

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ
УНИВЕРСИТЕТИ**

ИНГЛИЗ ТИЛИ НАЗАРИЙ ФАНЛАР КАФЕДРАСИ



**ЎҚИТИШНИНГ ИНТЕГРАЛЛАШГАН КУРСИ
(IV BOSQICH) ФАНИДАН
ЎҚУВ-УСЛУБИЙ МАЖМУА**

Тошкент – 2016

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ЎҚУВ - УСЛУБИЙ МАЖМУА

ТАРКИБИ

1. Кириш
2. Фаннинг силлабуси
3. Фаннинг баҳолаш турлари ва мезонлари
4. Фанни ўқитиш технологияси:
 - 3.1.Модул 1.....
 - 3.2.Модул 2.....
 - 3.3.Модул 3
 - 3.4.Модул 4
 - 3.5.Амалиёт структураси
4. Глоссари
5. Оралиқ назорат 1, 2 саволлари
6. Якуний Назорат саволлари
7. Кейслар банки
8. Кўргазмали тақдимот слайдлари

INTRODUCTION

TEACHING AND INTEGRATING LANGUAGE SKILLS

This course presents both practical and theoretical aspects of teaching languages. It focuses on teaching language skills and language systems. It also covers related issues such as classroom interaction, lesson planning, classroom discipline, observation and feedback, and classroom research.

The aim of the course is to bring students to the point at which they can begin to function competently and thoughtfully, as a basis for further development and improvement in the course of their own professional practice. Also they will be encouraged to develop habits of learning that will carry through into later practice and continue for their entire professional lives.

The course consists of the following modules:

Year 2

- Language Learning
- Teaching Language Systems
- Teaching Language Skills

Year 3

- Language Teaching Approaches
- Lesson Organization
- Observation and Feedback

Year 4

- Teaching Different Age Groups
- English for Specific Purposes
- Language Testing and Assessment
- Classroom Research

Aim of the course is to prepare competent and skilled teachers of English who are:

- able to apply the theory of Second Language Learning into practice;
- able to teach language and language skills for communication;
- able to use different interaction patterns in the classroom;
- aware of the core principles of language teaching approaches;
- aware of the main principles of course and materials design;
- able to use observation, reflection and professional readings for the purposes of continuous professional development;
- able to design, evaluate, and revise different language tests;
- able to plan, implement and reflect on classroom research and act on its results.

Approaches to Teaching and Learning

- Task-based practical work
- Discussion of key issues
- Reading assigned readings
- Keeping a second language learning autobiography or a diary
- Mini-lectures in key areas
- Debate
- Article discussion
- Self-study
- Structured reflection as a learner and future teacher
- Case study
- Peer teaching
- Feedback sessions
- Project-based work
- Classroom research
- Mini Presentations
- Reflective writing
- Portfolio
- Demo Lesson

Module 1: TEACHING DIFFERENT AGE GROUPS

Introduction

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

Aim

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

Objectives

Students will

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

Indicative content

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

Approaches to teaching and learning

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

1. Observation

Learning outcomes

By the end of the course students should have

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

Assessment profile Semester 7-8

Continuous Assessment	40%
• Participation	10%
• Observation-based report	30%
Mid-course Assessment	
• Case study on materials adaptation	30%
Final Assessment	
• Lesson plan	30%

Indicative bibliography

Vale, D and Feunteun, A (1995) *Teaching Children English: A Training Course for Teachers of English to Children*, Cambridge: Cambridge University Press

McKay, P and Guse, J (2007) *Five-Minute Activities for Young Learners*, Cambridge: Cambridge University Press

Lewis, G and Mol, H (2009) *Grammar for Young Learners (Resource Books for Teachers)* Oxford: Oxford University Press

Ioannou-Georgiou, S and Pavlou P (2003) *Assessing Young Learners (Resource Books for Teachers)*, Oxford: Oxford University Press

McKay, H and Tom, A (1998) *Teaching Adult Second Language Learners*, Cambridge: Cambridge University Press

Ur, P (1996) *A Course in Language Teaching: Practice of Theory*, Cambridge: Cambridge University Press

Module 2 English for Specific Purposes

I. Course Description

English for Specific Purposes (ESP) is a course for fourth-year students, and its aim is to help them acquire the concepts, skills, and experience that will enable them to

1) identify their needs, competencies, and desires of any group of English language learners in any language learning situation.

2) develop engaging courses which accommodate the learners' competencies and modes of learning and satisfy their needs and desires.

II. Text: Hutchinson, T. & Waters, A. (2002). English for Specific Purposes. Cambridge University Press: Cambridge

III. Course Requirements

By the end of the term, each student will submit a portfolio which consists of the following materials. The final date for submitting portfolios is Monday, February 1st

1) A report, which provides the following information:

a) A detailed profile of the learners in the group and an explanation of how the data on them was obtained;

b) A detailed description of the learning environment;

c) An analysis of the learner's needs, competencies, modes of learning, and desires and an explanation of how the data was obtained;

d) An analysis of the course, which defines its structure, its key components, and the theoretical bases and logistical necessities underlying its design.

2) A detailed syllabus for the course.

3) Sample course materials (e.g., lesson plans and/or assignments) and a rationale which explains how each of these materials a) allows the instructor to relate theory to practice, b) provides unity and continuity, and c) enables the learners to satisfy their needs and desires.

4) An evaluation of the course design and materials, which identifies and discusses their strength and weaknesses.

5) A reflection on the process of creating and piloting a new course.

IV. The Criteria for Evaluation

Each portfolio will be evaluated on the following basis: a) the completeness of the portfolio; b) the appropriateness of the course design, c) the suitability of the course materials; d) the clarity, breadth, depth, and logic of the rationale. Language use—that is, mechanics and expression—will also be important factors in evaluating the quality of the report and materials in the portfolio.

V. Policies

In the focus of a student's qualification paper is such that many or every part of the ESP portfolio would naturally be included in her or his qualification paper, then it will be perfectly acceptable for the student to include work she or he has done for ESP in her or his qualification paper.

VI. Readings

The following readings are in Hutchinson and Waters' English for Specific Purposes. Other readings may also be assigned.

Section 1 "What is ESP" : "The Origins of ESP", "The Development of ESP", and "ESP: Approach Not Product", pp. 1-19.

Section 2 "Course Design": "Needs Analysis" and "Theories of Learning", pp.21-52.

Section 2 "Course Design": "Needs Analysis" and "Approaches to Course Design", pp.53-77

Section 3 "Application" : "The Syllabus" and "Materials Evaluation", pp.79-105.

Section 3 "Application": "Materials Design", pp.106-127.

Section 3 "Application": "Methodology" and "Evaluation", pp.128-156

Section 4 "The Role of the ESP Teacher": "Orientation", pp.157-169

Module 2: ENGLISH FOR SPECIFIC PURPOSES (ESP)

Introduction

Compulsory, 44 hours in Year 4, Semester 7 and 8.

Aim

By the end of the course students will be familiar with the basic methods and approaches relevant to ESP.

Objectives

By the end of the course students will:

- be able to conduct a simple needs analysis
- be able to design a course for ESP learners in a given context
- be able to choose appropriate teaching methods and approaches for ESP learners
- be able to select and adapt materials for ESP learners.

Indicative content

- Types of ESP: English for Occupational Purposes; English for Academic Purposes (pre-experience; concurrent)
- Needs analysis: target situation needs; learning needs
- Restricting objectives for an ESP course
- Approaches to course design (topic-based, skills-based)
- Objectives and content of ESP courses in vocational schools in Uzbekistan
- The place of study skills: note-taking; note-making; reading and research skills in an EAP context
- Materials evaluation
- Materials adaptation
- Materials design
- The role of an ESP teacher in a vocational school setting.
- Assessment in ESP
- Genre analysis
- Teaching ESP language skills
- Strategies and techniques for teaching ESP language aspects

Approaches to teaching and learning

- Task-based sessions

- Mini-lectures
- Discussions
- Self study
- Case studies
- Guided reading
- Analysis of sample teaching and learning materials (syllabi, coursebooks, etc.)

Learning outcomes

By the end of the course students should have

- developed a basic understanding of ESP approaches in a limited range of contexts
- developed the ability to conduct a simple needs analysis
- developed an ability to evaluate, select, and design materials relevant to ESP learners.

Assessment Profile

Participation	10%
Evaluating and adapting ESP teaching materials	90%

Indicative bibliography

Brinton, D & P. Master (1998) *New Ways in English for Specific Purposes*
Alexandria, VA: TESOL

Dudley-Evans, T. & M-J. St John (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Harding, K. (2007) *English for Specific Purposes (Resource books for teachers)*.
Oxford: Oxford University Press,.

Jordan, [R. R.](#) (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.

Module 3 English Language Testing and Evaluation

Course Content:

Welcome to the course on English language testing and evaluation. During this course we will examine the types of tests used in language assessment, and some of the basic techniques in preparing tests to measure various language skills and knowledge. You will become familiar with the common types of test items and alternative assessment tools; and the corresponding evaluation and analysis techniques. You'll learn how to use Excel for basic statistical calculations. As part of the course work, you'll be expected to prepare, administer and evaluate a paper- and computer-based language quiz. You'll also explore alternative assessment by building your own Language portfolio and reflect on how you might use such a tool in your teaching.

Course Objectives:

By the end of the course, you will be able to:

- describe the range of purposes and uses of language assessment;
- understand the basic testing terminology required to read and understand key literature on language assessment;
- apply principles of language assessment to critically evaluate language tests and assessment practices;
- design, administer and evaluate language skills tests in both paper- and computer based modes;
- apply alternative forms of language assessment including performance based tools such as language portfolios.

