

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**GULISTAN STATE UNIVERSITY**

**FACULTY OF FOREIGN LANGUAGES**

**«ENGLISH LANGUAGE AND LITERATURE» DEPARTMENT**

# **QUALIFICATION WORK**

**on theme:**

**“THE PROBLEMS OF TEACHING ENGLISH IN LARGE  
CLASSES”**

**Compiled by:** the student of the 4<sup>th</sup>  
course of the speciality 5111400 –  
Foreign Language and Literature  
(English), **UNGAROVA IRODA**

---

**SUPERVISER:**  
**KHAMDAMOV U.**

---

Preliminary defense of the qualification work passed successfully  
Minute № \_\_\_\_\_ « \_\_\_\_\_ » \_\_\_\_\_ 2020

## CONTENTS

|  |           |
|--|-----------|
| <b>INTRODUCTION.....</b>   | <b>3</b>  |
| <b>CHAPTER I. TRANSFORMATION OF A LESSON FROM THE<br/>PROCESS OF INTRODUCING KNOWLEDGE TO REAL<br/>INTERACTION IN LARGE CLASSES.....</b> | <b>7</b>  |
| 1.1. What a lesson is and ways of developing main abilities.....   | 7         |
| 1.2. Ways of teaching learners: motivation, goals and feedback.....  | 21        |
| 1.3. Teaching methods / approaches.....  | 29        |
| <b>CHAPTER II. POSSIBLE SOLUTIONS FOR PROBLEM OF LARGE<br/>CLASSES EFFECTIVE WAYS OF TEACHING LANGUAGES.....</b>                         | <b>42</b> |
| 2.1 Possible solutions for problem of large classes.....   | 42        |
| 2.2 A set of approaches of an up-to-date lesson.....   | 45        |
| 2.3 Ideas how to teach skills in English effectively in large classes.....   | 60        |
| <b>CHAPTER III. RESEARCH ON EFFECTIVE WAYS OF TEACHING<br/>FOREIGN LANGUAGE IN LARGE CLASSES.....</b>                                    | <b>63</b> |
| 3.1. Profile of the school and selected classes.....   | 63        |
| 3.2. Individual activities and their evaluation from students' point of view.....  | 66        |
| <b>CONCLUSION.....</b>   | <b>69</b> |
| <b>LIST OF USED LITERATURE.....</b>  | <b>72</b> |

## INTRODUCTION

English plays a key role in human lives. It is nowadays considered to be an inevitable part of general education for people practically all over the world. Having at least basic knowledge of it is more or less necessary for everyone. People meet English everywhere and every day. They need it for their job when they are dealing with their foreign business partners; they need it for their study because many specific articles are written in English for its wide international usage; they need it in their personal lives because they want to meet other cultures, travel abroad and that requires the ability of speaking another language, English preferably, because English has become an international language - a language which is communicated and understood in nearly every part of the world. A lesson is a way of development the main components of successful communication.

The theme of the present work is The Problems of Teaching English in Large Classes. Aspects here are considered as necessary components yielding good results of students. Most of all teachers like to provide students with a lot of knowledge-words, phrases, grammar, usages and so on. Yet, students do need these, but many teachers forget to teach them how to study English and how to use it. The actuality of this work consists in giving teachers tools to teach students all the abilities of the four skills (reading, writing , listening, speaking) as well as grammar.

The **topicality of the research** is the target group is large classes. The constant need to satisfy language (especially English) demands stipulated by potential employers affect everyone. Nowadays children usually start with English or some other languages in very young age. Sometimes they acquire a relatively high level before the end of their compulsory education. Learning English is not easy at all for them unless they dispose of at least basic knowledge of it (or some other Germanic language) or of general talent for languages. It is not easy at all to learn in mature age. Certain psychic barriers might negatively influence learning. To avoid that it is necessary to select the right and efficient learning strategy for

adult students taking into consideration various important aspects arising out of their specific needs.

**The goal** of this work is to reveal devices with the help of which teachers can design communicative language learning tasks yielding a foreign language lesson in large classes, but not a lesson about a foreign language. The purpose of the work is to show how all four main skills should be interwoven into a single whole and can be taught to students in large groups.

To achieve the set goal we must determine **the following tasks**:

- 1) to find appropriate approaches to teaching English for adult learners;
- 2) to characterize the essence of main aspects of a lesson;
- 3) to determine what language interaction is;
- 4) to present practical hints for developing main skills among learners.

Methodological base of the work consists in admitting the necessity of all four main skills, grammar and comfortable atmosphere as factors providing a successful lesson.

**Scientific scrutiny of the research.** The given topic has been investigated by a lot of scientists throughout the world and correspondingly in our country. As the topic concerns the methodology of teaching English the works of Jamol Jalolov, Zoltan Dörnyei, Rod Ellis and others' served as the main resources for making the research. Just "Foreign language teaching methodology" (2012) by can prove that in our country the topic of teaching foreign languages in our country is highly evaluated. In this book the author suggests different approaches to teaching languages both for young and adult learners. The author tried to give solutions to the problems like teaching foreign languages to the learners whose language sentence structure is different from the one that's taught. Also, language teaching was investigated by great scientists of abroad. Rod Ellis' "Understanding Second Language Acquisition" (1996) is dedicated to the methodology of language teaching. The author mostly emphasizes the ways of speaking to adult learners in her book.

**Methods used in the research are**

- the analysis of scientific literature
- the description of main aspects
- the comparison and contrast of different models of lessons.
- the distribution of practical approaches to improving main aspects of a lesson.

**The object** of the work is communicative model of a foreign language lesson for adult learners.

**The subject** is the investigation of different ways, approaches and even difficulties in teaching English in large groups and their solutions.

Hypothesis: provided we develop devices of interweaving the lesson components into a single unit, we are to progress in terms of accomplishing communication.

**The scientific novelty** of the research is that, according to the presidential decree 18/75<sup>th</sup> nowadays in our country almost everyone should freely communicate in any foreign language, especially in English. Because English is considered to be the most widely-spoken language in the world. Regardless of the age everyone is studying English. Finding effective ways and approaches to teaching adults is the novelty of the research.

**Theoretical value:** some theoretical theses of new approaches to organizing a lesson are developed.

**The practical value** of the work is providing teachers with practical hints for developing main skills, including our own experience from our practice.

**Structure.** The research consists of Introduction, three chapters, conclusion and bibliography. The first chapter determines a lesson as a way of developing the main components of successful communication. The second chapter proposes practical hints for developing main skills of mastering a language. In the third chapter there is a survey and analysis of a large group students.

The introduction determines the lesson as a way of developing the main components of successful communication. The first chapter regards teaching a foreign language as a means for preparing students for real interaction. The second

chapter proposes practical hints for developing main skills of mastering a language. Conclusion, list of used literature comprises sources, which are mainly fundamental investigations in the sphere of methodology.

## **CHAPTER I. TRANSFORMATION OF A LESSON FROM THE PROCESS OF INTRODUCING KNOWLEDGE TO REAL INTERACTION IN LARGE CLASSES**

### **1.1. What a lesson is and ways of developing main abilities**

The word lesson comes from Latin *lectio* "the action of reading (out)". From there, the word was also used for the text itself, very often a passage from the Bible read out during a religious service ("first lesson", "second lesson"). Finally, any portion of a book to be studied was referred to as a lesson.

A lesson is a structured period of time where learning is intended to occur. It involves one or more students (also called pupils or learners in some circumstances) being taught by a teacher or instructor. A lesson may be either one section of a textbook (which, apart from the printed page, can also include multimedia) or, more frequently, a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity. Lessons are generally taught in a classroom but may instead take place in a situated learning environment.

In a wider sense, a lesson is an insight gained by a learner into a previously unfamiliar subject-matter. Such a lesson can be planned or accidental, enjoyable or painful. The colloquial phrase "to teach someone a lesson" means to punish or scold a person for a mistake they have made in order to ensure that they do not make the same mistake again.

There are many different formats and structures of lessons:

- One teacher/instructor with many students
- Private tuition (one-on-one teaching)
- No teacher presence, perhaps a formal learning time with use of textbooks or multimedia

Pre-recorded tapes have been a popular method of learning, particularly for foreign languages and modern techniques such as video conferencing have allowed teaching to be undertaken without the students or teachers being in the same room.

Teachers and instructors usually have a lesson plan which dictates the structure of the teaching. A group of lessons may be linked together in a unit plan or scheme or work. The detail of the plan may vary with some being a simple list of what is going to be taught in a lesson with others working including much more detail, such as a time plan and the learning aims and objectives. Student teachers and beginning teachers are usually advised to put a great amount of detail into the written plan. This ensures that the plan will be cohesive, that all the components of a successful lesson are taken care of, and that one has a checklist to ensure that practicalities are taken care of (e.g. resources, scheduling, and classroom management considerations). Furthermore, beginning teachers are often advised to script some sections for themselves, such as questions they might ask the students in order to get a discussion going at the beginning of the lesson. The expectation is that the teachers can and should depart from the script when appropriate; improvisation is definitely encouraged and the fact of having written it out in advance ensures that an adequate amount of thought has been put into it ahead of time. Another reason for including a great amount of detail is that student teachers are often required to submit lesson plans in advance to their mentor teachers or professors in order to receive feedback on their ideas. When creating the lesson plan it is usual to look at the following:

- The aims and objectives of the lesson
- The number of attendees and the student-teacher ratio
- The previous knowledge of the learners (which may or may not be the same for all) and how this will be activated at the start of the lesson
- The motivation of the learners (school students, for example, have no choice but to attend so the teacher must build some kind of motivation into the lesson)
- The time required for each section of teaching and learning
- The resources required and available
- Catering for the different needs (cultural differences, learning styles, special needs) of the individuals



- How the lesson is to be evaluated

### Ways of developing main abilities.

Success in teaching a foreign language and in learning this subject depends greatly on the interrelation of aims.

Teaching may be defined as the stimulating of learning. Learning is an active process carried out through doing, reacting and undergoing. The main function of the teacher is to help pupils to learn, namely:

- the teacher organizes their learning;
- the teacher instructs and educates pupils;
- the teacher provides the evaluation and checking of pupils' learning

The main function of a learner lies in the process of language learning. It implies:

- the acquisition of knowledge about the language;
- drill and transformation of the process of manipulating knowledge to make it fit new tasks, situations to form habits;
- making use of what he learns in the act of communication developing language skills.

The purpose of middle school English teaching is to improve the students' four skills of listening, speaking, reading and writing, with the base of necessary phonetics, large vocabulary and good grammar. But this is not the final purpose. The final purpose is to let students be able to use the language.(Eric Xu)<sup>1</sup>

Why do we study English? If a man is only good at listening and speaking, can we say that he is good at English? No, if a man is only good at reading and writing, can we say that he is good at the language? No, if a student is good at English, he should be able to use the language, both in speaking and writing.

Now most of the students do better in reading and writing English than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. This is partially because of our examination system, and partially of the teaching

---

<sup>1</sup> Eric Xu: Parts of the lesson : how to use them effectively. Piston University 2005pp 4-6.

method. We are not able to change the examination system, but we can improve our teaching method. Most of all the teachers like to provide the students with a lot of knowledge-words, phrases, grammar usages and so on. They are focusing on these things, especially on grammar. Yes, the students do need these, but many teachers forget to teach them how to study English, and how to use it. So when you are giving the knowledge to the students, don't forget to teach them all the abilities of the four skills. Here are ways of developing the main abilities.

### Listening

Teachers often speak of the four skills- listening, speaking, reading and writing. That means each of them is important. You can't say that you have mastered the language without any one of them. Listening, one of the means of language communication is used most widely in people's daily lives. About 45% of an adult's time concerns listening to other people, listening to the radio, listening to music. In linguistics giving the students a lot of listening activities is a good way of enlarging their vocabulary. On the other hand, it also helps the students improve their listening comprehension. We have done an investigation. About 43.2% of the students think that the most bothering and the most difficult is listening comprehension, and even some of them have difficulty in understanding their teacher who gives lessons in English. Without question, it is difficult of a middle school student to understand the listening material, if he hasn't enough vocabulary and the ability of telling the grammar construction. In our investigation, about 35% of the students with low listening comprehension think this is because they don't understand or know the knowledge about linguistics; they are not able to tell the meaning of what they have heard. In our investigation, students were asked to listen to a dialogue of 244 words, in which the words and grammar had already been learned. But 80% of them thought it was too difficult. Then, using the same dialogue as a reading comprehension material, we found that only 5% of them thought it was a little difficult, on the other hand the response ability is also another reason.

It is clear that the reading speed of a material also affects. About .43% of the students thought that the material was read too fast and they couldn't follow. A lot of students have their own listening habits. Some students often try to understand each word or each sentence. They will think hard when they meet some difficult words or sentences, and a great many students could understand the material directly, they often translate from English into Russian in their head, thinking that only in this way can the sentence be understood. This is also a reason, trying to understand each word is difficult, and it is not necessary at all. You should catch the most important points. Then how to improve the students' listening skill?

