O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
Z. M. BOBUR NOMIDAGI ANDIJON DAVLAT UNIVERSITETI
CHET TILLAR FAKULTETI
INGLIZ TILI VA ADABIYOTI KAFEDRASI

BOSHLANG'ICH SINFLARDA CHET TILI (INGLIZ) O'QITISH METODIKASI

O'QUV-USLUBIY MAJMUA

Andijon -2021

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Chet tillar fakulteti 4-kurs talabalari uchun

BOSHLANG'ICH SINFLARDA CHET TILI (INGLIZ) O'QITISH METODIKASI

fanidan 2021-2022 o'quv yili uchun

O'QUV-USLUBIY MAJMUA

Bilim sohasi: 100000 – Gumanitar soha
Ta'lim sohasi: 110000 – Pedagogika
Ta'lim yo'nalishi: 5111400 – Xorijiy tillar va adabiyoti (ingliz tili)

ANDIJON – 2021

Mazkur o'quv- uslubiy majmua Andijon davlat universiteti Kengashining 2021 – yil "____"_____ dagi "__" -sonli bayoni bilan tasdiqlangan xorijiy til (ingliz) tili yo'nalishi o'quv rejasi va dasturi asosida tayorlangan.

Tuzuvchi:

B. O. Toshboeva   - pedagogika fanlari bo'yicha falsafa doktori, Ingliz tili va
                            adabiyoti kafedrasi katta o'qituvchisi.

Taqrizchilar:

Abduvaliyev M.A.   - ADU, ingliz tili va adabiyoti kafedrasi dotsenti, f.f.n.
Xoshimova D.O'   - TDYU professori pedagogika fanlari doktori

Fanning ishchi o'quv dasturi Andijon davlat universiteti rektorining 2021 – yil "_____"_____ dagi "__" –sonli buyrug'i bilan tasdiqlangan "Boshlang'ich sinflarda chet (ingliz) tili oqitish metodikasi" fani dasturi asosida tayorlangan.

Fanning ishchi o'quv dasturi Andijon davlat universiteti Kengashining 2021 – yil "_____"_____ dagi "__" -sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

B. O. Toshboeva   - ADU, pedagogika fanlari bo'yicha falsafa doktori, Ingliz tili va adabiyoti kafedrasi katta   o'qituvchisi.

Z.N.Vahobjonova   - ADU, Ingliz tili va adabiyoti kafedrasi katta   o'qituvchisi.

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ADU Chet tillar fakulteti dekani: _____   D.Rustamov
2021 yil "___" _____

Ingliz tili va adabiyoti kafedrasi mudiri: _____   V. Vositov
2021 yil "____" _____

I. O'quv fani oqitilishi bo'yicha uslubiy ko'rsatmalar.

"Boshlang'ich sinflarda chet (ingliz) tili oqitish metodikasi" fani bo'yicha talablar quyidagi bilimlar, ko'nikmalar va malakalarga ega bo'lishi talab etiladi.
- Kichik maktab yoshidagi o'quvchilarning yosh xusussiyatiga xos psixologik va pedagogik qonuniyatlarni bilish:
- Ingliz tili ingliz xalqi, mamlakati xaqida eng muxim bilimlarga ega bo'lishi, ingliz tilining muloqot tili sifatidagi rolini o'quvchilarning bilim darajasi, yosh xususiyatlarini xisobga olgan xolda sodda va lo'nda tushuntira olishlari;
- Ingliz tilini o'rganishga nisbatan motivatsiya xosil qila bilish;
- O'quvchilarda ingliz tili og'zaki nutqini tinglib tushunish ko'nikmalarini shakllantirish;
- Darslarni rejalashtirishda va o'quv jarayonini metodik jixatdan to'g'ri loyixalay bilish va tashkil qilish malakalariga ega bo'lish;
- O'quv vositalari, ko'rgazmali qurollar, illyustrativ va video materiallardan ta'lim makqsadi,o'quvchilarning bilim darajasini xisobga olgan xolda maqsadli foydalana bilishlari kerak.