Required textbooks:

1. Hughes, A. (2000). Testing for language teachers. Cambridge, UK: Cambridge University Press.

Optional Texts:

1. Bachman, L. F., & Palmer, A. S. (1996). Language Testing in Practice: Designing and
2. Developing Useful Language Tests (Oxford Applied Linguistics). New York: Oxford University Press, USA.
3. Brown, H. D. (2010). Language Assessment: Principles and Classroom Practices (2nd Edition). London: Pearson EsL.
4. McNamara, T., & Widdowson, H. G. (2000). Language Testing (Oxford Introduction to Language Series). New York: Oxford University Press, USA.

Module 3: LANGUAGE TESTING AND ASSESSMENT

Introduction

Compulsory, Year 4, 44 hours, Semester 7 and 8.

Aims

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

Objectives

By the end of the course students will:

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

Indicative content

- Assessment:
 - summative; formative;
- Testing:
 - validity, reliability, practicality
 - Criterion referencing; norm referencing
 - Specification
 - Test types (proficiency, achievement, progress, etc.)
- CEFR (Common European Framework of Reference)
- Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)
- How to test/ assess
 - Writing
 - Reading
 - Listening
 - Speaking

- Integrated skills
- Vocabulary
- Grammar
- Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
- Planning assessment
- Washback (influence of assessment on teaching)

Approaches to teaching and learning

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

Learning outcomes

Students should have developed:

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

Semester 7

Continuous Assessment	40%
<ul style="list-style-type: none"> ● Participation ● Analytical Report on Analysed Test 	10% 30%
Mid course assessment	
<ul style="list-style-type: none"> ● Developing assessment criteria 	30%
Final assessment	
<ul style="list-style-type: none"> ● Project work 	30%

Indicative bibliography

1. Council of Europe. (2001) *Common European Framework of Reference for languages: Learning, teaching, assessment*. Cambridge University Press
2. *Hughes, A. (2003) *Testing for Language Teaching*. Cambridge: Cambridge University Press.
3. Paul, J.Black (1998) *Testing: Friend or Foe? The Theory and Practice of Assessment and Testin*. RoutledgeFalmer: London and NY Tylor and Francis Group.

Module 4: CLASSROOM INVESTIGATION 2

Introduction

Compulsory, Year 4, 16 hours, Semester 7 (or 8, depending on the period of teaching practice)

Aim

By the end of the course students should be able to investigate their classrooms as a means of continuous professional development.

Objectives

By the end of the course students will:

- be able to use tools for data collecting (e.g. observations, questionnaires, interviews) during their teaching practice
- be able to analyse the collected data and present the results of the analysis
- be able to use classroom investigation as a means of reflecting on their practice

Indicative content

Classroom Investigation is a systematic kind of research which involves collecting evidence on which to base structured and meaningful reflection.

- Formulating a research question
- Methods of analysing, interpreting and presenting the data
 - the analysis of quantitative data (the need for triangulation, analysing differences/relationships among variables (e.g. students' test results)
 - the analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observation notes, interviews, etc.)
- Reflecting on the results of the analysis
- Action planning

Approaches to teaching and learning

- Task-based sessions
- Discussions
- Self study
- Case study (based on good practice in classroom observation)
- Guided reading

Learning outcomes

Students should have developed:

- an ability to plan, carry out and report on classroom investigation for developmental purposes during their teaching practice
- an ability to carry out both quantitative and qualitative analysis of the collected data
- an ability to plan further actions on the basis of the findings

Assessment profile

• Participation	10%
• Classroom investigation report	90%

Indicative bibliography

*James, P. (2001). *Teachers in Action*. Cambridge and New York: Cambridge University Press.

*Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge and New York: CUP.

Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge and New York: CUP

*Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP

TEACHING PRACTICE

Introduction

The teaching practice focuses on teacher development and enables students to observe and plan lessons, investigate their own teaching, practise language skills and teaching skills and implement effective teaching strategies in a real classroom.

Semester 7 (8 weeks, 6 hours a week)

Aim: Students should be able to apply the skills and knowledge gained during practical methodology and language courses in a real classroom setting.

Successful completion of the practice requires students to

- demonstrate competency in planning and implementing lessons appropriate to existing learning contexts
- successfully manage their classes
- demonstrate a range of teaching strategies appropriate to different classroom situations
- carry out and reflect on classroom observation of peers and experienced teacher(s)
- participate in all aspects of school life (e.g. organizing extracurricular activities, taking part in meetings, etc)
- demonstrate an ability to reflect on their practice

Assessment Profile

Teaching practicum	60%
Teacher Portfolio	40 %

Indicative bibliography

Bailey, K.M., Curtis, A., Nunan, D. (2001) *Pursuing professional development*. Park Plaza, Boston, Heinle and Heinle. Thomson learning.

Richards, J.C., Lockhart, C. (1996). *Reflective teaching in second language classrooms*. The Edinburgh Building, Cambridge: Cambridge University Press.

Gower, R et al. (1995) *Teaching Practice handbook*. Macmillan

Assessment includes but is not limited to the following features:

Teaching- 60%	
Fully conducting all classes during teaching (for each missed class a student-teacher loses 3%)	Attachment 1: Record/register of classroom teaching
2 official observation forms with written feedback from supervisor – 10% (5% each)	Attachment 3: Sample observation sheets (<i>These are the samples and can be adapted by a supervisor</i>)
2 official observation forms with written feedback from local school (college, university) mentor – 10%	Attachment 3: Sample observation sheets (<i>These are the samples and can be adapted by a mentor</i>)
Regularly participating in all planned meetings with their supervisor and with their mentor- 10%	Attachment 2: Record on regular meetings
Teacher Portfolio- 40%	
Entry 1 Descriptive report of a teaching context- 5 %	
Entry 2 Lesson plans and teaching materials- 10%	Attachment 4: Evaluation of a lesson plan
Entry 3 Observation notes and a report- 10%	
Entry 5 Reflective writing-15 %	

Assessment specifications

Teaching

During the teaching practice a student will have to have regular meetings with the teacher/mentor from their teaching context and stay in touch with their supervisor from the university. Teaching itself counts for 60% of the total grade. This grade will also be based on the supervisor's feedback (observation notes) on how student-teachers conducted lessons in the classroom, their punctuality in regular meetings with their supervisor and with their mentor. The overall assessment is also based on how successfully they manage their classes, demonstrate a range of teaching strategies appropriate to different classroom situations, and participate in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Teacher Portfolio

The university supervisor will consider the following in grading student-teacher portfolio:

Entry 1 Descriptive report of a teaching context- 5 %

Student-teacher should write approximately 200 word-report including the following:

- Defining the context (people/students, physical setting, nature of the course, etc.)
- Describing their teaching schedule (how many hours you meet with the class, how often you have had office hours for your learners, etc...)
- Informing their participation in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Entry 2 Lesson plans and teaching materials- 10%

Student-teachers should consult their university supervisor weekly and

receive feedback on their lesson plans. These lesson plans should include specific goals and objectives, assessment required, action plans, materials and technology required, procedures, follow-up, and closure. They also should address preparation time, implementation time, and reflect anticipated problem(s). At the end of teaching practice, select their three revised lesson plans together with a short bibliography of sources and copies of materials used and put them in their Teacher portfolio (Evaluation criteria for lesson plan- Attachment 4).

Also, records of their punctuality in submitting weekly lesson plans during their teaching practice will be kept by their supervisor(s).

Entry 3 Observation notes and a report- 10%

For this entry, student-teachers should submit two observation notes based on the observation of their peers and/or colleagues and a report reflecting on the observation experience.

They should:

- Agree with a colleague about the time and topic of the lesson and about the focus of observation (e.g. giving instructions, use of L1 in the classroom, teacher's presence, managing pair and group work and so on).
- Develop an observation tool appropriate to the focus of observation
- Observe their peer/colleague teaching her/his learners in the usual classroom context, and fill in their observation instrument.
- Based on their observation notes, write feedback to the peer-colleague and make a copy of the same to be included in their portfolio. Their feedback should stay on the agreed focus but may contain some additional feedback to the teacher if appropriate.
- Write a 250 word- report on what they have learned from the focused-observation of their colleague.

Along with the report there should be attached the observation note/tools and a copy of a written feedback.

Entry 4 Reflective writing-15 %

This report should summarise their reflection on the whole teaching practice experience.

This entry requires writing a reflective report exploring their beliefs, experience they received from teaching, etc. The notes from teaching practice, their diary,

learners' feedback may be useful for them to accomplish this assignment.

The length should be approximately 1,000 words or two pages of A4. In their report they may consider the following:

- Write about their expectations at the beginning of the teaching practice
- Reflect on how well they met their aims and conducted the lessons and give suggestions on how they would plan or deliver the lesson differently
- Write how well they incorporated their learning from the previous module
- Reflect on knowledge and skills they've got from the teaching experience
- Challenges that they faced and the ways of how they dealt with them
- Share ideas they have for further development including feedback from colleagues

Appendices (will not be assessed, but may influence on the overall grade):

- Evaluation of students (course evaluation, students' feedback, thank you letters)
- A teaching diary including photographs of the classroom teaching and extra curricular activities

Layout (*The layout of your portfolio will influence the overall grade*)

- **Cover page**
- **Content page and page numbering** (Content should include headings of the entries, appendices and page numbers. Page numbers should be on the right side at the bottom of each entry page.)
- **Font and Margins** (use Times New Roman 12, double space for all portfolio entries.)
- **Headings and subheadings** (Do not forget to put headings for each entry. (They must be **bold**))

Teaching Practice: Guidelines to the Student-teacher

You will teach English for 8 weeks and for 6 hours per week. During the teaching practice you will have to have regular meetings with the teacher/mentor from your teaching context and stay in touch with your supervisor from the university.