### Speaking

Speaking can't be taught separately. It is often connected with listening, so we often speak of listening and speaking.

The traditional way of listening and speaking is aural-oral method. Now, the new method of two-way communication is very popular.

As you know any teaching method has its psychological base. The aural-oral method began in the 1940's. It is based on behaviorism. One of its psychological theories is that learning a language is forming a set of new language habits. This is its usual process: stimulus-response-reinforcement. The aural-oral method is fit for the teaching of the beginning stage. It focuses on the practice of oral English drills. But too many drills are being practiced without any context or given conditions. So what are learned are isolated clauses? And it has few communicative functions.

The two-way communication makes up for the defect in communicative ability in the traditional teaching. Two ways means the relationship of the communication between the teacher and the students.

This relationship is connected with the communicative activities between two people.

This method is different from the traditional aural-oral method. But it also bases on the process of S-R-R.

It can create a fresh environment for speaking English. It needs some necessary explanations of Grammar, including some sentence structures.

Hints are the major way of practice. Teachers can control the practice wholly or partly. The practice can also be controlled by students freely. The internal force of study is not due to the interests in phonetic structure, but the content of the material.

To make the correct response, the students are asked to pay more attention.

Example;

Teacher: Ask me if I am a student.

Student: Are you a student?

T: Tell me-No, You're a teacher.

S: No, I'm a teacher.

In this example, "Ask me" means that the student must say a question sentence while

"Tell me" shows that the student must say a declarative sentence. But before doing this, the teacher must explain something about the exchange of interrogative sentence and declarative sentence. The two-way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the student wants to give the correct response, he has to think it hard, the sentences are not easily forgotten if they are created by themselves through thinking, sometimes with the teacher's hint. You can talk freely. You can express yourself as far as you can. For example:

T: Ask me how many people there are in my family.

S: How many people are there in your family?

T: Tell me-there are five

S: There are five

T: Ask me what my parents do.

S: What do your parents do?

T: Tell me-your father is a teacher and your mother works in a company.

S: My father is a teacher and my mother works in a company.

T: Ask me if my father likes his job.

S: Does your father like his job.

T: Tell me - Sure, he likes teaching very much.

S: Sure, he likes teaching very much.

All these responses form a complete dialogue.

A: How many people are there in your family?

B: There are five.

A: What do your parents do?

B: My father is a teacher and my mother works in a company.

A: Does your father like his job?

B: Sure, he likes teaching very much.

If you want to ask more about "father" or other family members, the dialogue can go on as far as possible.

So, in a word, the aural-oral method is not an up-to-date but a useful one. Especially it is fit for the beginning stage. It attaches the importance to the oral drills, and has a bad communicative function. It is only used to a phonetic base. After all, the aim of the language learning is to communicate. So the two-way communication is more effective and direct, but it is also fit for the beginning stage.

### Reading

Reading is an important way of gaining information in foreign language learning. It is a basic skill for a foreign language learner. There is a lot of reading exercises in an examination today. But all these readings must be done in limited time. So students are asked to read them correctly and with a certain speed. To do this, you should change your bad reading habit and raise your reading efficiency.

New words prevent you from reading fast. One way to overcome this problem is to guess. There are many ways to guess the meaning of a new word. First you should find some hints. Context, some phrases, such as "means", "refer to", "in other words", "That is to say"- are all the hints.

A middle-aged professor said that his wife was too extravagant, because no matter how much he gave her for the household expenses, she always ran short.

In this sentence, the meaning of the word "extravagant" can be easily guessed.

Model 2.

Prometheus stayed chained to the lock for many years, then at last the mighty

Hercules came forth and broke the bonds -but that is another of the wonderful stories of the Greeks.

In this paragraph, the words "stayed chained" is the hint, so you can guess what "bonds" means.

The tiny droplets that form on dust particles -very small pieces of dust to produce a cloud are far apart from each other.

In this sentence, the words after the dash shows the meaning of the word "particles"

Besides the ways mentioned above, you can guess according to the word-formation, for example:

Child-childless, Marx-Marxism

Large-enlarge, tell-foretell

State + run – state-run.

Sometimes you can't guess what the word means. If the word doesn't affect your reading, let it be. For example:

A German told me that all over Russia they use Gourmet powder in their food. It will give you higher blood pressure.

You may know that gourmet is a kind of thing that can be eaten. But it doesn't matter whether you know what it is.

Another problem that affects your reading speed is your reading habit and your reading skill.

Someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits. You should read phrase by phrase.

Don't blink your eyes so often and don't shake your head. Just move your eyeball.

That's enough. If you want to get more word information, there must be a proper distance between your eyes and the reading material.

I think browsing is an important step while you are doing your reading comprehension.

Some students begin to read at once when they get a reading material, even without knowing its title. But after reading for many times, they won't understand what the article says.

Looking through the material first means *fore* reading. In an examination, you want to gain the information which the questions ask, you can't read the material in a usual way, and you can't read the whole material word by word. You have to omit some sentences, sometimes even a whole paragraph, which has nothing to do with the questions.

I think you might read the given questions fast as well, then the material. There is an advantage to do this. When you read the material with the questions, you can save your time.

#### A Festival Atmosphere.

At midnight on New Year's Eve, people in Rome, Italy, throw out all the things they no longer want. The streets are filled with old chairs, beds, clothes and dishes.

In Madrid, Spain, the New Year comes in more quietly. People come to the main square.

Each holds a bag of grapes. As the clock strikes twelve, the people eat the grapes—one for each stroke.

In Tokyo, the capital of Japan, people eat noodles on New Year's Eve. This food is said to bring long life. Early next morning, some English families climb Mount Fuji. There they watch the first sunrise of the New Year.

1. This story is about New Year's Eve in \_\_\_\_.

- A. Europe
- B. Europe and Latin America.
- C. Four capital cities.
- D. Three countries.

2. The writer thinks New Year's Eve in Rome is \_\_\_\_\_. A. interesting B. dull  
C. noisy D. happy

3. The number of grapes that must be taken from each bag is A. one B. twelve C. thirteen D. fourteen

4. People in both Spain and Japan spend the New Year's Eve throwing things away, eating a special food, climbing a mountain, watching the first sunrise. People climb Mount Fuji on the New Year's morning to look for happiness, meet their friends, enjoy the beauty of nature, and do something strange. People who hope to gain long life from their New Year's food are: the Japanese, Spanish, Italians, both A and B

Look through the questions first. No. 1,3,4,6 is the questions which are about the content of the article. This information is connected with the names/ numbers or activities in the article, question No. 2 and No. 5 are comprehensive ones.

Then browse the article. From the questions and the title you may know that the article is about the festival custom of different countries. The article includes three paragraphs. Each talks of a different place \_\_\_\_ Rome, Madrid and Tokyo.

So when you have the first glance over the article, you've got the key to question

After your glance these things have been put into your brain:

Rome-throw out-are filled with- Madrid-quietly-main square-grapes-one for each strike. Tokyo-noodles-bring long life-climb Mount Fuji-first sunrise



Now, you may have some idea of the outline of the article, and then you may read the whole material

### Writing

Writing is one way of providing variety in classroom procedures. It provides a student with physical evidence of his achievements and becomes a course whereby he can measure his improvement. It helps to consolidate the students' grasp of vocabulary and structure, and complements the other language skills.

Sentence is the base of an article. So we should begin our writing with sentences. First, students should be asked to express ideas with sentences-sentences making, then to write short articles.

#### 1. Translate from Russian into English

First, they should learn the five basic sentence drills. Then choose some typical sentences in the text as models, do sentence making after these models.

2. Sentence pattern exchanging. By rewriting the sentences, practice expressing the same meaning with different patterns.

3. Text shortening and rewriting. It helps to understand the text, and helps to write compositions. It can foster students' ability to summarize and to use the language freely.

Teaching grammar should be based upon the following principles:

1.1. Conscious approach to the teaching of grammar. This means teaching points are determined so that pupils can concentrate their attention on some elements to be able to use them while speaking or writing. The teaching point may be presented in the form of the rule, a very short one. For example: Use the auxiliary verb with not in negative sentences (does not, did not). The rule helps the learner to understand and to assimilate the structural meanings of the elements. It ensures a conscious approach to learning. However it doesn't mean that the teacher should ask pupils to say this or that rule. Rules do not ensure the mastery of the language. They only help to attain the practical goal.

Conscious learning is ensured when grammar is contrasted with a native grammar item. For example:

I like soup (more than any other food)

I like the soup (you have cooked) the zero articles are contrasted with the definite article.

Here I follow the rule: think of the shortest and simplest way for presentation of the new grammar item. The more of explaining - the less time is left for practice (and the less pupils understand what I'm trying to explain).

2.2. Practical approach to assimilation of grammar. It means that pupils learn those grammar items which they need for immediate use. For example, pupils need sequence of tenses mainly for reading to be able to understand such sentences as "He said he had written the letter". Pupils master grammar through performing various exercises in using this grammar item. Here I follow the rule: teach pupils correct grammar usage and not grammar knowledge.

3.3. Structural approach to the teaching of grammar, i.e. grammar items are introduced and drilled in structures or sentence patterns. Pupils are taught to understand English when spoken to and to speak it from the very beginning.

4.4. Situational approach to the teaching of grammar. Pupils learn a grammar item used in situations. For example, Complex Object "I want somebody to do something" may be presented in classroom situations:

Pete, I want you to give me your book.

Lena, I want you to translate this text.

The situation should be selected for particular grammar item.

5.5. Different approach to teaching active grammar for conversation and passive grammar for reading, grammar items pupils need for conversation are taught by oral and written approach: Pupils read them, write, perform oral exercises, see them written and finally write sentences.

Types of exercises are various. I use the following exercises.

1. Recognition exercises – the easiest type for pupils. – Auditory and visual memory is at work.

2. Drill exercises are more complicated as they require reproduction on the part of the pupils. The pupils cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. These exercises should be a) repetitive drill (after a teacher or a tape-recorder) b) substitution (Dogs are playing in the yard (in the park, in the garden...)) c) completion (complete the sentence) d) answering the teachers questions.

3. Creative exercises (speech exercises). They may be a) making statements (on pictures, on the objects). b) asking questions with a given grammar item. c) speaking about the situation offered by the teacher. d) speaking on a suggested topic e) making dialogues using the grammar item covered. f) dramatizing the text read g) commenting on a film h) telling the story i) translating into English j) participating in free conversation in which pupils are not to use the grammar item they have learned.

4. Grammar tests of different kinds: a) auditing b) speaking c) reading d) tests. Tests allow the teacher to evaluate pupils' achievements in grammar. Tests in grammar may involve: filling in the blanks; opening the brackets; transformation (make it negative, put questions); extension; completion; making statements on the pictures given; translation.

In conclusion I should say that in teaching grammar the teacher organizes pupils' learning and pupils are involved in the process of learning, i.e. in 1) the acquisition of information about grammar items (a lecture); 2) drill and transformation to form grammar habits and 3) making use of the habits acquired in language skills (hearing, speaking, reading, writing).

Atmosphere in the classroom.

The classroom climate is a key variable in the process of learning through questions. When teachers wind up a strained explanation of a difficult new concept just as the class bell is about to ring and they ask, "Does anyone have any questions?" It is not at all clear to students from the tone and body language that student questions are sincerely desired. On the contrary, the message is that no

questions should be necessary, particularly ones which require lengthy or involved answers. Indeed, to ask questions at this point is also to risk the wrath of the students as well as teacher for keeping them from their next class.

There are many alternatives to the "Are there any questions?" approach. The classroom climate which promotes student thinking and questioning has students write down questions at the end of the period. Every student is asked to write an anonymous question that will be answered in writing or verbally the next day in class. Every student can write a question, because the teacher, who cares about stimulating curiosity, teaches what is not known as well as what is known. The combination has to produce questions in everyone!<sup>2</sup> Another approach is to pause during a lecture or discussion and ask students to formulate a question about the content just discussed. After a moment to jot down questions individually, pairs of students compare questions and answer the questions. Interesting or unusual questions are shared with the whole group. The exercise should take 3 - 5 minutes and will help ensure understanding and involvement in the material.

But the key to climate is the attitude of teacher toward questions. Are they viewed as digressions, annoyances, to be hurried through, to be answered correctly, to show what students do not know? Or are they tools for the job of learning, toys for playful minds, full of puns, answers for other questions, an indication of powerful thinking, a celebration of curiosity? Are they answered with care, given special place in discussions, written without answers, given without requirements, extended with more questions?

If a teacher desires student questions, they must be greeted with enthusiasm, a commitment of time and an unthreatening manner. As students begin to receive the rewards of asking questions, the phenomenon will occur with increased frequency and quality. If our goal is to teach people how to learn through passing on the best of what we already know, then our best hope is through nurturing curiosity and the tools to quench its thirst.