II. O'quv fanining maqsad va vazifalari

Fanni o'qitishdan maqsad talabalarni ushbu sinflarda ingliz tili o'qitishni tashkil qilishga va nazariy bilimlar bilan qurollantirish va maktab yoshidagi o'quvchilarga xos bo'lgan psixologik, pedagogo-didaktik va lingvistik omillarni xisobga olgan xolda amaliy darslarni tashkil qila bilish malakalarini shakllantirishni maqsad qilib qo'yadi..
Boshlang'ich sinflarda dars beradigan ingliz tili o'qituvchisi kichik maktab yoshidagi bolalarda ingliz tili o'rganishga nisbatan qiziqish, istak xoxish (motivatsiya) xosil qila bilishni va o'quvchilarning ingliz tilidagi og'zaki nutqni o'stirishda turli xil didaktik o'yoinlardan maksadli foydalana bilishga oid kasbiy malakalarga ega bo'lishi talab etiladi. Ushbu fanning vazifalariga talabalarda psixologik, pedagogik va didaktik qonuniyatlarni bilishi, dars jarayonini shu asosda loyixalashi va ta'lim jarayoniga o'quvchilarni faollashtiruvchi interfaol metodlarni tadbiq qilishdan iborat.
Fan bo'yicha talablar quyidagi bilimlar, ko'nikmalar va malakalarga ega bo'lishi talab etiladi.
- Kichik maktab yoshidagi o'quvchilarning yosh xusussiyatiga xos psixologik va pedagogik qonuniyatlarni bilish:
- Ingliz tili ingliz xalqi, mamlakati xaqida eng muxim bilimlarga ega bo'lishi, ingliz tilining muloqot tili sifatidagi rolini o'quvchilarning bilim darajasi, yosh xususiyatlarini xisobga olgan xolda sodda va lo'nda tushuntira olishlari;
- Ingliz tilini o'rganishga nisbatan motivatsiya xosil qila bilish;
- O'quvchilarda ingliz tili og'zaki nutqini tinglib tushunish ko'nikmalarini shakllantirish;
- Darslarni rejalashtirishda va o'quv jarayonini metodik jixatdan to'g'ri loyixalay bilish va tashkil qilish malakalariga ega bo'lish;
- O'quv vositalari, ko'rgazmali qurollar, illyustrativ va video materiallardan ta'lim makqsadi,o'quvchilarning bilim darajasini xisobga olgan xolda maqsadli foydalana bilishlari;

III. Asosiy nazariy qism (ma'ruza masg'ulotlari)

1. O'zbekistonda chet til o'qitish boyicha qabul qilingan hukumat hujjatlari va CEFRning ta'lim tizimiga tadbiqi. O'zbekistonda chet tili o'qitish boyicha qabul qilingan qarorlar. Chet tillarni o'qitish bo'yicha o'quv standartlar, dasturlar. CEFRning ta'lim tizimiga tadbiq qilishi.
2. CEFRning A1 darajasiga qoyiladigan talablar. Chet tilining A1 darajasida nimalarni bilishi kerak. Bu darajada grammatika, fonetikadan, leksikadan qanday bilimga ega bo'lishi kerak.

3. Kichik maktab yoshidagi bolalarning psixologik xususyatlari va Nyurenberg tavsiyalari. Maktab ta'limiga tayyorlanayotgan bolaning psixologik hususiyatlari. Ushbu yoshda bolaning qanday harakterlik hususiyatlari rivojlangan. 90-yillarda, Evropa Kengashining "Evropa fuqaroligi uchun tillarni o'rganish" loyihasi doirasida 1991 yildan beri Evropa Kengashi bilan bir qatorda Gyote instituti tashabbusi bilan chet tilini erta o'qitish masalasi xam muhokama qilingan.

4. Kichik maktab yoshidagilarga chet tili o'qitishda kompyuter texnologiyalari foydalanish. O'qitishning informatsion texnologiyasi bu kompyuterlar va telekommunikatsion vositalar yordamida axborot uzatish usullarinning majmui, bilimlarni qayta ishlash va ulardan foydalanish tushuniladi.

5. Chet tillarni o'qitishda ko'p zehnlilik nazariyasidan foydalanish. O'quvchilarning bilim qobiliyatini rivojlantirish muammosini xal qilish nuqtai nazaridan nazariy yondoshuvlar. O'quvchilar intellektual rivojlanishi xorijiy pedagogikada o'z samaradorligini isbotlagan ta'limni individualizatsiya qilishni ta'kidlaydi.

6. Sinf boshqarish. Sinf boshqarish ta'limning ajralmas qismidir. Bu tez-tez ko'rinadigan bo'lsa-da nomaqbul xatti-harakatlarning oldini olish uchun qoidalarni belgilashdir. Sinfni boshqarish bu o'quvchilar va ularning o'quv faoliyati ustidan nazoratni ta'minlash masalasidir.

7. Kichik yoshdagi bolalarga chet tili o'qitishdagi qiyinchiliklar. Turli tillar strukturalarini har-xilligi interferentsiyani keltirib chiqishiga sabab bo'ladi. Ma'lumki, interferentsiya xatolar kelib chiqish manbayi xisoblanadi. Ingliz tili turkiy tillar oilasiga mansubdir.

8. Kichik yoshdagi til o'rganuvchilarga chet tili o'qitish metodlari. Kichik yoshdagi til o'rganuvchilarga chet tili o'qitish jarayonida o'qitishning zamonaviy metodlari keng qo'llanilmoqda.

9. Baholash usullari. Baholashning turli usullari mavjud. Masalan, kurs boshlanganda baholash; kurs davomida baholash va kurs oxirida baholash.

10. Kichik yoshdagi bolalarga chet tili o'qitishda o'yinlardan foyalanish. O'yinlar bolalarning ijodkorlik qobiliyatini o'stiradi, natijada ingliz tilidagi so'z boyligining xajmi ortib boradi.

