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COURSE PAPER

on theme

**«APPROACHES TO METHODS OF FOREIGN LANGUAGE TEACHING
IN UZBEKISTAN »**

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Introduction

Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture.

In present practice of teaching foreign languages there are some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science.

Among these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- ✓ Low authority of a subject because of shortages of a present technique of teaching.
- ✓ Low intensity of pupils' speech activity.
- ✓ Superficiality in forming of base skills and haste of transition from reproductive to productive kinds of work.
- ✓ Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills.
- ✓ Weakness of existing system of appreciation of pupils' work.
- ✓ Spontaneity of a choice and application of evident support, their low didactic efficiency.

Researches of methods of teaching have show, that all named problems will effectively solved, if we apply elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language.

Imperfection of the existing approach to teaching foreign language in the high school, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school.

Importance and openness of the problem of effective teaching foreign languages have caused its topicality, and consequently the choice of a theme for the given course work.

It also has determined the **aim** of work: to distinguish the most rational techniques of teaching a foreign language which can be used in school.

The subject of this course paper is variety of methods and ways and their effectiveness of using in teaching a foreign language.

The object of research is the process of teaching and pupils who are the subjects of this teaching process.

In this work it is necessary to solve the following primary **objectives**:

1. Theoretically to comprehend and approve in practice available approaches to teaching a foreign language in high school.
2. To analyze the basic contents of a teaching material and principles of its organization in a rate of foreign language
3. To compare suggested approaches and to choose the most comprehensible.

Proceeding from this, the **hypothesis** of the given research can be formulated as follows:

1. Teaching a foreign language should be complex (parallel) with an insignificant oral advancing;
2. Teaching should be directed on formation of steady interest to a subject;

During the work the following **methods** of research were applied:

1. The analysis of the scientific literature on a theme of course work;
2. The analysis of programs and textbooks on the English language of various authors and for various types of schools both domestic, and foreign;
3. The analysis of experimental training on the basis of experience of the teachers using innovative techniques, results of supervision.

Basis and investigation: school № 3, school № 41, resource center.

Theoretical value of this course paper is in its results, having received which it will be possible to organize effectively teaching process, using in practice methods and ways of teaching which were offered in this work.

Practical value of the work is in given methodical recommendations and great number of tasks and exercises which can be applied by teachers of any subjects in primary and secondary schools.

The structure of this course work consists of two parts: theoretical and practical. In the first chapter “The bases of teaching a foreign language” different bases and principles of teaching are considered. Analyzing publications on a problem of research in the second chapter of theoretical part the most effective methods and ways of teaching are suggested. The basic part of work is a practical part with exposition of experience of teachers – innovators. In it rod directions of technique of teaching different age - groups are proved and the analysis of the given approaches is resulted, including a number of methods and the receptions, raising quality of teaching a foreign language.

In the **conclusion** sums up the done work.

The bibliography contains the most known and important researches for the given work of teachers-innovators and scientists: psychologists, didactists, methodologists.

The appendix included some exercises that for any reasons has not come in the basic part of course work

Chapter I. Theoretical aspect of effective methods of teaching

1.1 The bases of teaching a foreign language

In the given theoretical part of work it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized. That means the methodical principles underlying teaching.

Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching [1;22-23].

Proceeding from the aforesaid teacher should follow the rules:

1) Principle of communicative orientation

- Rule 1 - Selection of situations.
- Rule 2 - Recurrence and novelty.
- Rule 3 - Participation of everyone in intercourse.
- Rule 4 - Favorable conditions for intercourse.
- Rule 5 - Communicativeness of tasks.

As far as juniors have still insignificant experience of collective intercourse and they are taught not only to associate in English, but also to associate in general, teacher should provide the support on pupils' realizing the models of intercourse in native language, realizing the communicative function of this or that language unit. Realization of this principle is carried out through system of cognitive problems, solving which children "open" laws of the native language.

On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language.

Proceeding from this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

2) Principle of support on the native language:

- Rule 1. Display of generality between Russian and English languages.
- Rule 2. Formation of the common educational skills.
- Rule 3. Use of similarity and distinctions in the script.
- Rule 4. Use of similarity and distinctions in pronunciation.
- Rule 5. Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity "set" of actions and even the lexical and grammatical registration [2; 34]. It has allowed to formulate methodical principle of the differentiated approach in teaching a foreign language.

Thus the differentiation is carried out as though at different levels of generalization - precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;
- reading aloud and reading silently;
- script and spelling.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions

which realization can demand the use of a word, word forms, a word-combination, superphrase unity and, at last, the text, caused by situations of intercourse.

Considering the given specific principle of teaching the English language it is possible to formulate rules, their observance will help the teacher to realize this principle.