---

<sup>2</sup> Jalolov J., Foreign Language Teaching Methodology, "O'qituvchi" publishing house 2012

## **1.2. Ways of teaching learners: motivation, goals and feedback**

It is very difficult for teachers to handle all the students in large classes. Because students are different and very often their level is different, but in language classes a teacher should have individual approach to each learner. They went through a whole educational system and they dispose of rich personal experience. They have also developed specific habits and have specific expectations. Adults are in many cases not really interested in language, but in what they do through it. That is to say, adult students view language as an instrument for doing other things. It is not always easy for them to make a decision of enrolling to a language course. They know they need to learn English for some reason - they dispose of a high degree of extrinsic motivation. But they also know that they will be in the same class with other students. This fact can be quite stressful for some of them. They are sure that “others” level of English will be different from theirs, that they might not be good enough and the “others” might see it. It is not a pleasant idea and can play a key role in their final decision to “go for it” or not. The basic solution to avoid creating mixed ability groups is to start with an entrance exam that covers all areas of English; listening, speaking, writing and reading. After checking the results students should be grouped accordingly to their knowledge. The trouble is that people are not necessarily on the same level in all four areas. Sometimes they are fluent in speaking, because they have spent some time in an English speaking country but are very weak in expressing themselves in writing. Or they are capable in comprehension to reading texts because they do a lot of reading in English but cannot understand to spoken English at all as they are missing practice. It is then very difficult for the teacher to decide which group/course will be the most suitable for them and it can easily happen that a wrong decision is made. It can lead to the above-mentioned situations then. If the group of students is of very mixed abilities then problems arise quite soon after the beginning of the course. The trouble is that adult students

when feeling insecure in their lessons mostly start to reconsider their further attendance.

Thanks to the above-mentioned aspects it has become very popular lately to attend private lessons of English. The style of private lessons is much more suitable for students who have specific demands, expectations, learning difficulties or problems of any kind (time organization, health problems, anxiety...) or who simply prefer to have a teacher all for themselves. Usually the lessons are prepared for one student only but upon an agreement or demand more students can attend a lesson. Usually it is up to three students in private sphere and up to seven to ten students in lessons organized by a company for their employees, managers or other specific groups of people. The 'company sector of private teaching' (bigger groups) can sometimes be similar to the classical compulsory education because it is not always the students' self-determined decision to attend the lessons but an order from the headquarters. Not all students are interested in taking lessons and stagnate. A risk of creating a mixed ability group is too high and usually comes to reality. Therefore it will not be dealt with in this work as with a main part of a private teaching sector.

### ONE-TO-ONE LESSONS

The biggest advantage of one-to-one lesson is the fact the lessons can be adjusted to specific needs of a student and as much time as needed can be spent on every single item. If a student has trouble with understanding some grammar structure, it is possible to spend more time on its practise than in usual classes where the needs of a single student cannot be prioritised to other students' needs. All students must be taken into consideration and a single student cannot restrain the others. In one-to-one lessons a student also has their long-term goal (to be able to understand non-subtitled English speaking films) divided into many short-term goals (acquiring a certain piece of grammar, finishing a unit) that should be fulfilled in an appropriate period of time. The goals are usually suggested by a student and modified by a teacher's judgement of their attainability. It is necessary to determine priorities in the aims of what should be learned (fulfilled) at what

stage. But what is great is the possibility to adjust these single aims to the actual student's situation and needs. If the student asks for practice of an 'Airport conversation' because he is going to fly abroad for a business trip then it is no problem to stop practicing e.g. countable/uncountable nouns, move to a completely different topic and prepare the student for the wiles of an airport. But it is not only that. Teacher is in such an arrangement of lessons responsible only for one student (or a few more ones) and gets to know them much better than it would be possible in usual lessons with many more students attending. They can easily recognize where their student needs a proper explanation of grammar or structures and when only a lack of practice or opportunities causes making mistakes. Students can provide with learning experience that is just of the right level then. There is no need to be in a hurry to make a student familiar with particular pieces of grammar to catch up with other students, which provides a very good chance for the student to improve the skills and knowledge, which really need to be improved, and concentrate on them as much as necessary. All language skills should be acquired to master a language well. But no students have the opportunity to practice exactly what they need. In private lessons this is of course possible.

Thanks to a close contact between a teacher and a student a very good relationship can develop and it has a beneficial effect on the learning process. It must be taken into account that adult students are fully engaged and have duties in their private lives to be done. They have their job, family, and other business to manage. Every now and then they may feel that all of that is too much for them. A hesitation whether to continue in learning a language is one of the first to be reconsidered. The decision will then depend on the student's relationship with their teacher. If the teacher does not show their interest in a student, lack of supporting them or behave demurely then a student has no motivation for continuing. But once a student feels comfortable and supported by a friendly teacher they will be inclined to clear all the difficulties and persist in learning.

"A teacher's good humour and sympathetic understanding of his problems have stopped many a student from withdrawing from a course when faced, as

many are, with a pressure of a full-time job and English classes several nights a week.”<sup>3</sup>

A good relationship between teacher and student it is one of the first break points on a very long way in acquiring a language and is highly motivating.

### MOTIVATION

One of the factors that have a very strong effect on success or failure in learning is motivation. It is not easy at all to find the right and most apposite characteristic for motivation. This is a general characteristic of motivation provided by e-encyclopaedia Britannica:

“Motivation forces acting either on or within a person to initiate behaviour. The word is derived from Latin term “motivus” – a moving cause, which suggest the motivating properties of the process involved in psychological motivation. Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual.”<sup>4</sup>

Zoltan Dornyei offers another explanation, this time in terms of learning:

“Motivation is related to one of the most basic aspects of the human mind that are related to what one wants or desires. It has a very important role in determining success or failure in any learning situation.”<sup>5</sup>

Rod Ellis simplifies motivation to: “Motivation in language learning can be defined in terms of the learner’s overall goal or orientation.”<sup>6</sup>

In other words it could simply be said that without motivation there would students produce no action, activity or doing and consequently there would be no effort developed to acquire any knowledge. To change such a non-friendly learning situation students must be motivated by some kind of motivation. The basic kinds

---

<sup>3</sup> BROUGHTON, G., BRUMFIT, CH., FLAVELL, R., HILL, P., PINCAS, A. TEACHING ENGLISH AS A FOREIGN LANGUAGE, ROUTLEDGE, 1998,

<sup>4</sup> <http://www.britannica.com>

<sup>5</sup> DORNYEI, Zoltan. Motivational Strategies in the Language Classroom, Cambridge University Press, 2001, ISBN 0-521-79377-7.

<sup>6</sup> ELLIS, Rod. Understanding Second Language Acquisition, Cambridge University Press, 1996



are intrinsic and extrinsic motivation. They are closely connected with short/long-term goals.

### INTRINSIC / EXTRINSIC MOTIVATION

Intrinsic motivation is usually presented as an internal drive. Something that students want to do themselves because they are personally interested in acquiring the knowledge (e.g. they like the language, want to travel and use it...). A typical example of intrinsic motivation is a hobby – an activity done for its own sake. On the other hand extrinsic motivation is affected from outside. Students do things because they are somehow expected or for some reason forced to do them. It may be the compulsory school curriculum, a need of satisfying parents'/teachers' expectations, desire to be praised or a vision of a better position at work. The usual motives are tangible rewards.

Jeremy Harmer (1993) presents in some respect different characteristic of abovementioned motivations. According to him intrinsic motivation is concerned with the factors taking place inside the classroom while extrinsic motivation is concerned with factors outside the classroom. Therefore he thinks of them from a different point of view. Compared to the above-mentioned characteristic taken from the students' point of view – learning, he concentrates on the opposite side of the process – on teaching.

In his opinion extrinsic motivation includes situations in which students believe that mastery of the target language will become an instrument for getting a better job, position or status (instrumental motivation) or it will help them to integrate into a particular culture (integrative motivation). This emphasises the fact that students' attitude to learning can be affected by members of community but not only by them. Other aspects and factors participating in the learning process – intrinsic motivation, can also crucially affect it. They are physical conditions, methods, success and especially a teacher. All of them have an important effect on learning. There might also be added one more very important and not yet mentioned aspect, which can also dramatically impact the learning process. It is a family influence. In case family members (parents, siblings, children...) do not for

any reason accept the importance of learning language and emphasize it by unwise comments, constant disturbing or not paying attention, then such atmosphere can become very unpleasant and de-motivating. The worst situation can arise if someone is actually disparaging the language and reasons way it is learned for. The usual end in such cases is complete taking an intense dislike to the subject and can be very hard if even possible to change the acquired attitude to a better one.

### SHORT / LONG-TERM GOALS

Motivation means that a person wants to do something for some reason. This reason is a goal. If the goal is achievable in short or foreseeable term it is called a short term goal. In general they are defined as those that may be achieved in one year or less. The trouble is that they are usually too many. In terms of language learning it might be a determination to finish a new unfamiliar activity, to learn a piece of new grammar or to finish a unit in a book or to pass an end-of-term test. It is necessary to make sure that the most important ones are met at first. For that is it essential to make priorities. If the achievement of a goal requires acquiring special abilities or experience or if it simply is not possible to fulfil the requirements for achieving the goal in a short time the goal becomes a long-term goal. Generally they are described as goals that can be achieved over a lifetime. These goals are mostly quite demanding therefore people usually have fewer of them. An example of that could be speaking fluent English, getting a better job, writing/publishing in English or being able to travel, live and communicate in English speaking countries. Fulfilling long-term goals requires a good investment of time and personal dedication.

There exists a very apposite recommendation for setting goals; so called 'ABCD' of goals, which specifies the essential goal features:

Achievable (reasonable for age and level)

Believable (students need to believe they can accomplish them)

Conceivable (clearly stated, measurable)

Desirable (students really want it and others want it for them)<sup>7</sup>

The 'ABCD' seems to be perfectly expressive and true. I usually check these simple rules when I feel there is no or very little progress in somebody's learning and try to find the point that should be changed or somehow stimulated for better result.

Sometimes it is good to change teaching method and activities to reinforce the fading effort.

### ATTITUDE TOWARDS GOALS

Quite interesting is the transformation of an attitude towards goals and their fulfilling in connection with the age of students and their mental development. Young learners can learn English with remarkable ease, enthusiasm and naturalness. They do not understand short/long-term goals as such. What they understand is the final classification and that it is important. More important are for them everyday activities presented in a form of games. They understand that there are task to be done, they do them and learn through them. These tasks represent short-term goals and attract children's concentration and attention through providing direct motivation (boring activity can attract children's attention only up to 40 minutes). Constant change of activities is beneficial and ensures fulfilling of the defined goals.

Adolescents are in a very difficult condition as they often mean something completely different from what they actually feel and do. This 'disharmony' is caused by proceeding physiological change in an individual. They are competitive, they need to be seen in a good light by their peers and are very sensitive to criticism. They are extremely impatient and expect the success to come soon after setting the task. The more fast the cycle 'Task – Success – Appreciation – New task' is the more motivating it is for them. They are not aware of long-term goals. Their inspiration is mere curiosity. It is necessary to explain why they should learn concrete language items or do concrete activities so that they are aware of their

---

<sup>7</sup> McCOMBS, Barbara L., POPE, James E. Motivating Hard to Reach Students, American Psychological Association, 1994

short-term goals the same as of their long-term goals. Moreover the goals should be reminded to them regularly during the learning process as their interest in them can waver. Completely different situation occurs with adults. Since they usually choose themselves to be present in English lessons they are also usually highly motivated intrinsically.

Their values have already been determined, they are well aware of their aims and they want to fulfill them. They are matured and responsible enough to realize that if they want to reach their aim(s) they must sacrifice something to that. They of course need to be encouraged from time to time to increase their motivation but generally they are easier to deal with than adolescents. None the less experience of success and praising are very important for them as well as they are for everyone else, including children and adolescents. Praising is a proof of success and success is always highly motivating. Therefore it is wise to increase students' interest and motivation by sensible use of praise.

### FEEDBACK

Besides motivation, learning and acquiring vocabulary and grammar there is another crucial aspect of language teaching/learning. It is a necessity of regular feedback on development and success in students' performance of the language. "Feedback is the response to efforts by the learner to communicate. Feedback can involve such functions as correction, acknowledgement, request for clarification and backchannel cues such as 'Mmm.'"<sup>8</sup>

Feedback from a teacher acknowledges that student's response was or was not correct and to what extent it was a success or a failure. It is important for the student to be quite clear about correctness of their response as it gives them opportunities for selfcorrection. Feedback should also offer some ideas about how their language problems might be solved. On the contrary a student's response to an assessed task provides useful feedback on a level of acquired knowledge for a

---

<sup>8</sup> ELLIS, Rod. *Understanding Second Language Acquisition*, Cambridge University Press, 1996

teacher. It is a necessary supporting instrument for both sides – students and a teacher.

### **1.3. Teaching methods / approaches**

There exist various ways of teaching language that are used in various courses. The reason for this variety is that English is learned for many various reasons requiring various aids as has already been mentioned above. With respect to that variety there is a wide choice of teaching methods (concrete techniques) that can be used for various purposes. Some of them would work with beginners; some with advanced students; other will be more suitable for EOP or EAP students and some for students with specific needs. To get a general idea about the main differences between the individual methods find below a short summary of their main features according to what has been taught at the University. I myself experienced only a very few of them therefore my knowledge is mostly theoretical. But despite the fact I believe it is not difficult to sense the main principles of separate methods.