"Boshlang'ich sinflarda chet (ingliz) tili oqitish metodikasi" fani bo'yicha ma'ruza mashg'ulotlari

T\N	Ma'ruza mavzulari	soat
	VII SEMESTR	
1.	State documents and CEFR requirements	2
2.	CEFR A1 level requirements	2
3.	Psychological features of YL and Nuremberg recommendations	2
4.	Teaching and Learning Languages by Means of Computer Technologies.	2
5.	Multiple intelligence theory in teaching FL	2
6.	Classroom management	2
7.	Difficulties in teaching foreign languages to YL	2
8.	Methods of teaching FL to Young Learners	2
9.	Types of assessment	2
10.	Using games in teaching young learners	2
	Jami	**20**

"Boshlang'ich sinflarda chet (ingliz) tili oqitish metodikasi" fanidan seminar mashg'ulotlari mazmuni

1.State documents and implementation of CEFR into FL teaching.
O'zbekiston davlat jahon tillari universiteti, Oliy va o'rta maxsus ta'lim vazirligi va Xalq ta'limi vazirligining xorijiy tillarni o'qitish va o'rganish tizimini tahlil qilish bo'yicha chet tillarni o'qitish bo'yicha sobiq o'quv dasturlari, standartlar taxlili.. CEFRning rivojlanishi tilni o'qitishdagi fundamental o'zgarishlarga to'g'ri keldi va grammatikani tarjima usulidan kommunikativ yondashuvga aylandi.

2. CEFRning A1 darajasiga qoyiladigan talablar. Chet tilining A1 darajasida nimalarni bilishi kerak. Bu darajada grammatika, fonetikadan, leksikadan qanday bilimga ega bo'lishi kerak.

3. Kichik maktab yoshidagi bolalarning psixologik xususyatlari va Nyurenberg tavsiyalari. Maktab ta'limiga tayyorlanayotgan bolaning psixologik hususiyatlari. Ushbu yoshda bolaning qanday harakterlik hususiyatlari rivojlangan. 90-yillarda, Evropa Kengashining "Evropa fuqaroligi uchun tillarni o'rganish" loyihasi doirasida 1991 yildan beri Evropa Kengashi bilan bir qatorda Gyote instituti tashabbusi bilan chet tilini erta o'qitish masalasi xam muhokama qilingan.

4. Kichik maktab yoshidagilarga chet tili o'qitishda kompyuter texnologiyalari foydalanish. O'qitishning informatsion texnologiyasi bu kompyuterlar va telekommunikatsion vositalar yordamida axborot uzatish usullarinning majmui, bilimlarni qayta ishlash va ulardan foydalanish tushuniladi.
materiallarini yaratishi mumkin. Afsuski, barcha o'qituvchilar kompyuterlarni qanday boshqarishni bilishmaydi.

5. Chet tillarni o'qitishda ko'p zehnlilik nazariyasi. O'quvchilarning bilim qobiliyatini rivojlantirish muammosini xal qilish nuqtai nazaridan nazariy yondoshuvlar va ularni amalga oshirish tajribasini o'rganish, real dunyoni anglash, hayotga muvaffaqiyatli moslashish, intellektual rivojlanish va xorijiy pedagogikada o'z samaradorligini isbotlagan ta'limni individualizatsiya qilishni ta'minlash muximdir.

6. Chet tillari darslarida o'quv materiallarini ishlab chiqish. Chet tillarni o'rganishdagi o'quv materiallardan foydalanish uzoq tarixi bor. Misol uchun, XIX asr oxirida ta'lim bergan va yozgan va birinchi tilshunoslardan biri bo'lgan Henri Sweet o'z kitoblarida kichik matnlarni muntazam ravishda ishlatib, g'ayrioddiy materiallar bo'yicha ularning potentsial afzalliklari haqida juda yaxshi xabardor edi: sun'iy "usullar" yoki "ketma-ketlik" orqali tabiiy, matnli matnlarning ustunligi, ular tilning har bir xususiyati

7. Kichik yoshdagi bolalarga chet tili o'qitishda talaffuzga orgatish. Ta'limdagi real, shartli va muammoli vaziyatlar xamda ularni darsga joriy etish usullari. Nutqni xosil qilish shartlari. Monolog, dialog va poliloglarning umumiy tavsifi xamda ularning xilma-xilligi. Gapirishga o'rgatishning "yuqoridan quyiga" (matn asosida) va "quyidan yuqoriga" (matnga asoslanmagan xolda) strukturasiga asoslangan usullari.

8. Kichik yoshdagi bolalarga chet tili o'qitishda leksikasini o'rgatish. So'zlarning shakli, ma'nosi va qo'llanilishiga doir qiyinchiliklar. So'zlarga xos konnotativ xususiyatlar va so'z ma'nosini ifodalovchi muqobili berilmaydigan leksika. Leksik birliklar bilan tanishish va ularning murakkablik darajasini inobatga olgan xolda tanlash usullari.

9. Kichik yoshdagi bolalarga chet tili o'qitishda grammatikani o'rgatish. Grammatika va unga xos malakalarni shakllantirishning axamiyati. Tillararo va ma'lum bir til ichidagi interferentsiya xodisasi va grammatik xatolar tipologiyasi. Muloqot jarayonida qo'llaniladigan grammatik malakalarning shakllanish darajasini nazorat qilish usullari.

10. Kichik yoshdagi bolalarga chet tili o'qitishda tinglab tushunishni o'rgatish.** Tinglab tushunish ta'lim maqsadi va vositasi sifatida. Tinglab tushunishni malakalarini shakllantirish va rivojlantirishning asosiy mexanizmlari. Tinglab tushunishni o'rgatishdagi asosiy qiyinchiliklar.