For the successful completion of Teaching Practice, you should keep in mind certain guiding principles:

- Before going to teach, learn more (seek for) about the type of school you have to work in, be aware of the traditions, aims and criteria that the school values and get clear idea of a place of your course in curriculum.
- Establish positive rapport by building a friendly and relaxed atmosphere with teachers and pupils. Observe how teachers deal with parents.
- You should be concerned about maintaining pupils' interest, involvement and motivation. Be sensitive to your pupils' different needs, abilities, interests, emotions.
- Along with what you have learned about a good management of class/pupils in the ELT courses, observe good practice by school teachers, talk with your mentor and with the director of the school to develop understanding of school policy and maintain class rules.
- Familiarise yourself with the IT opportunities of the school, improve your IT management/skill by appropriately implementing activities with technologies in your lessons to facilitate learning.
- Liaise with your mentor/ headteacher in order to plan extracurricular activities.
- Your work will be appreciated if you demonstrate the ability to work as a member of a team and also to work independently.

Note that your teaching itself counts for 60% of the total grade. It will be based on the supervisor's feedback (observation notes) on how you conducted lessons in the classroom, your punctuality in regular meetings with your supervisor and with your mentor. The overall assessment also is based on how successfully you manage your classes, demonstrate a range of teaching strategies appropriate to different classroom situations, and participate in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Teaching Practice: Guidelines to the Supervisor

60 % of Teaching Practice is teaching itself. The evaluation is mostly based on your feedback on how competently your student-trainee has conducted lessons in the classroom and how objectively s/he could reflect on the lesson(s). Use a form (Attachment 2) to record your regular meetings.

Based on what concerns were discussed with your trainee during the meetings, develop an observation tool appropriate to the focus of observation [e.g. field notes, observer's questionnaires, video and / or audio recording, tables / charts, checklists, interaction diagrams and so on]. You may use the observation form for all-purpose that is attached below. (Attachments 3: Sample observation sheets 1 & 2)

Your task is to help your student trainees to develop as novice teachers as well as to grade them. These guidelines are aimed at both these roles, which are sometimes difficult to reconcile.

Keep to the three-stage supervision cycle each time you work with a trainee: a pre-observation meeting, the observation itself and the post-lesson conference.

The pre-observation meeting, which is a part of regular routine for a supervisor and a trainee, has a number of purposes

- To allow the trainee to explain what s/he is going to do in the lesson
- To look over the lesson plan
- To discuss any possible problems
- To agree on a focus for observation if necessary
- To reassure the trainee
- To agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc
- To agree a time and place for the post-lesson conference

The observation itself:

- Leave all your preconceptions, preferences, and prejudices outside the classroom door. Go into the room with your mind clear of “baggage” and be ready to observe the teacher on her/his own terms. Start where they are, and not where you are.
- Remember that you are a guest in the classroom. Behave politely and let the teacher introduce you to the class

- Decide where to sit. If there is space, you may find it helpful to sit at the side to get a view of both teacher and learners without having direct eye contact with anyone in the room.
- Remember that your trainees will not always teach in a way that you regard as ideal; try to keep an open mind about their style and decision-making.
 - Take notes discreetly
 - Don't interfere with the progress of the lesson in any way; the trainee has to take full responsibility for the class

The post-lesson conference:

- Hold the meeting in a quiet place where you feel comfortable and where you won't be disturbed
- Let the trainee 'unload' any emotions they are experiencing after the lesson. For example, ask "How do you feel about the lesson?" This will make it easier to discuss afterwards any concrete issues that need to be addressed.
- Throughout the meeting, try to stay within the trainee's world, and understand what is possible for her/him rather than imposing your own way of teaching.
- Try to get the trainee to describe incidents in the lesson before analysing them. The gap between what s/he experienced and what you observed is the most productive area to explore.
- Throughout the meeting, give the trainee your full attention and keep the noise in your own head quiet.
- Be very concrete in your feedback and address problem issues by asking questions, e.g. "What made you ask the same questions three times to different students. Was that necessary?". Questions like this trigger reflection.
- Try to avoid judgment and get the trainee to see for her/himself what s/he should improve. S/he should be able to evaluate the lesson for her/himself.
- Finish the meeting by agreeing on what the trainee should plan for the next lesson.
- The trainee may benefit from some notes from you as a reminder of the priorities that emerged from the lesson.

Teaching Practice: Guidelines to the Mentor

Your task is to strongly support the student trainees and offer them theoretical and practical guidance, constructive feedback and conditions for your trainee(s) to grow professionally.

As a mentor you should

- guide and support your trainee by listening and counseling her/him
- help your trainee to develop understanding of school policy and maintain class rules; introduce school traditions, goals, and its curriculum.
- lend a hand to establish positive rapport with teachers and pupils.
- help them to set priorities and appropriately manage time for each activity
- observe and assess your trainee's lessons and provide non-judgmental constructive feedback You may use the observation form for all-purpose that is attached below. (Attachments 3: Sample observation sheets 1 & 2)
- negotiate and resolve conflict if any appears
- write a report (Use 2 record forms for your mentoring activities: Attachments 1& 2)

Your task is to help your student trainees to develop as novice teachers as well as to grade them. These guidelines are aimed at both these roles, which are sometimes difficult to reconcile.

Keep to the three-stage supervision cycle each time you work with a trainee: a pre-observation meeting, the observation itself and the post-lesson conference.

The pre-observation meeting, which is a part of regular routine for a supervisor and a trainee, has a number of purposes

- To allow the trainee to explain what s/he is going to do in the lesson
- To look over the lesson plan
- To discuss any possible problems
- To agree on a focus for observation if necessary
- To reassure the trainee
- To agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc
- To agree a time and place for the post-lesson conference

The observation itself:

- Leave all your preconceptions, preferences, and prejudices outside the classroom door. Go into the room with your mind clear of “baggage” and be ready to observe the teacher on her/his own terms. Start where they are, and not where you are.

- Remember that you are a guest in the classroom. Behave politely and let the teacher introduce you to the class
- Decide where to sit. If there is space, you may find it helpful to sit at the side to get a view of both teacher and learners without having direct eye contact with anyone in the room.
- Remember that your trainees will not always teach in a way that you regard as ideal; try to keep an open mind about their style and decision-making.
- Take notes discreetly
- Don't interfere with the progress of the lesson in any way; the trainee has to be responsible

The post-lesson conference:

- Hold the meeting in a quiet place where you feel comfortable and where you won't be disturbed
- Let the trainee 'unload' any emotions they are experiencing after the lesson. For example, ask "How do you feel about the lesson?" This will make it easier to discuss afterwards any concrete issues that need to be addressed.
- Throughout the meeting, try to stay within the trainee's world, and understand what is possible for her/him rather than imposing your own way of teaching.
- Try to get the trainee to describe incidents in the lesson before analysing them. The gap between what s/he experienced and what you observed is the most productive area to explore.
- Throughout the meeting, give the trainee your full attention and keep the noise in your own head quiet.
- Be very concrete in your feedback and address problem issues by asking questions, e.g. "What made you ask the same questions three times to different students. Was that necessary?". Questions like this trigger reflection.
- Try to avoid judgment and get the trainee to see for her/himself what s/he should improve. S/he should be able to evaluate the lesson for her/himself.
- Finish the meeting by agreeing on what the trainee should plan for the next lesson.
- The trainee may benefit from some notes from you as a reminder of the priorities that emerged from the lesson.

Appendix 3 Sample Observation Sheets *(These are the samples and can be adapted by a supervisor)*

Observation sheet No 1

Teacher: _____ Observer: _____

Date: _____ Time: _____ No. of
students _____ Level: _____

Aim: _____

Stages/Timing	Procedures/Activities	Alternatives/ Questions/Comments

Adapted from the British Council and the Romanian Mentors' Association for the
British Council ETTE project

Observation sheet No 2
General Observation of all Features of Lesson

Teacher: _____ Observer: _____ Date: _____

Time: _____

No. of students _____ Level: _____ Aims: _____

	AREAS		COMMENTS
1.	PREPARATION	CLEARNESS OF AIMS	
		LESSON PLAN	
		MATERIALS/AIDS	
		CLASSROOM LAYOUT	
2.	SUITABILITY OF MATERIALS		
3.	ACCURACY OF TEACHER'S LANGUAGE		
4.	INSTRUCTIONS/CLASSROOM MANAGEMENT		
5.	PRESENTATION OF NEW LANGUAGE		
6.	ELICITATION		
7.	CHECKING UNDERSTANDING		
8.	CORRECTION		
9.	MONITORING		
10.	EXPLOITATION OF MATERIALS AND USE OF AIDS		
11.	STAGING		
12.	VARIETY		
13.	PACE		
14.	STUDENTS' MOTIVATION PARTICIPATION		
15.	RANGE OF TEACHING TECHNIQUES		
16.	MOBILITY		
17.	VOICE		
18.	BALANCE OF ATTENTION		
19.	BODY LANGUAGE/EYE CONTACT		
20.	MANNER/RAPPORT		
21.	ENCOURAGEMENT		
22.	GROUP DYNAMICS		
23.	UNDERSTANDING OF LEARNING PROCESS		
24.	ACHIVEMENT OF AIMS		

Adapted from the British Council and the Romanian Mentors' Association for the British Council ETTE project

Appendix 4 Evaluation of lesson plans

1.	Is there variety of interaction patterns used in the lesson plan?	1	2	3	4	5
2.						
3.	Does the lesson address different learning styles?	1	2	3	4	5
4.	Does the lesson correspond to the target audience? (e.g. level of ss, cultural background, gender, age, L1)	1	2	3	4	5
5.	Are the lesson objectives clear and realistic?	1	2	3	4	5
6.	Is the lesson linked to the previous and following lessons?	1	2	3	4	5
7.	Is there an integration of language skills in the lesson plan?	1	2	3	4	5
8.	To what extent does the lesson use authentic task and texts?	1	2	3	4	5
9.	Are the activities logically sequenced?	1	2	3	4	5
10	To what extent do activities help to achieve overall aim of the lesson?	1	2	3	4	5
11	Are the materials and resources stated in the lesson plan?	1	2	3	4	5
12	Does the lesson plan reflect anticipated problem(s) (e.g. no electricity, students didn't bring their h/w, etc.)?	1	2	3	4	5
13	Does the lesson plan demonstrate adequate design (layout, formatting)?	1	2	3	4	5
14	To what extent is the lesson plan self-explanatory? Can a substitute teacher conduct a lesson according to this lesson plan?	1	2	3	4	5
15	Is there assessment in this lesson (e.g. Classroom participation, checking the second draft, etc...)?	1	2	3	4	5

TEACHING DIFFERENT AGE GROUPS

Assessment Specifications

Observation-based report

You are expected to observe a class and write a report. Please, remember that you should observe two lessons with learners of different ages (can be primary and secondary; secondary and college students; pre-school and primary; etc), so as to compare and contrast your findings.

