fiction, argumentative, explanatory, and procedure
 - Compare/contrast, problem/solution, pros/cons, and cause/effect
126. Diagnostic Assessment
- Assesses a student's performance during instruction and usually occurs regularly throughout the instruction process.
 - Measures a student's achievement at the end of instruction.
 - Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.
127. Formative Assessment
- Compares a student's performance against other students.
 - Measures a student's achievement at the end of instruction.
 - Measures a student's performance against a goal or specific standard.

- d. Assesses a student's performance during instruction and usually occurs regularly throughout the instruction process.
128. What is the type of assesment that help you identify your students' current knowledge of a subject?
- Public
 - Diagnostic
 - Formative
 - Summative
129. Summative Assessment
- Measures a student's achievement at the end of instruction.
 - Assesses a student's strengths, weaknesses, knowledge, and skills prior instruction.
 - Evaluates student performance at periodic intervals.
130. What do you call a test that helps teachers to decide what they need to teach?
- Placement
 - Diagnostic
 - Achievement
 - Proficiency
131. What do you call a test that a teacher uses to assess how much students have learned?
- Placement
 - Diagnostic
 - Achievement
 - Proficiency
132. What do you call a test that proves how much a student knows about a subject?
- Placement
 - Diagnostic
 - Achievement
 - Proficiency
133. What do you call a test that is used to split the students into classes at different levels of ability?
- Placement
 - Diagnostic
 - Achievement
 - Proficiency
134. What do you think this item is trying to test?
- (1) A : Is it snowing there?
B : No it doesn't.
- (2) A : Are you free this afternoon?
B : Sure. I'm busy.
- (3) A : What year are you in?
B : I'm 23 years old.
- (4) A : Do you speak English?
B : Yes, just a little.
- (5) A : Where are you from?
B : I lived in Seoul.
- Speaking
 - Listening
 - Writing
 - Reading
135. A test that measures talent for a specific type of ability is a(n)
- Achievement test
 - Summative assessment

c. Aptitude test

d. Personality test

136. An alternative assessment is _____

a. always a written test.

b. only given after a completed lesson.

c. can be given at any time during the learning process.

d. a standardized test.

137. Helpful information or criticism that is given to someone to say what can be done to improve a performance or product.

a. rubric

b. feedback

c. assessment

d. portfolio

138. A systematic and organized collection of a student's work that demonstrates the students skills and accomplishments.

a. grading

b. portfolio

c. rubric

d. assessment

139. The process of measuring one's growth in regard to the knowledge, skills, and attitudes possessed by professional teachers.

a. assessment

b. feedback

c. formative assessment

d. self-assessment

140. The process of gathering information related to how much students have learned.

a. assessment

b. portfolio

c. summative assessment

d. grading

141. How many skills are there in CEFR?

a. 4 skills

b. 5 skills

c. 6 skills

d. 3 skills

142. How many levels in CEFR?

a. 4 levels

b. 5 levels

c. 6 levels

d. 7 levels

143. What is the level of English proficiency based on the CEFR that should be achieved by primary school pupils ?

a. C1, C2

b. B1, B2

c. A1, A2

d. A2, B1

144. What is the level of English Proficiency based on the CEFR that should be acquired by the teacher?

a. B2

b. C1

c. C2

d. B1

145. Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

a. A1

b. A2

c. B1

d. B2

146.

146. Can understand everyday signs and notices: in public places, such as streets, restaurants, 'railway stations; in workplaces, such as directions, instructions, hazard warnings.

a. A1 b. A2 c. B1 d. C1

147. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

a. B1 b. B2 c. C1 d. C2

148. Can read with ease virtually all forms of the written language, Including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

a. B1 b. B2 c. C1 d. C2

149. Can understand specialised articles and longer technical instructions, even when they do not relate to my field.

a. B1 b. B2 c. C1 d. C2

150. Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

a. B1 b. B2 c. C1 d. C2

4.5. Ishchi fan dasturiga muvofiq baholash mezonlarini qo'llash bo'yicha uslubiy qo'llanmalar

NAZORAT TURLARINI O'TKAZISH TARTIBI

1. Oraliq nazoratni o'tkazish tartibi:

- Yozma ish / dars kuzatuv bo'yicha tahliliy hisobot;
- Barcha tilko'nikmalarini qo'llagan holda mikro dars o'tish;

2. Yakuniy nazoratni o'tkazish tartibi:

Ushbu nazorat turi auditoriyada akademik guruhning barcha talabalari ishtirokida 7-8-semestrlarda "Chet tillarni o'qitishning integrallashgan kursi" fanudan yozma ish tartibida o'tkaziladi.

"Chet tillarni o'qitishning integrallashgan kursi" fanidan talabalar bilimini besh baholik tizimda baholash mezonlari

"Chet tillarni o'qitishning integrallashgan kursi" fani bo'yicha nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal baho, shuningdek nazorat saralash baholari haqidagi ma'lumotlar fan bo'yicha birinchi mashg'ulotda talabalarga e'lon qilinadi.