3) Principle of differentiation and integration:

- Rule 1. The account of specificity of each kind of speaking activity.
- Rule 2. Use of teacher's speech and sound recording for listening.
- Rule 3. Teaching monologic speech, proceeding from features of each form.
- Rule 4. Teaching reading aloud and silently in view of features of each form.
- Rule 5. Mastering of aspects of language in speech units.
- Rule 6. Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others.

Specific and general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. The understanding of action of principles of teaching and direct use of rules will allow the teacher to carry out teaching effectively.

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language

skills and speaking skills, and application of investigated language in the solving of communicative problems [4; 36].

We distinguish three basic functions which are carried out by the pupil, and the teacher is to organize and direct the doctrine of the pupil. Then it is necessary to attribute acquaintance, training and application to the basic methods. Control including correction and an estimation is accompanying, as it is in each of the basic methods.

The organization of acquaintance with "portion" of a teaching material includes:

First, display. I.L.Bim marks, that display is addressed to sensual perception of pupils - acoustical, visual, motor [5; 3]. The teacher can accompany display by some explanatories;

Second, an explanation inducing pupil to reflection is necessary and enough for understanding and realizing of a perceived material with a view of the subsequent intelligent training and application. The teacher can involve various means of presentation.

Due to training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. He should make such conditions in which each pupil would like to participate in work of group, in which children aspired to understand the contents and sense of the text, they have read or listened to, and were not afraid to make a mistake. At application of new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes.

The considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate. These methods are used in teaching a foreign language at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes.

Each of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil. But if the method names the basic, dominating activity mode is bound up with the concrete action making essence of formed speech activity[1; 52].

It is very important, that modes which are applied by the teacher, let pupils solve tasks, and not just demand simple storing. And also it is necessary, that the pupil not only reproduces speech unit, but also creates his own «speech product », i.e. he can construct the statement in connection with a communicative problem facing to him, using units of language.

1.2 Effective ways and techniques of teaching a foreign language.

1.2.1 Constructivist teaching strategies

Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

- * the learners are actively involved
- * the environment is democratic
- * the activities are interactive and student-centered
- * the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Examples of constructivist activities

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great

focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas [1]. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- * Experimentation: students individually perform an experiment and then come together as a class to discuss the results.

- * Research projects: students research a topic and can present their findings to the class.

- * Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.

- * Films. These provide visual context and thus bring another sense into the learning experience.

- * Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods. {1}

Role of teachers

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

David Jonassen identified three major roles for facilitators to support students in constructivist learning environments:

- * Modeling

- * Coaching

- * Scaffolding[6; 45-46]

Jonassen recommends making the learning goals engaging and relevant but not overly structured.

Learning is driven in CLEs by the problem to be solved; students learn content and theory in order to solve the problem. This is different from traditional

objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory.

Depending on students' prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools.[6; 34]

Constructivist assessment

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view {2}. Some assessment strategies include:

- * Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.

- * KWL(H) Chart (What we know, What we want to know, What we have learned, How we know it). This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study. (See **Appendix 1**)

- * Mind Mapping. In this activity, students list and categorize the concepts and ideas relating to a topic.

- * Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.

- * Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.{1}

- * Jigsaw and RAFT activities. (See **Appendix 2, 3**)

1.2.2 Communicative Teaching Method

The “communicative approach to the teaching of foreign languages” — also known as Communicative Language Teaching (CLT) or the “communicative approach” — emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In *Communicative Language Teaching* (1991), expert David Nunan [7] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts 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 activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

1.2.3 Using project methods in teaching a foreign language

In the European languages the word "project" is borrowed from Latin: the participle 'projectus' means «thrown out forward », "striking one's eye". With reference to a lesson of foreign language, the project is specially organized by the teacher and independently carried out by pupils complex of the actions, finished with creation of a creative product. A method of projects, thus, is the set of educational and cognitive modes which allow to solve this or that problem as a result of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity.

1.2.4 The method of debates

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of

formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language {3}, but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activization of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows to solve problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical

decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

1.2.5 Games

The advantages of using games. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

Choosing appropriate games. There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskozub, the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

When to use games. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

1. *Presentation.* Provide a good model making its meaning clear;
2. *Controlled practice.* Elicit good imitation of new language and appropriate responses;

3. *Communicative practice*. Give students a chance to use the language.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

1.2.6 Role play as a method of teaching

Scholars suggest different steps and various successions in applying role play in teaching. Based on the empirical evidence, we suggest our step-by-step guide to making a successful role play.

Step 1 - A Situation for a Role Play

To begin with, choose a situation for a role play, keeping in mind students' needs and interests (Livingstone, 1983). Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the students. One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can provide many different role play situations. You might make up an effective role play based on cultural differences.