#### **GRAMMAR-TRANSLATION METHOD (GTM)**

Grammar-translation Method is very old. It was used in the past for teaching the classical languages and was called Classical Method. It is based on translation from one language into another. Students work individually, student-student interaction is missing. Students are given grammatical rules and they memorize them. Later they should apply the memorized rules into other examples in form of translation. Students mostly work with literary texts focused on culture. Very little attention is paid to content of texts, which are treated as exercises in grammatical analysis. Vocabulary and grammar are emphasised but students only memorize native language equivalents for foreign language vocabulary words. Reading and writing are the prioritized skills, there is almost no attention paid to speaking, listening, pronunciation. Classes are taught in mother tongue with little active use of the target language. Correcting errors is considered to be highly important. The aim is to be able to read literature written in the target language. Sub-aim is to

develop students' minds through good mental exercise. Role of the teacher is very traditional – teacher is the authority.

Vocabulary is taught in the form of isolated words, which completely inhibits development of accuracy. Constant translation encourages students to believe that each term and structure has an exact equivalent in the new language, which is rarely the case. Some structures must be transformed into the native language by using totally different expression to keep the original meaning. (Imagine a girl looking out of a window, watching something interesting in front of the house. She says: “It is cool.” You can see through the window that this is happening in the hottest summer. Obvious meaning of the uttered sentence is “It is interesting/good/even exciting”. But the literal translation would be “It is cold.” - meaning it is not warm/hot.) Students lose the ability of ‘reading between lines’. They get the feeling that what is said / written is actually meant the literal way. Grammatical accuracy is then more important than developing the ability to communicate. Actually speaking is not being developed at all. The only emphasis is concentrated on memorizing rules in order to be able to understand written (spoken) texts. This method can work quite well for EST students who only need to be able to read scientific texts, articles or textbooks in foreign language with no intention to be able to communicate or produce speeches and writings.

#### DIRECT / BERLITZ METHOD (DM)

Motto of Direct Method is that native language should not be used in the classroom. Second language learning should be more like first language learning – through conversation. Spoken word is emphasized from the beginning and is considered to be the primary form of language. Grammar is studied through examples and associations of ideas. Teacher neither explains nor translates. He presents the subject by acting or (visual) demonstrations, by practical objects and entertaining illustrations and pictures closely connected with the subject teaching to avoid dry instructions in theoretical grammar, which is not presented in the form of rules. Vocabulary and grammar are learned in a natural conversational context. Textbook explanations (the same as the ability to read and write) come later.

Vocabulary is preferred to grammar, only everyday vocabulary is taught. Students should not memorize. They learn to speak by listening and interacting with their partners. Speaking in class is natural, normal and students should be made to speak much. Emphasis is put on speaking in sentences rather than on using single words. Correct pronunciation also receives considerable attention. Speech and listening comprehension is taught. Grammar mistakes are corrected by asking the students to make choice between offered possibilities. Students are encouraged to self-correct themselves whenever it is possible. New items are introduced in appropriate sequences leading from last to next. Knowledge is built on what has been learned before. Students should master a particular language item before they continue to the next one. It is like building constructed brick-by-brick. This strategy is commonly referred to as a Building–block Approach. Teacher does not go through too fast but always keeps the pace of the students. A tool for developing speech habits between teacher and students is question-and-answers exchange. It requires an active student’s participation, which is very good for repetition. Direct method uses a plan (developed by Berlitz) divided into three main sections: Introduction, Practice, Student Initiative. During Introduction a new concept is presented to students. Its meaning becomes clear thanks to the context in which a word or a structure are used. Proper introduction contains a good arrangement for the new item to occur in the proper context. Practice section works with a system of graded questions checking whether the students understand the structure. Questions of “Is it...?”, “Is it ..... or .....?” and “Who is it?” type are used in give-and-take conversation. Teacher is always careful to provide a contextual framework for the questions. In the third and final phase control is turned over to students. They may be asked to assume the role of the teacher and ask questions of their own or they may be invited to make a summary of the context within which the previous practice has just occurred. The summary consists of brief but complete structures. Students can also role play simulated real-life situations and cope with them by using their knowledge acquired so far. A native-fluent teacher ensures that students learn not only correct pronunciation,

sound and melody of the language but also both the formal and the informal ways of target language use. Teacher directs the class activities but his relation to students is more like partners. The aim of direct method is to think in the target language to develop a good communication skill. Direct method presents many useful features of learning language. Through its constant and exclusive use of the target language a good chance of successful acquiring the language is offered. Nevertheless I am convinced that strict rule against using mother tongue in lessons is not sensible. There may occur (in my lessons do) moments when the use of mother tongue is necessary and not using it is extremely unwise. E.g. when students are tired, not feeling well or just unconcentrated a few Russian words can make miracles. On the other hand I also prefer description and demonstration to a simple translation for its better learning effect. Constant communication also influences good speaking and listening comprehension. Using complete sentences is another valuable feature of this method. Students learn and practice more words and structures through that. The given choice is also useful when identifying a mistake and correcting it. What I practice on my students is encouraging them to self-correction. We have developed a range of special 'looks' and when they make a mistake I use some of them and they know they should correct themselves. It works well. What I cannot agree with is the lack of linguistic theory and purposeful grammar building. I do not think language can be properly mastered without that. And besides, most of my students insist on proper grammar building. Generally DM seem to be sensible and with a few adjustments useful. Unfortunately there can be trouble with finding appropriate native-speaker or fluent-like teachers who are required to adhere to the principles of the method. It is not always easy to find one disposing of the skills essential for success in Direct Method teaching.

#### AUDIO-LINGUAL METHOD (ALM)

This method was developed during the World War II for military purposes. There was a need for people to learn language at a satisfactory level of ability to communicate in as short time as possible. It was a reason for an extreme solution. The overall goal was to create communicative competence in learners in short



time. The way became an extensive repetition and a variety of elaboration. The idea was to project linguistic patterns of the target language in a way to make responses automatic and habitual. The only language used is the target language. Teacher has a central and leading role. They modify drills of the exercises practised. All work is based on listening and responding over and over to teacher's stimuli. Students' responses should become automatic, fixed. The reaction time gets accelerated by reducing the need of thinking about the problem as students respond partly unconsciously. However their answers are expected to be correct. Language is presented through conversations divided into lines that are drilled and then turned into questions or negatives and drilled again. Mostly teacher-student interaction is used for it is the teacher who is supplying sentences or their parts to be 'learned' by drill. Learning (in ALM) means forming habits. It is dependent on mimicry, memorization of phrases and over learning. Vocabulary is strictly limited and learned in context. Importance is given to pronunciation. There is a great effort to produce error-free utterances as they make bad habits. Typical techniques closely associated with ALM are above all dialogue memorization and drill in many variations. Teacher's work is very demanding in accuracy, activity and control. ALM could have been effective when it was formed and it most probably had its results. That time students were not trained for everyday conversation but for specific situations. I am quite surprised that it is still used in some courses nowadays and it also confuses me because ALM methods are in complete contrasts with mostly every principle that is nowadays considered to be prior. In the first place the lesson organization must make the students feel quite humiliated (at least I felt that way). In the second place students do not learn to communicate in the meaning of exchanging information. And finally in the third place students do not think about what they are drilled. I once experienced an ALM lesson and I actually felt physically tired after that.

The tremendous effort to concentrate on what has been repeated or answered was frustrating. In my eyes this method might work for total beginners, who need to properly fix the basis of the target language, but not for more. Even though the

patterns are (over)memorised they are not fixed through properly built system of knowledge and if a student forgets particular pattern then it must be difficult to find it without any connection in their mind.

### TASK BASED LEARNING (TBL)

Tasks are central to the learning activity. They are meant to be the practical part of language use compared to exercises that focus on linguistic features. The idea is that students learn more effectively when their mind is occupied with a concrete task offering besides concentration on language, its structures, functions or vocabulary also other practical experience - e.g. sharing personal experience and exchanging them, fulfilling tasks which contain problem-solving elements (like analysing real or hypothetical situation) or making decisions... For solving the problem students need to communicate in the target language and therefore use wide range of language items, not only particular structure, function or vocabulary group. Framework for TBL suggests three main stages: Pre-task, Task cycle and Language Focus. In the Pre-task stage teacher introduces the topic and task. Useful words and phrases may be highlighted. During the task cycle students plan solving the task and work on it. When it is completed student prepare a report about their work to be presented to the whole class. In language focus stage students analyse and discuss specific features of used or produced texts or utterances, which are then practised. Students fulfill the tasks, produce reports and discuss them with others. What is specific for TBL is the unusual order of learning process, which is reversed: students start with a task and as lately as it is completed their attention is drawn to the language used. Tasks include projects for producing posters, brochures, presentations, dramatic performances, videos etc. Teacher selects tasks, encourages, facilitates, regulates and monitors. This method is very useful and works very well thanks to the above-mentioned reasons. Communicative activities improving students' ability to communicate and solving real problems are highly motivating and offer students real reasons for learning the language: to be able to communicate - receive or produce needed information. A good balance between using receptive and productive activities is applied, which is very useful.

Sometimes managing to keep the whole class using only the target language might be difficult, especially with low level students. It is much easier when students are actually incorporated into target language community. If they need to solve a problem there is no other option than to communicate with the local people. Results are great. Students can acquire many structures and phrases in relatively short time and such knowledge is well remembered.

### SUGGESTOPEDIA

Suggestopedia is based on the power of suggestion in learning. It is connected with systematic study of non-rational and non-consciousness influences. It is supported by the use of music and comfortable and relaxed environment (decorations, furniture, classroom arrangement...) that evoke relaxed (but focused) state. Various tones and rhymes of presented materials should help to avoid boredom and monotony and should dramatize and emotionalize meaning of linguistic materials and evoke positive atmosphere. Relaxed students should acquire new language naturally and easily. There is no obvious order in which items of language are presented and no apparent theory of language. Students can learn from what is present in the environment. Emphasis is put on memorization of vocabulary pair – a target language item and its translation into a native language. Lexical translation is stressed over contextualization. Suggestopedia course directs students to acts of communication rather than to acquiring habits of speech and vocabulary memorization. The principle of this method is to work with a unit text. The text is listened to and discussed. Then it is read from distributed texts containing printed dialogue with a native language translation in the parallel column. Text is read and discussed over. Students are then encouraged to produce similar dialogues themselves. The mentioned process covers about 3 lessons. Teacher behaves authoritatively. Relationship between a teacher and a student is more or less of a parent – child nature with respect to the hypothesis that students remember best and are more influenced by information coming from an authoritative source. In the child's role students take parts in role playing, games,

songs etc. in order to regain self-confidence and spontaneity of children. The aim of Suggestopedia is to break psychological barriers and to increase confidence.

The idea of relaxed environment is very tempting indeed. Also for students with low self-confidence in speaking it is undoubtedly very beneficial. I quite like the idea of students choosing new identity for a lesson to become more relaxed through speaking for someone else than themselves. Unfortunately I am afraid that not every student is actually able to concentrate with even silent music played from background and not to fall asleep with their eyes shut while listening to a conversation over a relaxing tones flowing out of a CD player. Regarding the teaching method memorizing of specific dialogues can certainly be good for acquiring language but mainly for building vocabulary in respect of showing the right context for usage of particular words. I would never think of this method as of basis for teaching grammar. Experiencing such a teaching method once personally it would probably make me feel very nervous. I need an order in building my knowledge to be able to connect new knowledge into a system of previously acquired ones (Building-block Approach) and I also need quiet for concentration. Even the over-friendly and relaxed environment would make me feel uncomfortable not speaking about behaving childish in order to satisfy the idea of regaining my childhood spontaneity (which I dare to say I have never lost). In my eyes this method is extremely specific and suitable for a limited group of students.

