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**“TEACHING SECONDARY SCHOOL STUDENTS THROUGH
INTEGRATING LANGUAGE SKILLS”**

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TEACHING SECONDARY SCHOOL STUDENTS THROUGH INTEGRATING LANGUAGE SKILLS

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INTRODUCTION.

Actuality of theme: Nowadays, as we know learning English is one of the most popular activities of people. Because English is one of the most widely language spoken around the world as well as the most taught. Many people learn English as their foreign or second language and it is the lingua franca of business. If you learn English, you will be able to get ahead professionally. Employers usually value their employees who know many foreign languages. The following list shows some of the main reason why learning English is very important today.

- Many books, newspapers, airports and air-traffic control, technology, sports, pop music and advertising have English as the dominant language.
- In general, the universal language on the Internet is English.
- The majority of the electronically stored information around the world is in English.
- English is one of the easiest languages to learn and to use for its simple alphabet, easy words, short words and easy plurals.
- You can travel to any English speaking country without the need of translator. Usually, if you don't know the language your trip would be hard and maybe you wouldn't enjoy it.

There are a number of reasons why people would want to learn English as a foreign language, each reason is individual, and will provide countless benefits in future communications.

English is one of the languages adopted by the United Nations as means of communication worldwide¹. Education systems over the world recognize the important role that language plays in the act of teaching and learning. Lopez (2000) looks at these acts as being dialogic and communicative in nature. Everywhere in the world, education systems lay special emphasis on communication and language regarding them among the most important components of the school (Lopez, 2002).

¹ The communicative approach to language teaching (pp. 147-157). Oxford: Oxford University Press 2001.

In today's global society many learners are facing the challenge of accessing an International Baccalaureate (IB) programme in a language other than their mother tongue. To enable learners to fully participate in both the academic and social aspects of school life, educators need to recognize how this phenomenon impacts on teaching and learning and identify ways to support language development.

Learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom. However, these students will often not have been introduced to the vocabulary and concepts of the new language necessary for comprehending content. Cameron (2000:40) comments, "...if they are not understanding, they cannot be learning."²As it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels of academic language proficiency as those expected for learners learning in a mother tongue the implications of this in relation to learning are paramount.

When Uzbekistan became Independent, there have been many changes in various spheres of country life, as well as, in educational system. Great attention is being paid to younger generation. There were many reforms in education and other fields of social life.

Main principles of those reforms are based the policy of our president Islam Karimov. Year by year our government under the leadership of our president is working out the new development strategies of our country. The works and speeches of our president are main sources for our further development. For instance our president Islam Karimov made speech in the Senate and Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan assembled for a joint session on January 27 in Tashkent³. At the joint session President of Uzbekistan Islam Karimov delivered a speech entitled "Modernization of the country and fostering a solid civil society is our key priority".

² Herron, C., & Seay, I. (1991). The effect of authentic oral texts on student listening comprehension in the foreign language classroom.

³ Karimov I. Jahon moliyaviy –iqtisodiy inqirozi, O'zbekiston sharoitida uni bartaraf etishning yo'llari va choralari. – T.: O'zbekiston, 2009.- 56 b

Our president is always mentioning that without foreign languages no organization, no person can develop fast. During the visit to Samarkand region our president insisted all teachers and professor teacher know foreign languages and computer technologies.

In Uzbekistan, our president Islam Karimov proposed about improving foreign language teaching, especially English, to our specialists in different fields. One of the attentions is the decree of our President Islom Karimov. This decree was adopted on 10th December, 2012. It is about measures on the further perfection of system of learning of foreign language. To notice that within the limits of realization of the Law of Republic Uzbekistan «About formation» and the National program on a professional training in the country the complex system of training to the foreign languages, directed on formation harmoniously developed, is modern conceiving rising generation, the further integration of republic into the world community.

At the same time the analysis of operating system of the organization of learning of foreign languages shows that educational standards, curriculums and textbooks not to the full correspond to modern requirements, especially regarding use of front lines information and media technologies. Training is conducted basically by traditional methods. Demand the further perfection the organization of a continuity of learning of foreign languages at all levels of an education system, and also work on improvement of professional skill of teachers and their maintenance with modern educational – methodical materials.

Prior to 1985, at secondary school level, English and literature were taught as two separate subjects. The integrated approach to teaching English was introduced in secondary schools in 1985. According to the new integrated English curriculum, English language is used to teach literature in English while literature can also be teach language. The integration manifests itself both in teaching and examination (Ong'ong'a, Okwara & Nyangara, 2010).

There are various levels of integration. First, is the curriculum level which involves use of knowledge, ideas and concepts primary from literature which is

closely related to language, and from other school subjects to teach English. Second, is the skills level which focuses on the condition of reading, writing, listening and speaking skills during English language and teaching. Third, is the resources level which is a combination of different languages teaching methods. Finally is the effort level which is the support from teachers of subjects other than English in maintaining correct language usage by students (Kenya Institute of Education (KIE), 2002).

Integration means that candidates have to master four language skills of listening, speaking, reading and writing. They should use these skills at the same time. Listening and speaking well effectively helps the learner to receive and respond to information. Once a learner is able to receive and respond to information accurately, then she can develop the skills of receiving the information through writing. Learners are expected to master the skills used in daily life like report writing, etiquette, writing minutes and letters. The syllabus requires learners to relate what they learn in English and literature to what happens in life.

The present diploma work is devoted to development of integrated language skills in secondary schools. As we know the integrated approach to teaching and learning has been lauded in educational literature as an approach which avoids fragmentation of knowledge and leads to holistic understanding of concepts. It is also considered to be a superior organization for cognitive learning since the human brain rejects learning that is fragmented. The integrated approach is also said to lead to better learning of students.

The purpose of diploma work is to analyze the methods used for correction and learning try to remedy these problems but, more often than not, this does not happen or it seems that the short and medium term results are unsatisfactory.

Main goal of the work. Having based upon the actuality of the theme we are able to formulate the general goals of our diploma work:

- ✓ To teach the problem of integrated skills to secondary school learners;
- ✓ To study, analyze, and sum up all the possible changes happened in the studied branch of linguistics;

- ✓ To demonstrate the significance of the problem for those who want to brush up their English;
- ✓ To mention all the major linguists' opinions concerning the subject studied.

The situation described leads us to consider the need to develop integrated approach that favor four skills. In order to do this, it is important to understand, on the one hand, the educational, social and economic background we are talking about and, on the other, the theoretical principles we have used to parallel set up two questionnaires the aim of which will be to investigate how both students and EFL teachers in upper secondary education, perceive the importance of these skills in the language class. That's why; we would have learners not only one culture or nation members in area, but sometimes we have to teach mix-culture or multilevel learners also. Of course, it's little bit difficult. As with any type of learning, it is important to find a learning methodology that works best for us, and that is easy to access.

CHAPTER I. THE ROLE OF TEACHING INTEGRATING LANGUAGE SKILLS IN SECONDARY SCHOOLS

The purpose of this chapter is to review relevant Literature on the influence of the new Integrated English curriculum on students performance in English at the National level. The review focuses on seven areas: The concept of integration and Integrated English, pro –Integration and anti integration views, secondary school curriculum, English secondary schools curriculum, integrated approach in teaching and learning, integrated English content and teaching methodologies and assessment and evaluation. The final part will focus on theoretical framework of the study and conceptual framework of the study⁴.

The integrated curriculum organization is rooted in the progressive education movement of 1930s. It is lauded as a move away from the memorization and recitation of isolated facts to a more constructivist's view of learning which values in-depth knowledge of subjects. This is seen as a curriculum organization geared towards teaching for transfer and thoughtful learning (Perkins, 1991).

Integration means that candidates have to master the four language skills of listening, speaking, reading and writing. Listening and speaking effectively helps the learner to receive and respond to information. As a result the learner can develop the skills of receiving the information by reading and responding to information through writing. Learners are expected to master the skills used daily in life like minute writing, memos, etiquette, negotiation skills among others. The syllabus requires learners to relate what they learn in English and literature and what happens in life (KIE, 2002).

1.1. Strategies and techniques

The following guidelines, strategies and techniques are for middle and high school language and content teachers who wish to use an integrated approach in their classes. Many of these are things that good teachers do naturally; however, it is worth enumerating them here so that their relationship to integrated instruction is

⁴ Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Education.

explicit. The list is not exhaustive; rather it reflects activities teachers can incorporate as they begin to integrate language and content instruction. Teachers may find that adaptations of techniques they currently use will be appropriate to an integrated approach as well. Several of the strategies and techniques described below are used in the model lesson plans that follow. These lesson plans describe language and content objectives, the thinking/study skills that may be addressed, the general theme and vocabulary, the necessary materials, the basic procedure, and extension activities for enrichment or other uses.

The following sequential steps are recommended during the planning of integrated instruction. Close cooperation between content and language teachers is key to effective instruction.

The language teacher should see what academic language and instructional methods and materials the content teacher is using, while the content teacher can see which strategies the language teacher uses with LEP students. Working together, language and content teachers should identify the language and/or academic difficulties and demands that particular subjects or courses may present for LEP students. Some examples of those demands are:

- reading textbooks
- completing worksheets
- writing reports
- doing library research
- solving mathematical and scientific word problems
- using rhetorical styles in essays (e.g., cause and effect, compare and contrast, argue and persuade).

The teachers should identify specific problems LEP students may have with the material in advance. Such problems do not result solely from the complexity of the passages, but from factors like the skills needed to complete accompanying exercises.

The teachers can develop several lessons around a theme. The theme should be addressed in the language and content classes. For example, an environmental

theme, such as deforestation, might be the focus of ESL and science lessons. (The model lessons that follow are designed around themes.)

While developing the curriculum and syllabus for a course, teachers should keep in mind the specific objectives and adjust the material accordingly in order to eliminate extraneous detail which may confuse a LEP student.

Key terms can be pulled out and introduced in advance. The teachers should reinforce the new vocabulary throughout the lesson. Of particular interest are words which can clue students in to what is expected of them, such as the terms altogether, more, and less in math word problems and contrast in expository writing.

The language teacher can choose content passages which illustrate the language structures or functions being taught. The content teacher can look for alternate versions of general textbooks which present the subject matter more clearly for LEP students or can adapt materials to suit the language proficiency level of the students.

If a lesson objective is to present new content information to LEP students, it is important to make materials more comprehensible to the LEP students. (How to do this is discussed below.)

In addition to identifying the types of language that participants used, the researcher was also interested in the specific language teaching strategies and techniques that were being used during a lesson. The following graph illustrates the overall strategies and techniques that participants were observed using, by the researcher, during the lesson observation⁵.

Vocabulary Checks

At 21%, the language teaching strategy of vocabulary checks was used the most by teachers and in several different ways. One participant predicted that the students in her class would not know what a particular word meant which was crucial to the students understanding a story. The teacher chose to show the class a

⁵ Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue Natascha Thomson, Kongsberg International School 2012 p.8

picture of the word. This is a strategy that might have helped to make the word easier for students to understand and remember (Bloor 1991). Vygotsky (1978) adds that for young learners in the early stages of development there is a close bond between what they see and meaning.

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that, “Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary” (Brewster, Ellis and Girard 2004:81). It may also be of importance to note that, “The acquisition of word meanings takes much longer than the acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them” (Cameron 2001:73).

Another strategy teachers used to check vocabulary understanding was to review and recycle previously discussed vocabulary associated with the Unit of Inquiry or from prior lessons at the beginning of a lesson. This may have provided learners with the opportunity to re-hear words and possibly helped with the retention of these words in their long-term memory. Brewster, Ellis and Girard (2002:63) add “Children constantly need to recycle what they have learned so they don’t forget, and to perceive progress, maintain motivation and aid memorisation”.