Step 2 - Role Play Design

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration (Livingstone, 1983). If you feel that your role play requires more profound linguistic competence than the students possess, it would probably be better to simplify it or to leave it until appropriate. On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk [8]. To build in

these problems let the standard script go wrong. This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of things to buy while another two or three students are salespeople who don't have anything the first group needs, but can offer slightly or absolutely different things.

Step 3 - Linguistic Preparation

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway [9]. It is recommended to introduce any new vocabulary before the role play [10].

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, 'In this situation what will you say to the salesperson?', 'What will the salesperson say?' and writes what the students dictate on the right side of the board. When this is done, on the left side of the board the instructor writes down useful expressions, asking the students, 'Can the customer say it in another way?', 'What else can the salesperson say?' This way of introducing new vocabulary makes the students more confident acting out a role play.

Step 4 - Factual Preparation

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she.' If your role presents a problem, just state the problem without giving any solutions.

At the beginning level cue cards might contain detailed instructions (Byrne, 1983). For example,

Step 5 - Assigning the Roles

Some instructors ask for volunteers to act out a role play in front of the class (Matwiejczuk, 1997), though it might be a good idea to plan in advance what roles to assign to which students. At the beginning level the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, think about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected [11]. If the teacher runs out of roles, he/she can assign one role to two students, in which one speaks secret thoughts of the other (Shaw, Corsini, Blake & Mouton, 1980). With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success. Very often, optimum interaction can be reached by letting the students work in one group with their friends (Horner & McGinley, 1990).

Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible (Livingstone, 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

Step 6 - Follow-up

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves, they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays (Livingstone, 1983).

Follow-up means asking every student's opinion about the role play and welcoming their comments (Milroy, 1982; Horner & McGinley, 1990). The aim is to discuss what has happened in the role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

The methods submitted above are only less part of the whole list of various effective methods of teaching a foreign language. The teacher should remember that each of the submitted methods works more effectively if they are combined and applied together at every lesson. It is impossible to allocate the best and most effective of them, every teacher himself chooses for himself what method approaches for each concrete case better.

Chapter II. Practical aspect of ways of teaching

In a theoretical part of this course paper it was spoken about various effective ways of teaching a foreign language. But if teacher wants effectively put them into practice, it is necessary to know how to use these methods at each separate lesson. Therefore, in a practical part of the given course paper the examples of various exercises will be shown for each of the methods, which were listed in a theoretical part. The teacher can adapt and make variations of them for his lessons.

Grammar games

Competitive games

Speed

Grammar:	Collocations with wide, narrow, and broad.
Level:	Intermediate to advanced
Time:	15-20 minutes
Materials:	Three cards, with <i>wide</i> on one, <i>narrow</i> on the second and <i>broad</i> on the third

Preparation

Prepare three large cards with *wide* on one, *narrow* on the second and *broad* on the third.

In class

1. Clear as much space as you can in your classroom so that students have access to all the walls and ask two students to act as secretaries at the board. Stick each of your card on one of the other three walls of the room. Ask the rest of the students to gather in the middle of the space.

2. Tell the students that you're going to read out sentences with a word missing. If they think that the right word for that sentence is *wide* they should rush over and touch the *wide card*. If they think the word should be *narrow* or *broad* they touch the respective card instead. Tell them that in some cases there are two right answers (they choose either).

3. Tell the secretaries at the board to write down the correct versions of the sentences in full as the game progresses.

4. Read out the first gapped sentence and have the students rush to what they think is the appropriate wall. Give the correct versions and make sure it goes up in the board. Continue with the second sentence etc.

5. At the end of the strenuous part ask the students to take down the sentences in their books. A relief from running! (If the students want a challenge they should get a partner and together write down as many sentences as they remember with their backs to the board before turning round to complete their notes. Or else have their partner to dictate the sentences with a gap for them to try to complete.)

Sentences to read out

They used a ... angled lens	WIDE
He looked at her with a ... smile	BROAD
The socialists won by a Margin	NARROW/BROAD
She is very ... minded	BROAD/NARROW
He speaks the language with a ... London accent	BROAD
You were wrong what you said was ... of the mark	WIDE
You had a ... escape	NARROW
Of course they're ... open to criticism	WIDE
They went down the canal in a ... boat	NARROW
She opened her eyes ...	WIDE
The news was broadcast nation ...	WIDE
The path was three meters ...	WIDE
The light was so bright that she ... her eyes	WIDE

Variation

You can play this game with many sets of grammar exponents:

- Forms of the article; *a*, *the* and zero article
- Prepositions

Cognitive games

Spot the differences

Grammar:	Common mistakes
Level:	Elementary
Time:	20-30 minutes
Materials:	One copy of Late-comer A and Late-comer B for each student This activity can be adapted for use with all levels

In class

1. Pair the students and give them the two texts. Ask them to spot all the differences they can between them. Tell them that there may be more than one pair of differences per pair of parallel sentences. Tell them one item in each pair of alternatives is correct.
2. They are to choose the correct form from each pair.