During the observation:

- Describe the class
- Note down all the T's instructions.
- Note down all the students' activities

After you have finished with the task answer the following additional questions:

- What is your overall impression?
- What similarities and differences have you noticed in terms of methods and management?
- If you were given an opportunity in which class you would prefer to teach? Why?

Your report will be evaluated based on the following criteria:

- Task response (having all the questions answered, punctuality)
- Adequate support with specific examples
- Signs of critical thinking and self-reflection

Case Study on Materials Adaptation

You will be given several case studies on adapting activities to different age students. Your task is to give reasonable solutions based on your knowledge of the main principles of teaching different age groups and materials adaptation.

Situations on the problem of student ages:

Situation 1

“I am currently teaching a group of 13-14 year olds an upper-intermediate level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task? ”

Situation 2

“Imagine that you are teaching prepositions to adults but you have a picture of a bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?”

Situation 3

“I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?”

Your suggested solution should meet the following requirements:

- should be well organised and realistic
- should demonstrate adequate knowledge of the main characteristics of different age groups
- should be supported by appropriate examples or illustrations

Lesson Plan

You will be required to develop a 45 minute-lesson plan according to characteristics and lesson implications below. Note that you are free to choose 1 out of 3 age groups.

- The first is the very young ones i.e. aged from 7 years (and less). These children have a very limited vocabulary and have not even mastered the grammar of their mother tongue. They have shorter attention span, are very curious, have lots of imagination, are easily distracted, full of energy and want to do things themselves.

With this in mind, the techniques applied are lessons with short stories, rhymes, songs as well as lots of repetition.

- The second group is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are in the “age of activity”.

Hence since they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, making things, drawings things, in games, in physical movement and songs.

- The last group is described as the early teen i.e. 13 plus. They are in the “age of change”, a transition from childhood to adulthood. These children have a keen mind, a need to be challenged to learn, are often unmotivated, self conscious, and searching for individual identity. Though they may be unwilling to take risks or experiment with language, they have a great capacity to learn and a great potential for creativity.

Hence the teacher’s work is to “provoke student engagement with relevant materials” without hurting their self-esteem.

Based on the descriptions above work out imaginary student profiles (information about students: number, gender, level, etc.)

Your lesson plans will be evaluated based on the following criteria:

Lesson plan

- demonstrates the understanding of basic concepts of language development in young learners
- identifies appropriate aims for lesson
- appropriately staged and varied
- uses materials / tasks and activities appropriate to the age / level of the learners

ENGLISH FOR SPECIFIC PURPOSES

Assessment specifications

Evaluating and adapting ESP teaching materials

For this assignment you should choose one unit from a published coursebook for ESP learners. Evaluate the materials in terms of the needs and interests of a particular target group (e.g. business students; bankers, technicians) and adapt it accordingly.

Criteria for assessment

Content (grammar vocabulary, reading, writing, speaking, listening, cultural content)	20
Texts (authentic/non-authentic)	10
Clarity of instructions (short and clear instructions, no language mistakes)	10
Mode of interaction (individual, pair/group work)	10
Activities (communicative tasks, logical order of tasks that includes easy to difficult tasks)	20
Layout and design (colourful, pictures)	10
Appropriacy of material for ESP learners	10

CLASSROOM INVESTIGATION 2

Assessment specifications

Classroom investigation report

You should report on research into your own teaching conducted by you during your teaching practice. In your report (1400 - 1500 words) write about the findings you have got during your research and reflect on them. Write your report according to the following structure:

I. Statement of purpose

- A clear formulation of your research question
- Reasons for selecting this research question

II. Methods of data collecting

- Participants and materials, that helped you complete the research
- Data collection methods (research tools) you used to research the chosen question

III. Data analysis

IV. Reflection

- Comment on the usefulness of the selected tools
- Reflect on your findings (to what extent the findings are useful, what you have learnt from them)
- Reflect on the research (what you have learnt from the research)
- Write an action plan which you think should be taken to prevent/solve the problem

Criteria for assessment

Task fulfilment (adhering to the requirements, punctuality, validity)	25%
Appropriateness and effectiveness of the research methods	25%
Quality of thinking and insight	25%
Evidence of reflecting on teaching	25%
Total	100%

LANGUAGE TESTING AND ASSESSMENT

Assessment Specifications

Analytical Report on analyzed test

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

Assessment criteria

Task fulfillment	10%
Awareness of principles for analysing the given aspects	10%
Awareness of basics of test development	10%
Total	30%

Developing assessment criteria

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

Assessment criteria

Task fulfillment	10%
Appropriateness of criteria	10%
Appropriateness of assessment tools (does he/she choose appropriate tool to create criteria)	10%
Total	30%

Project work specification

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

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

Test specification also should be provided by each group.

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

Assessment criteria

Task fulfillment	6%
Coverage of the focus (language skill/language area)	6%
Appropriate use of different test methods	6%
Design, layout, and instruction of the test	6%
Appropriateness of assessment criteria and specification	6%
Total	30%

“ _____ ” _____ 2016й

Кафедра мудири Д.С.Хайруллаева _____

Дастур бажарилишининг календар-тематик режаси

Фаннинг номи: Чет тилларни ўқитишнинг интеграллашган курси
(Teaching Different Age Groups, English for Specific Purposes, Classroom investigation 2, Language Testing and Assessment.)

2016 -2017 йил VII-VIII семестр учун

Амалий машғулотларни олиб боради: _____

TEACHING DIFFERENT AGE GROUPS (TDAG)

Term 7-8

Weeks	Topics	Hours	Date/ Signature				
			Groups				
Week 1	Psychological characteristics and language development in learners of different ages	2					
Week 2	Changing Teacher's Roles with Different Age Groups	2					
Week 3	Principles of Working with Different Age Groups	2					
Week 4	Planning for Different Age Groups	2					
Week 5	Choosing methods of teaching for different age groups	2					

Week 6	Characteristics of teaching adults	2						
Week 7	Games, Music, Songs and Storytelling in Teaching Young Learners	2						
Week 8	Assessing Different Age Groups	2						
Week 9	Adapting materials for different age groups	2						
Week 10	Developing Materials for Different Age Groups	2						
Week 11	Teaching language skills to different age groups (reading/ writing)	2						
Week 12	Teaching language skills to different age groups (listening/ speaking)	2						
Week 13	Final task	2						

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Term 7-8

Weeks	Topics	Hours	Date/Signature					
			Groups					
Week 1	Types of ESP: English for Occupational Purposes; English for Academic Purposes (preexperience; concurrent).	2						
Week 2	Needs analysis: target situation needs; learning needs	2						

Week 3	Restricting objectives for an ESP course	2						
Week 4	Approaches to course design (topic-based, skills-based)	2						
Week 5	Objectives and content of ESP courses in vocational schools in Uzbekistan	2						
Week 6	The place of study skills: note-taking; note-making; reading and research skills.	2						
Week 7	Teaching language skills in ESP context	2						
Week 8	Teaching language aspects in ESP context	2						
Week 9	Materials evaluation	2						
Week 10	Materials adaptation	2						
Week 11	Materials design	2						
Week 12	The role of an ESP teacher in a vocational school setting.	2						
Week 13	The role of assessment in ESP	2						
Week 14	The role of assessment in ESP							

Classroom investigation 2 (Continuous of TDAG)
Term 7

Weeks	Topics	Hours	Date/Signature				
			Groups				
Week 14	Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis.	2					
Week 15	Designing data-collecting tools and understanding their advantages and disadvantages: -observation (by peer or using video recording) -interview (structured, semi-structured, unstructured) -questionnaire to students and teachers	2					
Week 16	Designing data-collecting tools and understanding their advantages and disadvantages: Diary and case study	2					
Week 17	Designing data-collecting tools and understanding their advantages and disadvantages: field notes, evidence of student performance	2					
Week 18	The need for triangulation of data sources	2					
Week 19	Observation procedures: Stages of observation (pre-observation, observation, post-observation)	2					
Week 20	Action planning	2					
Week 21	the analysis of quantitative data (the need for triangulation, analysing differences/relationships among variables (e.g. students' test results) - the analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observation notes, interviews, etc.)	2					
Week 22	Giving (in oral and written form) and receiving feedback	2					

LANGUAGE TESTING AND ASSESSMENT
(Continuous of ESP)
Term 7-8

Weeks	Topics	Hours	Date/ Signature				
			Groups				
Week 15	Types of assessment: summative, formative	2					
Week 16	Testing: <ul style="list-style-type: none"> • validity, reliability, practicality • Criterion referencing; norm referencing • Specification • Test types (proficiency, achievement, progress, etc.) 	2					
Week 17	CEFR (Common European Framework of Reference)	2					
Week 18	Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)	2					
Week 19	How to test/ assess Writing	2					
Week 20	How to test/ assess Reading	2					
Week 21	How to test/ assess Listening	2					
Week 22	How to test/ assess Speaking	2					
Week 23	How to test/ assess Integrated skills	2					

Week 24	How to test/assess Vocabulary/Grammar							
Week 25	Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)							
Week 26	Planning assessment Washback (influence of assessment on teaching)							
Week 27	Basics of test design: Content Scales Authenticity Simplicity and complexity							
Week 28	Basics of test design Visuality Connection of theory and practices Development of critical thinking Creativity Individuality of language learners Appropriacy to syllabus Objectivity of time management							

Етакчи ўқитувчи:

TEACHING DIFFERENT AGE GROUPS	
Module:	Lesson 1
Topic:	Introduction to an overview of the course: Principles of working with Different Age Groups
Time:	80 minutes
Aim:	To introduce students with the course and its aims.