Eliciting

Eliciting was a technique that was used a total of 20% in lesson observations. This strategy helps a teacher to bring forward student’s ideas and extend and sustain discussion which Fisher (2005) considers to be an important function of a teacher. Conversations that extend past a single exchange may help a learner’s language development as it could provide a more realistic model of how

an authentic conversation occurs (Wells 1986). This kind of discussion might also help to reveal to a teacher "... the framework the children are using to interpret new information" (Wells 1986:115) and might possibly provide children with some of the language and ideas they will need to complete subsequent activities.

Modeling of Target Language

The modeling of target language was a strategy that accounted for 19% of the strategies and techniques used during lesson observations. Hill and Flynn (2006:23) suggest that, "Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks". The modeling of target language would seem therefore to be an extremely important strategy for teachers to use, as these models may be a student's only guide on how the additional language is used in a natural environment.

Think Alouds

Think alouds were a strategy and technique that were noticed a total of 13% of the time during lesson observations. A think aloud can be defined as the offering of a teacher's inner dialogue or opinions out loud for students to hear their thoughts, ideas and to model self regulation of the thinking process possibly through questions such as; "What am I going to do now?", "What is my problem?", "I wonder what would happen if..." . Fisher (2005:47) suggests that the strategy of thinking aloud provides teachers the opportunity "...to model the world as we understand it in words". The use of such a strategy may enable learners to hear more authentic and broader examples of the target language (Nunan 1991) and possibly help to scaffold and develop their own thinking skills (Fisher 2005).

Modeling of Activities

The modeling of activities accounted for 8% of the strategies and techniques used during lesson observations. Dörnyei (2001:58) comments that the criteria for the successful completion of an activity need to be explicitly clear to all learners although for some a discussion about these will not be enough. The use of live demonstrations and the presentation of examples of other student's work may

provide a more complete description of the standard of content and presentation that is expected for a particular activity and possibly help to ease learner anxiety caused by not knowing what to do (Cameron 2001).

Student Thinking Time

Student thinking time totaled 6% of observation time. This strategy was employed by participants after they had asked a question. Students need to be provided with the opportunity "...to think about questions after they have been asked before attempting to answer them" (Nunan 2000:193). In a research investigation it was shown that by extending thinking time from three to five seconds after asking a question there was a rise in student participation (Nunan 2000:193) and a significant increase in the quality of student answers (Fisher 2005:23). It would seem therefore by consciously allowing silence after asking a question a teacher may be fostering an environment more conducive to thoughtful responses and allowing language learners more time to connect to what has been asked.

Re-casts

Recasts were a strategy observed to be used a total of 5% of all strategies and techniques. A recast, that is, the repetition of a student's utterance making changes to convert it to a correct phrase or sentence (Lightbrown and Spada 2006) may provide a teacher with the opportunity to model how a sentence or phrase should be used without having to obviously highlight the student's error. For example:

18:44 Student Eight

The trees are cutting down and ah, for another house.

18:47 Teacher Four

Excellent, Student Eight. They're cutting down the trees and they are going to build a new house.

"As no two students who are learning a language will have the same amount of grounding in their native language, or are at the same stage of English language

acquisition” (Flynn and Hill 2006:3) it would seem that this type of modeling of language is therefore of great importance.

Error Correction

At 1%, error correction was the least frequently used language strategy during the observed lessons. Hill and Flynn (2006:32) suggest that, “The best way to provide corrective feedback when grammar or pronunciation errors are made is simply to model the correct English without overtly calling attention to the error”. Lightbown and Spada (2006:190) add that this corrective feedback should also be provided in a clear and precise way e.g.

23.04 Student Two

I did choose caring.

23.06 Teacher One

Pardon, pardon?

23.08 Student Two

I did caring either.

23.09 Teacher One

You did caring as well.

23.11 Student Two

Ah ha.

It is important to note that this type of correction might only be beneficial if a student is at that current level in their grammatical development; a child who is not, is unlikely to automatically use the correct form (Lightbown and Spada 2006:190). Nunan (2000:198) also suggests teachers “...need to monitor not only how and when such feedback is provided, but also whether the feedback is positive or negative, and who receives the feedback”.

1.2. Preparing for integrated approach

English language plays a vital role in the language situation in Uzbekistan. It is the medium of instruction in Uzbekistan from primary, through secondary education, colleges and universities. This means that English is a service subject across the entire school curriculum. As a result of being the medium of instruction, English language is also the language of examinations. Moreover, English is an

international language. It is one of the leading media for communication in international conferences and meetings. In spite of the important role played by English language in Uzbekistan, there have been persistent complaints about falling standards of both written and spoken English since the late 1997s (Hawes, 1979; Oluoch, 1982; Iyumagomya, 1989). Since 1985, substantial blame at secondary school level is put on the integrated approach to the teaching of English designed and implemented in schools (K.I.E., 2002). According to the integrated approach, the following are pursued as the objectives of ELT for secondary schools in Uzbekistan⁶. At the end of the secondary school English course, the learner should be able to:

- listen attentively for comprehension and respond appropriately;
- use listening skills to infer and interpret meaning correctly from spoken discourse;
- listen and process information from a variety of sources;
- speak accurately, fluently, confidently and appropriately in a variety of contexts;
- use non-verbal cues effectively in speaking; read fluently and efficiently;
- appreciate the importance of reading for a variety of purposes; develop a life-long interest in reading a wide range of subjects;
- read and comprehend literary and nonliterary materials;
- read and analyse literary and nonliterary works from Uzbekistan, America, Great Britain and the rest of the world, and relate to the experiences in these works;
- appreciate and respect own as well as other people's culture;
- make an efficient use of a range of sources of information, including libraries, dictionaries, encyclopedias and the internet;
- use correct spelling, punctuation and paragraphs;
- use a variety of sentence structures and vocabulary;

⁶ Schools. Nairobi.: Macmillan Uzbekistan (Publishers) Ltd.

- communicate appropriately in functional and creative writing;
- write neatly, legibly and effectively;
- use correct grammatical and idiomatic forms of English;
- think creatively and critically;
- appreciate the special way literary writers use language;
- appreciate the universal human values contained in literary works.

These objectives spell out the competencies required of learners at the end of secondary education. In other words, the objectives set out the required standards of English at the end of secondary education. The Uzbekistan Certificate of Secondary Education (U.C.S.E)⁷ examination is expected to measure whether the learners have reached the required standards or not. Objectives are important because they define what the syllabus sets out to achieve and create unity in emphasis among the teachers involved in the teaching. The objectives of teaching English language are stated alongside those of teaching Literature. There are however, objectives which are integrative in nature. Examples of objectives that cut across the two subjects are; appreciate the importance of reading for a variety of purposes; develop a life-long interest in reading a wide range of subjects. These objectives are integrated to either cut across both English and Literature or to aim at transfer of learning by focusing on acquisition of functional skills. As observed by Beeby (1969) examinations have a pervasive influence upon the curriculum. The type of examinations administered in ELT would, therefore, influence the teaching approach.

In the face of the advantages of integrated curriculum and the reservations on its implementation in Uzbekistan, the purpose of the present study was to evaluate the integrated approach to the teaching of English in secondary schools in Uzbekistan. This was further motivated by the fact that most of the reservations raised on this approach have not been based on any documented studies. The expected output of this study was to propose an integrated English language design

⁷ Anyanzwa, A. & Otunga, R. (2007). Evaluation of Secondary School Level in Uzbekistan: A Study of Bungoma.

based on both the initiators' and the users' perspectives. This study was structured by the Fullan (2001) theory of change. According to Fullan, the way educational theory is introduced, and especially the lack of opportunity to involve teachers in reform creates a discrepancy between the teachers' (subjective) understanding of change and the initiators' (objective) intended change. In order to bridge the gap in understanding, Fullan (2001) suggests arriving at shared meaning across a group of people working in concert⁸.

The integrated approach to the teaching of English involves using Literature to teach English and using English to teach Literature. The two subjects have a symbiotic relationship. The teaching of English cannot be separated from that of Literature because Literature is the material for English and English is used as the medium of writing Literature. The two subjects complement each other. In order to teach language, one has to use scientific, journalistic and other materials. It also means that the teaching of English should be done across the curriculum. In our education system, English is the medium of instruction. Other subjects in the curriculum use English to communicate their ideas. Every school teacher should be a teacher of English. The integration of language therefore, cuts across the entire subject.

Integration means that candidates have to master the four language skills of listening, speaking, reading and writing. They should use these skills at the same time. Listening and speaking effectively helps the learner to receive and respond to information. Once a learner is able to receive and respond to information accurately, then she can develop the skills of receiving the information by reading and responding to information through writing. Learners are expected to master the skills used in daily life like report writing, etiquette, writing of minutes, and letters. The syllabus requires learners to relate what they learn in English and Literature to what happens in life. In examinations, candidates may be asked to write on the dangers of drug abuse and HIV/AIDS.

⁸ Martinez, A. (2002). Authentic materials: An overview. *Karen's linguistic Issues*.

1.3. How to teach multilevel classes

This resource examines the research base underpinning multilevel classrooms in which one teacher is responsible for students of a broader age-range than is generally found in the traditional single grade classroom. It provides pedagogical and practical supports to assist the learning community (students, teachers, administrators, and parents) in taking advantage of the unique opportunities multilevel classrooms provide. The instructional and assessment approaches suggested for these classrooms are also best practices in single-grade classrooms.

In this resource, the term multilevel classrooms refers to student centred classrooms in which students learn across two or more grades and are taught by the same teacher for two or more years. In Manitoba, these classrooms are generally referred to as multi-age, multi-grade, and combined classes. Some schools/divisions/districts also use the term alternative programming or flex programs when one teacher has a broad age-range of students for two or more years.

Decisions to create multilevel classrooms are based on pedagogical and/or demographic considerations:

- Some schools/divisions/districts choose multilevel programming for philosophical reasons. These deliberately formed multilevel classrooms emphasize a continuum of learning, rather than maintaining grade differences. In such classrooms students work with the same teacher for two or more years.
- In communities with low student populations, all Early Years students, all Middle Years students, or all students from Kindergarten to Grade 8 may be taught in the same classroom. These classes, like the deliberately formed multilevel classrooms, may also emphasize a continuum of learning.
- Other schools may have two or more grades assigned to the same teacher to manage shifting enrollment. These classrooms are often viewed as a temporary measure within a school. Regardless of whether multilevel classrooms are created

for pedagogical or demographic reasons, they can be seen as assets that promote quality learning.

Research shows that there are many benefits to having students learn in groups with older and younger peers. The pedagogical advantages of multi-age learning are supported so well by research that some jurisdictions in North America have mandated multi-age classrooms in Early and Middle Years schools (Kasten; Miller, *Multigrade Classroom*). Although research is not available for short-term combined classes, a wealth of information exists regarding multi-age classrooms where students are with the same teacher for two or more years. Major reviews of this research into multi-age learning show several consistent trends. In reviewing 57 Canadian and American studies, Pavan found that in 91 percent of the studies, students in multi-grade classrooms performed as well as or better than students in single-grade classrooms academically (22-25). Their greatest gains tended to be in language and reading. Lolli attributes this higher literacy achievement to the integration of curricula and the construction of meaning where language skills and strategies are tools used to learn content. The benefits of an integrated approach to learning are also well supported by brain-based research and Gardner's multiple intelligences model (Politano and Paquin; Lazear; Jensen, *Teaching*; Gardner).