LATE-COMER A	LATE-COMER B
This women was often very late	This woman was often very late
She was late for meetings	She was late for meeting
She were late for dinners	She was late for dinners
She was late when she went to the cinema	She was late as she went to the cinema
One day she arrive for a meeting half an hour early	One day she arrived for meeting half ah hour early
Nobody could understand because she was early	Nobody couldn't understand why she was early
'Of course,' someone said, 'clocks put back last night.'	'Of course,' someone say, 'the clocks were put back last night.'

3. Ask them to dictate the correct text to you at the board. Write down exactly what they say so students have a chance to correct each other both in terms of grammar and in terms of their pronunciation. If a student pronounces 'dis voman' for 'this woman' then write up the wrong version. Only write it correctly when the student pronounces it right. Your task in this exercise is to allow the students to try out their hypotheses about sound and grammar without putting them

right too soon and so reducing their energy and blocking their learning. Being too kind can be cognitively unkind.

Variation

To make this exercise more oral, pair the students and ask them to sit facing each other. Give Later-comer A to one student and Late-comer B to the other in each pair. They then have to do very detailed listening to each other's texts.

Feeling and grammar

Typical questions

Grammar:	Question formation-varied interrogatives
Level:	Beginner to elementary
Time:	20-30 minutes
Materials:	None

In class

1. Ask the students to draw a quick sketch of a four-year-old they know well. Give them these typical questions such a person may ask, e.g. 'Mummy, does the moon go for a wee-wee?' 'Where did I come from?'. Ask each student to write half a dozen questions such a person might ask, writing them in speech bubbles on the drawing. Go round and help with the grammar.

2. Get the students to fill the board with their most interesting four-year-old questions.

Variations

This can be used with various question situations. The following examples work well:

– Ask the students to imagine a court room-the prosecution barrister is questioning a defense witness. Tell the students to write a dozen questions the prosecution might ask.

– What kind of questions might a woman going to a foreign country want to ask a woman friend living in this country about the man or the woman in the country?

And what might a man want to ask a man?

– What kind of questions are you shocked to be asked in an English-speaking country and what questions are you surprised not to be asked?

Picture the past

Grammar:	Past simple, past perfect, future in the past
Level:	Lower intermediate
Time:	20-40 minutes
Materials:	None

Class

1. Ask three students to come out and help you demonstrate the exercise. Draw a picture on the board of something interesting you have done. Do not speak about it. Student A then writes a past simple sentence about it. Student B write about what had already happened before the picture action and student C about something that was going to happen, using the appropriate grammar.

I got up at eight a.m.

I've just got off the bus

I'm going to work today

2. Put the students in fours. Each draws a picture of a real past action of theirs. They pass their picture silently to a neighbor in the foursome who adds a past tense sentence. Pass the picture again and each adds a past perfect sentence. They pass again and each adds a *was going to* sentence. All this is done in silence with you going round helping and correcting.

Umbrella

Grammar:	Modals and present simple
Level:	Elementary to intermediate
Time:	30-40 minutes
Materials:	One large sheet of paper per student

In class

Ask a student to draw a picture on the board of a person holding an umbrella. The umbrella looks like this.

1. Explain to the class that this ‘tulip-like’ umbrella design is a new, experimental one.

2. Ask the students to work in small groups and brainstorm all the advantages and disadvantages of a new design. Ask them to use these sentence stems:

It/you can/can’t...

It/you + present simple...

It/you will/won’t...

It/you may/may not...

3. For example: ‘It is easy to control in a high wind’, ‘You can see where you’re going with this umbrella’

4. Give the students large sheets of paper and ask them to list the advantages and disadvantages in two columns.

5. Ask the students to move around the room and read each other’s papers. Individually they mark each idea as ‘good’, ‘bad’ or ‘intriguing’.

6. Ask the student how many advantages they came up with and how many disadvantages. Ask the students to divide up into three groups according to which statement applies to them:

I thought mainly of advantages.

I thought of some of both.

I thought mainly of disadvantages.

7. Ask the three groups to come up with five to ten adjectives to describe their group state of mind and put these up on the board.

8. Round off the exercise by telling the class that when de Bono asked different groups of people to do this kind of exercise, it turned out that primary school children mostly saw advantages, business people had plenty of both while groups of teachers were the most negative.

Note

Advantages the students offered:

In a hot country you can collect rain water.

It won't drip round the edges.

You can use it for carrying shopping.