#### TOTAL PHYSICAL RESPONSE METHOD (TPR)

TPR Method is based on children acquisition concept, on a principle that a foreign language should be studied in a similar way as children learn their mother tongue: they only listen to it first and do what they are asked for. Students' understanding to the target language should be developed before speaking. They are not forced to speak until they are ready to do so. Therefore the main skill to begin with in TPR is listening with focus on listening comprehension. Mother tongue is not used in lessons or very rarely. Students are allowed to use it when necessary. All explanation is done through voice, body movement, gestures and

actions. Students learn from observing actions as well as from performing the actions themselves. Teacher is a director, students are imitators. The following process is used in lessons: teacher issues an order to direct behaviour to a few students and then performs the action with them. After that students demonstrate their understanding of the commands by performing them alone. Teacher evaluates students immediately after their reaction to a command. At last phase the issued commands are slightly changed and recombined in order to develop students' flexibility in understanding new combinations of familiar connections. At this stage students respond nonverbally. After learning to response to some oral commands students start to learn to read and write them. The final step is to start speaking. Students are given as much time as needed before they start to talk. Errors are expected to be made at the beginning and teacher should be tolerant of them (only the major ones should be corrected). Detailed correction is postponed till students become more proficient. Most important is to use right grammatical structures and vocabulary. They become fixed by imperatives. When students start talking it is useful to use classroom objects (books, pens, furniture...) and for advanced students supporting materials (pictures, tapes, videos, games, charts...) focused on specific topics – home, shopping, restaurant etc. Students can e.g. listen to a tape while looking at accompanying materials that help to understand the meaning from context. The aim is to reduce stress in speaking, make lessons enjoyable and fun and encourage students to feel confident and successful. This method is certainly great for beginners of all ages with no use of native language when getting instructions they do not understand. I can also easily imagine this method being used in particular moments when students forget, mishear or do not know a particular instruction or word and teacher does not want to disturb either the others or the activity by description. In such cases it is a good idea to show or signal what the word, phrase or sentence means as it is simple, fast and effective. I use it quite often in these situations and it works very well. But generally this method is in its substance rather supportive and requires association with other methods.

## TEACHING APPROACHES

Teaching methods are closely connected with teaching approaches. What is the actual difference between a method and an approach? Methods are collections of individual technique, systematic sets of teaching practices that are based on particular theory of language learning. They are used in lessons with the aim of a good language acquisition. Approaches are then the ways through which the methods are achieved. Similarly to methods approaches vary in their ideas and contents but there can also be included a few of them into one method.

We have already introduced the Building-block Approach and as examples of some other approaches there should be mentioned Communicative Approach, Lexical Approach, Eclectic Approach, Contextual Approach and Self-explanatory approach.

### Communicative Approach

New teaching methods (TBL, TPR, Suggestopedia,) have brought new ideas that originated in today most widely used Communicative Approach. It is a way of teaching that puts the impact on usage of the target language. Jeremy Harmer offers the following characteristics:

“Because of the focus of communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach.”<sup>9</sup>

Not only structures and vocabulary are stressed but also the ability to be communicatively competent. Generally speaking this approach uses graded series of communicative tasks and activities working with various situations (greetings, advising, dis/agreeing...) communicative activities have three main features: information gap (a person knows something that other person does not), choice (students have a choice of what they will say and how – open-ended activities) and feedback (as true communication is purposeful, students should have the chance to evaluate whether or not the purpose has been achieved or not). Through these activities students are taught when and how to use the language. A wide range of

---

<sup>9</sup> HARMER, Jeremy. The Practice of English Language Teaching, Longman 1993

authentic language in real context is introduced to students, who should be able to work with it and use it. Grammar and structures are acquired naturally, fluency is stressed.

### Lexical Approach

Using words of the ‘Father’ of Lexical Approach, Michael Lewis:

“The Lexical Approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks.”<sup>10</sup>

His idea is that an important part of language acquisition is the ability to comprehend and produce lexical phrases in such unanalysed ‘wholes’ – chunks (any pairs or groups of words which are commonly found together or in close proximity). Language consists of chunks and they, when combined, produce continuous coherent text. Language is viewed as lexis rather than a combination of grammar and vocabulary. On the other hand value of grammar is not denied but communication of meaning is central. Emphasis is put on the main carrier of meaning, vocabulary, but its concept is extended from words to lexis. The aim is to achieve fluency through acquisition of a large store of fixed and semi-fixed prefabricated items. Grammatical knowledge should be applied later into a sufficiently large mental lexicon. Lexical approach gives great emphasis to spoken language than to writing, which is also connected with grammar, as written grammar is different to that of spoken language. Task and its process is emphasized over exercise and its product. Therefore the usual PPP (Present – Practice – Produce) cycle is rejected in favour of another cycle: Observe – Hypothesis – Experiment. Activities used are based on target language / native language comparison and translation (chunk-for-chunk rather the word-for-word) with looking for equivalent expressions from native language. Meaning of vocabulary is often guessed from context. Language patterns and collocations are noticed and well noted into carefully organized notebooks. Key is the accurate recording, which supports self-repetition. Students are encouraged to work with

---

<sup>10</sup> LEWIS, Michael. Teaching Collocation, Language Teaching Publications, 2000

monolingual dictionaries, which provide good resource for active learning. Listening is emphasised at lower levels while at higher levels it is reading (intensive reading – short texts read in class and extensive reading – texts chosen on the basis of personal interest, read outside of the class and for pleasure). Texts of different types are used for different purposes. Teaching procedure involves four main sections:

1. teaching collocations
2. making students aware of them
3. extending present students' knowledge by adding new collocations into already known vocabulary
4. storing collocations in lexical notebooks

The motto is: Without grammar little can be conveyed, without vocabulary nothing can be conveyed.

#### Eclectic Approach

'Eclectic: not following one style or set of ideas by choosing from or using a wide variety.'<sup>11</sup>

In other words Eclectic approach incorporates valuable techniques and elements of other different approaches and systems and benefit from them. This combination should be made to succeed best with students, to suit their specific teaching situations. It is extremely flexible. It opens boarder for teachers to experiment with techniques and activities of various approaches and methods to find out for them the one that might work well with their students at a given time. Consequently teachers should be aware of the responsibility given into their hands while creating new learning concepts. The idea of choosing from different methods to suit specific teaching purposes and circumstances should not be misused or underestimated. It should allow teachers to choose the most appropriate well-known and tested teaching methods and imply them into their classroom procedure. It should not become an alibi for teachers not using any particular

---

<sup>11</sup> Oxford Advanced Learner's Dictionary (2000:399)



approach at all saying they are 'eclectic'. It offers great possibilities to concentrate on individuals' needs.

There are of course other approaches used in language learning (Natural A., Functional A., Structural-situational A., Global A. etc.) but the above presented are probably the ones most commonly used nowadays. To me the Communicative Approach seems to be very useful and appropriate as I put strong emphasis on the ability of communication. I personally use many of its features in my lessons. However, Lexical Approach is also very close to my idea of teaching / learning English. I go all the way with its idea of teaching lexical chunks and practice it in my lessons. It is the same with the Buildingblock Approach and actually with the Contextual Approach too. Sometimes I prefer one kind of activities to others but generally it depends on concrete circumstances. Therefore I allow myself to state that in a way I am using an Eclectic Approach. To me it is most important to use the right activity at the right time. I do not actually think about approaches but I adhere with principles that are useful and suitable from my point of view.

## **CHAPTER II. POSSIBLE SOLUTIONS FOR PROBLEM OF LARGE CLASSES EFFECTIVE WAYS OF TEACHING LANGUAGES**

### **2.1 Possible solutions for problem of large classes**

The literature and methodology guides suggest a lot of didactic advice that should ease this problem and it is up to the teacher and her experience what she finds the best working. Also the structure of the class matters a lot, as students differ in intelligences, (let me remind their types according to Gardener's classification: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalist intelligence), interests, motivation, educational, cultural and social background and their levels and abilities in general. Some other factor that must be taken seriously here are students' age, gender or their temperament types.

On the basis of my own teaching practice I have realized that activities, motivators or „threats“ which work in one class do not have to work in the other class and vice versa. The teacher is a professional and she is responsible for everything that happens during her lessons. Sensible self-confidence of teachers is necessary as she must believe in what she does and why she takes certain measures. The choice of right activities is also a sign of her competence and she must also trust in her own abilities and be aware of the fact that she is the authority in the class and her class performance must not deny it. The teacher must not take personally anything unpleasant that happens during her lessons. As R. Frost notes to the British Council teaching forum - it is her job to master the class but still she is the nearest target for the students no matter how popular or not in favour she is (2009).

Further on we would like to describe in more detail some didactic aids useful for coping with large classes.

#### *Setting up routines and rules*

„Rules are here to guide us not to bind us.“

(anonymous)

N. Hess reckons that especially with new students it is inevitable for teachers to establish rules before students start to make their own. For each institution the general school rules such as greeting, standing up when a visitor or a teacher comes into a classroom, cleaning the classroom after lessons, handing in assignments, helping a teacher bringing school aids etc. may differ. It is advisable to observe institution rules first which gives a teacher the chance to get used to them and get adopted and if necessary she can add her own adjustments.

In this work we are though more interested in rules concerning the educational procedures in classes themselves even if they are closely related to the institution culture as well.

Having a system of rules and routines is very important for both, the teacher and the student, which is also a reason why both of these substances should participate in its creation. Teachers definitely do not want to feel like “policemen” and students are more likely to keep the rules if they get a chance to think about them and form them themselves. Bellow there are described the main assets of having rules.

Rules give clear ideas of what is allowed and forbidden during lessons. Such things for instance are when students can or cannot walk, can or cannot speak aloud or to their mates, what is the polite way to ask for something, it sets routine concerning handing in homework or other assignments (projects, seminar work etc.), rules also give idea how to check up the attendance.

Rules are also absolutely necessary for evaluation, this includes what will be evaluated, when (due dates) and how tasks will be evaluated (marks, comments, points plus graduated scale).

Soon both teachers and students will discover that good rules will bring them sense, stability and safety and specially teachers will appreciate that having rules will prevent them from frequent repeating instructions. In general the course of lessons will be smoother and less time demanding.

As mentioned above the process of making routines is very individual due to teacher’s personality and a kind of class she teaches. Still there are some practical

suggestions for teachers how to prevent disturbances and reach clearer lessons. These are designed by **N. Hess (2001: 182)** and introduced in her book *Teaching Large Multilevel Classes*. As for these suggestions I would like to add my comments based on my attempts to apply them in practise:

Write down day's activities on board: I find this very useful as it gives very clear idea to students what is the lesson going to be about, they know what to anticipate, it also shows them that the teacher is well prepared for the lesson. If students copy these lines into their notebooks it helps them to realize at home what to study or what to practise

Keep few cards on the teacher's desk to write notes (so-called reminders): as lessons go along teachers rather often encounter matters which are necessary to revise but not today, they also serve as reminders for certain tasks that should be handed in by appointed students

Have extra pens and pencils at the disposal: it is quite frequent that students forget or lose their writing utensils during the day. Having a couple of them ready always prevents annoying other students asking for some.

Have prepared required number of handouts or sheets: it is always useful to have some spare ones. It is advisable to have not just handouts for a concrete lesson but systematic teachers have these ready in advance for at least a term. Keeping them in order in a file also contributes to smoother work.

Practise repeated class rituals: very useful and applicable for all levels – this can involve little pair-work on a certain theme (weather today, how are you today, what made me happy today etc.), celebrating birthdays, introduction of a special student or a special person (each student gets a turn during the term). These little speaking activities at the beginning of lessons calm students down and make them work or listen to their mates and automatically switch over students' minds from Uzbek into English.

Practise the „three before me“ rule – i.e. students who work in groups have to ask three classmates first, before they report the information gained to the teacher. This idea contributes to students' maximum participation in tasks but still the

teacher's supervision is rather crucial here to make sure that students really speak as much as required.

*Some other useful routines that we used are:*

Despite the fact that students like rich and variable lessons it is helpful to start lessons in the same way to make them realize that the lesson really started. This involves waiting for the class to calm down, greet everybody and expect the same from the students.

System of signing up for special tasks or projects – a special sheet containing the name of the task, the name of the student, due date and confirmation by the teacher that the task was really handed in serves to it

There are always appointed students who clean the board, make sure that chalks are ready, distribute tests, notebooks or other sheets

A teacher should always check if students sit in their places – sometimes they try to mingle so as to sit with their friends which is usually a problem due to their chatting and not paying attention to the lesson

One more important remark: if the teacher changes activities during her lesson she should do so very fluently as any gaps between them might end up in losing students' attention. Gaining back once lost attention and interest is very difficult.

Anyway, as students and teachers design routines both sides should strictly keep them. Sometimes though there are situations when some of these do not work properly. In such cases they can be modified or replaced, but this should not happen too frequently as they would start losing their seriousness. We can completely change them and start again from the very beginning at the new semester, term or a school year.

## **2.2. A set of approaches of an up-to-date lesson**

Five educated, successful professional women are car-pooling to a seminar. It's a two hour drive. The din inside the vehicle is reminiscent of an orchestra tuning up. Several women are talking at once -- each with an idea to express

concerning the issue under discussion. When any is determined to make a point, she cranks up her volume, trumping competing ideas with decibel power.

Are any of these women listening? Can any repeat back or summarize the ideas of the other women in the car? Probably not. And if not, what's the point? Competition? Catharsis? Communication? It's not -- Without listening there is no communication.

### Listening Is a Master Skill

Listening is rarely taught in schools because educators (along with almost everyone else) assume listening is tantamount to breathing -- automatic. But effective listening is a skill. Like any other skill, competency in listening is achieved through learning and practice. The scarcity of good listeners is self-perpetuating; if you didn't have good listeners to learn from and (especially) models to emulate, you probably didn't master this "master" skill. Instead, you learned whatever passed for listening in your environment: distracted half-attention, constant interruptions, multi-layered, high-volume, talk-fest free-for-alls with little listening at all.