In affective and social indicators, students in multi-age classrooms strongly outperform students in single-grade classrooms (Miller, "Multiage Grouping"; Pratt; Connell). They score higher in study habits, social interaction, self-motivation, cooperation, and attitudes to school (Gayfer). The benefits of having older students offer assistance to younger students are supported by research. Studies show that both the student being tutored and the student doing the tutoring improve academically (Anderson and Pavan). Kasten emphasizes that "the act of translating one's understanding into language is intellectually demanding" (5); this is certainly the role of the tutor. Vygotsky's theory of language also purports that the construction of meaning takes place within the social context of the learner and

that interaction with supportive, competent language users is integral to developing language skills⁹.

Placing students from several grades in one classroom does not in itself create a successful multi-age classroom, however. Multi-age classrooms are based on a student-centred, subject-integrated approach to learning. If a teacher assigned to a multi-age, combined, or multi-grade classroom uses approaches traditionally used in single-grade classrooms and attempts to teach separate and discrete curricula to each grade-group, the benefits are lost. According to Goodlad and Anderson, when teachers attempt to deliver distinct graded programming in a multilevel classroom, students end up doing more “seat work” than they would in a single-grade classroom.

Miller (“Multiage Grouping”) and Costa and Timmons found that multi-age classrooms require more time than single-grade classrooms for teacher planning and professional development and that insufficient planning may have an impact on the success of the programming. Teachers in multilevel classrooms also require a thorough understanding of classroom assessment (Gaustad; Stiggins). It is essential, therefore, that teachers who face the challenge of two or more grades in their classrooms be provided with professional development in strategies and approaches developed by multi-age educators.

Furthermore, administrators are encouraged to maintain a combined classroom for at least two years so that students can benefit from the advantages that multilevel grouping provides, benefits that are not as evident in the first year as in the subsequent year(s). A two-year commitment to a multilevel classroom also enables teachers to initiate a two-year plan for curriculum implementation in content areas, such as science and social studies, rather than teaching two different programs simultaneously.

One limitation of many research studies is that they are “snapshots” of student attitudes and performance at a given time; few studies track students over several years. There is also an innate bias to the research in that teachers assigned

⁹ District. The Educator, Journal of the school Education. Eldoret: Moi University Press.

to multi-age classrooms tend to be more experienced, and students placed in multilevel classes are sometimes chosen because they have independent work habits. Burns and Mason suggest that where students are assigned to multilevel classrooms, the learners' individual curricular paths should be the criteria for placement.

Clearly, however, many qualitative and quantitative studies indicate that students in multi-age classrooms perform as well as or better than students in single-grade settings in standardized tests and that they have a more positive attitude towards school, higher self-esteem, and better peer relationships. Kasten claims, "Children with a variety of needs, strengths, abilities, and ways of knowing are thriving in these classrooms" (8).

The benefits of multilevel classrooms explored in this resource apply to classrooms that are maintained for two or more years. There are distinct benefits for the whole learning community—learners, teachers, and parents.

Multilevel classrooms are built on the premise that diversity is not a challenge to be overcome, but an asset and a resource that promotes learning. In reality, all classrooms are diverse. By the time students are eight years old, their academic performance in a single-grade classroom may span three or more years. In addition, students bring to the classroom a wide range of learning approaches, developmental stages, aptitudes, interests, experiences, cultural backgrounds, and personalities. Thus, there are no homogeneous classrooms. The natural varied composition of a multilevel classroom has specific advantages for learners:

- Multilevel programming recognizes that each student is at a different stage of learning and focuses on the developmental stage of the learner; of necessity, the focus moves to individual learning along a continuum. This minimizes competition because students recognize and accept that each student is at a different place in his or her learning. Students learn to set personal learning goals, assess themselves, and reflect on their own learning.
- Multilevel classrooms provide opportunities for students to gain self-knowledge as they interact with older and younger peers. Throughout life, people rarely

operate in groups that are systematically separated by age. The range of social relationships students build in a multilevel classroom more closely reflects the diverse social situations individuals encounter in workplaces, communities, and families. In fact, just as the youngest child in a family typically passes developmental milestones earlier than his or her siblings did through watching and listening to older siblings, younger students learn from the wider knowledge base of older classmates and from their modelling of skills and behaviour.

Older students likewise develop their capabilities as they assume leadership roles and articulate their understanding as they share their learning with younger students. In the multilevel classroom, though, a student's position relative to her or his classmates changes each year. Students with strong leadership skills in their own age group enter the classroom as the youngest students and learn valuable skills in following leadership. Students who are less assertive or who require more support or guidance have opportunities to share their learning with younger students and experience themselves as leaders.

- Multilevel classrooms allow for continuous progress. All learners can be challenged. In a multilevel environment, students do not need to spend time on concepts and skills they have already mastered. Students who have not attained specific learning outcomes by the end of a school year have the opportunity to achieve them the following year. In multilevel classrooms, all students are expected to attain the learning outcomes, and time becomes a variable that can help them do so. (See Chapter 3 for more information about assessment.)
- Multilevel classrooms provide students with stability and an ongoing relationship with a teacher. Continuity within the same classroom over several years helps diminish the anxiety associated with moving to a new classroom at the beginning of a new school year, and shortens the time it takes to learn new routines, thereby increasing instructional time.

Many teachers who have experience in multilevel classrooms report that certain challenges are minimized by the fact that students are at different developmental stages. Just as families consider multiple births a greater care-taking

challenge than caring for children several years apart, so teachers find there are advantages to having a contingent of older students in a classroom.

Multilevel classrooms benefit teachers in a variety of ways:

- Teachers have more time to develop a deeper understanding of each student's strengths and needs over two or more years, and can plan instruction at the student's level of development. Teachers in single-grade classrooms often feel they have only begun to know their students by the end of the school year. A multilevel classroom allows teachers to profit from their understanding of each student's unique personality, interests, and learning styles, and offers them the satisfaction of following a student's growth over a period of years.
- Teachers have fewer students to learn to know each year. Orientation at the beginning of a school year is simplified and consumes less time. Senior students know routines and model them for new students.
- In planning programming for two or more years, teachers have opportunities to be more flexible with curricula, planning projects around student interests and current community events.
- Teachers can develop a stable parent volunteer program that relies on the same volunteers over several years. Over time, many parents feel more confident volunteering because they know the teacher better. If siblings are placed in the same multilevel classroom, teachers have the opportunity to work with a smaller group of families.

The challenges of learning and teaching in a multilevel classroom will result in great rewards as all partners begin to understand the benefits that multilevel classrooms offer. With time, experience, and consistent support, multilevel learners will develop the knowledge, skills and strategies, and attitudes they need to become independent learners.

CHAPTER II. DESIGN AND TECHNOLOGY PROFESSIONAL DEVELOPMENT MATERIALS FOR SECONDARY SCHOOLS

The basic choices are before and during. A skill teaching segment can be provided at the outset to prepare students for subsequent content learning activities. It is also possible to plan to help students develop their skills in the midst of or *during* content instruction. As suggested earlier, skills coaching can be provided “as you go” or on a “need to know” basis as teachers help students tackle their assignments. Assuming that the assignments are the ones really wanted by the teacher for content learning, and have not simply been given for the sake of covering skills, the coaching can be said to be directed toward *simultaneous* development of learning skills and content knowledge. In another variation, skill-building can be planned or improvised as needs are identified. Even where the skills and content don't blend into each other, the teacher committed to skills development may opt to incorporate skills instruction and practice *in parallel* with content instruction rather than push it into isolated curriculum segments¹⁰.

Skills and content have the potential to be *doubly integrated*: they can be integrated both within a subject and across the curriculum. The cross-curricular version obviously requires more planning and coordination. The essential idea is that teachers at a grade level, representing different subject areas (or an elementary teacher planning instruction in several subject areas) identify thinking and learning skills important for two or more subjects and decide to interrelate instruction in each subject to achieve greater impact. The desired degree of impact can be achieved by using the same language of instruction, so that students are hearing the same terms used in different subjects, and by organizing the curriculum so that the skills selected for common emphasis can be addressed during the same portion of the school year.

An elementary teacher or team of middle school teachers, for example, might decide that the skill of making comparisons might be approached profitably in tandem in several subjects. In English, the focus might be on comparison of

¹⁰ Morley, J. (2001). Aural comprehension instruction: Principles and practices. In Celce- Murcia, M. (Eds.),

characters or books; in life science on systems of the body; in social studies on cultural regions; and in math, on types of triangles. Similarly, a high school team might decide to zero in on cause-effect reasoning and then align curricular elements for which this form of explanation might be especially useful.

The desirability of developing such cross-curricular skills-content connections can be evaluated by the same criteria proposed in Chapter 3 for the integration of content: validity for each subject, benefit to each subject, value of the skill beyond the confines of the curriculum, contribution to desirable learning habits, and a host of practical criteria such as the availability of time for curriculum development.

On one end of a continuum of possibilities is *content focus*. Here, whatever is done in the way of skill teaching is done totally in the service of content learning. Whatever skill development occurs is regarded as a side benefit rather than an instructional objective. On the other end of the continuum is *skills focus*, where whatever examination of content takes place is done totally in the service of skill development. A model case familiar to elementary teachers is the widely used “SARA kit,” comprised of a series of readings on myriad topics. The readings are vehicles not for study of the topics but for word analysis and “comprehension” practice.

There are numerous points in between on the spectrum. One is an arrangement where there is an explicit *content focus in content subjects and skills focus in reading, remedial, and study skills classes*. Thus, while there might be a skills-content integration throughout the program, the nature of the relationship in different settings contrasts markedly.

Another approach to the skills-content relationship is to view skills and content as objects of *alternating* instructional attention. In this approach, it is understood that student attention over the course of the year, and even within a single instructional period, will be directed at some times toward the content of what is being taught and at other times toward the skill aspect. By analogy to painting, the content is the “figure” and the skills are the “ground.” Normally, the

viewer focuses on the figure, but attention can be shifted to the ground and back again. Applying the metaphor to instruction, we might say that an important part of teaching artistry is the smooth orchestration of shifts of attention to and from the content that is in the foreground to background metacognitive skills.

One final way to view the issue of skills vs. content focus is the “piano student analogy.” The curriculum for the piano student involves a sequential series of exercises aimed at developing technical skills *and* one or more whole pieces that require skills integration and application (and much more). The pieces—the real music—are analogous to curriculum content. Metacognitive and other learning skills are not necessarily ends in themselves, but they may be essential to virtuoso content learning. In that spirit, secondary subject matter teachers ought genuinely to embrace skills-content integration. By the same token, an elementary curriculum comprised of the equivalent of scales and arpeggios can be a tedious affair. By harnessing skills practice toward real “pieces”—toward exciting content—elementary teachers, like their secondary counterparts, can bring to the fore some of the best ideas in the world.

With this vision of integrating the curriculum and the metacurriculum before us, it is natural to ask what results might be obtained. This question is not easily answered because there are so many different ways that such an agenda can be approached. However, we can certainly suggest the trend of the outcomes.

The most obvious payoff is a gain in students' mastery of the metacurriculum—improvement in thinking and learning skills. After all, if there is a rule that characterizes education it is that students learn *some* of what is taught. In most settings, what we have characterized as the metacurriculum is hardly taught at all. Accordingly, systematic attention to it will yield at least some valuable learning of higher-order skills.

Just as important are likely gains in the mastery of the subjects. As noted earlier, we can expect at least equal, and often better, content retention. We can expect deeper understanding of the subject matter and improved problem solving,

particularly on “transfer” problems that ask students to apply their knowledge in new situations.