It's not dangerous in a crowd.

It's an optimistic umbrella.

It's easy to hold if two people are walking together.

With this umbrella you'll look special.

It'll take less floor space to dry.

This umbrella makes people communicate. They can see each other.

You can paint this umbrella to look like a flower.

You'll get a free supply of ice if it hails.

FAIRY TALE FUN – JIGSAW STYLE! [1]

Divide students into five equal groups. Each group will get one fairy tale to read. The stories are "*The Ugly Duckling*," "*Snow White*," "*Hansel and Gretel*," "*Jack and the Beanstalk*," and "*The Three Little Pigs*." Each group is responsible for collecting the following information:

- Who are the characters in the story?
- Where does the story take place?
- What are the major events of the story?
- Are there any magical or supernatural events? If so, what are they?

After the students read, discuss, and record the above information, split them into jigsaw groups. One person from each fairy tale assemble in a new group. In their new groups, students are each given three minutes to tell the other group members about the story they had read as well as the information they have collected. After that, the group has to create a poster and give a presentation that addressed two points:

1. What do all five stories have in common?
2. Using what you found in common, write your own definition for a fairy tale.

Debate Activities



INTRO

This is a well known theatre exercise which is extremely effective for encouraging controlled but spontaneous interaction in ESL classes.

STEP 1 PRESENT

Begin by presenting a list of debate expressions such as those listed.

STEP 2 MODEL

Model a discussion. Choose yourself as conductor and 4 other students to be conducted. First, the conductor presents a topic. He then selects a student and an expression for the continuation of the discussion.

Conductor: Elephants shouldn't be allowed into Bangkok. Student B "Furthermore"

Student B: Furthermore, the government should fine their owners.

Conductor: Student A "On the other hand"

Student A: On the other hand, people in Bangkok are very generous when they see elephants.

Conductor: Student C "For example".

Student C: For example, when they see elephants they feel compassion and give them food and money.

Conductor: Student D "You may have a point".

Student D: You may have a point. Nevertheless, the pollution and traffic are terrible for the elephants' health.

STEP 3 WRITING

To reinforce the use of these expressions further, follow this activity by a debate or writing exercise

Project method Activity



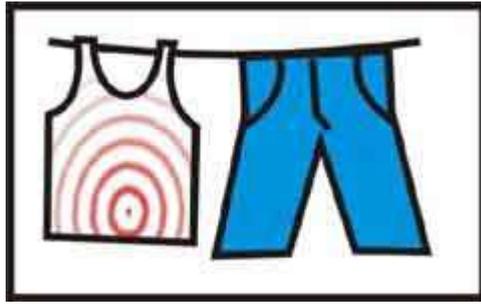
Pic.1

№1. My Favourites. Children prepare at home material (press-cuttings, pictures) which illustrates their interests, hobbies. At the lesson on the lists of colour paper they design the album where every pupil tells about his favourite things and pastime (about favourite colour, sport, town, etc.)



№2. Picture poem. Children are suggested to draw picture – poem, so that its shape is concerned with its meaning.

Pic. 2.



Pic.3

№3. Washing Line. Children draw different kinds of clothes, write the names on it and then hang them on the clothes-line with the help of the pegs.

Brainstorming

<p>Questioning Authority</p> <p>Divide the class into small groups (4-6 students). Have each group make a list of ten unwritten rules that they seem to follow each day. Examples might be where they buy groceries, what time they get up in the morning, and what television programs they watch. Have the groups discuss why they follow these "rules" and what it would take to get them to break them. <i>Alternative:</i> Try the same sort of activity, this time having students list beliefs they accept without question-truisms like "Recessions are bad" or "It takes money to make money."</p>	<p>New Devices</p> <p>Break students into groups of three. Have each group member draw a picture of someone doing something. (The ideal subject will be someone caught mid-movement.) After all the drawings are complete, have the students study them with the object of creating for each a device that will support the position shown in a steady state. Explain that the devices the students create can be made of paper, wood, plastic, or metal. (What the students will end up with are various forms of furniture, but they will have designed their creations without limiting themselves to their prior knowledge of furniture. The object of the exercise is to show the value of ambiguity in stimulating creativity.)</p>
<p>Troubleshooters</p> <p>Once again, break the students into groups of three. Name a problem with which everyone is familiar—say, how to reduce the number of homeless people on the streets. Then assign each group a familiar figure from history, fiction, or current events, and have them determine how that person would solve the problem. For example, what if Martin Luther King, Jr. were to tackle the homeless problem? What if the Ninja Turtles were to try it? Barbara Walters? General Schwarzkopf? As a starting point, suggest that the students consider what particular expertise the person would bring to the problem and what his or her objectives would be.</p>	<p>Not Just for Breakfast</p> <p>Place a box of ready-to-eat cereal (like Cheerios or Trix) on a desk or ledge at the front of the room. Ask the students to generate as many uses for the product as they can in two minutes. (Some of the more creative suggestions students might come up with—using the cereal as fertilizer or a component in jewelry.)</p>

Housemates Roleplay

Duration: 20–25 min

Aim: Oral fluency practice; politely disagreeing

Summary: Two housemates try to resolve their conflicts.