### Barriers to Listening

Listening takes time or, more accurately, you have to take time to listen. A life programmed with back-to-back commitments offers little leeway for listening. Similarly, a mind constantly buzzing with plans, dreams, schemes and anxieties is difficult to clear. Good listening requires the temporary suspension of all unrelated thoughts -- a blank canvas. In order to become an effective listener, you have to learn to manage what goes on in your own mind. Technology, for all its glorious gifts, has erected new barriers to listening. Face-to-face meetings and telephone conversations (priceless listening opportunities) are being replaced by email and the sterile anonymity of electronic meeting rooms. Meanwhile television continues to capture countless hours that might otherwise be available for conversation, dialogue, and listening.

Other barriers to listening include:

- worry, fear, anger, grief and depression

- individual bias and prejudice
- semantics and language differences
- noise and verbal "clutter"
- preoccupation, boredom and shrinking attention spans

### Listening Out Loud.

A good listener is not just a silent receptacle, passively receiving the thoughts and feelings of others. To be an effective listener, you must respond with verbal and nonverbal cues which let the speaker know -- actually prove -- that you are listening and understanding. These responses are called feedback. Verbal feedback works best when delivered in the form of brief statements, rather than questions. (Your questions usually get answered if you wait.) Statements allow you to paraphrase and reflect what you've heard, which affirms the speaker's success at communicating and encourages the speaker to elaborate further or delve more deeply into the topic. Meaningful exchanges are built on feedback. In order to accurately feed back a person's thoughts and feelings, you have to be consciously, actively engaged in the process of listening. Hearing a statement, you create a mental model, vicariously experiencing what the speaker is describing, feeling the speaker's feelings through the filters of your own humanity and experience.

### Ten Steps to Effective Listening

1. Face the speaker and maintain eye contact.
2. Be attentive yet relaxed.
3. Keep an open mind.
4. Listen to the words and try to picture what the speaker is saying.
5. Don't interrupt and don't impose your "solutions."
6. Wait for the speaker to pause to ask clarifying questions.
7. Ask questions only to ensure understanding of something that has been said (avoiding questions that disrupt the speaker's train of thought).
8. Try to feel what the speaker is feeling.
9. Give the speaker regular feedback, e.g., summarize, reflect feelings, or simply say "uh huh."

10. Pay attention to what isn't said -- to feelings, facial expressions, gestures, posture, and other nonverbal cues.

Reading techniques.

Goals and Objectives:

After selecting and reading a book independently, students will create a paper bag book report using an ordinary paper bag. Students should choose five-seven items to place in the bag to represent significant events or characters from the book. For example, "Goldilocks and the Three Bears" might call for a soup spoon, a thermometer, a piece of dollhouse furniture, an ad for running shoes, etc. Students, after filling and decorating their bags, present them to the class. Each student should explain how the items he or she has chosen relate to the book. This makes for a fun oral presentation which exceeds the traditional book report for both the presenter and the audience.

Lesson Concepts and Materials:

Independent book selection, independent reading, analysis of plot, character and/ or theme, oral presentation.

Paper bags (large to lunch-size).

Procedures:

Each student chooses and reads a book.

1. Students analyze their books' characters, plots, themes, etc.
2. Teacher explains the bag book reports. (A teacher-made sample works great!)
3. Students devise written plans for their bag book reports, detailing five to seven items for the inside as well as layouts for each part of the outside. (Teacher may want to require title, author, and publisher on the front; an internal conflict on the left side; an external conflict on the right side; or a favorite scene on the back, for example.)
4. Provide time in class for students to complete their book report projects so they can see others working and have guided practice at fulfilling the promise of their written plans.



5. Students present their projects, in detail, to the class - first explaining the outside of their bags and then explaining each of the items inside. (Questions from the class come naturally.)

6. Students can assess each other using a teacher-devised scoring rubric for both the bag and the presentation.

7. Students can assess each other using a teacher devised scoring rubric for both the bag and the presentation.

Ways to improve your reading skills.

It seems that reading is the easiest skill to teach because what mostly teachers do in the classroom is they give their students texts to read and translate. And sometimes they just check their phonetics and pronunciation. New approaches to teaching require using new methods and techniques to teach reading. Students themselves should realize the importance of teaching subjects, languages and pay more attention to individual and independent studying. Reading usually requires you to read effectively and efficiently. Being an effective and efficient reader means more than knowing what each word in the text means. When you start to read a text you need to ask yourself three questions:

What am I reading?

Why am I reading?

How am I going to read? I don't want to stop at these three strategies and analyze them carefully because you know them all good enough. Besides we will find using these techniques while examining four crucial reading skills:

Working within words

Following directions

Using the context

Locating the answer

Each reading skill has certain distinctive characteristics. Thus it is that practice in any single one helps only to a limited degree in improving the others. For example, reading for the main idea, while extremely important itself, doesn't necessarily improve one's skill in following directions.

### Suggested teaching techniques.

1. Working within the words will help to assist students in putting sounds to work in attacking words. Putting both sounds and syllables to work is essential if pupils are to become independent readers. One cannot be expected to understand and react to written ideas before identifying the printed words meant to convey those ideas. Working with words technique help to develop these word identification skills and to develop understanding of sound-symbol associations. The reader's attention is focused on the common patterns and parts of words: letter combinations, syllabication, roots and affixes, accent patterns, compound words, longer words, spelling.

### 2. Following directions

Proficiency in reading and following directions is basic for success in every school subject and in many nonacademic activities as well without the ability to follow directions, all other techniques and skills become difficult, if not impossible. We will examine four types of directions: testing and drilling directions, commonly found in textbooks and workbooks which provide a check on information presented or a skill taught.

The second type of direction (often found in science book, etc.) involves experimentation. Such material may require an answer to a problem, or provide the reader with the example or practical application of a principle.

The third type involves the bringing together the parts or ingredients from a whole (as with a cake or model plane.) Such directions are preliminary concerned with assembling, and deal with segments and the order and manner in which they form a whole. Here the purpose is to create, rather than to solve a problem or demonstrate a principle.

Directions that explain how to do something (play a game, row a boat, paint a picture) constitute the fourth part. They can well be identified as performing directions. These accents the steps or sequence in learning to do something new, and the focus is on performance rather than end product.

General instructions: Pupils should be more aware that –

A. There are many and varied situations in which the ability to follow directions is a crucial importance.

B. The Reading of directional material requires a very precise and concentrated approach, involving a slower pace than do general reading. A single word may be all-important.

C. Words that show order and /or sequence are particularly important, especially in following directions requiring assembling, creating, performing, etc.

D. Practical experience in writing clear directions of their own will benefit them in following the directions of others.

E. The more extensively the practice follows directions from any source (newspaper, magazine, manuals, etc.) the more facility they will acquire.

F. The same idea can be expressed in different words.

### 3. Using the context.

A thorough understanding of context and its concept often enables a reader to grasp the meaning of words, and thus the ideas. When the context is clear, specific meanings often emerge. The Exercises in Using Context develop to improve silent reading comprehension. In order to complete these exercises, the reader must relate the whole to the part and the part to the whole. This requires judgment and insight into the interrelationship of ideas. The reader's attention is also directed to language patterns, word form, precise usage, and grammatical correctness. Skill is developed in word recognition.

Using The Context places a premium on precise thinking. The readers are asked to choose from words that are markedly dissimilar in form and meaning. Different levels required more refined thinking.

The following suggestions will prove helpful:

I. Since the reader must know the question before seeking an answer, each question must be thoroughly understood before the answer is attempted.

II. Work on Question patterns will aid the reader in understanding and retaining the question. Pupils should be made to realize that certain kinds of

questions call for specific kinds of responses. The answer to a when question, for example, would involve an aspect of time.

III. Experiences should be provided to give readers practice in identifying and classifying phrases. Students must be taught to group phrases into the basic who, what, when, where, why how categories so that they can grasp the function of phrases in sentence meaning.

IV. Changing the word order of the question is beneficial in that it clarifies what is asked for and implants it more firmly in the student's mind.

V. Word substitution in the questions is valuable in furthering understanding. Practice in this area will free the students from the limits of one word and focus attention on the concept of the question.

VI. Discuss of the key words of questions is of immense help in locating the answers. This again centers attention on the basic requirement of the question.

VII. Students should practice framing their own questions. These questions should be presented to the class orally to give them practice in locating the answers.

VIII. Signal words (words that alert the reader to what will follow) should be explained, and pupils should practice looking for these when searching for answers.

Writing strategies.

Overcoming Writer's Block. Because writers have a various ways of writing, a variety of reasons can cause writer's block. When you are blocked, consider these causes and try the strategies that sound most promising.

If you have attempted to begin a paper without doing any preliminary work such as brainstorming or outlining...THEN work with a tutor, use invention strategies suggested by a tutor or teacher.

If you have chosen or been assigned a topic which bores you....THEN choose a subject you are interested in (if the teacher will allow it) talk to a tutor about how you can personalize a topic to make it more interesting

IF you don't want to spend time writing or don't understand the assignment...THEN resign yourself to the fact that you have to write the paper, find out what is expected of you (consult a teacher, textbook, student, or tutor), try some of the strategies listed above

IF you're self-conscious about the writing situation, you may have trouble getting started. So, if you're preoccupied with the idea that you have to write about a subject and feel you probably won't express your most original thoughts regarding the subject...THEN talk over the subject with a friend or tutor

IF you can't stand to write down an idea until it is perfectly worded or if you don't want to leave a poorly worded section on the page after you've written it...THEN ease up on your self-criticism force yourself to write down something, however poorly worded that approximates your thought (you can revise this later) and go on with the next idea use some of the specific strategies below break the task up into steps. Meet the general purpose of the assignment. If you are worrying about what your teacher or other reader will think of your paper or how harshly he or she will evaluate it, then think of the present draft as a practice run. Write the draft quickly, and revise it later, use some of the specific strategies below

### Play a Role

Pretend you are someone else writing the paper. For instance, assume you are the president of a strong feminist movement such as NOW and are asked to write about sexist advertising. Or, pretend you are the president of a major oil company asked to defend the high price of oil. Consider being someone in another time period, perhaps Abraham Lincoln, or someone with a different perspective from your own on things--someone living in Hiroshima at the time the bomb was dropped. Pulling yourself out of your usual perspective can help you think more about the subject than writing about the subject.

Many situations or activities, such as writing, taking tests, competing in sports, or speaking before a large audience, may make us anxious or apprehensive. It's important to remember that a moderate level of anxiety is helpful and

productive. That flow of adrenaline is a natural response that helps get us ready for action. Without it, we might not perform as well.

If we let our anxiety overwhelm us, it can cause problems. If we control that anxiety, however, we can make it work for us. One way to do that is to use some of the coping strategies listed below.<sup>12</sup>

#### Coping Strategies:

- Focus your energy by rehearsing the task in your head.
- Consciously stop the non-productive comments running through your head by replacing them with productive ones.
- If you have some "rituals" for writing success, use them.

#### Examples:

- Follow a protocol you may have for organizing your time. Use a favorite pen if you have one.
- Spend a few minutes doing some relaxation exercises.
- Take a break: physically walk away from the situation for a few minutes if you can.

#### Relaxation Strategies

- Stretch! If you can't stand up, stretch as many muscle groups as possible while staying seated.
- Try tensing and releasing various muscle groups. Starting from your toes, tense up for perhaps five to ten seconds and then let go. Relax and then go on to another muscle group.
- Breathe deeply. Close your eyes; then, fill your chest cavity slowly by taking four or five short deep breaths. Hold each breath until it hurts, and then let it out slowly.
- Use a calming word or mental image to focus on while relaxing. If you choose a word, be careful not to use an imperative. Don't command yourself to "Calm down!" or "Relax!"

---

<sup>12</sup> Mack Skjel "Overcoming Writing Looks" 1996 p32-45

No matter how many times you read through a "finished" paper, you're likely to miss many of your most frequent errors. This handout will help you proofread more effectively . . .

- by giving you some useful general strategies for proofreading well
- by giving you strategies which personalize proofreading so you can identify errors you typically make (You don't need to check for everything. It's more efficient to know your typical problem areas and make several passes through the paper for them.)
- by giving you specific strategies for finding and correcting those errors.

### General Strategies

Begin by taking a break. Allow yourself some time between writing and proofing. Even a five-minute break is productive because it will help get some distance from what you have written. The goal is to return with a fresh eye and mind.

The following strategies will help you s l o w d o w n as you read through a paper and will therefore help you catch mistakes that you might otherwise overlook. As you use these strategies, remember to work slowly. If you read at a normal speed, you won't give your eyes sufficient time to spot errors.

Reading a paper aloud encourages you to read every little word.

Read with a "cover"

Sliding a blank sheet of paper down the page as you read encourages you to make a detailed, line-by-line review of the paper.

Role-play

Playing the role of the reader encourages you to see the paper as your audience might.