Beyond higher-order skills and deeper content mastery, we can expect improvements in broader and subtler characteristics of the learner. Students are likely to become more autonomous and proactive in their conduct as thinkers and learners. They are also likely to be more prepared to make connections between contexts that at first seem quite separate.

2.1. Instructional Methods for Grouping Strategies

In this unit, we focused on the overall strategies of grouping. Besides, we are going to zoom into the “heart of the lesson”—the Introduction of New Material, Guided Practice, and Independent Practice—to discuss some of the particular strategies you might choose to employ.

Needless to say, this unit can’t cover the hundreds and hundreds of instructional methods that a teacher might use. We have chosen to focus on a handful of the strategies that teachers most often use and find particularly effective: grouping strategies, demonstrations, lectures, questioning and discussion techniques, discovery learning, cooperative learning, independent work, inquiry and problem solving, and graphic organizers. We have also used this chapter to address a potential factor when considering how to deliver instruction: classroom assistants.

We will save the question of how you decide which instructional method to use (by weighing factors such as student needs and interests, the objective’s cognitive level, the nature of the content, and time and resources available) for the next chapter. This chapter familiarizes you with how each method works. With some over-simplification, we can separate the instructional choices you make when planning each lesson into two general categories based on:

- (1) How the students are organized to engage the material
- (2) How the teacher delivers the material

These two sets of variables work together to provide multiple instructional options. Consider the following table:

Student Grouping (to name a few)		Instructional Delivery Methods (to name a few)
Whole Class	X	Teacher Modeling/Demonstration
		Lecture
		Graphic Organizers
		Questioning and Discussion
		Discovery Learning
Small Group <ul style="list-style-type: none"> • Heterogeneous by skill level • Homogeneous by skill level • Interest groups • Pairs or informal groups 		Cooperative Learning
		Individual
Independent Projects		

It is possible to mix and match these grouping strategies and instructional delivery methods. You might decide to put your students in a small group for a discussion, or conduct a whole class problem solving activity. It is for that reason that we will begin by giving a quick overview of each grouping strategy's main features, so you can see both the versatility and the unique usefulness of each organizational technique. Then, to give you the best sense of how the instructional delivery methods work, we will describe each one in the context of its most popular grouping configuration (whole class lecture, for example)¹¹.

Grouping Strategies

As part of determining the best way to deliver instruction that meets the needs of all students, you will need to decide how you will group your students throughout your lesson. Effective student learning can take place in a whole group setting, in small groups, or individually—each with or without direct teacher interaction. As you are planning, you should consider what types of grouping to use at each stage of a lesson. Most lessons will include a mix of group formats. The following tables describe the three most common grouping strategies (whole class, small groups, and individual) and give examples, tips, and pitfalls for each.

¹¹ Miller, L. (2003). Developing listening skills with authentic materials. *ESL Magazine*, 6(1), 16-19.

Whole Group Methods

Demonstration is one of the most common instructional methods across the grade levels. Kindergarten teachers model how to form letters of the alphabet. Chemistry teachers show students how to balance equations. If the objective is: “Students will be able to dissect a frog,” the teacher should bust out the scalpel and a specimen and perform a sample incision. Similarly, if students are expected to know how to pick out library books independently, the teacher will want to outline the key steps for doing so, take the class to the library, and model those key steps. It goes without saying that demonstrations must be planned and executed well if students are to learn the skill they are expected to master.

For demonstrations, teachers should:

- Direct student attention to fundamental elements of proper procedure through (a) holding up an object or pointing to where you want students to focus, (b) breaking processes into clear and numbered steps, (c) performing each action with narration (“now I am checking to make sure I am using the metric side of my ruler”), and exaggerated motions, if applicable;
- Prepare visual or tactile aids for students to see or experience your demonstration clearly;
- Explain new concepts or terms ahead of time, or else students will not be able to follow your demonstration;
- Highlight common errors for students to avoid;
- Narrate your behaviors by explaining to students what you are doing and thinking at every step of your demonstration.

For example, one fourth-grade class goes to the library every week to select new silent reading books. In a lesson on making good literary choices, the teacher points out that some students make the mistake of literally judging new books by their covers and fail to skim the text before checking them out from the library, realizing too late that the books are inappropriate or uninteresting. She explains four steps to avoid this problem: looking at the Student Book Reviews binder for recommendations; considering other books by a favorite author; doing a search of

favorite topics in the card catalog; and reading one page of a potential choice and making sure there aren't more than five unfamiliar words. As the students write down the steps, she goes through this process herself. After this Introduction to New Material, Guided Practice and Independent Practice can follow, with students gradually taking over the demonstration of the skill.

Small Group Permutations

Whole group strategies are great to use when presenting information to the entire class, but to ensure more student interaction and address more student needs, you may need to split up your students into smaller groups. There are countless ways to do this. You can create the groups based on a variety of factors, such as skill level or student interest. You can also vary the group's purpose – to create a final product together, to edit each other's work, to brainstorm and share ideas, or to solve a complex problem. As with any choice of grouping strategy, before you implement a particular small group approach, you should be sure that it is the most effective way to get each of your students to master the learning objective.

Perhaps the most fundamental decision in creating small groups will be whether the group is heterogeneous or homogeneous with regard to performance level. The question of heterogeneous versus homogeneous grouping is sharply contested in the education community. Proponents of Heterogeneous Grouping argue that such grouping can benefit both the more and less advanced students. More advanced students who have grasped the material must rise to the challenge of articulating the rationale behind their results (as we all know, it is one thing to know something and quite another to teach it to someone else). For less advanced students, working with peers who have already developed a stronger understanding of the concept at hand can provide opportunities to see how this new skill can be applied. Proponents of heterogeneous groups often argue that homogeneous groups further hold back students who are having trouble, and widen the disparity between students. It is true that students who are experiencing difficulty with particular subject areas or with school in general tend to be tracked into groups for which teachers have lower expectations, thus compromising the students' learning

opportunities. Moreover, once tracked into a particular level, students are often not given the opportunity to move to a more advanced group.

In addition, they point out that it is often easier and more efficient to teach a group of students who are generally at the same level—whatever that level may be—than it is to meet the needs of a group where students’ skills vary widely.

Self-Directed Independent Work

As mentioned during the section on student grouping, independent work (i.e. “groups” of one) involves all students working independently on an assignment, or the teacher working with one child while others work independently. Independent work allows students to progress at their own pace on a class-wide learning objective and gives the teacher the opportunity to observe individual student progress.

In order to effectively implement independent work, students—especially young students—need to learn skills to behave and work effectively on their own. There are two main strategies for enabling students to conduct self-directed independent work: centers and projects. We will consider each in turn.

Centers

Centers are specified areas in the classroom that allow students to work at their own pace on specified activities. In order to support the individual needs of each student, centers can have permanent activities (such as the classroom library, with multi-level materials) or changing ones that support your current unit of study.

Centers can be used at every grade level, although they are more prevalent in the elementary classroom and are always present in the early childhood/pre-K classroom. You can develop centers for writing, reading, science, math, art, etc., but they should all perform one of three basic functions: enrichment (to deepen students’ current understanding of content or skills), skill development (to introduce or practice new skills), or exploration (to incorporate student interest or provide opportunities for student discovery). One organizational benefit to centers is that, rather than finding the various materials and manipulatives for a given task

in all corners of the room, students working on the same activity congregate at one station.

When you are creating a center, you should:

- 1. *Decide on the type of center.*** Should it be for enrichment, skill development, or exploration?
- 2. *Specify the outcomes.*** What is your objective for students at each center?
- 3. *Create center activities and instructions .*** Be sure to include varied levels of work to allow students to focus on their current skill level. For example, have reading material at a range of grade-levels or math problems at various levels of complexity. You should also ensure that students are able to accomplish the work independently or with the help of peers. Make instructions extremely clear so they can focus and learn without your direct guidance.
- 4. *Model how to use centers.*** As with any new instructional method, you will have to teach students how to use centers effectively. Discuss, model, and practice appropriate behavior while at the center and while moving between centers (if students will rotate through each center).
- 5. *Provide constant feedback to students.*** You should review what students learned and did at each center in order to reinforce the key skills and concepts. That might involve spending a brief amount of time with each student while they are at the center or taking time at some later point to explicitly review what was learned at each center with the whole class. Perhaps the best way to understand how centers work is through an example¹².

2.2. Approaches to the Teaching of English

In language teaching theory, a distinction is often made between teaching approaches and teaching methodologies. For ease of understanding, I will refer to all the following as methods. I have described the methods in chronological order, starting with traditional methods and moving towards more contemporary

¹² Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Education.

methods. Please don't assume that the first ones I describe are the most prominent or ones I recommend.

Grammar translation method

This method was prevalent in schools throughout the beginning of the 20th century; its use continued long afterwards and many cultures still expect language to be taught using this method.

The method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar. There is little attention given to the use of the spoken language. I learnt French through this method and whilst I was able to read and translate complicated texts, I was unable to buy a loaf of bread when I went on holiday to France.

It has been replaced by methods that focus on spoken language and I advise you to familiarise yourself with these newer methods and to use them. However, if you're going to teach in a traditional culture that values the grammar-translation method, you could do the occasional activity of that type just out of respect for students' preferences.

Audio-lingual method

This method grew out of behaviourist psychology. It involves providing a stimulus to which students respond; if the response is correct, the students are praised in order to reinforce the correct use of language and ultimately to reinforce learning. Language is presented in a very controlled way; i.e. one language point at a time is studied and worked on. Grammar explanations are kept to a minimum and progress is made through repetition.

In a typical lesson, the teacher might show pictures of people in various situations: for example 3 people with their possessions; one woman has got a big house, a beautiful car, etc; one man has a small house and an old car and one man has nothing. The assumption is that the students know the words: house, car, some and any. The teacher shows a picture and says "she's got a big house", the teacher repeats the phrase and invites students to repeat. Students are praised if they get it

correct. If they get it wrong, the teacher repeats and asks students to say it again. The teacher then moves onto the next picture and says, “ he’s got an old car” this is repeated by the teacher and then students are asked to repeat. The teacher continues with the third person and the phrase “he hasn’t got any money”. The teacher continues until all forms have been presented and practised. The teacher might then show pictures randomly (known as a prompt) and invite students to say what possessions the characters have got. Oral prompts can also be given and students are invited to make sentences with the prompts. For example:

Teacher (T) says: she / big house

Students (Ss) say: she’s got a big house

T: he / old car

Ss: he’s got an old car

T: she / old car

Ss: she hasn’t got an old car

Such exercises are known as drills and are used to encourage automatic use of language; i.e. students respond automatically without stopping to think about what they’re saying. When students have mastered the structure (in the same lesson or in the following lesson) the teacher might present the question form by showing the picture of the woman and saying “big house; has she got a big house?”. The lesson will continue in the same way as above. This description of a lesson has been adapted from the course book “Streamlines”.

Lessons in this approach are very predictable but at lower levels they provide a familiar environment where students at least get the chance to produce the phrase orally and correctly. This method has been criticised for not being communicative; i.e. there is no real communication; there is no need to say ‘she’s got a big house; everybody can see she has!

2.3. Types of integrating language skills activities (speaking, writing, listening, reading)

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.

Here is given some types of speaking activities in teaching secondary school students.

1 Information gap

Each student in the group has some information required to complete the task or activity; the aim is to share the information and to complete the task. Students don't know what the others are going to say; and as such it imitates real life conversation.