Introduction

This short roleplay activity requires no materials apart from a blackboard. The situation is actually roleplayed twice, with some phrases for "politely disagreeing" introduced before the second round. The idea behind this is that the first round will hopefully help the students realise the importance of being polite in order to avoid arguments, and so they will be more receptive to the new language which helps them achieve this.

Preparation

Write this on the blackboard before the activity:

A

- * I can't live without music!
- * I have a bad memory.
- * I'm a bit short of money right now.

B

- * I can't concentrate on my study.
- * I'm always tripping over your things.
- * Didn't we agree to take turns buying food?

Procedure

Explain only that these sentences are from two different people, A and B. Ask, "Who are these two people, and what are they talking about?" Give the students a minute or two to discuss it with a partner (make it clear that they should only discuss your question, not attempt to roleplay the situation yet!).

Elicit the fact that A and B are housemates, and then explain the situation in more detail: they are not close friends, but they are living together in order to save money. However, lately B has been quite annoyed by some of A's habits. Write these habits on the blackboard, explaining them at the same time:

A: * plays loud music (all the time!)

* leaves his/her things all over the house (books, clothes, bags, etc on chairs, tables, and even the floor)

* doesn't pass on messages (if one of B's friends calls and leaves a message, A never remembers to pass it on)

* never buys food (when they moved in they agreed that A would buy the food one week, B the next week, and so on)

Ask who probably starts the conversation. B, of course. Suggest a polite conversation starter, such as:

"Could I have a word with you please?"

Then get the students to roleplay the situation in pairs. Afterwards, get some feedback from a few pairs. Was the conflict resolved, and if so how?

Now introduce and drill some phrases for politely disagreeing:

* No offense, but... (I don't like your music)

* I see your point, but... (I have a bad memory)

* I understand your feelings, but... (I can't concentrate)

Now get the students to swap roles and repeat the activity, making use of the new phrases. It's a good idea to get them to swap partners too—this should help keep the momentum up. At the end, get more feedback on how their conversations turned out.

Notes

If you intend to ask the students to swap roles and also swap partners before the second round, you should plan it carefully to avoid wasting time. In most of my classes, the desks are arranged in three columns which are each two desks wide, so here is the way I managed it: for the first round, I assigned roles so that everybody on the left-hand desk was A and the others were B (check that everybody knows

their role by getting them to put their hands up). Then for the second round, I simply asked all the "A" students to stand up and move to the desk in front of them.

Variations

Short Roleplays, each character's three prompt sentences could be written on a roleplay card instead of on the blackboard. In this case, the 4 conflicts still need to be written on the board.

Find the Differences

Duration: 10–15 min

Aim: Oral fluency practice

Summary: Students speak in order to find the differences between two similar pictures.

Introduction

This is a well-known activity, and a classic example of the principle of an "information gap" in communicative activities. If you put two pictures in front of a pair of students and tell them to talk about the differences, there is not much to motivate them. But if you arrange the activity so that each student only sees one picture, then an information gap is created. Cooperating with their partner to identify the differences becomes an act of genuine communication.

Although suitable pairs of pictures are provided in many modern textbooks, this activity is included here to remind teachers that it is not too difficult to create picture pairs by oneself, especially with access to the internet. For example, cartoons can be adapted. A suitable picture can be found to fit with almost any theme-based lesson.

Preparation

The first step is to find a suitable picture. These might come from books and magazines, or from the internet. For example, try a search on Google Images (note that the Advanced Image Search allows you to limit your results to black and white, or a particular size). There are also several websites which sell cartoons online, such as CartoonStock.



"I have to remove
all your teeth." *AEI*



"I have to remove
all your teeth." *AEI*

In *Discussions that Work* (Cambridge University Press, 1981), Penny Ur writes:

"The preparation of such pictures is fairly simple and fun to do. You need a black and white line drawing (not photograph) with a fair amount of detail but without shades of grey (these do not reproduce well). The content of the drawing should not entail vocabulary beyond the level of the students. You photocopy it and then make the requisite number of alterations to the original drawing, using either a black fibre-tip pen (for additions) or white type-correcting fluid (for erasures)."

Alternatively, the modifications could be done on a computer using even the simplest "paint" application. If you create any picture pairs in this way, please send them to us for inclusion on this page.