11. Kichik yoshdagi bolalarga chet tili o'qitishda gapirishga o'rgatish. **G**apirish ta'lim maqsadi va vositasi sifatida. Gapirishga o'rgatish va rivojlantirishning asosiy mexanizmlari. Gapirishga o'rgatishdagi asosiy qiyinchiliklar.

12.Kichik yoshdagi til o'rganuvchilarga chet tili o'qitish metodlari. Xozirgi vaqtda kichik yoshdagi til o'rganuvchilarga chet tili o'qitish jarayonida o`qitishning zamonaviy metodlari keng qo`llanilmoqda. Chunki o`qitishning zamonaviy usullarini qo`llash o`qitish jarayonida yuqori samaradorlikka olib kelishi hech kimga sir emas. Ta`lim metodlarni tanlashda har bir darsning didaktik vazifasidan kelib chiqqan holda tanlash maqsadga muvofiq.

13. Sinf boshqarish. Sinfni boshqarish ta'limning ajralmas qismidir. Bu tez-tez ko'rinadigan bo'lsa-da nomaqbul xatti-harakatlarning oldini olish uchun qoidalarni belgilash. Sinfxonani o'qituvchilar diqqat markazida bo'lgan joy sifatida belgilash. Sinf xonasida sharoitlarni ta'minlash muhim ahamiyatga ega. Sinfrni boshqarish bu o'quvchilar va ularning o'quv faoliyati ustidan nazoratni ta'minlash masalasidir.

14. Kichik yoshdagi bolalarga chet tili o'qitishda o'yinlardan foyalanish. O'yinlar bolalarning ijodkorlik qobiliyatini o'stiradi, natijada ingliz tilidagi so'z boyligining xajmi ortib boradi. Demak, xar qanday o'yinga tayyorgarlik davrida uning maqsadini aniq belgilash zarur. O'yin qatnashchilarini uning qoidasi bilan to'liq tanishtirish lozim. O'yin qoidalarini og'zaki tushuntirish bilan chegaralanmay, aniq ko'rsatmalar berish, tarqatma materiallar tarqatish xam foydali.

15, Kichik yoshdagi bolalarga chet tili o'qitishda baholash usullari, Baholashning turli usullari mavjud. Masalan, kurs boshlanganda baholash (yoki birlik); Kurs davomida (yoki birlikda) baholash va kurs oxirida baholash (yoki birlik). Kursning boshida baho o'qituvchilar va o'quvchilarga talabaning qancha bilimga ega ekanligini anglaydi. Talabaning boshlang'ich nuqtasini bilish o'qituvchilarga darsni rejalashtirish bilan yordam beradi.

"Boshlang'ich sinflarda chet (ingliz) tili oqitish metodikasi" fanidan seminar
mashg'ulotlariga tavsiya etilayotgan mavzular

T\N	Seminar mashg'ulotlar mavzulari	soat
1	State documents and implementation of CEFR into FL teaching	2
2	CEFR requirements for A1 level	2
3	Psychological features of young language learners	2
4	Using ICT in teaching YL	2
5	Using multiple intelligence theory in teaching YL	2
6	Designing teaching materials in teaching young learners	2
7	Teaching pronunciation to YL	2
8	Teaching vocabulary to YL	2
9	Teaching grammar to YL	2
10	Teaching listening to YL	2
11	Teaching speaking to YL	2
12	Methods of teaching FL to YL	2
13	Classroom management	2
14	Using games in teaching young learners	2
15	Assessment types in teaching YL	2
	Jami:	**30**

Mustaqil ishni tashkil etishning shakli va mazmuni

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini qisobga olgan qolda quyidagi shakllardan foydalanish tavsiya etiladi:
• darslik va o'quv qo'llanmalar bo'yicha fan boblari va mavzularini o'rganish;
• tarqatma materiallar bo'yicha ma'ruzalar qismini o'zlashtirish;
• maxsus adabiyotlar bo'yicha fanlar bo'limlari yoki mavzulari ustida ishlash;
• talabaning o'quv ilmiy-tadqiqot ishlarini bajarish bilan boqliq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
• faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashqulotlari;

Talabalar mustaqil ta'limining mazmuni va hajmi ajratilgan mustaqil ish uchun tavsiya etilayotgan mavzular