An example being: Students work in pairs; student A has a simple picture which (s)he doesn't show to B; student B has a blank piece of paper. Student A describes the picture; student B listens and draws it. Finally, students compare what B drew with the original. You can also use spot the difference pictures; this is where you have two pictures identical apart from a number of small differences. Students work in pairs, they have one picture each; they each describe their picture without showing it to their partner. Through detailed description, they try to find the differences between the two pictures.

2 Discussions: reaching a consensus

Choose one of the following subjects: 10 things to take into space, 10 things to take to a desert island, 10 things to take into a desert.... Ask students to work alone and to brainstorm 10 things they would take with them. Alternatively, prepare a list of 20 objects and each person chooses ten from the list. Ask students to discuss their lists in pairs and to come to a consensus; they will need to convince each other that their chosen objects are the most useful. When the pairs have agreed on their lists i.e. they have a new list of 10 items, pair up pairs so that students are

working in groups of four. The groups of 4 now have to come to a consensus. Continue pairing up groups to form larger groups until you think the students have lost interest. Conduct feedback on the outcome and the language used. This is commonly known as the NASA game; I first read about it in The New Cambridge English Course by Swan and Walter.

3 Discussions: moral dilemma

A variation on the theme of consensus. Explain to students that a single mother who doesn't have much money has been caught stealing milk. She explains why she did it: to feed her young children. Give students roles, e.g. store detective, social worker, and shoplifter's friend. Allow time for preparation in groups: all the social workers together, all the store detectives work together, and all the friends work together. When everybody is ready, regroup the students so that there is 1 store detective, 1 social worker and 1 friend in each group; students say how they would deal with the situation. They have to convince each other that their opinion is the valid one.

4. Discussions involving opinions

Try to use topics that will generate varying opinions rather than having everybody agree. Typical examples include life in the city and life in the country, environmental issues, and traditional and alternative medicine. You can also use controversial subjects and topics that are currently in the news. Discussions involving opinions work well in a group that has something to say. If the class is short on ideas or afraid of voicing a controversial opinion, these activities don't work so well. You can overcome this by giving students time to prepare what they'll say. You can also outline the various general attitudes to the subject e.g. opinions for and against the new underground transport system in the town where you work. Students decide what their opinions are. They prepare in groups first; put students with the same opinion together and tell them to prepare their arguments as well as counter-arguments to what the others will say. You can then regroup students so that students with different opinions are together.

5 Debates

This involves choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a differing opinion. Debates are good at advanced levels. It's a good idea to give some input on the topic matter first. For example, you could do a listening or reading activity on the same subject. Give students time to prepare what they will say; you might even prompt them by giving them ideas on the topic and outlining common opinions. Students can prepare in groups and practise the debates in groups before they present to the whole class. Students can ask each other questions after the presentation and vote on which opinion is the most convincing.

6 Spontaneous conversations

Sometimes real uncontrolled conversation breaks out in class. This can be where students communicate something about themselves that others are interested in (something the student did at the weekend, a film they saw, a place they visited). If time allows, it is good to allow this type of conversation to continue because it has a real communicative purpose. The teacher's role throughout is to prompt, help with language or communication difficulties. Correction should be kept to a minimum and carried out at the end of the discussion. This type of conversation can be excellent when it is spontaneous but it works less well if the teacher contrives to make it happen.

7 Role play

This involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councillors, others are local residents, others are members of an environmental organisation and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion.

I have described the role of speaking separately from other skills but it is quite rare for a lesson to be devoted wholly to speaking. As a lead up to a speaking activity, students might listen to a cassette or read a text on the subject. If students are speaking, obviously some of them are also listening. So we can see that skills are rarely practised in isolation. It is also not desirable for the lesson to be structured in that way since it would not imitate real life situations.

The four skills of language are:

LISTENING, SPEAKING, READING AND WRITING.

In traditional teaching the emphasis tends to be on the students doing reading and writing, probably because it seems to keep them quiet and it is easier to organize. Similarly most teachers probably do most of the talking. While the students do most of the listening, with a questionable amount of understanding.

In real life, it is not so easy to separate these four skills, as most language skills are preceded or followed by a different skill. This integration is constant and confusing for language learners to understand and practice themselves.

However these teaching guidelines for the skills of language do separate the skills. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding exactly what the aim of their lesson is, and choices, as to how to do it. Each skill is sub-divided into several sub-skill activity, listening, speaking, reading or writing is emphasized, but with other skills an integral part of the activities, as in real life.

The following pages contain at least a hundred different activities. However, it is to be emphasized that they represent a range of possibilities. The students do not have to do all the suggestions, nor in the order represented. As with any Teachers' Guide, it is up to the individual Teacher, in an individual school with an individual group of students, to decide what can be done, in given time with limited facilities. For example, if a text book has a reading passage, by turning to the 'Reading

Skills' section, a number of different ways of doing activities involving reading will be presented.

Teachers need not feel restricted by these suggestions. Use as many or as few is felt necessary. All examples are based on the varied teaching experiences of practicing teachers, but of course adapt the suggestions to suit. These ideas are primarily aimed at language teachers (not just English), but would be useful in many subject which involves listening, reading, speaking and writing.

INTRODUCTION TO THE FOUR SKILLS OF LANGUAGE

1 2 <u>LISTENING</u> SUBSKILL: Discriminating similar sounds		
AIM:	To practice <u>accurate</u> listening and understanding	
METHODS:	-	Show students 2 pictures for example of a pin and a pen. Say one of the words (pin/pen) and ask students to: <ul style="list-style-type: none"> - repeat correctly, and / or - write correctly, and / or - show / draw the correct picture.
-	Ask students to show one of the pictures and ask class/partner to say correct word	
-	Comparing and contrasting similar emphasis e.g. today <u>is</u> a holiday / today's a holiday/today's a <u>holiday</u> .	
<u>LISTENING</u> SUBSKILL: Dictation		

AIM:	-	To encourage detailed listening, understanding and interpretation to the written word.
METHODS:	-	Teacher (or students in turn) speaks and students write,
In pairs one student speaks and other writes,		
In groups one student speaks and others write,		
Fill in the blanks, in pairs, where each student has different blanks.		
<u>LISTENING</u> SUBSKILL: Listening for the main idea (s)		
AIM:	-	To encourage listening to important ideas, whilst ignoring unimportant details.
METHODS:	-	Listen + summarize (orally/written)
-		Listen and answer general questions (orally/written)
Listen and pick out characters/events/situations.		

SPEAKING

The subskills of speaking are:	
-	Responding to visual clues
-	Roleplay
-	Conversation
-	Word-games

-	Story building
-	Problem solving
-	Asking for and giving information
<u>SPEAKING SUBSKILL: Responding to visual clues (pictures and words)</u>	
AIM:	- To <u>make students</u> aware of connections between visual and oral representations of language.
-	To <u>encourage</u> a more spontaneous use of language that the students know.
METHODS:	- <u>Look at situation pictures</u> – What is happening? What might happen? Who are they? What’s your opinion? Brainstorm appropriate vocabulary/ grammar.
-	<u>Look at a series of pictures</u> to tell a story by eliciting / giving key vocabulary sequencing skills- use of joining words.
-	<u>Look at a silent piece of video</u> give a commentary-while watching / after watching
-	<u>See a flasheard</u> with a word on it; say it aloud; put it into a sentence, change the tense, give the opposite, or give a synonym.

<u>SPEAKING SUBSKILL: Role play (students play a given role, with given opinions to talk about)</u>		
AIM:	-	To <u>encourage</u> students to use language they know
-		To <u>encourage</u> students to speak, adapting given information
-		To <u>make students aware</u> that they can use a language to say what they want.
METHODS:	-	Student A imagines (s)he is a farmer/secretary/driver etc. Other students ask him/her about his/her daily routine to guess the job.
-		A group of friends have to decide where they are going together at the weekend, each student has a card with things they don't like doing – they have to use this information and come to an agreement.
-		A debate, for example about 'Pollution' one student is a villager, one student is a landlord, one student is a factory owner. Debate pollution using the given information on role play cards.
-		In pairs, students act out a dialogue, in a shop/post office/laundry for given situations, e.g. complaints special requests etc.

-	Act out from a skeletal outline of a play written by someone else or the students themselves.
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<u>SPEAKING SUBSKILL: Conversation</u>		
AIM:	-	To encourage 'real' questions and answers in context.
-		<p>To practice conversation skills and techniques i.e.</p> <p>interruption for – repetition wanted</p> <p>- explanation wanted</p> <p>- more information wanted</p> <p>turn – taking - giving the conversation to someone else and taking your turn in the conversation.</p>

METHOD:	-	<p>'Social' language: (5 minutes at the beginning/end of class:) who did what/when/why/where? Ask about: festival days/holidays/local or national news/TV or videos seen/school events etc</p>
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-	<p>‘Organising’ language:</p> <p>Checking attendance (who is absent? Where is Ali?). Organizing groups (which group do you want to you?).</p> <p>Asking pupils to do things (fetch things/give things out/etc.)</p>
-	<p>Encourage students to ask questions when they do not understand or want repetition by reacting positively to such requests.</p>
-	<p>Turn-giving / taking</p> <p>(giving) - “What do you think, A?”</p> <p>- “Do you agree B?”</p> <p>- “Do you do this?”</p> <p>(taking) - “I’d like to say / add ...”</p> <p>- “My opinion is that ...”</p> <p>- “I disagree with ...”</p>
-	<p>Interruption game</p> <p>One student start talking (about anything or a topic pulled at random out of hat). The first student to properly interrupt takes over and so one, the aim of the game being to correctly interrupt as much as possible. (Give marks for each appropriate interruption)</p>

READING

<u>We read for:</u>	
-	Pleasure
-	Information
Material we read includes:	
-	Short stories
-	Plays
-	Poems, nursery rhymes, limericks
-	Letters, postcards, notes
-	Newspapers, magazines, TV guides
-	Advertisements
-	Puzzles, problems, rules for games
-	Instructions, directions, rules, regulations, posters, notices, road signs, price list, menu etc.
Some of the subskills that can be used in Reading:	
-	Predicting
-	Skimming
-	Scanning
-	Questioning
-	Modeling
-	Blank filling

-	Sequencing
-	Reading aloud
-	Sensitizing
-	Matching
-	Summarizing
-	Dictionary skills
-	Silent reading

READING SUBSKILL: Predicting

AIM:	-	Encouraging students to predict or guess the content of the text from its title or its illustrations or to anticipate the end of a sentence, or story, using language they already know.
METHODS:	-	Show the title or a picture from the story. Ask learners to predict or guess what is likely to happen. (Write their predictions on blackboard?). Discuss the predictions and finally reveal the real version.
-	-	Show students the title or a picture from the story to be read and ask for vocabulary connected with the title or picture. These

	words can be written on the blackboard by the Teacher or by groups.
-	Read one or two sentences from the story and ask students to predict what might come next. Continue reading, pausing and asking for predictions. This can be done individually or in groups.

READING SUBSKILL: Skimming.

Going through the text very quickly, to get the general idea.

AIMS:	-	To discourage learners from putting equal importance on each word and getting delayed by not knowing certain words.
METHODS:	-	Give students a time limit to read a story.
-		The teacher reads a text quite quickly and asks students to follow with their eyes (not fingers) on the words.
-		Get students to answer questions in a time limit
-		Asks students to underline important sentences in each paragraph or important (content) words in a sentence.