See the Resources section for examples.

You need to make enough copies so that each student will receive either one copy of "Version A" or one copy of "Version B".

Procedure

If the students are already familiar with the concept, then you just need to repeat the "check" questions. But the first time you do this activity, it is helpful to explain the concept using the blackboard: draw two simple pictures with one or

two differences and explain that partners will each receive one version. They must not show their pictures to each other, instead they have to talk to each other and circle the n differences. Check:

- * Are these pictures the same? (no)
- * How many differences are there? (n)
- * Can you show your partner? (no)
- * What do you do when you find a difference? (circle it)

After the activity, you can either provide the answers, or elicit the answers from the students, or simply tell the students to put the pictures side by side so that they can check whether the differences they found really exist or not.

1.3. Teaching English. Uzbek Model.

Uzbekistan is a landlocked country in central Asia bordering with Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan.

Since gaining independence from the Soviet Union in 1991, Uzbekistan has worked towards strengthening its economic relations with many western powers, and consequently has invested heavily in English language training. Recently there has been a major shift from Russian to English with all teachers and students having English lessons. It used to be that Russian was a second language but this status is being eroded by English as the leadership move for closer ties with the West with, for example, more English programs on television than before.

Teaching Requirements & Conditions

Native English speakers from one of the seven main English speaking countries are preferred. Applicants are required to hold a degree and a TEFL Certificate.

In many cases, older and more mature teachers are preferred.

Teaching contracts are for a minimum of 6 months to a year. The average monthly pay is about 1,500,000 UZS or \$700 USD (€554, £445) and the working week is from Monday to Saturdays where you can be expected to teach 6 hours a day.

Shared accommodation is usually provided by the employer and so are other benefits such like flight tickets, visa expenses, doctor's visits and medicals bills.

The everyday cost of living is quite cheap. Utilities (electricity, gas, hot and cold water) are about US\$100 per month. Local food is inexpensive and so is transport.

An invitation letter will be issued by your employer who will then help you apply for all the documents required for your legal stay in Uzbekistan, like: work permit, entrance visa and work visa prolongation. Fees apply for most of these documents but the larger and richer schools will take care of them for you.

In many cases you will find that schools – especially smaller schools – are fairly simple in terms of resources.

Uzbekistan is a major producer of energy and minerals, with uranium one of Uzbekistan's largest exports to the United States. Its manufacturing industry has grown in recent years and now accounts for approximately one quarter of GDP, surpassing agriculture.

Uzbekistan retains much of the architecture and artifacts of the time when Central Asia was the center of Tamerlane's empire founded in the 14th century by Timur, a Turkic Conqueror of much of Western and Central Asia. Many cities on modern Uzbekistan's soil are located on what was once known as the Silk Road, a route used by merchants to transport silk from China to Europe. Cities like Samarkand, Bukhara, Khiva, Tashkent and Shakhrisabz are still evocative of oriental beauty and fascinating history.

However despite its natural resources, the wealth they produce it remains firmly in the hands of a small elite, leaving much of the country quite poor, and making it the most corrupt out of any former USSR state.

Tashkent is Uzbekistan's capital and largest city. Named the "cultural capital of the Islamic world" by Moscow News, in 2007 the city has numerous historic mosques and significant Islamic sites.

Since Uzbekistan's independence, the city has grown economically, culturally, and architecturally. New development has superseded or replaced icons and buildings from the Soviet era and Tashkent's Business District is every bit as international as any world capital cities

Conclusion

From all above-stated it is possible to draw the following conclusions.

The purpose of this work was to discover the most effective ways of teaching a foreign language to children.

For achievement of the purpose the works of home and foreign authors on the given problem have been studied.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered.

The most useful for this purpose are the following receptions and methods: methods of constructivism, communicative methods, methods of projects and discussions, games and role games, etc.

In course work have been analysed all these methods and the receptions raising quality of training to foreign language on the basis of studying of various techniques of teaching, used in work with children. Many of receptions can be applied with success at teaching children of younger and more advanced age. The resulted techniques are interesting from many points of view, simple in application and can add essentially existing operating time of teachers foreign (including English) language.

While some of the methods are let be omitted by the teacher (like silent way, synthetic or analytic (every teacher choose his own way to work with students) all of these must be included in the learning process. They act like general concepts giving you a full length of techniques to apply within one method. They don't give strict directions of how to apply them but a wide space for creative work.

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Appendix 1

KWL Strategy

Purpose of the Strategy:

Bellanca (1992) explains that the purpose of the KWL strategy is to help students identify prior knowledge and experience as a bridge to a new concept, lesson, or unit (p.10).