Lead-in (10 min, group work)

- Write these terms on the board **TEACHING DIFFERENT AGE GROUPS**
 - Ask Ss following questions:
 - ~ *What do you think what about this module?*
 - ~ *Why do you think so?*
 - ~ *Can you give any examples from your life experiment where you have faced with teaching different age groups?*
 - Elicit random answers. Establish that knowing who your students are, as a group and as individuals, is an important part of good teaching. In recent years, higher education in general has become increasingly diverse. The variety of students is far greater, and their needs are very different, than in the past. This module will consider how to teach effectively in an environment of diverse learners. If you wish to facilitate the learning process of students with a variety of backgrounds and needs, the following points are important:
 - Treat all students as individuals with unique strengths, weaknesses, and needs rather than as generalized representatives of particular racial, ethnic or cultural groups.
 - Employ a variety of teaching styles to respond to the needs of diverse learners.
 - Create an open classroom that values the experiences and perspectives of all students.
- Diversity: In Higher Education.

Activity 1, Matching (pair work)

Objective: To raise Ss awareness on the indicative content of the module TDA
To develop Ss ability on making order of the topics in syllabus

Time: 10 min

Materials: Handout 1

Procedure:

- Tell students that they are going to get acquainted on the indicative content of the course
- Tell them that they need to order from 1-9 the topics of TDA Handout 1
- Ask them to work with their partner
- Distribute Handout 1

- Set a time (5 min for discussion)
- Compare the answers (5 min)
- Elicit the random answers

Sample order for the Handout 1

- Assessing Different Age Groups 8
- Adults as learners 6
- Planning for Different Age Groups 4
- Adapting and Developing Materials for Different Age Groups 9
- Classroom Management in Different Age Groups 5
- Principles of Working with Different Age Groups 3
- Psychological characteristics and language development in learners of different ages 1
- Changing Teacher's Roles with Different Age Groups 2
- Games, Music and Storytelling in Teaching Young Learners 7

Activity2, Presenting. (team work)

Objective: To raise Ss awareness on objectives, aims and learning outcomes of the module TDA
To give Ss an opportunity to introduce course requirements themselves.

Time: 40 min

Materials: Handout 2

Procedure:

- Divide the group into 4 teams as **Aims, Objectives, Learning outcomes, and Assessment profile**
- Ask them to guess and list the possible aims, objectives, learning outcomes and assessment profile of the module.
- Distribute posters and markers for making visuals
- Ask volunteers from each team to present their opinions
- Compare and discuss the ideas
- Distribute the handout 2 and ask to compare their ideas
- Elicit the group answer where major answers match

Module: Teaching Different age groups.

Lesson 1

Handout 1

Aim

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

Objectives

Students will

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

Learning outcomes

By the end of the course students should have

<ul style="list-style-type: none"> • developed an ability to plan and deliver lessons addressing the main characteristics of different age groups • developed an ability to adapt materials for different age groups 	
Assessment profile	
Semester 7	
Continuous Assessment	40%
<ul style="list-style-type: none"> • Participation • Observation-based report 	10%
	30%
Mid-course Assessment	
<ul style="list-style-type: none"> • Case study on materials adaptation 	30%
Final Assessment	
<ul style="list-style-type: none"> • Lesson plan 	30%

Activity 3. Understanding

Objective: to develop Ss awareness on the assessment profile

Time 15 min

Materials: Handout 3

Procedure

- Ask students to learn the Assessment profile one more time
- And explain why they need to follow this or that task.
- What do they need to do?
- How they need to do?
- Distribute Handout 3
- Clarify the misunderstood parts.
- Focus Ss attention to **Indicative bibliography**
- Tell them that they are one of the important tools for their independent studies.

Home assignment. (5 min)

- Ask students to revise language learning experiment and make a presentation on their abilities in different ages.

Module: Teaching Different age groups.

Lesson 1

Handout 2

Indicative content

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

Approaches to teaching and learning

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

Module: Teaching Different age groups.

Lesson 1

Handout 2

Aim

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

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Students will

- be able to identify the key characteristics of different age groups
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Learning outcomes

By the end of the course students should have

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

Assessment profile Semester 7

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

Indicative bibliography

Vale, D and Feunteun, A (1995) *Teaching Children English: A Training Course for Teachers of English to Children*, Cambridge: Cambridge University Press

McKay, P and Guse, J (2007) *Five-Minute Activities for Young Learners*, Cambridge: Cambridge University Press

Lewis, G and Mol, H (2009) *Grammar for Young Learners (Resource Books for Teachers)* Oxford: Oxford University Press

Ioannou-Georgiou, S and Pavlou P (2003) *Assessing Young Learners (Resource Books for Teachers)*, Oxford: Oxford University Press

McKay, H and Tom, A (1998) *Teaching Adult Second Language Learners*, Cambridge: Cambridge University Press

Ur, P (1996) *A Course in Language Teaching: Practice of Theory*, Cambridge: Cambridge University Press

Module: Teaching Different age groups.

Lesson 1

Handout 3

TEACHING DIFFERENT AGE GROUPS *Assessment Specifications*

Observation-based report

You are expected to observe a class and write a report. Please, remember that you should observe two lessons with learners of different ages (can be primary and secondary; secondary and college students; pre-school and primary; etc), so as to compare and contrast your findings.

During the observation:

- Describe the class
- Note down all the T's instructions.
- Note down all the students' activities

After you have finished with the task answer the following additional questions:

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You will be given several case studies on adapting activities to different age students. Your task is to give reasonable solutions based on your knowledge of the main principles of teaching different age groups and materials adaptation.

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"I am currently teaching a group of 13-14 year olds an upper-intermediate level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task? "

Situation 2

"Imagine that you are teaching prepositions to adults but you have a picture of a bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?"

Situation 3

“I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?”

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- The second group is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are in the “age of activity”.

Hence since they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, making things, drawings things, in games, in physical movement and songs.

- The last group is described as the early teen i.e. 13 plus. They are in the “age of change”, a transition from childhood to adulthood. These children have a keen mind, a need to be challenged to learn, are often unmotivated, self conscious, and searching for individual identity. Though they may be unwilling to take risks or experiment with language, they have a great capacity to learn and a great potential for creativity.

Hence the teacher’s work is to “provoke student engagement with relevant materials” without hurting their self-esteem.

Based on the descriptions above work out imaginary student profiles (information about students: number, gender, level, etc.)

Your lesson plans will be evaluated based on the following criteria:

Lesson plan

- demonstrates the understanding of basic concepts of language development in young learners
- identifies appropriate aims for lesson
- appropriately staged and varied
- uses materials / tasks and activities appropriate to the age / level of the learners

TOPIC: Changing Teachers role with different age groups			
Course Type: Practical		Time: 4 hours	
Semester: <input checked="" type="checkbox"/> S1 <input type="checkbox"/> S2		Number of Students: 12	
Objectives:			
<ul style="list-style-type: none"> to familiarise students with working techniques with different age groups to raise students' awareness of the importance of knowing age acquisition in teaching different age groups 			
Materials used:	Preparation (Aids and Equipment)		
Ur, P. (2002). <i>A course in language teaching</i> . New York: Cambridge University Press. (Module 8, unit 5, 115-119)	<input type="checkbox"/> flashcards <input type="checkbox"/> handout(s) <input type="checkbox"/> poster <input type="checkbox"/> pictures <input type="checkbox"/> music <input type="checkbox"/> video material <input type="checkbox"/> power point presentation <input type="checkbox"/> visuals	<input checked="" type="checkbox"/> whiteboard <input checked="" type="checkbox"/> markers <input type="checkbox"/> blackboard + flipchart <input type="checkbox"/> scotch <input type="checkbox"/> scissors <input type="checkbox"/> other: _____	+ computer + LCD projector <input type="checkbox"/> OHP + TV/DVD player <input type="checkbox"/> tape-recorder <input type="checkbox"/> other: _____
Type of Assessment			
<input checked="" type="checkbox"/> on going assessment <input checked="" type="checkbox"/> participation <input type="checkbox"/> quiz / test <input checked="" type="checkbox"/> homework presentation <input checked="" type="checkbox"/> <input type="checkbox"/> peer editing <input type="checkbox"/> project <input type="checkbox"/> other: _____		<input checked="" type="checkbox"/> on going assessment <input type="checkbox"/> mid-term assessment <input type="checkbox"/> final assessment <input type="checkbox"/> independent work assessment	
Activity Type:		Lesson Length: (hours/days)	
<input checked="" type="checkbox"/> individual discussion <input type="checkbox"/> plenary <input checked="" type="checkbox"/> small group <input type="checkbox"/> other _____ <input type="checkbox"/> whole class (teacher-students)		In-Class Time: <u>2.40</u> Out-of-Class Time: _____	
Teaching Model:		Students will be engaged in:	
<input type="checkbox"/> concept attainment <input checked="" type="checkbox"/> cooperative learning <input type="checkbox"/> discovery learning <input type="checkbox"/> direct instruction		<input checked="" type="checkbox"/> independent activities <input checked="" type="checkbox"/> cooperative learning <input type="checkbox"/> peer tutoring <input type="checkbox"/> designing visuals <input type="checkbox"/> role-plays	
<input type="checkbox"/> presentation <input checked="" type="checkbox"/> problem-based instruction <input type="checkbox"/> skill attainment		<input type="checkbox"/> pairing <input type="checkbox"/> whole group <input type="checkbox"/> a project <input type="checkbox"/> lecture <input type="checkbox"/> other: _____	

Warm-up: 15 min

Start the lesson by asking the following questions:

Assumptions about age and language learning

1. Young children learn languages better than older ones; children learn better than adults.
2. Foreign language learning in school should be started at as early age as possible.
3. Children and adults learn languages basically the same way
4. Adults have longer concentration span than adults
5. It is easier to interest and motivate children than adults

Activity 1

Flipchart presentation: Teacher's role with different age groups

Time 15 min

Objectives:

- to focus Ss attention to the topic
- To develop their critical thinking on an acquired topic

Procedure:

- Explain that Ss need to discuss the flipchart
- Divide the group into pairs
- Clue the flipcharts on the board
- Give 5 min for discussion
- Listen all opinions
- Elicit the random answers



PRIMARY school
SENIOR school
JUNIOR school
TEENAGERS
ADULTS

Activity 2 PPT presentation

Time : 40 min

Set the ppt and start to interact with ss while presenting it

Teachers role and principles of working with DAG

Children: Kindergarten & junior school



Techniques	Teachers role
Pictures –a visual stimulus by activating language production Stories – both visual and aural by activating language production Games – both visual and aural As well as activating language production and some physical movement	Motivators and Santa Claus

Question:

- Can you add other important source of interest for children learning languages besides the three mentioned above?
- Can you think of pictures, stories of books which you think would be suitable for use in a children’s foreign language class? How about games?