### Strategies Which Personalize Proofreading

In addition to using the general strategies already listed, you'll need to personalize the proofreading process.

You won't be able to check for everything (and you don't have to), so you should find out what your typical problem areas are and look for each type of error individually. Here's how:

Find out what errors you typically make. Review instructors' comments about your writing and/or review your paper(s) with a Writing Lab tutor.

Learn how to fix those errors. Talk with your instructor. The instructor and the tutor can help you understand why you make the errors you do so that you can learn to avoid them.

Use specific strategies. Use the strategies detailed on the following pages to find and correct your particular errors in organization and paragraphing, usage and sentence structure, and spelling and punctuation.

To locate and correct errors in your papers, find the strategies on the following pages which correspond to your typical problem areas and follow the step-by-step instructions provided for you. Each strategy is designed to focus your attention on only one particular error, so to be most effective, use only one strategy at a time.

#### Pronoun Reference/Agreement

1. Skim your paper, stopping at each pronoun. Look especially at it, this, they, their, and them.

2. Search for the noun that the pronoun replaces. If you can't find any noun, insert one beforehand or change the pronoun to a noun. If you can find a noun, be sure it agrees in number and person with your pronoun.

1. Skim your paper, stopping at key words that signal parallel structures. Look especially for and, or, not only...but also, either... or, neither...nor, both...and.

2. Make sure that the items connected by these words (adjectives, nouns, phrases, etc.) are in the same grammatical form.

#### Spelling

1. Examine each word in the paper individually.

Move from the end of each line back to the beginning. Pointing with a pencil helps you really see each word.



2. If necessary, check a dictionary to see that each word is spelled correctly.

### Compound Sentence Commas

1. Skim for the conjunctions and, but, for, or, nor, so and yet.
2. See whether there is a complete sentence on each side of the conjunction.  
If so, place a comma before the conjunction.

### Introductory Commas

1. Skim your paper, looking only at the first two or three words of each sentence.
2. Stop if one of these words is a dependent marker, a transition word, a participle, or a preposition.
3. Listen for a possible break point before the main clause.
4. Place a comma at the end of the introductory phrase or clause (which is before the independent clause).

### Comma Splices

1. Skim the paper, stopping at every comma.
2. See whether there is a complete sentence on each side of the comma. If so, add a coordinating conjunction after the comma or replace the comma with a semicolon.

### Left-Out Words

1. Read the paper aloud, pointing to every word as you read. Don't let your eye move ahead until you spot each word.
2. Also, make sure that you haven't doubled any words.

### Expressing view points as a means of developing speaking skills.

When employing role-plays, debates, topic discussions, etc., I have noticed that some students are often timid in expressing their viewpoints. This seems due to a number of reasons:

- Students don't have an opinion on the subject
- Students have an opinion, but are worried about what the other students might say or think

- Students have an opinion, but don't feel they can say exactly what they mean
- Students begin giving their opinion, but want to state it in the same eloquent manner that they are capable of in their native language
- Other, more actively participating students, feel confident in their opinions and express them eloquently making the less confident students more timid

Pragmatically, conversation lessons and exercises are intended to improve conversational skills. For this reason, I find it helpful to first focus on building skills by eliminating some of the barriers that might be in the way of production. Having been assigned roles, opinions and points of view that they do not necessarily share, students are freed from having to express their own opinions. Therefore, they can focus on expressing themselves well in English. In this way, students tend to concentrate more on production skills, and less on factual content. They also are less likely to insist on literal translations from their mother tongue.

Of course, this is not to say that students should not express their own opinions. After all, when students go out into the "real" world they will want to say what they mean. However, taking out the personal investment factor can help students first become more confident in using English. Once this confidence is gained, students - especially timid students - will be more self-assured when expressing their own points of view.

### Brainstorming before Speaking Tasks

Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas. Brainstorming has a wide range of applications. Since 1930, it has been used successfully in business

for invention and innovation (Van Gundy, 1981).<sup>13</sup> In the language classroom, brainstorming is often used in teaching writing. Activities such as free-association and word-mapping are often included as part of the pre-writing or warm-up phase (1990:112)<sup>14</sup>. Is brainstorming useful in teaching conversation? In particular, is it a useful activity for warm-up in conversation classes? This paper will help answer this question. Section A shows how brainstorming can help our students to become better learners. Section B describes a research study on brainstorming in the conversation classroom. Section C gives some simple brainstorming techniques.

### Section A: Brainstorming Encourages Better Learning

#### Good Learners Organize Information about Language

Some learners are more successful than others. In order to find out why, Rubin and Thompson (1994)<sup>15</sup> studied the characteristics of good learners. Four of these characteristics are discussed below. These may explain why brainstorming is a useful tool in our classrooms.

The good learner makes intelligent guesses, but the language classroom often works against this. Because of nervousness in a foreign language or fear of teacher correction, many students are afraid of using language unless they are sure that it is totally correct (Locus 1984). This stops them making intelligent guesses and slows down learning.

Brainstorming can help students to learn to take risks. McCoy (1976)<sup>16</sup> makes a strong argument in favor of learning problem-solving skills in order to reduce anxiety. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.

#### Good Learners Use Contextual Cues to Help Them in Comprehension

---

<sup>13</sup> Van Gundy A. B. "Techniques of structured problem solving." N. Y. Van Nostrand Reinhold 1993. pp 112-143

<sup>14</sup> Richard J.C. *eygo The Language Teaching Matrix* Cambridge University. Press. 1996 pp. 132-136.

<sup>15</sup> Rubin J. "What the good language " can Teach London Publisher 1998.p 42-44

<sup>16</sup> R. I. McCoy Meant to overcome the anxieties of second language learners

The good learner uses the context of language to help in comprehension but the foreign language classroom can often seem artificial. Brainstorming allows the students to create a context for the subsequent speaking task. Relevant existing knowledge (content schema) can be called up from memory and can provide a context which supports comprehension and production in the subsequent speaking task.

As discussed in this section, brainstorming can help our students to become better learners, but equally importantly, students will benefit just by working in groups. They will learn language from each other and by interacting together they will become better communicators.

### **2.3. Ideas how to teach skills in English effectively**

In this section we would like to present some suggestions and possible ways of how to teach English vocabulary effectively through techniques which I use in my lessons and which can be further extended into other variations. They were mostly inspired by Craig Wealand's ideas.<sup>17</sup> They are based on the fact that students tend to group words and make associations and connections for better remembering. It is useful to find out the ways students learn new words, if they use particular techniques or systems and adjust them to be used in their lessons. The following techniques can be of good support to that. Some of them have already been mentioned in previous sections; however, they should be included into the summary.

Flash cards are well known as a very useful tool for learning language. Yet the general opinion is that flash cards have a limited use and work well especially with young learners since they help them to visualize words. I must disagree with that. As cards can contain various things (words, pictures, phrases, functions, sentences, symbols etc.) their use is not limited at all and neither is the age of students they are suitable for. There is probably no reason to explain the principle of working with flash cards, as their use is more or less familiar to everyone. But it

---

<sup>17</sup> <http://www.mansioningles.com/profesores08.htm>

might be interesting to realize that cards with simple icons can help e.g. with revising when a simple pointing to a requested gender, tense or sentence form (positive, negative, question, imperative, statement) indicated on cards can represent a fast and non-disturbing way of instructing the student's production. Obviously, many other icons can be invented to indicate certain requests.

A word wall is a systematically organized collection of words, phrases, functions etc. displayed in larger letters on a wall or other well visible place in the classroom. It is a tool which highlights significant points and offers a visual reminder and an instant exposure of contained notes to students. They can refer to them as often as needed and they usually use them throughout the lesson whenever they are not sure about a certain language item or just for a simple checking of spelling, correctness of structures, etc. I have invented a system of big sheets of paper containing individual selections of various phrases and functions for my students. Whenever we come across a new one, we add it to our word wall in a form of a strip of paper glued to the corresponding group. E.g.: Saying god-bye: It was a pleasure to meet you.

Take care and see you soon again.

Disagreeing: I see it a different way.

I see what you are saying but...

I am sorry but I must disagree there.

Expressing somebody's opinion completely, absolutely, entirely, certainly

### INSIGHT PICTURES

The characteristic of words can be represented the way they are written. Through this

vocabulary gets personalized, which helps with remembering. Students can draw a word

in any way they imagine it or associate it:

### MEMORY PICTURES AND WORD ASSOCIATIONS

This technique is based on a principle of similarity of words from different languages. If the sound of a word reminds students of a word from their language it

is worth to make an association, which would help them to remember it. · The English word ‘cup’ (кружка) reminds me of a ‘кап-кап’ the sound that drops make. I imagine ‘капли’ (drops) falling into a cup and this helps me to remember it.

· To remember a word ‘cry’ (плакать) I picture a child crying in front of ‘большая змея’ (a big snake).

The sillier, the better and the more personal the association is, the better chance the word will be remembered. In this section have been described ideas that could be useful and very supportive for teaching English. As long as teachers dispose of a variety of diverse activities they have a good chance to find just the right one for any situation and increase students’ interest and motivation. Some of the techniques are great for learning in general and it is very good to present them to students and make them familiar with such techniques as they make great teaching support and not only that. They can also be used in real life and become an everyday tool.

## **CHAPTER III. RESEARCH ON EFFECTIVE WAYS OF TEACHING FOREIGN LANGUAGE IN LARGE CLASSES**

### **3.1. Profile of the school and selected classes**

The observation took place at the comprehension school 16 where students do their practice. The school has nearly six hundred students, who study at all kinds of study programmes (3-year apprentice training centre, 4-year technical school, 2-year extension study and 3-year college). The greatest number of students studies the 4-year programme with the aim to get a school-leaving certificate. Those who successfully pass can continue their studies at the 3-year college to gain the lower-university degree.

Most students who come to our school (i.e. some 85 – 90%) chose to study English, the rest study German. These numbers clearly show that sizes of English and German classes remarkably differ. While there are often only 4-6 students in German classes, English classes have to hold more than 20 students. If the capacity of students in English classes exceeds the number of students specified by the law as a maximum number of students in language classes, they are often divided into two groups. But still there are classes with the maximum number of 23 students that makes the learning process rather difficult and unsatisfactorily efficient.

Another fact which contributes to the problem of large classes at our school is that many students struggle with their English as most of them are technically focussed and despite the fact that a large number of them will have to take leaving exam in English (they have a choice between English and Mathematics at the moment) they do not study it hard enough and underrate its importance.

For our work we have chosen two classes that we find the greatest problem due to their sizes and reluctance of students to study English. Both classes differ a lot with regard to their levels of students' English and in each class there a different number of lessons per week.

This class consists of 23 male students who have English lessons three times a week but these lessons are not divided evenly which means that one week they have five lessons and the other week just one lesson because of to their training in

the school garage. These boys are in their third grade of technical studies and they are supposed to take their leaving exams next academic year. They started their English studies at our school with the pre-intermediate course book.

We have been teaching them since their first grade and I find them the most tiring of all classes I teach at this school which can be caused by the following facts: the size of the class, low interest in studying languages which goes hand in hand with their low performance and also the fact that they have hardly any lesson every other week negatively influences the continuity of the teaching process.

This group of apprentices also consists of 23 students (21 boys and 2 girls). They have four English lessons every other week as they spend one week at school studying theory and one week in the garage having their practical teaching. Most of these students came here from elementary schools with not very good marks and even if most of them were studying English for about six years they start at our school as total beginners. This fact indicates that they should have no problem with their English but the truth is often different and they struggle with their English for the whole period of their studies.

Even this group is too large and students have problems to keep attention for a longer period thus frequent changing of activities and „playful“ attitude is necessary to be introduced here. Please see the chart bellow to get to know students' level of English at elementary schools:

| <u>Number of students</u> | <u>A mark achieved</u> |
|---------------------------|------------------------|
| 0 .....                   | 1                      |
| 2 .....                   | 2                      |
| 8 .....                   | 3                      |
| 8.....                    | 4                      |
| 1 .....                   | 5                      |

These are marks which students dictated me when I asked them to at the beginning of the term. From the chart it is clear that most of the students got 3 or 4, which is not a very good start and both of the girls got into this class after



failing their first school year at our school. Let me also point out that some of these students came here straight from the 8<sup>th</sup> grade of the elementary school after failing a year there as well.

In order to choose the most effective activities for both groups it is necessary to identify the most frequent causes of problems in their classes.

The following table gives an idea of individual causes ratio. The data was gained from large classes students I used for my thesis. They were asked to choose one of the options to answer the question: *What is the main cause of disruptive behaviour in your class?*

The students answered the question either according to what they feel personally or what they suppose the class overall feeling is. This impression I got when observing them during filling in the questionnaire.

Students were asked to fill in a questionnaire written in Uzbek. The questionnaire was anonymous in order to give students the chance to answer unreservedly what they feel. In spite of this I noticed that some of them were not able to express their ideas and copied information from their schoolmates.

The questionnaire is the part of the enclosure.