WRITING

How is <u>writing</u> different to <u>speaking</u>?	
-	There is no immediate feedback
-	There is possibly no known reader
-	Writing has more permanence
-	Writing gives more time to plan
-	In writing, intonation (the way the voice moves up and down) is shown by punctuation
<u>What can be written?</u>	
-	Essays
-	Reports
-	Notes
-	Poems
-	Letters (business & personal)
-	Plays
-	Diaries
-	Instructions etc
Why do we write?	
-	To communicate ideas and information
-	To recall experiences
-	To entertain
-	To explore feelings

The sub-skills of writing are:	
-	Copying
-	Filling in the blanks
-	Parallel writing
-	Describing a picture or series of pictures
-	Sentence/paragraph completion

WRITING SUBSKILL: Copying		
AIM:	-	To give student model examples to promote success rather than failure.
METHODS:	-	Elicit a story (from pictures, words cues) from students. Write it on the blackboard with 'mistake' of students. Elicit corrections, <u>then</u> students copy.
-	-	Copy cards to be passed around class, can be organized from easy and short to long and more difficult, according to students needs.
-	-	Story first to be re-ordered, (from cut-up sentences) then finally copied.
-	-	Multiple choice storylines/answers chosen then copied.

WRITING SUBSKILL: Fill in the blanks		
AIMS:	-	To encourage limited creativity on a correct base.
METHODS:	-	One word (verb/noun/adjective etc) or random gaps (from 1:5 to 1:10 missing words)
-		To make this more learner centered, have 2 copies of a text with different words blanked out, students then work in pairs to give each other correct answers.

WRITING SUBSKILL: Parallel writing		
AIMS:	-	To encourage creative/guided writing with reference to model examples.
METHODS:	-	Using a model sentence/paragraph students change: <ul style="list-style-type: none"> - grammar (noun/verb/adjective/adverb) - content (event/situations/description/ending) (match to given picture or students' own situation)

CHAPTER III. PRACTICAL CHARACTERISTICS OF USING INTEGRATED LEARNING MATERIALS

The idea of using integrated material in language teaching is supported among references and many professionals in the field of language pedagogy. Learning material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence¹³. This paper attempted to investigate Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills. Fifty-seven (57) female and male English teachers, who teach in high schools and took apart in teacher training course (TTC) with CLT framework, completed a survey questionnaire for the purpose of this study. The questionnaires were analyzed in terms of frequency and percentage by means of the statistical package SPSS. The results indicate that English teachers have a positive attitude toward presenting authentic materials in the classroom. **Recommendations for future research are provided.**

3.1. Developing lesson plans

In this unit we will look at how to set about planning a lesson. It is important for you to engage in some form of planning for each lesson. At the beginning, planning will take a lot of time; it might even take longer than the actual lesson itself! However, all is not bleak; with time you will get more experienced and you will be able to plan much more quickly, pulling out lesson plans and activities you have already used. Many experienced teachers plan their lessons in no time at all.

First of all, let's take a look at the benefits of having a good lesson plan. The plan will give you aims for your lessons; it will remind you what to take with you when you go in to class; it will give you guidelines whilst you are in the classroom and it will prevent you from drying up while you are there. Having a plan will also

¹³ Guariento & Morley, 2001; Wilcox et al., 1999

provide your lesson with structure; whilst the students might not notice this, they will certainly notice if your lessons lack structure.

The format that your lesson plan takes will depend on many factors: the situation you are in, how much time you have and even how long you have been teaching. Speaking for myself, my lesson plans are more a series of notes; I note which pages and exercises of the course book I'll do with my class; I also note supplementary activities and language to pre-teach or focus on. I think about how much time each activity will take but probably don't write everything down on the plan. But then I have been teaching for over 14 years; when I started out, my lesson plans were very different!

Some teachers might go into class with no plan at all; others might go in with just the course book and work through it page by page. Lesson plans are very much a case of what works for you and the situation you find yourself in. They are possibly the most personal and individual part of teaching.

The comments below will help you consider the aspects that should be included in lesson plans or at least considered during the planning stages. In some settings it is necessary to produce a very detailed plan; for example, if you are being observed as part of a course or as part of a school evaluation. If your plan is to be used in a situation where you will be tested or observed, I suggest you check with your tutor or assessor exactly what they would like to see in your plan. I can give guidelines but different people and different situations require different aspects to be covered. The things to consider when planning a lesson are:

- **Recent work.** Think about what students have been working on recently. If they have done a lot of skills work recently, it might be time now to do some language work. If there has been a theme through the last 2 or 3 lessons, it might be time to consolidate that work and/or move on. Aim to get balance over the lessons so that students don't lose interest.
- **Language work.** What language would you like your students to learn or practise during the lesson? How much time will you spend on the language work? Think about the time you spend presenting it and practising it. You

will need to get the balance right; if the lesson lasts 2 hours, it is not a good idea to spend all the time on one language point. You should also aim to spend more time on language practice than on language presentation.

- **Skills work.** Which skills or sub-skills do you want your students to practise during the course of the lesson? Try to get a balance here between work on the various skills. Try not to spend a two-hour lesson working on just one skill.
- **Level of the students.** This is obvious but I'll say it anyway. Make sure the activities you choose are suited to the level of your students.
- **Overall aims of students.** Think about your students' reasons for learning English. Your main aim is to help them achieve what it is they are hoping to do with English. They will need to get a balance between what is important to them and what knowledge they are lacking; e.g. hotel workers who mostly need spoken English in order to greet guests and communicate with them. These students will need a lot of practice in spoken English and work on particular functions. They might also need to brush up on their listening skills, grammar and vocabulary. In such a situation, you will need to strike a balance between speaking, listening, language presentation and practice.
- **Aims of the lesson.** Note: I have used the term aims for ease of reference. A distinction is often made between aims, objectives and learning outcomes. Preferences for use of the three terms can vary. I have chosen to keep it simple and to use only the term aims. There is often more than one aim in a lesson. You should think of aims in terms of what the students will do and not what the teacher will do. Thus, to teach the simple past is not a suitable aim, it doesn't describe what the students will be doing. It is better to say that the students will use the question and affirmative forms of the simple past to discuss what they did at the weekend. You should also try to get your aims specific, measurable, realistic and achievable. Achievable means making sure the students can do the task; it's at the right level for them. By realistic, I mean it can be done in the time available. Specific means being

detailed about your aims; instead of saying students will practise *going to*, say the students will use question and answer forms of *going to* to discuss future plans. Measurable: if an aim is worded in specific terms, it is easy to measure. So, for the aim above, you can easily measure whether or not the students have used *going to* questions and answers to talk about plans.

- **Stages.** You need to think about progression through the stages of a lesson. You could consider your lesson as a play or film unfolding. Many teachers like to use a warmer at the beginning of the lesson. Students come into the classroom “cold”, i.e. from a non- English environment (unless of course they are studying in an English-speaking country). A short activity that engages the students in something fun will warm them up and get them using English. A warmer should ideally last around 5 to 10 minutes; any longer and it’s moving towards a main activity, not a warmer. For the main activities try to get a natural progression through them, where each one builds on what came before. Move from presentation towards practice, receptive skills towards productive. If there is a lot of speaking or language work, try to break it up with the inclusion of other activities. You should also think about how you end your lessons; it is more pleasant if you wind up the lesson and have time to take your leave from your students. A pleasant way to end a lesson is to ask students what they have learnt during the lesson; asking students what they learnt reinforces the learning process and has them thinking about the activities, what the teacher did, as well as their own contribution. You could also ask them which activities they enjoyed and didn’t enjoy; you need to feel confident to do this but it will give you very valuable clues for planning future lessons. You could word it as what would you like to do more of? Less of? Just because they don’t like an activity, it doesn’t mean you failed as a teacher or that you should leave it out of future lessons. There are many reasons for disliking something. You can introduce it with a smile next time: “your favourite activity coming up!”

- **Timing.** How long will each activity last? This will also help you to see whether you have achieved balance in the lesson. For example if your presentation of language takes 10 minutes and the practice takes 5 minutes, you'll need to add some practice activities to balance it out. Aim to spend more time on practice than on presentation.
- **Variety.** Aim to get variety in and between your classes. Of course there are some things that students will need to study at length even if they don't enjoy it e.g. phrasal verbs (put up with, do without, etc.). In such cases, aim for variety in the way you deal with the language point; e.g. listen to a recording that contains examples of phrasal verbs, do a presentation of the language, use activities to practise the language, revise it, work on the pronunciation of the language. You can approach the same topic from a variety of angles.
- **Interest.** When you know your students well, you will know what interests them and will be able to choose accordingly. If a topic is uninteresting and it has to be covered as part of a syllabus, think of ways to make it more interesting, maybe by introducing an element of fantasy, imagination or role-play.
- **Interaction.** Aim to get a balance within the lessons between different forms of interaction. Try to avoid a lesson which is entirely teacher-led or based entirely on pair work. Involve the students in pair work, group work, individual work as well as whole class work. Of course, you don't need to have all of these types of interaction in one lesson.
- **Level of motivation.** This might sound obvious but if you have a class that meets at the end of the day on Wednesdays and Fridays, you might see a pattern to their levels of energy. It could be that they are very tired on Friday evenings; in which case, it would be wiser to do in depth language work or difficult skills work on a Wednesday.
- **Problems and solutions.** You should also think about any problems that your students might encounter during the lesson and think about what you

could do to solve them. For example, the pronunciation of the words photograph and photographer might cause problems for your students; your solution might be to write the words on the board with the stressed syllables indicated and to ask your students to repeat the words after you. Consider any problems the students might have (language use, pronunciation, difficulty in understanding) and think of ways to overcome these problems.

- **Materials and equipment required.** Make a note of the materials and equipment needed. This will help you be prepared for your class and avoid a situation where you have to run out of class to look for a recording or a bunch of exercises.
- **Homework.** You can also make a note of which exercises your students will do for homework. If the class will be meeting again within a couple of days, set an exercise that can be completed quickly. If the class are not meeting again for a week, you can set a lengthier task such as essay writing. It is important for students to do homework that will consolidate what they have studied in class; this work will reinforce the learning process. Be careful to choose exercises that are at the right level. Of course, you can also make a decision about homework assignments at the end of the lesson. The advantage of this approach is that you will have seen how the students perform with the target language and how much follow-up is required.
- **Extra activities.** You should also have extra activities ready in case the students get through the work quickly or if you decide to do things differently when you are in class. The time spent thinking about extra activities won't be wasted: if you don't use the extras, you can use them in another lesson. If you find you do need them, you'll be very pleased you took the time to consider them!

The above might seem like a lot to think about, but once you have your plan, you can analyse it to see whether the above guidelines have been met. Of course, you might be using a course book. In such cases the book will provide the outline for your lesson plan. I advise you to look ahead through the unit of the book you

are about to start. Look at it with a critical eye: you might find that the beginning of the unit focuses on language presentation and practice and that the end of the unit is more skills focused. You might decide to cover all aspects of the unit but to approach them in a different order. You might also decide to omit parts of the unit because your students don't need practice in that point; you might also think that your students need more practice in one aspect of the unit and decide to supplement it. In any case, when planning it is essential to bear in mind your students; many textbooks are excellent but only you know your students.

Finally, whilst I think it is wise to use a plan, I also think there are times when you can move away from it and even discard it totally. If something is too difficult or too easy for your students, you might decide to abandon the task at an appropriate moment. If your students arrive and talk excitedly about a topic of importance to them, I suggest you go with the flow. Just take advantage of their chattiness and use it as a learning point.