Adolescents
Senior school
and colleges



Sources of teaching	Teachers role
This part needs analysis (According to Penny Urr) But how about you?	For inexperienced teachers it is the most daunting challenge. However adolescents learning potential is greater than that of young children, but they may be considerable more difficult to motivate and manage, and it takes longer to build up trusting relationships.

Teaching Adults



- It is arguably, less important, world-wide, than the teaching of children, because of basic knowledge of and attitudes towards the foreign language. However teaching adults is on the whole easier and less stressful (and better paid). It is however, often directed towards special purposes, demanding extra areas of expertise on the part of the teacher.

Discussion

Relationships between teacher and adult students

- Authority- subjects to authority
- Assessor- assessed
- Transmitter- receivers
- Motivator- people to be motivated
- Activator- people to be activated
- Counselor- clients
- Seller of services- buyers of services
- Resource- users

•THANK YOU)))

Activity 3: collecting ideas

Time: 10 min

Objectives: to develop Ss learner's autonomy

Mode of interaction: team work

Procedure:

- Divide the group into 5 mini teams
- Tell them that they need to create the principles of working with DAG
- Divide the ages among the teams
- Give them 2 minutes for discussion
- Make a list of principles on the board
- Elicit the random answers

Principles of working with DAG

Primary

Junior

Senior

Adolescences

Adults

Conclusion: summarize the ideas

Assess active Ss

Home task: read an article by Chinese Student

Tell them that they need to read and do Uzbek context of Changing teachers role with DAG.

References:

Burstall, C., Jamieson, M., Cohen, S., and Hargreaves, M. (1974), *Primary French in the Balance*, Windsor: National Foundation for Educational Research Publishing Company.

(An account of an experimental period of teaching French as a foreign language in British primary schools; the results overall were disappointing, and the teaching was discontinued: see Khan, 1991)

Ellis, R. (1994) *The Study of Second Language Acquisition*, Oxford: Oxford University Press: 484–94.

(A survey of research on the influence of age in second language learning: concludes, roughly, that older learners learn faster, but that given extensive and consistent exposure learners who started young eventually learn better)

Khan, J. (1991) 'Lessons worth remembering from Primary French in Britain' in Kennedy, C. and Jarvis, J. (eds.), *Ideas and Issues in Primary ELT*, London: Nelson.

(A recent reconsideration of the implications of an important foreign language teaching experiment in Britain (Burstall *et al.*, 1974))

Module: Teaching Different Age Groups
Lesson 3

Topic: Principles of working with Different Age Groups

Time: 80 minutes

Aim: To develop Ss awareness on working with DAG

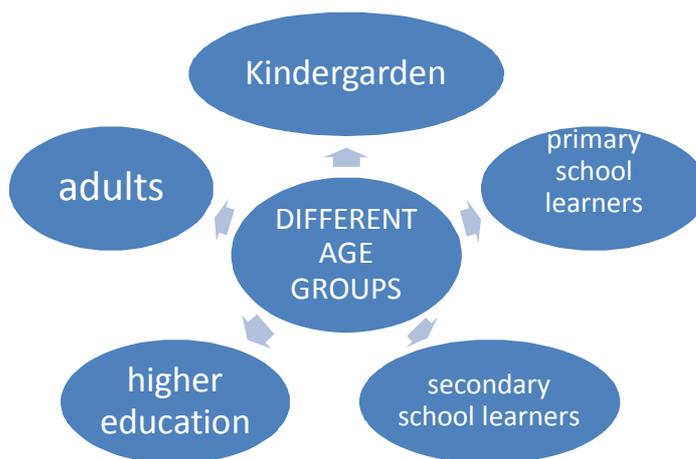
Lead-in (10 min) Brainstorming

Objectives: to focus Ss attention to the topic

Materials: Board, markers.

Procedure:

- ❖ Write Different Age Groups on the board.
- ❖ Ask Ss to complete the cluster with different ages
- ❖ Sample table:



- Elicit random answers.

Activity1, Presentation.

Objective: To raise Ss awareness on developing their critical thinking on acquired topic.

Time: 40 min

Materials: posters, markers

Procedure:

- Divide the group into five teams
- Ask them to choose by one cards

Kindergarten learners
Junior learners
Senior learners
Higher school learners
Adults

- Tell them that they need to make a presentation on the topic of principles of working with the ages of their cards
- Give them posters and markers for making visuals
- After check all presentations
- Elicit the random answers on the board. (answers may vary)

Kindergarten	Senior learners	Junior learners	Secondary education learners (teenagers)	Higher education learners	Adults
Stories Pictures Cartoons Games	Situational pictures Stories Cartoons Dialogues Drilling Games	Dialogues Role plays Filling gaps Simple context Retelling	Dialogues Role plays Competitions Jigsaw reading Context	Projects Discussions Debates	Specified contexts Specified vocabulary Discussions

Activity 2, Comparing and analyzing

Objective: To give Ss an opportunity to analyze their ideas.

Time: 10 min

Materials: video presentation from TESOL

Procedure:

- Teacher focuses Ss attention to the video
- After they compare their answers
- Let them to express their opinions

Activity 3, Discussion

Time 20 min

Objective: to fulfill Ss awareness on the topic.

Materials: papers, markers

Procedure:

- Explain that this time Ss need to present the list of activities for DAG
- Explain that it is a pair work
- Distribute papers
- Check the answers and ask them to support their ideas

Home assignment.

- To design an activity for DAG
- Divide the group into 5 mini teams and let them to choose by one age.

Reference: Penny Urr, approaches to language teaching.

Module:	Teaching Different Age Groups Lesson 4
Topic:	Planning for Different Age Groups
Time:	80 minutes
Aim:	To develop Ss awareness on planning for DAG

Lead- in (10 min) Activity design

Objectives: to focus Ss attention to the topic by linking the previous topic home task

Materials: Board, markers.

Procedure:

- ❖ Invite by one team and listen to their activities
- ❖ Give comment to each activity

Activity1, Discussion

Objective: To raise Ss awareness on developing their critical thinking of reading scientific articles.

Time: 30 min

Materials: Handout 1

Procedure:

- Tell Ss that they are going to read a chapter from the book “Issues in English Education”
- Distribute Handout 1

<p>Handout 1</p> <p>Teaching materials</p> <p>Strangely, most educators do not perceive a serious problem here, despite the fact that most materials are international publications, except for a few countries, for example, Sweden and Croatia. Research is lacking into how whole-language, task-based, learner-centered, activity-based materials are used. There seems to be a consensus on what is appropriate methodology for young learners, but researchers tend to take the implementation of such methods for granted. There is a lack of classroom observation studies on what actually happens in young learners’ classrooms and on how materials and methodology influence outcomes.</p> <p>Stories, context-embedded activities, focus on meaning and learner autonomy are also taken for granted to ensure success with children, but almost no research enquires into how these principles are put into practice. There is rarely any mention of how innovative methods fit the particular educational contexts and the general curriculum (Páli, 1999). In Hungary research on negotiation as part of the syllabus with young learners has found that it is crucial for innovation to fit the educational context (Nikolov, forthcoming-c).</p> <p>One particular emerging issue relates to the content of young learners’ courses. Grammar teaching – in the form of awareness raising – is slowly oozing back into early programmes as well, some publishers are coming out with colorful grammar practice books for young learners. The aptitude of young learners is a generally under-researched area. Children are expected to</p>

develop basic interpersonal communication skills more easily, but cognitive academic language proficiency is also necessary in the long run to be able to use L2 literacy skills. It would be important to explore how context-embedded, cognitively undemanding tasks can be shifted towards cognitively more demanding ones.

Finally, there is not enough empirical research on how children interact with their peers and their teacher while doing tasks appropriate for their age. Good examples of how teachers and peers can scaffold pupils' learning are hard to find (e.g., Gattullo, 1999; Kierepka, 1999; Nikolov, 1999b).

- Discuss the situation in the article with Ss.
- Ask their suggestions for improvement of the situation, analyze the ideas with the group.

Activity 2, research implementation (pair work)

Objective: To give Ss an opportunity to discover principles for planning for DAG

Time: 20 min

Materials: Handout 2

Procedure:

- Tell Ss that they need do discuss the questions with the partner.
- Distribute handout 2
- Give 10 min to discussion
- Compare and analyze answers

Handout 2

1. What programmes are successful with DAG and in what sense?
2. How can optimum conditions and good classroom practice be characterized with DAG?
3. What are effective teachers like?
4. What are realistic expectations for language attainment, attitudes and motivation, and other personality features?
5. How does the lack of continuity influence long-term outcomes?
6. What intensity is necessary for what aims?
7. How do individual differences influence outcomes in such classes?
8. How do most important variables in child FLL interact in various educational contexts?
9. What is the role of the mother tongue with DAG?
10. How can language exposure outside the classroom contribute to young learners' development?