Talabalarining bilim saviyasi, ko'nikma va malakalarini nazorat qilishning 5 baholik tizim asosida talabaning fan bo'yicha o'zlashtirish darajasi baholar orqali ifodalanadi.

"Chet tillarni o'qitishning integrallashgan kursi" fani bo'yicha talabalarining semestr davomida o'zlashtirish ko'rsatkichi har bir nazorat uchun maksimal 5 baholik tizimda baholanadi.

Talabaning "Chet tillarni o'qitishning integrallashgan kursi" fani bo'yicha o'zlashtirish ko'rsatkichi quyidagi mezonlar asosida baholanadi

Baholash usullari	Yozma ishlar, og'zaki so'rovlar, ekspres testlar, prezentatsiyalar
Baholash mezonlari	5 baho "a'lo" <ul style="list-style-type: none">• Talaba mustaqil xulosa va qaror qabul qila oladi;• ijodiy fikrlay oladi;• mustaqil mushohada yuritadi;• olgan bilimini amalda qo'llay oladi;• "Chet tillarni o'qitishning integrallashgan kursi" fanining (mavzusining) mohiyatini tushunadi, biladi, ifodalay oladi va aytib beradi;• "Chet tillarni o'qitishning integrallashgan kursi" fani (mavzulari) bo'yicha tasavvurga ega deb topilganda.
	4 baho "yaxshi" <ul style="list-style-type: none">• Talaba mustaqil mushohada yuritadi;• olgan bilimini amalda qo'llay oladi;• "Chet tillarni o'qitishning integrallashgan kursi" fanining

	(mavzusining) mohiyatini tushunadi, biladi, ifodalay oladi va aytib beradi; • “Chet tillarni o`qitishning integrallashgan kursi” fani (mavzulari) bo'yicha tasavvurga ega deb topilganda.
	3 baho “qoniqarli” • Talaba olgan bilimni amalda qo'llay oladi; • “Chet tillarni o`qitishning integrallashgan kursi” fanining (mavzusining) mohiyatini tushunadi, biladi, ifodalay oladi va aytib beradi; • “Chet tillarni o`qitishning integrallashgan kursi” fani (mavzulari) bo'yicha tasavvurga ega deb topilganda.
	2 baho “qoniqarsiz” • Talaba fan dasturini o'zlashtirmagan; • “Chet tillarni o`qitishning integrallashgan kursi” fanining (mavzusining) mohiyatini tushunmaydi; • “Chet tillarni o`qitishning integrallashgan kursi” fani (mavzulari) bo'yicha tasavvurga ega emas deb topilganda.

7-semestr

Talabalar ON dan to'playdigan ballarning mezonlari

№	Ko'rsatkichlar	ON baholari	
		maks	O'zgarish oraligi
1.	Yozma ish / dars kuzatuv bo'yicha tahliliy hisobot	5	2-5
2.	Mustaqil ta'lim topshiriqlari	5	2-5
Jami ON ballari		5	2-5

8-semestr

Talabalar JN dan to'playdigan ballarning mezonlari

№	Ko'rsatkichlar	ON baholari	
		maks	O'zgarish oraligi
1.	Barcha til ko'nikmalarini qo'llagan holda mikro dars o'tish	5	2-5

2.	Mustaqil ta'lim topshiriqlari	5	2-5
Jami ON ballari		5	2-5

Izoh:

1. Talabani oraliq nazorat turi bo'yicha baholashda, uning oraliq nazorat topshirig'i va mustaqil ta'lim topshiriqlari bo'yicha olgan baholari umumlashtiriladi va o'rtacha baho oraliq nazorat bahosi hisoblanadi.

2. Ta'lim jarayoni masofaviy ta'lim tizimi orqali tashkil etilganda ON va YaN sinovlari test shaklida o'tkaziladi.

Yakuniy nazoratlar 7 va 8-semestrlarda "Yozma ish" shaklida o'tkazilishi belgilanadi va maksimal 30 ballik tizimda baholanadi.

Yakuniy nazoratida:

a) Yozma ish shaklida o'tkazish bo'yicha baholash mezonlari

Sinov 30 variantli usulda o'tkaziladi. Har bir variant 3 ta savoldan iborat bo'ladi. Talaba tomonidan savollarga berilgan javoblar 2-5 baho oralig'ida baholanadi. Talaba maksimal 5 baho bilan baholanishi mumkin.

Talabani savollarga bergan javoblari quyidagi tartibda baholanadi:

- 1) Bitta savolga to'g'ri va to'liq javob berilganda - "qoniqarli" 3 baho;
- 2) Ikkita savolga to'g'ri va to'liq javob berilganda - "yaxshi" 4 baho;
- 3) Uchta savolga to'g'ri va to'liq javob berilganda - "a'lo" 5 baho;
- 4) Bironta savolga ham to'g'ri va to'liq javob berilmaganda - "qoniqarsiz" 2 baho.