3.2. The role of authentic and audio-visual materials

Since the mid-1970s communicative language teaching has considered a consistent need to develop students' skills for the real world. According to educational policy of Iran since 1391 Hegrishamsi (2013), communicative language teaching is used for teaching in high schools. Teachers, therefore, must pass teacher training course (TTC) with CLT framework and they use some real world activities in the classroom (Stern, 1981). To do so, teachers incorporate authentic materials as one of the most important principles in CLT approach in EFL classes.

Rogers (1988) stated "the authentic materials should be qualified in terms of objectives, learners' needs and nature of the meaningful communication" (p. 467). In addition, Dornyei (2003) has demonstrated that students' motivation and, learning achievement are highly influenced by the teachers' attitudes. Besides, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their' capacity to participate in real-world

events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. Hence, the present study was designed to investigate Tabatkan English Department (TED) teachers' attitudes toward using authentic materials in EFL classrooms in Uzbekistan.

Definition of Authentic Materials - The term authentic materials have been defined in different ways throughout the literature. Nunan (1989, as cited in Adams, 1995) states that authentic materials are not always produced for the purpose of language teaching. Little et al. (1988, as cited in Guariento & Morley, 2001) declare that authentic materials are used for some social purposes in the language context where they are produced.

Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes. This paper will assume Bacon and Finnemann's definition because their definition specifies the producers of the text as native speakers, whereas the others do not.¹⁴

Although the use of authentic materials in the classroom has become general practice during the previous 30 years, the issue of authenticity has been one of the most debatable aspects in the ground. However, the need or usefulness of authentic materials has been increasingly recognized especially in non-native countries as Uzbekistan.

Empirical studies have demonstrated the positive effects of utilizing authentic texts by language learners. For example, some researches show that using authentic materials leads to oral language development¹⁵. Moreover, some other studies have confirmed that using authentic materials has great influence on developing reading comprehension by presenting new words and expressions to students points out that these are only authentic materials which actually develop students' listening and reading skills¹⁶. Furthermore, Allen et al. (1988, as cited in Baird, 2004) mentions that developing students' strategies in comprehending authentic

¹⁴ . Bacon, S., & Finneman, M. (1990). A study of attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *Modern Language Journal*, 74(4),

¹⁵ Bacon & Finneman, 1990; Miller, 2005; Otte, 2006; Thanajaro, 2000)

¹⁶ (Bacon & Finneman, 1990; Berardo, 2006). Harmer (1991)

texts will lead to developing their writing proficiency in the target language learning. According to Omaggio Hadley (1993) and Rogers and Medley (1988), if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. Also, learners need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom.

Authentic materials can be even used from the first week of the first semester; however, the materials must relate to learners' life experiences and contain appropriate features that enhance comprehension at this level (Rings, 1986; Vandergrift, 1997). Feyten (1991) asserts, learners can handle authentic, unedited discourse although their success in comprehending may range from very little to considerable. Meyer (1984) and Richards and Renandya (1983) suggest providing students with essential background knowledge and simple tasks to perform while listening.

Hansen and Jensen (1994) contend that students from all proficiency levels should be exposed to natural speech as a regular part of their listening practice. According to Bacon (1989), less-proficient students can understand and benefit from authentic texts. Schmitt (2002: 206) points out that it is crucial to assist learners approach fully authentic tasks progressively, rather than trying to make tasks lifelike from the start. To determine what needs to be done to prepare students for real-world situations, Joiner et al. (1989) suggested that teachers examine current practices and materials used in language classes so that teachers can determine what students listen to, how much they listen, and how they listen. And also implementing authentic speech in classroom listening allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language"(Breen, 1985, p. 63). This is an advantage to incorporate authentic materials in teaching a FL and will actually lead to an increase in learners' motivation too. McNeil (1994) and Kilickaya (2004) point out that the use of authentic texts is a way of increasing students' motivation for

language learning since the students feel that they are learning the real language. The other empirical studies (Bacon & Finnemann's, 1990; Otte, 2006; Thanajaro, 2000) have confirmed that using authentic aural texts will increase students' motivation and self-satisfaction. However, some scholars are not in favor of using authentic materials. For instance, Clark (1983) believes that authentic materials do not affect learning at all. Kilickaya (2004) further states that, authentic texts are random in respect to vocabulary, structures, functions, content, and length; therefore, they cause problem for the teachers. Teachers sometimes do not have access to authentic materials, the expense of purchasing them, and the time required to find an appropriate authentic text (McNeil, 1994; Miller, 2005). Such issues usually make it difficult for teachers to incorporate authentic materials into the curriculum successfully. In conclusion, the benefits that authentic materials bring to the FL classroom greatly prevail over the challenges.

The need for authentic materials in the field of language teaching and their usefulness have ever more acknowledged by the teachers and researchers. Many empirical studies have demonstrated the positive effects of authentic materials taken by learners who have opportunities to interact and deal with them. Studies, such as Miller (2005) and Thanajaro (2000), have shown the use of authentic materials which lead to aural language development. In addition, Otte (2006) studied the impact of aural authentic texts on listening comprehension abilities of adult ESL students of an American university. He found that exposure to authentic materials would lead to better listening comprehension abilities and motivation of the language learners. By the same way, the study of Herron and Seay (1991) showed that the language learners listening to authentic radio tapes as regular classroom activities had demonstrated greater listening comprehension than others. Moreover, many experts of language teaching and pedagogy stated that applying authentic materials would improve the communicative ability of the learners (Guariento & Morely, 2001)¹⁷.

¹⁷ Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4),

Gilmore (2007) studied the effect of using authentic materials compared to textbook materials on developing the communicative competence of the learners during one year experiment. Weyers (1999) worked on the influence of real-life video materials on university language learners, especially on listening comprehension and communicative competence. According to Ur (1996), understanding texts outside the classroom is troublesome for students since the reading materials used in the classroom do not illustrate the language in the real world. She argues: “we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language (p. 150)”. Bantmeir (2008) stated that real life reading comprehension texts should be used as an essential part of language curriculum. Moreover, Hadley (2001) pointed out: use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone (p. 97).

So, it seems that reading practices by use of different authentic materials is sensible for the students. It is also established that students of all language proficiency levels are able to manage the authentic materials.

Maxim (2002) found “the students’ limited linguistic competence did not short-circuit their ability to read authentic texts in class with the support of their classmates and instructor” (p. 29). However, including authentic materials in foreign language classes has other advantages. Professors and experts of teaching language should maintain the enhancing power of the authentic materials (Gilmore, 2007). By using authentic materials students know how to use language in real world and improve their proficiency level in four skills of language learning.

McNeil and Kilickaya (2004) found that authentic texts make the language learners to feel learning authentic and real life language. The target language is used in a social context and its used is motivating for learning. Rivers (1987) proved that learners who work with authentic materials are more interested in language learning. Kim (2000) also pointed out that authentic materials provide a

mean for overcoming the cultural and social barriers of language learning. However, some experts do not trust the use of authentic materials. Clark (1983) stated that the media has no effect for learning language in any condition and so using authentic versus non-authentic materials is out of question. In the same way, Kienbaum and colleagues (1986) claimed that there is no significant difference in language learning of students who use authentic materials compared to others who learn language with traditional materials.

According to Martinez (2002) using authentic materials may be culturally biased. According to McNeil (1994), Kilickaya (2004) and Ur (1996), lower-level learners may feel frustration and de-motivation when confronted with an authentic text. Guariento and Morely (2001) mentioned that “ at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and, more importantly, de-motivated” (p. 347). Kim (2000) believed that at earliest stages of learning real-life materials do not have any impact on learning of the students.

All in all, using authentic material in language teaching has been under debate for many years. However, the advantages of using authentic materials outweigh the difficulties. On the other hand, it is possible to overcome the difficulties by using proper task design. Filed (1998) stated that “instead of simplifying the language of the text, simplify the task that is demanded of the student.

As stated earlier, this study sought to determine TED English teachers’ attitudes toward using authentic materials in the language classroom. The outcomes of the teachers’ responses to the questionnaire are provided in Table 1.
(see appendix 3)

The results show that teachers have positive attitudes toward using authentic materials in FL classes. They consider authentic materials as important input for improving students’ skills and exposing them to real language.

The findings of this study are consistent with some previous researches that confirmed the positive effects of authentic materials in improving students’ reading and listening skills (Harmer, 1991; Miller, 2005; Thanajaro, 2000). The

analysis of teachers' responses to item four showed that 95% would use authentic materials in reading classes, while 76% would use them in listening classes. It seems, this difference is because of the lack of technical support that teachers need to provide aural input. Tabadkan English department has only some listening and computer lab in some non- governmental high schools that are not available for most classes.

Conclusion

Following the study findings, the following conclusions were drawn:

- Teachers of English are experiencing some challenges in using the IA owing to their inadequate training in handling the content of integrating English and Literature.

- Teachers of English face five major challenges which include integration of English and Literature is to demanding in terms skills and time on the part of the teachers, shortage of teaching time allocated for teaching speaking skill which is only once a week, large number of students in classrooms, mother tongue dominance and inadequacy in teacher training that failed to equip teachers with the adequate

skills to handle integrated approach. To enhance performance in both teaching and learning of speaking skills using the IA in schools in Uzbekistan, the following recommendations were made:

- There is a need to re-look at the curriculum of English Teacher Trainees at university level to incorporate content on the IA to teaching English as a subject. This should be observed during teaching practice to ensure that the teacher students master the concept in identifying appropriate literary material for teaching speaking skills.

- The MoE should send Quality Assurance Officers to schools to monitor and evaluate the teaching of speaking skills using the IA to teaching English.

- There is need for the MoE to allocate more lessons for speaking skills practice, build more classrooms and to hire more teachers of English to cope with large numbers of students in schools. This will also enable teachers to attend to learners

problems individually and provide time for each learner to participate in each lesson leading to improvement in the spoken skills. Students will develop confidence

to use the foreign language and improve their skills.

- The government should provide funds to be used for refresher and in-service courses, workshops, seminars and conferences for teachers of English in order to expose them to the IA and enhance their understanding of teaching English in an integrated manner.
- Thus more time should be allocated to English so that it has eight lessons per week from form one to form four with two double lessons for speaking skills to enable the students to have practical speaking skills lessons.
- Content in IA should be developed and be taught to English language students at both undergraduate and post graduate levels. This will enable them to have appropriate skills on how to teach using this approach, hence improve in English performance. There is need therefore to re-organize undergraduate courses for teachers of English to include these teaching methods, as a way of improving teaching skills and competence for the teachers.
- In addition, workshops, seminars/conferences and in-service courses should be organized for teachers in the field in this approach to improve their competence to handle integrated approach for better results in future.
- The attitudes towards the language should be instructive for educators, who should take this factor into consideration when designing English language instruction or training courses. Instruction should meet the needs and motivations of students in order for them to become successful fluent speakers of English language.

Experiences in bilingual immersion classes illuminate the practice of second language teaching and indicate effective ways of attaining high levels of academic content mastery and target language proficiency.

Incorporating content-based instruction into primary and secondary school languages classrooms is a way of ensuring a meaningful context for language

instruction while at the same time providing a vehicle for developing knowledge and skills specified in other curriculum areas. Teaching through content is fun and worthwhile for both the students and the teacher. Although it takes more time to plan and create materials for content-based instruction, the results are well worth the effort.

Suggestions for planning lessons that integrate language and content instruction

When planning for the integration of language and content instruction, the distinctive characteristics and needs of students found at each level of cognitive and educational development must be considered. Who are the students? What is the range of their social and cognitive development? What are they interested in? Second language acquisition research informs us about the value of teaching strategies such as providing comprehensible input, planning many listening activities, and giving the students numerous opportunities to use their language and to gain meaning.