Teacher's Role:

In the KWL strategy the teacher serves as a facilitator of learning in the classroom, utilizing the students to create part of the lesson plan and identifying key concepts that need to be addressed before the lesson ends. Bellanca (1992) stated that it is the teacher's role to plan a strategy to ensure students will have the questions they raised answered before the lesson ends.

Learner's Role:

In the KWL strategy the learner is asked to construct their learning experience by identifying what they know, analyze what information they do not know, and reflect upon what they learned. The strategy asks that the learner work as part of a small and large group to brainstorm ideas about the concept or topic. This strategy helps students to realize that learning is an ongoing process by asking them "what I want to know now" (Marzano & Pickering, 1997).

Prior Knowledge Needed by the Learner:

The process of asking good questions is essential to this educational strategy. Because of this, it is also important that students are able to ask appropriate questions that help them develop a deeper sense of understanding about the concept or topic. However, Bellanca (1992) noted that questioning is not an intuitive process and may be difficult for students who have grown up in "one right answer" classroom may lack motivation and/or the know-how to ask questions.

Bellanca (1992) also discusses the importance of using the DOVE guidelines to help students in the brainstorming process. Therefore, students need to have an understanding of what the DOVE guidelines are:

D = Defer judgment; accept others' ideas; avoid criticism and put-downs

O = Originality is OKAY

V = Variety and Vastness of ideas; explore many ideas; search for the best ideas

E = Expand by piggybacking on others' ideas; associate; build on others.

Students also need to have the ability to recall information (K step), analyze information (W Step, and evaluate what has been learned (L step). With practice and use of this strategy in the classroom, students may further develop these skills but they are important to have as they begin to work with this strategy.

Steps/Parts of the Strategy:

There are several easy steps when utilizing the KWL strategy. In essence, a teacher helps students identify what they already know about the topic, what they would like to know, and what they have learned (Ogle, 1986 in Marzano & Pickering, 1997). However, Bellanca (1992) offers a much more detailed list of steps to help teachers use the KWL strategy in the classroom:

1. Draw the KWL chart on the board or on the overhead.

Topic: _____		
K	W	L

2. Label each column and explain its use (the K column is for things they already know about the topic, the W column asks them what they want to know about it, and the L column is for what they learned after they complete the lesson or topic).

3. Invite students to brainstorm all they can recall about the topic from a variety of sources (parents, friends, media, books, movies, and other classes they may have taken).

4. After the brainstorming session, allow time for students to analyze the K column by eliminating wrong information, clarifying information, and noting the most important.

5. Begin to focus on the W column, asking the students to identify what they want to know about the topic. *students may need additional coaching and examples during this phase because some students have not been trained at questioning a topic*

6. Ask the students to identify which items they want to know are the most important questions that need to be asked.

7. Design a lesson which covers and all of the answers the students asked.

8. Review the topic by asking the students to complete the L column – what they have learned.

9. If questions still remain from the W column, you should discuss the information with the entire class.

10. Review with the students how to use and set up the KWL chart and ask where they might use a KWL chart or even why bridging information is important.

11. For additional lessons, pair up students in groups of three and have them use the KWL strategy on a sheet of paper, choosing a few groups of share their ideas with the class after they have brainstormed ideas, and at the end of each lesson.

What is Jigsaw?

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members.

Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is

essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

What is its purpose?

Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility.

The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings.

How can I do it?

In its simplest form, the Jigsaw instructional strategy is when:

1. Each student receives a portion of the materials to be introduced;
2. Students leave their "home" groups and meet in "expert" groups;
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group;
4. The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group

In more detail, and written from a teacher's perspective, to conduct a Jigsaw in your classroom:

1. Assign students to "home" teams of 4 or 5 students (generally their regular cooperative learning teams). Have students number off within their teams.
2. Assign study topics to "home" team members by giving them an assignment sheet or by listing their numbers and corresponding roles on the board.
3. Have students move to "expert" groups where everyone in the group has the same topic as themselves.
4. Students work with members of their "expert" group to read about and/or research their topic. They prepare a short presentation and decide how they will teach their topic to their "home" team. You may want students to prepare mini-

posters while in their “expert” Groups. These posters can contain important facts, information, and diagrams related to the study topic.

5. Students return to their “home” teams and take turns teaching their team members the material. I find it helpful to have team members take notes or record the information in their journals in some way. You may want them to complete a graphic organizer or chart with the new information.

6. Involve the class in a whole-group review of all the content you expect them to master on the assessment. Administer an individual assessment to arrive at individual grades.

How could I use, adapt or differentiate it?

- This strategy is great for differentiation; teachers (and students) can develop any number of possible RAFT’s based on the same text that can be adjusted for skill level and rigor.
- Paula Rutherford’s book, *Instruction for All Students*, offers a comprehensive list of "Products and Perspectives" from which to chose.