Notes for Teachers:

It is generally accepted that children should have access to foreign languages from an early age, as '...there are no strong reasons in children, or in the normal structure of children's learning, for refusing to teach them second languages' (Brumfit, 1991, p. 12). However, the arguments for an early start should be considered together with the possibility of a negative outcome.

In the previous survey it became clear that the claim that younger learners are more efficient and successful in all respects and at all stages of SLA is hard to sustain in its simple form. The implications of 'the younger the better in the long run' position are that the advantage for younger children can be expected to manifest itself only after a long period of time, after school-leaving age. The arguments for early instruction can be summarized around the following points: (1) the lesson to be learnt from neuroscience and psychology suggests that early stimulation is generally favourable (in the area of sports, music and arts this fact has long been accepted); (2) studies in child and adult SLA research indicate that the length of exposure may influence SLA in a favourable way: the longer the exposure to language learning, the better; (3) the general curriculum for learners expands with age: one of the areas of knowledge that could be acquired early is second languages; (4) our world is becoming more international every day, child SLA can encourage the early understanding and appreciation of different cultures, values and the development of positive attitudes towards the speakers of the target language; (5) bilingual studies have revealed that multicompetence has an effect on metalinguistic awareness and other parts of cognition (Cook, 1992, p. 564; 1995); therefore, early SLA may add a new dimension to general cognitive development, may influence the mother tongue in a favourable way through raising awareness and may encourage the acquisition of other languages (Batley et al., 1993).

Arguments against an early start are also to be considered. One of the traditional worries concerns the negative influence of child SLA in the host environment but research on early bilingualism has revealed that there is

...an impressive array of evidence accumulating that argues plainly against the common-sense notion that becoming bilingual – having two linguistic systems within one's brain – naturally divides a person's cognitive resources and reduces efficiency of thought or language. Instead, one now can put forth a very strong argument that there are definite cognitive and language advantages to being bilingual. (Lambert, 1990, p. 212)

This statement refers to the case of French and English in Canadian immersion programmes (Harley et al., 1990) where both additive and subtractive features are involved. Additive bilingualism refers to situations where both languages are supported and develop in parallel. Subtractive situations are characterized by a gradual loss of the first language as a result of increasing mastery and use of the second language. In the process of one language replacing the other, children may be seriously limited in both languages and appear as 'semi-lingual's' (Diaz & Klinger, 1991, p. 175). In most of the studies that have reported positive effects of bilingual programmes children have been identified as 'balanced' bilinguals, which is the result of additive situations, where children develop simultaneously in the two languages. The pedagogical implications clearly demand that the mother tongue should be developed in parallel with the second language (Krashen, 1999). In foreign language situations this prerequisite is generally fulfilled by the curriculum.

Other negative outcomes in child SLA in the classroom may result from inadequate conditions. Among these conditions the most crucial ones are related to the following areas: (1) social factors, among them attitudes towards the target language, its speakers and language learning in general; (2) educational factors, such as the content and methodology of the programmes, physical surroundings, continuity, scheduling, frequency, and last but not least, the teacher.

Unfortunately, it is common practice that the younger the learners are, the least educated the teacher may be. Although these issues are discussed in detail in other sources (Brumfit et al., 1991; Rixon, 1992), further elaboration seems necessary, as some of these have emerged as most significant in recent research on early foreign language instruction.

If any of the requirements are missing, second language instruction should not begin at an early age: a negative experience may adversely affect children's attitude to the target language and to language learning in general.

Activity 3, Planning

Time 20 min

Objective: to develop Ss awareness on planning for DAG.

Materials: papers, markers

Procedure:

- Divide the group into five mini groups for DAG
- Tell them that they need discuss the plan for the lesson for their age
- Help them with ideas
- Listen their presentations
- Discuss the ideas with the group

Home assignment.

To develop a lesson plan.

References

1. Asher, J. & Garcia, R. (1969). The optimal age to learn a foreign language. *Modern Language Journal*, 38, 334-341.
2. Asher, J. (1981). The total physical response: theory and practice. In H. Winitz (Ed.), *Native language and foreign language acquisition*.
3. New York: The New York Academy of Sciences. Batley, E., Candelier, M., Hermann-Brennecke, G., & Szépe, Gy. (1993). *Language policies for the world of the twenty-first century*. Report for UNESCO by FIPLV.
4. Bechtel, W. & Abrahamsen, A. (1991). *Connectionism and the mind: An introduction to parallel processing in networks*. Cambridge, MA: Basil Blackwell
5. Marianne Nikolov. *Issues in Language teaching*, Peter Lang, 2002.

Teaching materials

Strangely, most educators do not perceive a serious problem here, despite the fact that most materials are international publications, except for a few countries, for example, Sweden and Croatia. Research is lacking into how whole-language, task-based, learner-centered, activity-based materials are used. There seems to be a consensus on what is appropriate methodology for young learners, but researchers tend to take the implementation of such methods for granted. There is a lack of classroom observation studies on what actually happens in young learners' classrooms and on how materials and methodology influence outcomes.

Stories, context-embedded activities, focus on meaning and learner autonomy are also taken for granted to ensure success with children, but almost no research enquires into how these principles are put into practice. There is rarely any mention of how innovative methods fit the particular educational contexts and the general curriculum (Páli, 1999). In Hungary research on negotiation as part of the syllabus with young learners has found that it is crucial for innovation to fit the educational context (Nikolov, forthcoming-c).

One particular emerging issue relates to the content of young learners' courses. Grammar teaching – in the form of awareness raising – is slowly oozing back into early programmes as well, some publishers are coming out with colorful grammar practice books for young learners.

The aptitude of young learners is a generally under-researched area. Children are expected to develop basic interpersonal communication skills more easily, but cognitive academic language proficiency is also necessary in the long run to be able to use L2 literacy skills. It would be important to explore how context-embedded, cognitively undemanding tasks can be shifted towards cognitively more demanding ones.

Finally, there is not enough empirical research on how children interact with their peers and their teacher while doing tasks appropriate for their age. Good examples of how teachers and peers can scaffold pupils' learning are hard to find (e.g., Gattullo, 1999; Kierepka, 1999; Nikolov, 1999b).

Handout 2.

11. What programmes are successful with DAG and in what sense?
12. How can optimum conditions and good classroom practice be characterized with DAG?
13. What are effective teachers like?
14. What are realistic expectations for language attainment, attitudes and motivation, and other personality features?
15. How does the lack of continuity influence long-term outcomes?
16. What intensity is necessary for what aims?
17. How do individual differences influence outcomes in such classes?
18. How do most important variables in child FLL interact in various educational contexts?
19. What is the role of the mother tongue with DAG?
20. How can language exposure outside the classroom contribute to young learners' development?

Module:	English for Specific Purposes Lesson 2
Topic:	Needs analysis: target situation needs; learning needs
Time:	80 minutes
Aim:	To develop Ss awareness on organizing needs analysis for specific purposes.

Lead-in(10 min)

- Ask ss to present their activities for Specific learners.
- After divide the group into two teams
- Tell them that they need to write the problems which they faced while organising activities.
- Divide the board into two
- Give 2 minutes for developing list of ideas
- Ss turn by turn need to come to the board and write their problem
- Then focus Ss attention to the list and discuss them
- Ask what they need to do in order to deal with the problem.
- Elicit random answers.

Activity1, A video presentation.

Objective: To raise Ss awareness on developing their critical analysis of videos on an acquired topic

Time: 10 min

Materials: a video from Delta teachers

Procedure:

- T explains to students that they will watch video
- Teacher asks Ss to make a note taking on performers ideas
- Teacher puts a video
- Ss watch and collect ideas
- Ss present their ideas
- Teacher collects on the board

Activity 2, Comparing and analysing

Objective: To give Ss an opportunity to analyze the ideas themselves.

Time: 10 min

Materials: board, markers

Procedure:

- Teacher focuses Ss attention to the board

- Asks the differences between learners and professionals ideas
- Elicits the random answers
- And announces that the activities that they have done above is a simple cause for organizing needs analysis.

Activity 3, Presentation

Time 30 min

Objective: to fulfill Ss awareness on N.A.

Materials: ppt presentation

Procedure:

- teacher focuses Ss attention to the slide
- And presents ideas of prof. Hutchison
- Teacher frequently stresses and compares Ss ideas on the board
- Teacher interests with Ss opinions and clarifies the misunderstood parts

Activity 4, Concluding ideas

Time 15 min

Objective: to develop Ss ideas on N.A

Materials: a video from TESOL, Handout 1

Procedure:

Teacher puts the video and asks Ss to complete the spares in Handout 1

In what ways will an awareness of need affect an ESP course?	
What is a Target need?	
Learning Needs?	
Tools of organizing N/A	

Home assignment.

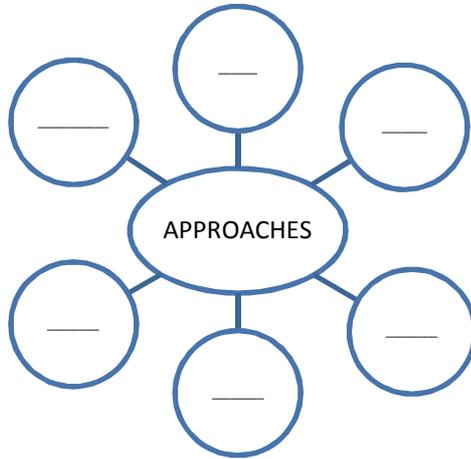
- To design by one tools of N.A
- Divide the group into 5 mini teams and let them to choose by one tool and ESP direction for the whole group.

Glossary: Hutchinson, T, Waters. A : English for Specific Purposes; Cambridge Publisher 2012

Module:	English for Specific Purposes Lesson 4
Topic:	Approaches to course design (topic-based, skills- based)
Time:	80 minutes
Aim:	To develop Ss awareness on different approaches to the course design.