Table 1: Students' idea of main causes of disruptive behaviour in the class

| RA<br>N KING | PROBLEM                                     | Number of<br>students |
|--------------|---|-----------------------|
| 1.           | Too large classes                           | 22                    |
| 2.           | Bad day of the week, bad<br>time of the day | 16                    |
| 3.           | Dislike of the subject                      | 13                    |
| 4.           | Too difficult subject                       | 11                    |
| 5.           | Too easy subject                            | 6                     |
| 6.           | Bad organization of the<br>lesson           | 5                     |
| 7.           | There is no use of the subject              | 5                     |
| 8.           | Dislike of the teacher                      | 4                     |

The outcome of this survey indicates that according to the students' opining the size of the class and general dislike of the subject belong among

the main problems and reasons why students' attention is often so poor, which is directly followed by indiscipline and disorder in lessons. It is rather obvious that these two elements go hand in hand as lots of tasks would not be that difficult if the teacher could afford more individual approach to students. This is though impossible due to number of students in classes. Later we will look at some of the possible solutions how to manage more demanding tasks in large classes. Bad day of the week and bad time of the day are in my opinion placed as second as students often try to blame others for their poor performance or behaviour without being self-critical.

### **3.2. Individual activities and their evaluation from students' point of view**

This part of our work presents individual activities used in selected classes. Each activity is described including level of difficulty, length of the activity, material used and its aims. This specification is then followed by students' reactions and teacher's comments telling how it worked, if students were sufficiently kept occupied and whether the activity helped them to learn target matters.

#### **Pair-work**

As pair-work is often regarded as one of the most efficient language interactions involving a maximum number of students we decided to use it in my lessons. We also think that it is a happy choice to try and use it together with work on the Internet, which is so popular with students.

#### *Preparing presentation using the Internet*

Level: pre-intermediate to intermediate (technical school students)

Time: 2 lessons (1st work on the Internet, 2nd presentations)

Aim: seeking for English written information, speaking in front of the audience

Material: the Internet

Procedure: students in pairs were assigned with sub-categories of festivals in various countries such as Christmas, New Year's Eve + New Year's Day, Diwali, Thanksgiving Day, Halloween, Easter, Fools' Day etc. Each pair was asked to find information on the English written websites on the assigned festival. Students were also asked to discuss in pairs which information is suitable to present and which is not. Then students had to prepare their presentations and deliver them to their classmates in the next lesson using the white-board, pictures and special vocabulary introduction.

Students' reaction: having discussion with the students concerning this task they commented this activity as both, quite interesting and useful. They enjoyed working independently on the Internet, which is something they come across every day. It was though more demanding for them to manage to read information in English as there were quite long texts on the Internet and they were only asked to elicit the most interesting and important facts. Some of them stored the information on the flash discs to work on it later at home. Students found it difficult to organize the information into a clear and coherent speech and the last part of the task that was the presentation was the most difficult for them.

Teacher's comment: students managed to work quietly on the computer during the lesson without being disruptive or feeling bored. They discussed in the pairs their issues and we reckon that they worked really hard to find the suitable information and process it for the presentation. Even though we still had to walk around the class and help them to find the good websites and elicit the right information. In order to give the students the right direction I had to write on the board the outline for them and keep checking that they follow it. Most of the presentations themselves were rather confusing as students did not organize them well or they elicited too complicated structures that they were not able to remember and present.

Despite all this we find this activity very useful for the following reasons:

The students were working without being disobedient or disruptive, speaking in front of the class is a great preparation for their leaving exams next

year and also ability of students to listen to the others is consolidated here. Another element that contributed to the success of the activity (at least from the behaviour's point of view) was that the students were told in advance that their presentations would be marked.

*Whose am I?*

Level: elementary (apprentices)

Time: 20 minutes

Aim: use of "family" vocabulary, listening to each other

Material: exercise books, pens

Procedure: students in pairs tell each other the following sentences about their relations to their relatives – e.g. I am Pavel's son, I am Jana's friend, I am Božena's grandson – they try to say as many names as possible. Student 2 listens, tries to remember everything he can hear and then he repeats it. After they both finish speaking, they draw into their exercise books family schemes for the partner they listened (S1 draws a scheme about S2's family and vice versa). After they finish they share the information with the class.

Teacher's comment: beside the fact that explaining the activity took quite a long time it was worth to put the effort in explaining the instructions individually to each pair. Students in this class are very weak not only in English, so individual attitude is a need here. Students also had to be pushed to speak and work in general as once the teacher turned away they started to talk in mother tongue or do nothing or just draw nonsense into their notebooks. Even here I had to tell students that they would be marked to make them work properly and so prevent them from being restless. When students finished the pair work, some of them were very keen on being asked to show to the class what they have done. Using pair work with this group is rather effective specially when supported by the element of competition and letting students "produce" something (this time it was the drawing into their exercise books). Also using familiarizing element was very useful as students like talking about something they know very well.

## CONCLUSION

English has become an important part of people's life. Being able to communicate has been found more or less a necessity, which brings many people of all ages to English courses. Unfortunately dealing with a class of students of mixed abilities it is not easy at all neither for teachers nor for students. Therefore some of the students prefer taking private lessons, which are more convenient to meet their needs. The work was focused on adult students taking private one-to-one lessons. There are no doubts that in teaching English it is very important to concentrate on both grammatical structures and vocabulary for a sufficient acquisition of the language. On the other hand this thesis has drawn attention to the fact that mastering grammatical structures does not express meaning unless words are used because using the right words in certain situations can be explicit enough to balance possible inaccuracy in structures. Vocabulary has been stressed over grammar. There were introduced various teaching methods and approaches in the theoretical part of this work that are being used in teaching English. Their 'pros' and 'cons' were discussed and resulted into an assumption that there is no single method that would perfectly work for a student. It is always a mixture of methods and approaches that makes the right and suitable method for particular students and it is their teachers' responsibility to find the right strategy for them. Some of the most important aspects of teaching adult students vocabulary were presented in the practical part. These were further discussed in relation to the author's own experience with teaching two of her private students and the effect has been demonstrated on them. A few ideas how to teach English effectively were added. An emphasis was put on collocations. Nevertheless, it needs to be noted that there are other important aspects considering teaching English which were not mentioned and dealt with in this work (e.g. phrasal verbs). It is not that they are considered to be less important. But they might not be found that problematic for the author's students at the time being or they might have been dealing with other more serious problems in their lessons. However, the author hopes this work will prove useful to anyone who would be interested in giving private lessons to adult

students. Hopefully some interesting ideas will be found in this work to be applied into their lessons.

In the present paper we attempted to investigate all aspects of a foreign language lesson. To achieve the mentioned aim we studied the main aspects of lesson such as developing four main skills necessary for mastering a language: reading, speaking, writing, listening, grammar as a very important condition for achieving literacy, atmosphere in the classroom. In our days the problem of definition of lesson comes to be one of the main problems for education as it is no longer regarded as a teacher centered process, but as a means for preparing students for real interaction, the process in which the teacher is not a ruler but a facilitator advisor, sometimes even a participant of certain activities.

The present work proves that all four skills should be developed simultaneously as imperfection of one of the skills results in students' uncertainty. This paper proposes some ways of developing main abilities such as steps to effective listening, reading techniques, writing strategies, interactive approach as a means of developing speaking skills here, we also presented some practical hints of planning a lesson including a great amount of detail, but at the same time encouraging improvisation and departing from the script when appropriate we also defined functions of the teacher and learners and came to the conclusion that teaching may be defined as the stimulating of learning, and learning is an active process carried out through doing, reacting and undergoing.

We came to the conclusion that the lesson itself isn't only the process of obtaining knowledge, it is also some kind of psychological intercommunication, and the classroom is the place where students feel that they are loved and regarded as individuals. If the teacher wants his lesson to be a success he /she should vary his/her lessons with various exercises: grammar tests, recognition and drill exercises but the most attention should be paid to creative exercises as the main aim of any lesson is not only to provide students with knowledge and skills but also awaken their inner potential. If the teacher is responsive to students' difficulties and shows faith in their abilities, they will try harder to succeed in

mastering a foreign language. We hope that teachers and students might use the results of the present work for their further investigations. Teacher's personality and outlook may provide students with fresh motivation.

“I will be glad if I help my students to improve their English to an extent to be able to communicate in English without difficulties although making few mistakes. Learning is a lifelong process and learning English can be only improved when working on it constantly - mistakes will disappear during the process.”

### LIST OF USED LITERATURE

1. The decree of the President Republic of Uzbekistan I. A. Karimov,-1875  
“About the measurements of further updating the system of foreign language learning” 2012
2. Jalolov J., Foreign Language Teaching Methodology, “O’qituvchi” publishing house 2012
3. “ESL Activity Book” McMillan Publisher 2004 p49
4. ALLEN, Virginia French. Techniques of Teaching Vocabulary, Oxford University Press, 1983, ISBN 0-19-434130-5.
5. Anonymous. 120 Years of Excellence: 1878-1998 - Berlitz, Berlitz International, Inc., 1998, ISBN 2-8315-6194-9.
6. BROUGHTON, G., BRUMFIT, Ch., FLAVELL, R., HILL, P., PINCAS, A. Teaching English as a Foreign Language, Routledge, 1988, ISBN 0-415-05882-1.
7. Brown G. Yule G. “Teaching the spoken language.” Oxford University. Press 1997 pp 174-179
8. Brown H. P. “Principles of language learning and teaching” Prentice Hall Regents 1994 pp 47-50, 52-54, 82-84.
9. Carter R. “Exploring spoken English” Cambridge University. Press 1998  
Shehaw P. “A Cognitive Approach to language Learning” Oxford University press p24.
10. DAVIES, Paul, PEARSE, Eric. Success in English Teaching, Oxford University Press, 2000, ISBN 0-19-442171-6.
11. DE CARLI, Mercedes Indri. Nechce se mi učít, Portal, 1995, ISBN 80-7178-076-6.
12. DEIGHTON, Lee C. Vocabulary Development, Macmillan Publishing, 1973, ISBN unknown.
13. Dianne Shilling “Be an Effective Listener” Oxford University Press 2002.  
p1-16



14. Dianne Schilling “ Be an effective listener” Oxford University Press. 2002  
pp 1-6
15. DORNYEI, Zoltan. Motivational Strategies in the Language Classroom, Cambridge University Press, 2001, ISBN 0-521-79377-7.
16. ELLIS, Rod. Understanding Second Language Acquisition, Cambridge University Press, 1986, ISBN 0-19-437081-X.
17. HARMER, Jeremy. The Practice of English Language Teaching, Longman 1993, ISBN 0-582-04656-4.
18. HORNBY, A. S. Oxford Advanced Learner’s Dictionary, Oxford University Press 2000, ISBN 0-19-431585-1.
19. KIRKPATRICK, E. M. Chambers Universal Learners’ Dictionary, Richard Clay Ltd, 1996, ISBN 0-550-10634-0.
20. LEWIS, Michael. Implementing the Lexical Approach, Language Teaching Publications, 1998, ISBN 1-899396-60-8.
21. LEWIS, Michael. Teaching Collocation, Language Teaching Publications, 2000, ISBN 1-899396-11-X.
22. LITTLEWOOD, William. Communicative Language Teaching, Cambridge University Press, 1991, ISBN 0-521-28154-7.
23. LITTLEWOOD, William. Foreign and Second Language Learning, Cambridge
24. Mack Skjel “Overcoming Writing Looks” 1996 p32-45
25. McCOMBS, Barbara L., POPE, James E. Motivating Hard to Reach Students, American Psychological Association, 1994, ISBN 1-55798-220-1.
26. p 42-44
27. Peter Elbow “Writing with power” 1997 p59-77
28. R. I. McCoy Means to overcome the anxieties of second language learners. “Foreign language learners” 1976 pp 185-189.
29. Richard J.C. eygo The Language Teaching Matrix Cambridge University. Press. 1990 pp. 132-136.
30. Rolf Donald “Teaching Speaking Skills.” London University Press.
31. Rubin J. “What the good language “ Teach London Publisher 1988.

32. Slade D. Eggins S. "Analyzing Casual Conversation" Melbourne 1997 pp 24-29.
33. SOARS, John and Liz. New Headway English Course, Oxford, 2000, ISBN 0-19-436670-7.
34. Tsui A. B. M. "Reticence and anxiety in second language learning." Cambridge University 1996 pp 145-167.
35. Tsui A. B. M. "Reticence and anxiety in second language learning." Cambridge University 1996 p 106.
36. University Press, 1992, ISBN 0-521-27486-9.
37. Van Gundy A. B. "Techniques of structured problem solving." N. Y. Van Nostrand Reinhold 1998. pp 112-143
38. Xu E. "Parts of the lesson: How to use them effectively" Princeton University Press 2002 pp 4-90.

### **INTERNET SOURCES**

1. <http://en.wikipedia.org>
2. <http://www.abacom.com/~nathan/eslpage.htm>
3. <http://www.britannica.com>
4. <http://www.mansioningles.com/profesores08.htm>
5. <http://www.oup.com/elt/global/products/headway>