№	Mustaqil ish mavzulari	Berilgan topshiriqlar mazmu	Ish hajmi
1.	O'zbekistonda chet tillarni o'rgatish bo'yicha qabul qilingan meyoriy hujjatlar va qonun xujjatlarini o'rganish.	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
2.	O'quvchilarga ingliz tili o'rganishga nisbatan qiziqish, istak xoxish xosil qilish.	Individual topshiriq-larni bajarish.	2
3.	Boshlang'ish sinflarda o'rganiladigan til materialini o'qitish mazmunining lingvistik komponentlari	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
4.	Ingliz tili xonasini o'quvchilarning yosh xususiyatlari, boshlang'ich sinflarda darsni tashkil qilish maqsadi va vazifalaridan kelib chiqib bezatish. (tehnik vositalar yordamida)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
5.	Ingliz tili xonasini o'quvchilarning yosh xususiyatlari, boshlang'ich sinflarda darsni tashkil qilish maqsadi va vazifalaridan kelib chiqib bezatish.(mahalliy o'quv vositalari yordamida)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
6.	O'quvchilarning yosh xususyatlari ga mos o'quv vositalari (darslik, qo'llanma, rasmlar) va tehnik vositalardan (audio) maqsadli foydalanish	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
7.	Til materiallari tayyorlash	Individual topshiriq-larni bajarish.	2
8.	Juft juft, gurux gurux, individual ish turlaridan til ko'nikmalari hosil qilishda samarali foydalanish	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
9.	O'qish jarayonida og'zaki nutqni boshqa nutq faoliyati turlariga nisbatan usuvorligi. (o'yinli tehnologiyadan keng foydalanish)	Individual topshiriq-larni bajarish. Portfolio tayorlash	4
10.	Interfaol metodlarda dars tashkil etish usullari	Individual topshiriq-larni bajarish. Portfolio tayorlash	4

11	Equality in the Classroom	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
12	Using high and low technology (how, why, problem solving)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
13	Development of reading skills in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
14	Development of writing skills in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
15	Project work and role plays in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	4
	JAMI		**36**

Fanning o'quv yuklamasi

№	Mashg'ulot turi	Umum.soat	7 –semester
1	Ma'ruza	20	20
2	Amaliy	-	-
3	Laboratoriya	-	-
4	Seminar	30	30
5	Must. Ish	36	36
	Ja'mi	**86**	**86**

Mustaqil o'zlashtiriladigan mavzularda talabalar tomonidan tezis, annotatsiya va ilmiy maqola namunasi tayyorlanadi va taqdimot qilinadi.

V. Fan o'qitilishining natijalari (shakllanadigan kompetentsiyalar)

Fanni o'zlashtirish natijasida talaba:

ilmiy ish asoslari, ilmiy ishlarning turlari, ularning xususiyatlari to'g'risida tasavvur va bilimga ega bўlishi;

ilmiy tadqiqotning asosiy tamoyillari va metodlarini bilishi va ularni amalda qo'llay olish ko'nikmalariga ega bolishi;

o'z ilmiy tadqiqot ishining natijalarini to'g'ri shakllantirish (rasmiylashtirish) malakasiga ega bo'lishi kerak.

VI. Ta'lim texnologiyalari va metodlari:

ma'ruzalar;

interfaol keys-stadilar;

seminarlar (mantiqiy fiklash, tezkor savol-javoblar);

guruhlarda ishlash;

taqdimotlarni qilish;

individual loyihalar;

jamoa bo'lib ishlash va himoya hilish uchun loyihalar.

VII. Kreditlarni olish uchun talablar:

Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishlarini topshirishlari kerak.

Oraliq nazorat

Nazorat turi: Yozma (test)

Nazorat o'tkazilish va?ti: 2022 yil yanvar

Nazorat o'tkazilish joyi: Fakultet dekanati tomonidan tasdiqlangan nazoratlarni o'tkazish grafigi asosida (Andijon davlat universiteti qoshidagi Pedagogika institutining HEMIS, www.mt.adu.uz platformalari)

Fan natijalari, yakuniy nazoratga tayyorgarlik ko'rish

Andijon davlat universiteti, Chet tillar fakulteti 315, 316, 310 xonalar

Maslahat o'tkazilish va?ti: 2022 yil, yanvar - fevral oylari

Yakuniy nazorat

Nazorat turi: Yozma

Nazorat o'tkazilish va?ti 2022 yil yanvar

Nazorat o'tkazilish joyi: Fakultet dekanati tomonidan tasdiqlangan nazoratlarni o'tkazish grafigi asosida (Andijon davlat universiteti Pedagogika institutining HEMIS, www.mt.adu.uz platformalari)

Talabalar bilimini baholash mezoni

Talabalar bilimini baholash O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustda 9-2018- sonli "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi nizomni tasdiqlash haqida"gi buyrug'i bilan tasdiqlangan "Oliy ta'lim muassasalari talabalari bilimini nazorat qilish va baholash tizimi to'g'risidagi nizom" asosida amalga oshiriladi.

Bunga ko'ra talaba:

Mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 5 (a'lo) baho;

mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 4 (yaxshi) baho;

- olgan bilimini amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda - 3 (qoniqarli) baho;

- fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bўyicha tasavvurga ega emas deb topilganda - 2 (qoniqarsiz) baho bilan baholanadi.

Nazorat turlarini o'tkazish bo'yicha tuzilgan topshiriqlarning mazmuni talabaning o'zlashtirishini xolis (ob'ektiv) va aniq baholash imkoniyatini beradi. Talaba fan uchun ajratilgan kreditini fanning o'zlashtirish darajasi, olgan bahosiga prportsional tarzda oladi.

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Nazariy mashg'ulot materiallari

LECTURE 1: STATE DOCUMENTS AND CEFR REQUIREMENTS

Lecture Outline:
1.1 Foreign Languages Teaching Reforms in Uzbekistan
1.2 Introduction of the CEFR in Uzbekistan
1.3 Overview of the Common European Framework of Reference for Languages
Key words: Teaching, learning, Uzbekistan, CEFR, reforms, educational standards.