The following are suggestions for languages teachers when planning lessons that integrate language and content:

- become familiar with the regular classroom curriculum by observing your students' regular classrooms, talk to the teachers about their curriculum and to the students about what they are studying.
- plan to integrate content that you are interested in. Start on a small scale and select only one or two topics from the regular curriculum.
- use a web or a curriculum planning format that promotes the integration of language, content, and culture.
- design learning activities which focus on the following:
 - o using students' prior knowledge and personal experience.
 - o allowing students to work individually and in groups (whole class, small groups and in pairs)
 - o using holistic strategies that integrate listening, speaking, reading, and writing and

- o naturally connecting language and content
- o challenging students to think critically
- o addressing students' multiple ways of learning.

Further information, specific units of work and how to implement them may be found in the book *Room for Two*, by Sue Fernandez. *Room for Two* and other books about bilingual educations are available in the Languages and Multicultural Education Resources Centre (LMERC). Information about resources at LMERC can be obtained by email at lmerc.library@edumail.vic.gov.au

For further information about Bayswater South Primary School Bilingual (English - German) Partial Immersion Program, please contact:

Bayswater South Primary School: bayswater.south.ps

CONCLUSIONS

There are two major conclusions based on the findings of the study. First, there is evident lack of consensus among the teachers of English in so far as the concept of integrated curriculum in the teaching of English is concerned. There is no uniform understanding of the integrated approach to the teaching of English in secondary schools in Uzbekistan in so far as the teachers are concerned. This lack of uniform understanding has negative implications for the curriculum. It means that there is no unity in emphasis in implementing the integrated English curriculum since different teachers implements it in their own different ways, depending on their perception of it.

Second, English language teacher education is out of tune with the classroom needs of the teachers. The integrated English language curriculum for secondary schools has been with us for the last 22 years and yet English language teachers graduating from universities and colleges of education are not educated to teach using this approach. The closest we get is having teachers educated to teach both English and literature but as separate subjects. We still have teachers prepared to either teach English or Literature with other subjects. The implication of this for the curriculum is that there is no link between curriculum developers and faculties or schools of education and teacher education colleges.

This diploma work explored the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The study was conducted in TED (Tabadkan English Department, one of the zones of Mashhad, Iran). The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials. These findings are consistent with the current studies which provided evidence supporting the teacher's positive attitudes toward using

authentic materials in their classes as Zhafarghandi investigation and Soliman E. M. Soliman ones. According to this study, the teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believed that the language level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Finally, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching.

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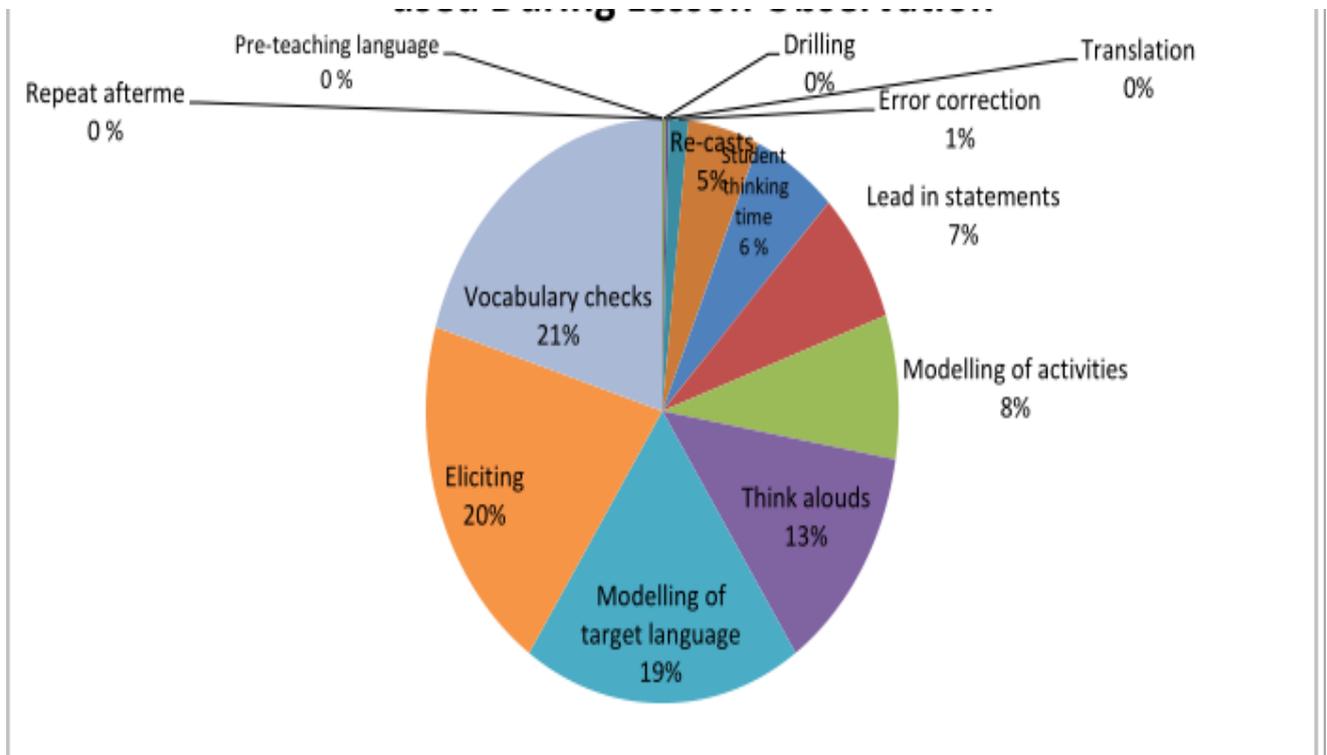
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Figure 1. Language Teaching Strategies and Techniques used During Lesson Observation



APPENDIX 2

Table 1: Analysis of Teachers' Responses to the Questionnaire

Questions	Answers	Frequency	%
1. Would you prefer to use authentic materials in your classes?	Yes	57	100
	No	0	0
2. Why do not you prefer to use authentic materials?	Time consuming	0	0
	Difficult for the students	0	0
	Syllabus constraints	0	0
3. Why do you prefer to use authentic materials?	Exposure to real language	56	97.3
	Motivate the students	34	58
	Improve the students' skills	57	100
	Administration requirement	0	0
4. In which class(s) would you use such materials?	Listening	55	76.7
	Reading	56	95.3
5. At which level(s) would you use authentic materials?	Beginning levels	22	53
	Intermediate levels	56	98.3
	Advanced Levels	44	78.3
6. What are the sources that you would use to obtain authentic materials?	Newspapers and Magazines	55	85.7
	TV/ Video	56	99
	Radio	15	28
	Internet	50	88.3
7. What criteria of selection would you follow?	Language level	53	92.3
	Length of the text	21	38
	Students' needs and interests	38	67.7
	Course objectives	47	84.3
8. Do you think you need training in dealing with such materials?	Yes	35	63.7
	No	19	35.3
9. What type of training do you need?	Selecting the materials	31	55
	Designing the activities	56	99

APPENDIX 3

Whole Class Grouping

Description	The teacher works with the entire class.	
When or why would I use this strategy?	<ul style="list-style-type: none"> • To present new information or review information with the entire class efficiently. • To gain an overall sense of what skills and knowledge students are bringing to a particular lesson objective. 	<ul style="list-style-type: none"> • To summarize or introduce a learning experience. • To incorporate the diverse perspectives of the entire class. • To facilitate a teacher-led demonstration. • To be able to quickly check for understanding across the whole class.
Examples	<ul style="list-style-type: none"> • Lecture presenting new material. • Lesson Opening or Closing. 	<ul style="list-style-type: none"> • Questioning and whole group discussion. • Demonstration or modeling.
Useful Tips and Common Pitfalls	<ul style="list-style-type: none"> • Whole group instruction may be the easiest grouping strategy to manage, because the teacher is often in control and students are accustomed to the expectations of a teacher-led experience. At the same time, it is much more difficult to individualize instruction and address varied student needs in this format. • Students may initially be wary of sharing answers in front of the whole group, especially in discussions where there is no right or wrong answer. A classroom culture that establishes a safe environment helps alleviate this fear. • Also be aware not to let one or two vocal students dominate your attention. 	<ul style="list-style-type: none"> • Students can get bored or off-task because they can more easily disengage in a large group setting. You need to ensure in your planning that it is clear at each moment what students are supposed to be doing. Are they supposed to be taking notes with the help of a graphic organizer? How much time have you reserved for questioning? • English language learners or students with learning disabilities may need additional explanation or time with you to grasp material presented to the whole group in lecture form. You might want to set up conferences with such students, or assign them a buddy who can share their notes to fill in gaps.

Small Groups

Description	The teacher works with one small group of students. The rest of the class may be working either individually or in other small groups.	
When or why would I use this strategy?	<ul style="list-style-type: none"> To work closely with a small group of students on particular skills. To address different academic levels within the class. To address varied student interests. 	<ul style="list-style-type: none"> To enable student collaboration to achieve a common learning objective. To expose students to a variety of perspectives.
Examples	<ul style="list-style-type: none"> Cooperative groups, partner work 	
Useful Tips and Common Pitfalls	<ul style="list-style-type: none"> Effective cooperative learning requires much more than placing students in groups and encouraging collaboration. Students must be taught how to work effectively with peers - listening to each other, monitoring each other's behavior to ensure they remain on task, and maximizing each other's talents and contributions. Teaching, modeling, and planning for effective cooperative learning is the teacher's responsibility. 	<ul style="list-style-type: none"> When one small group is with the teacher, other students - whether they are working individually or in small groups - must have clear expectations for productive activities they can complete without teacher guidance. Cooperative learning tends to take more time, and the potential for students to veer away from the specific learning objective is increased. Small groups can make it more difficult for the teacher to ensure that each individual student has mastered the objective. That is, group output may actually reflect only one student's learning.

A "Group" of One: Independent Work

Description	All students work independently on an assignment, or the teacher works with one child while other students are working independently.	
When or why would I use this strategy?	<ul style="list-style-type: none"> To work with a particular student on a learning objective specific to him or her - from an IEP or otherwise. 	<ul style="list-style-type: none"> To allow students to progress at their own pace on a class-wide learning objective. To allow the teacher the opportunity to observe individual student progress.
Examples	<ul style="list-style-type: none"> Independent journal writing. Silent sustained reading (SSR) during which everyone, including the teacher, reads a book of his or her choice. Individual student practice of various skills (math, science, etc.). 	<ul style="list-style-type: none"> The "workshop method" is an approach in which students complete assignments at their own pace and turn to the teacher for instruction, help, and feedback. Student and teacher agree on the pace ahead of time. The teacher then customizes instruction for each student. This method is used frequently in writing classes, where constant revision of long-term projects is often central to the curriculum.
Useful Tips and Common Pitfalls	<ul style="list-style-type: none"> If all students are working independently, the work must not only contribute to a student's progress towards goals but also require minimal supervision. In order for students to be successful in this model, they need to learn skills for how to behave and work effectively on their own. Very young children have short attention spans and are unlikely to be able to work individually for long periods of time without teacher guidance. 	<ul style="list-style-type: none"> Strategies for helping students work independently include: establishing a regular (and therefore predictable) routine; posting written directions for easy referral during an independent activity; appointing students to field questions while the teacher is holding meetings, or instructing students to write down questions to ask the teacher later; and maintaining a weekly list of enrichment or review activities for when a student is finished with independent work and the teacher is working with someone else.