Lead- in(10 min) (individual work)

- Write the word APPROACH to the board
- And ask Ss to complete the cluster with one idea one by one



Activity1, A course design. (pair work, individual work, team work)

Objective: To raise Ss awareness on discussing and completing ideas

Time: 15 min

Materials: Handout 1

Procedure:

- This activity is divided into parts
- Part 1 Ss need to complete the table with their ideas
- Part 2 they need to work with the partner
- Part 3 is a team work ideas should be summarized
- Distribute Handout 1

Handout 1

What is a Course idea		
I think	My partner thinks	My team think
A course design is	A course design is	A course design is

Elicit the random answers

Notes for the teachers:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.

Activity2, Types of Course

Objective: to develop Ss awareness on Course types

Time: 25 min0 min

Materials: monitor of TV with the table

Procedure:

- focus Ss attention to the following table Figure 17
- ask their ideas about the table
- collect the ideas

Notes for the teachers:

1 Language-centred course design

This is the simplest kind of course design process and is probably the one most familiar to English teachers. It is particularly prevalent in ESP.

The language-centred course design process aims to draw as direct

a connection as possible between the analysis of the target situation and the content of the ESP course. It proceeds as follows:

At first sight, this may seem to be a very logical procedure. It starts with the learner, proceeds through various stages of analysis to a syllabus, thence to materials in use in the classroom and finally to evaluation of mastery of the syllabus items. However, logical and straightforward as it may seem, it has a number of weaknesses:

- a) It starts from the learners and their needs, and thus it might be considered a learner-centred approach, but it is, in fact, not learner-centred in any meaningful sense of the term. The learner is simply used as a means of identifying the target situation. Instead of taking the whole of English and teaching it to the learner, as happens in General English, only a restricted area of the language is taught. As figure 18 shows, the learner is used solely as a way of locating the restricted area. Thereafter the learner plays no further part in the process. As we have seen, however, when considering needs analysis, the learner should be considered at every stage of the process. Yet, in this model the learning needs of the students are not accounted for at all. It is, therefore, not learner-centred, but simply learner-restricted.

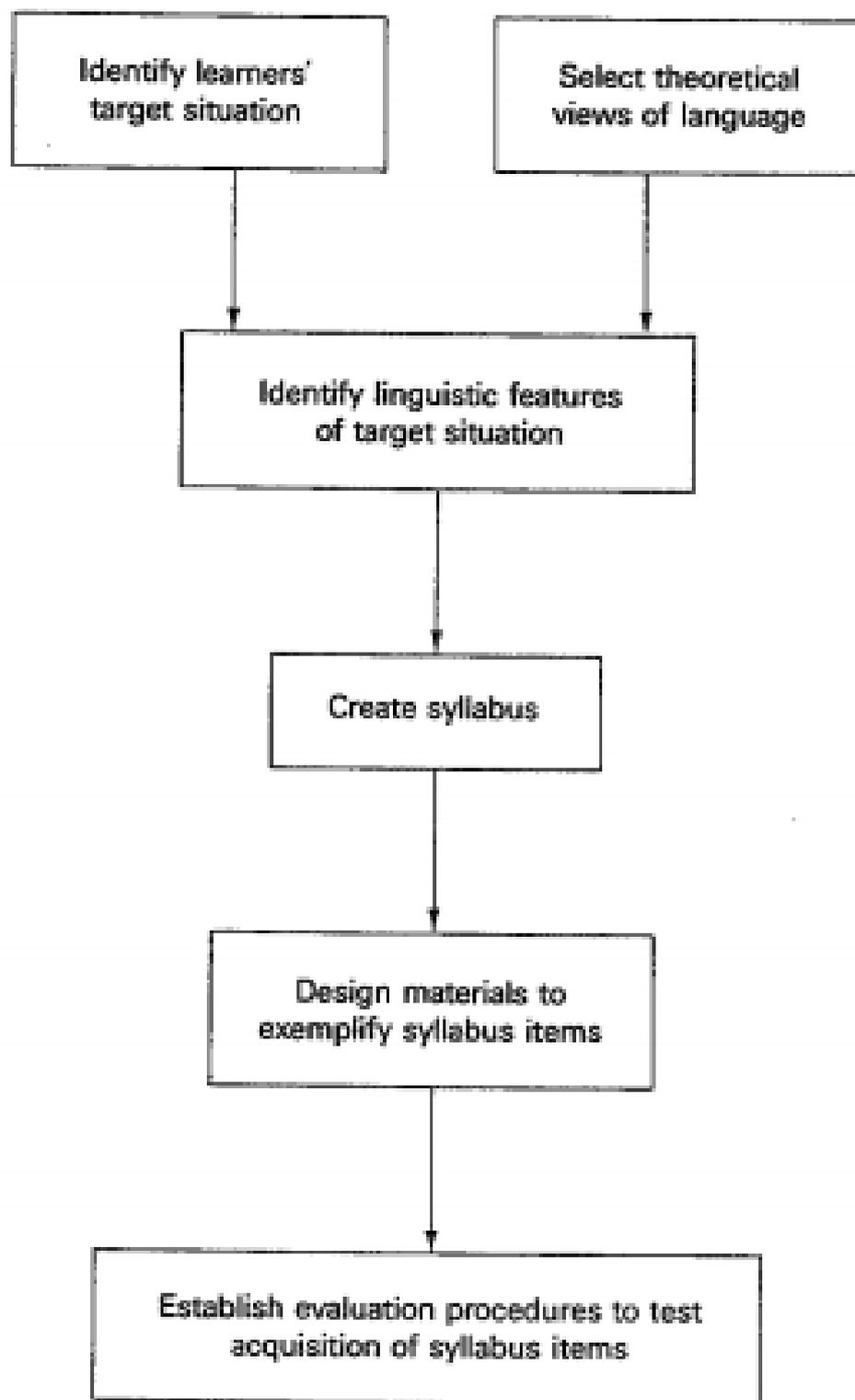


Figure 17: A language-centred approach to course design

Activity 3, learner-restricted syllabus

Objective: Comparing types of syllabi of ESP

Time: 15 min

Materials: board, markers

Procedure:

- Teacher focuses Ss attention to the board
- Clue the following picture to the board
- Tell Ss that they will clarify the differences between GE and ESP syllabus
- Clarify the process and features of them.

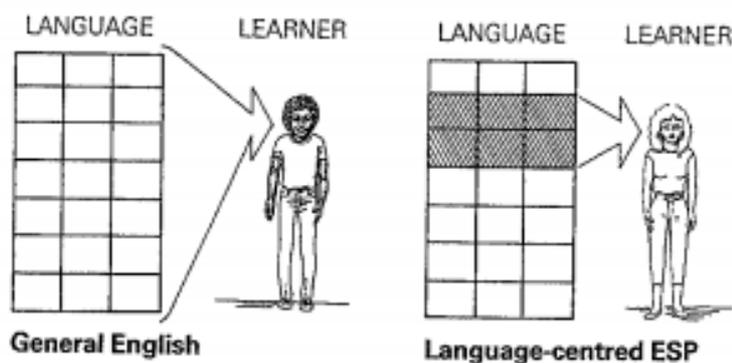


Figure 18: The learner-restricted syllabus

Notes for teachers:

- b) The language-centred process can also be criticised for being a static and inflexible procedure, which can take little account of the conflicts and contradictions that are inherent in any human endeavour. Once the initial analysis of the target situation is done, the course designer is locked into a relentless process. But what if the initial analysis is wrong? What if some crucial element, such as the unexpected motivational attitude of Mead's students (see above p. 57) is not taken into account? Any procedure must have flexibility, feedback channels and error tolerance built in so that it can respond to unsuspected or developing influences.
- c) One of the alluring features of this model is that it appears to be

systematic. But in so doing it engenders the false belief that learning itself is systematic – that the systematic analysis and presentation of language data will produce systematic learning in the learner. Unfortunately the role of systematisation in learning is not so simple. Certainly, there is a lot of evidence to show that the systematisation of knowledge plays a crucial role in the learning process: we learn by fitting individual items of knowledge together to create a meaningful predictive system. But the most important point here is that it must be an internally-generated system not an externally-imposed system. The fact that knowledge has been systematically analysed and systematically presented does not in any way imply that it will be systematically learnt. Learners have to make the system meaningful to themselves. And unfortunately we have to admit that we do not know enough about how the mind actually goes about creating its internal system of knowledge. We must, however, avoid the mistake made by the Audiolingual Approach of believing that because language has a describable system, describing that system will induce systematic learning.

d) The language-centred model gives no acknowledgement to factors which must inevitably play a part in the creation of any course. Data such as that produced by a needs analysis, is not important in itself. Data must be interpreted, and in interpreting we make use of all sorts of knowledge that are not revealed in the analysis itself. What is actually happening in the language-centred approach is that an analytical model is also being used inappropriately as a predictive model. An analysis of what happens in a particular situation is being used to determine the content of pedagogic syllabuses and materials. But there are all manner of other factors which will influence these activities. To take a simple example, one of the primary principles of good pedagogic materials is that they should be interesting. An analysis of language items cannot tell you whether a text or an activity is interesting. Thus, if materials are based on the language-centred model, then, either there are other factors being used, which are not acknowledged in the model, or, and sadly this is what seems so often to be the case, these learning factors are not considered to be important at all. As a teacher once remarked at a seminar on materials writing, 'It doesn't matter if it's boring. It's ESP.'

e) The language-centred analysis of target situation data is only at the surface level. It reveals very little about the competence that underlies the performance.

In summary, then, the logical, straightforward appeal of the language-centred approach is, in effect, its weakness. It fails to recognise the fact that, learners being people, learning is not a straightforward, logical process.

Home assignment.7

- Design course syllabus for any direction Esp direction

Reference: Hutchinson, T, Waters. A : English for Specific Purposes; Cambridge Publisher 2012

21. Factors influencing on language development with Different Age Groups
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