1.1 Foreign Languages Teaching Reforms in Uzbekistan
The end of 1990's and beginning of 2000's marked a new era in foreign languages teaching in Uzbekistan when all stakeholders including teachers, students, schools, colleges, and universities started to feel that they were ready for change in the way foreign languages were taught and learned. Nevertheless, there was uncertainty on how these changes would be implemented, what kind of changes should be introduced, who would be the initiator of the changes and what people's reactions would be to the changes in the education sector (Jalolov 2013). The reason for uncertainty was due to the fact that for almost a century Uzbekistan was under the Soviet Union and there was not held any consistent reforms in foreign language teaching (Jalolov 2013).

The reforms in foreign language teaching in Uzbekistan mainly touched upon teaching English language in all levels and stages of education.

The start of incorporating English language teaching into the education system of Uzbekistan started in 1932 (Hasanova, 2007). Nevertheless, teaching and learning of English as well as other foreign languages were carried out in secondary schools at the beginning of the fifth grade when learners were at the age of 12 (Hasanova, 2007). Hasanova (2007, p4) states that most of the lessons in 1930's-1990's were held mainly in student-centered approach and classes were mainly dedicated to the study and analysis of grammatical rules, analytical reading, and grammar translation exercises. In addition according to Bereday and Pennar (in Shafiyeva and Kennedy, 2010) in the Soviet Union, grammar-translation method was justified by the dominating political system.

Gulyamova, Irgasheva and Bolitho (2014, p45) outlining the reasons for the problem state that in most cases in teaching foreign languages there was a "…tendency for the country's institutions to remain sealed off from foreign influences, particularly those from the West, …" and "These deficiencies were passed on from generation to generation of Uzbek English teachers, all steeped in a Soviet-rooted version of the Grammar-Translation method, and reliant on outdated textbooks".

In 1991 when Uzbekistan gained independence from the Soviet Union, great attention has been paid to the reforms in education sector, especially in the area of teaching and learning foreign languages (Jalolov 2013). However, foreign language teaching methods and approaches remained the same as in Soviet era for at least two decades. According to Hasanova (2008) foreign language teachers, especially English teachers were exposed to modern approaches to ELT as communicative language teaching in the early 1990's. However, "continued lack of financial support and insufficient teacher training made CLT more a topic of discussion rather than an approach being implemented in many Uzbek classrooms" (Hasanova 2008, p139).

In the beginning of 2000's there was launched an extensive baseline study which covered all 12 regions of Uzbekistan. The baseline study aimed at defining areas in English language teaching as well as teaching other foreign languages that needed to be reformed. The baseline study was carried out in universities and in-service teacher training institutions across 12 regions of Uzbekistan and consisted of interviews, questionnaire surveys which were held among English language teachers, education authorities, recent graduates of foreign language teacher training courses (Mamatov, 2009).

British Council Uzbekistan became the leading international organization in assisting the reforms (Mamatov 2009).

The baseline research carried out by the British Council in cooperation with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan provided quality data on the areas that needs change. According Hoshimov (2008) the challenges which were exposed in the baseline research was the need to make state educational standards, curricula and other educational documents responsive to the needs of teachers and language learners, to align national educational standards with those of international standards and make a shift from teacher-centered classroom to learner-centered classroom where language learners are provided with more autonomy in learning and to link foreign language teacher education programs in Uzbekistan to international standards.

1.2 Introduction of the CEFR in Uzbekistan

Prior to the introduction of the National Educational Standard for Continuing Education System on Foreign Languages (Cabinet of Ministers of the Republic of Uzbekistan, 2013), which is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, Council of Europe 2001) there was inconsistency and lack of continuity in educational standards. There was not a single document which outlined the aims and outcomes of teaching and learning English in all levels and stages of education. For instance, educational standard for secondary stage of education outlined aims and outcomes of learning foreign languages for students who attended school from 5th grade to 9th grade (State Educational Standard and Syllabus, 2010), state educational standard for secondary specialized education outlined aims and outcomes of teaching and learning foreign languages for students and teachers who attended colleges and academic lyceums from 1st to 3rd year (State Educational Standard and Syllabus, 2001). In this manner all educational standards were separated from each other according to their content, aims, and outcomes. Moreover, there were repetitions in themes and topics to be taught in each academic year. For example, students who attended schools from the 5th grade started learning English alphabet whereas students who started studies at college or academic lyceum level or even university level started learning English with its alphabet and grammatical system. In addition, the curriculum and syllabus mainly stressed on teaching grammar and translation practice.

Thus, analysis of the system of teaching and learning foreign languages carried out by the group of experts from Uzbekistan State University of World Languages, Ministry of Higher and Secondary Specialized Education, and Ministry of Public Education reveled that the former curricula on foreign language teaching, standards for different levels of education were not efficient in terms of finance and effort (Irisqulov 2015). Therefore, it was decided to develop and implement totally new concept of national standards which could provide continuity and consistency of teaching foreign languages in all levels of education system. And at this point the Common European Framework of Reference (CEFR) played as the main framework to be adopted in developing the national standard.

Table 2.2.1 (REPUBLIC OF UZBEKISTAN, Cabinet of Ministers 2013) illustrates the characteristics of the present national educational standard for foreign languages and its alignment features with the CEFR.

Stage of Education	Graduates	CEFR	Name of the Level
General Secondary Education	Primary (4th grade) level graduates	A1	Beginner level of foreign language learning
	9th grade graduates	A2	Basic level of foreign language learning
	9th grade graduates of school specializing in foreign languages	A2+	Reinforced basic

	learning		level of foreign language learning
Secondary specialized and vocational education	Graduates of non-specialized academic lyceums	B1	Independent beginner level of foreign language learning
	Vocational colleges		
	Graduates of academic lyceums specializing in foreign language teaching (second foreign language)		
	Graduates of academic lyceums specializing in foreign languages	B1+	Reinforced independent beginner level of foreign language learning
Higher education	Baccalaureate level graduates of non-specialized faculties	B2	Independent communication level of foreign language learning
	Master level graduates of non-specialized faculties		
	Baccalaureate level graduates of faculties specializing in foreign language teaching (second foreign language)		
	Baccalaureate level graduates of faculties specializing in foreign language teaching	C1	Proficient level of foreign language learning
	Master level graduates of faculties specializing in foreign language teaching		

Table 2.2.1 Stages of teaching and learning foreign languages according to the new national standard based on the CEFR

As it was mentioned in the previous paragraph the implementation of a new project on the development of the national curricula and standard on the teaching and learning of foreign languages was started along with the project aiming at the reform of PRESETT and INSETT system of Uzbekistan. According to Irisqulov (2015) adoption and implementation of the new standard was a requirement of time and started a new era in the whole system of foreign languages learning in Uzbekistan.

2.3 Overview of the Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages, which is commonly referred as CEFR (Council of Europe, 2001) is considered as an innovative language policy document designed and developed by the language policy division of the Council of Europe in the 1990s. It was published online in 1996 and in 2001 it was introduced in a paper version. The document "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc." (Council of Europe, 2001 p1). Initially the document was developed to ease language learning and facilitate mobility of citizen within European countries. Later on, subsequently the document gained worldwide recognition as a language education policy document to help aligning the language assessment levels across educational stages and institutions. Since its gaining popularity around world the CEFR document has been translated into 39 languages and has been used and/or referred by a number of countries around

the world for the development and introduction of foreign language policies (Figueras, 2012; Martyniuk and Noijons, 2007).

As it is declared by the Council of Europe the main purpose of the CEFR is the alignment of language learning, teaching, assessment and testing and ultimately guarantee correlation of learning outcomes across languages, contexts and countries. That is to say, the document is considered to act as a tool that can "be used to analyze L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes" (Little, 2006, p167), and in coherent and comprehensible way. The CEFR 1 - depicts competencies language learners need to form to be an effective language user; 2 – it suggests sets of "can do" descriptors that point out what learners can do when they reach a certain competency in a definite proficiency level; 3 – it offers instructional guiding principles on how to teach and assess learners competencies; 4 - it offers a common reference level scales for the comparability and recognition of language competences across contexts and countries.

Through the equipment of users with a common methodology and metalanguage for teaching, learning and assessing language competencies, the CEFR document facilitates cooperation among various educational institutions and educational and other stakeholders around the world, moreover, providing easier mobility opportunities for professionals and common citizens across countries (Council of Europe, 2001).

Goullier (2007) and North (2007) suggest that the CEFR is a descriptive document, rather than a prescriptive document. In other words it refers and can be used with all languages and its primary goal is to enhance language practitioners' reflections on their specific educational and geographical contexts, language learners and language teaching objectives.

According to North (2007, p. 656) the CEFR is defined as a "concertina-like reference tool, not an instrument to be applied". Therefore, it should be referred, consulted and adapted depending on the needs and realities of a definite local area rather than blindly followed as a set of concrete unchangeable and discrete rules.

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LECTURE 2: CEFR A1 LEVEL REQUIREMENTS

Lecture Outline:
1. Young Learners
2. Developing Listening and Speaking Skills of YL in the Classroom
3. Language Policies in Uzbekistan and Their Impact on TEYL
Key words: Young language learners, Language Learning Environment, Primary Stage of Education

Although it is hard to prove the superiority of young learners in learning a foreign language (Cook, 2008), a lot of research show that age plays a crucial role in the effective learning of languages. However, many studies carried out in this area suggest that younger learners learn some aspects of a foreign language such as pronunciation and listening better, while some areas, especially grammar, and vocabulary acquired slowly (Lynne, 2001). According to Lynne (2001) pronunciation and listening skills are acquired effectively in naturalistic setting whereas in classroom settings they are not effectively developed. Moreover, younger learners tend to acquire more native like accents, whereas for adult learners it is difficult to get rid of their mother tongue accent in L2 speech (Lightbown and Spada, 1999). Therefore, in the early years of education it is effective to emphasize on teaching speaking and listening rather than on writing and reading.

In addition, younger learners possess such advantages in language acquisition as brain plasticity, weaker group identity, less analytical thinking, and simplified input (Saville-Troike, 2012).

1.2 Challenges of Learning English Language in Primary Stage of Education

Apart from the fact that younger learners are good language learners in informal and naturalistic contexts (Saville-Troike, 2012), there are also challenges that young learners and their teachers may face in language classroom contexts. Saville-Troike (2012) claims that younger learners possess weaker brain capacity, which does not allow them to learn vocabulary of a foreign language effectively. Other disadvantages that younger learners may have include lack of L1 knowledge, shorter attention span, less world knowledge and analytical skills (Saville-Troike, 2012). In L2 classroom these disadvantages may cause several challenges for language teachers. First, primary school learners start learning grammar of their mother tongue in later grades. For instance, in the context of Uzbek public schools pupils are introduced with the grammar of L1 starting from grade 2, whereas learning a foreign language starts in grade 1, which does not allow a learner to transfer knowledge of L1 to L2 learning.

Second, the fact that children have shorter attention span requires from a teacher to develop shorter activities that do not overload YL. Moreover, teachers have to design activities which do not employ grammatical and lexical rules as YL tend to be less analytical.

2. Developing Listening and Speaking Skills of YL in the Classroom

2.1 Context and Learners

The teaching context for the discussion is the first grade pupils in public schools of Uzbekistan.

Most of the pupils in primary schools are monolingual learners with few or no previous experience of learning foreign languages, as most of the kindergartens and nursery schools do not provide foreign languages instruction. Average class size of first graders in Uzbek schools is 25 to 28 pupils and English language classes are conducted by dividing the class into two small groups of 12 to 14 pupils. According to the results of recent research conducted by Blatchford (2007), class size has a great impact on the efficiency of teaching English to YL of 7 to 11 age group. As Blatchford (2007, p168) points out that small class size provides individualized teaching, makes it easier to control the classroom, and allows more time for marking, assessments and planning, and less teacher stress. The division of classes into small groups has been widely practiced in public schools and other educational institutions across Uzbekistan since the Soviet period. However, due

to the lack of EFL teachers there are schools that can not afford class division, especially in rural areas.

According to national curriculum of public schools, first graders or primary class learners have 2 hours of English lessons every week, academic year averaging 33 weeks in total.

2.2 Listening and Speaking versus Young Learners

Tompkins (2002) argues that listening is an important skill for YL and it is assumed that about 50 per cent of classroom time involves listening. It is true that in naturalistic language learning context the main source of language input and output is through listening and speaking. In classroom settings spoken language prevails over written language, especially in primary stages of language education. Listening and speaking are both active use of language (Cameron, 2001). According Cameron (2001) unlike reading and writing, prevailing element in spoken language is meaning, by speaking children try to transfer their meaning and by listening they try to understand others' meaning. Therefore, children strive to build meaning through interacting with others which takes place in the form of listening and speaking in the early years of development. Next, Cameron (2001) explains that children's desire to communicate is a drive to speaking.

Teaching speaking and listening to YL involves plenty of natural language use in classroom settings. It is teacher's responsibility of expose YL to as many spoken language as possible in the classroom. In addition, in the early years of classroom language learning teacher plays the role of a main model for children in their learning to listen and speak. Additionally, exposure to foreign language should be carried with meaningful and purposeful activities. According to Vygotskian theories of development meaning in communication is constructed with the help of expert others (Cameron, 2001). Thus teacher plays the role of an expert other and creates Zone of Proximal Development (ZPD) for YLs in their process of learning how to create meaning through listening and speaking. According to Saville-Troike (2012, p112) ZPD is an "area of potential development where learner can achieve that development only with assistance". In ZPD scaffolding plays an important role which is given by an expert other. Saville-Troike (2012) also argues that scaffolding occurs only with the active participation of a learner.

Teaching speaking according to Scott and Ytreberg (1990) is one of the most demanding tasks before the language teacher. One of the reasons for this is that most of the learners do not have an access to speaking practice outside the classroom and teachers need to dedicate most of the class time for the speaking activities, which on its own place require a lot of effort from a teacher. Another difficult aspect of teaching speaking is the issues of correcting and giving feedback to learners in speaking activities, which also requires special knowledge on how to correct and when to correct young learners.

It is worth mentioning that listening and speaking almost always come together and it is almost impossible to teach speaking without listening or vice versa. Pinter (2006, p45) claims that young learners need to be exposed to plenty of listening activities and practice with rich input, which as a result leads to speaking tasks.

2.3 The Ways of Teaching Speaking and Listening to YL
2.3.1 Listen and Do Activities

In primary stage of English language teaching listening and speaking activities should be accompanied by movements according to the spoken message. In this sense, Scott and Ytreberg (1990) suggest several methods of teaching listening to young learners, one of which is 'listen and do' activities. They also argue that most of the class instructions correspond to 'listen and do' activities and teacher's instructions to students to perform one or another activity plays an important role in developing their listening skills. Moreover, teacher can easily see whether learners have understood the instruction e.g. listening or not (Scott and Ytreberg, 1990). Scott and Ytreberg (1990) also suggest other 'listen and do' activities which include mime the story activity, listen and draw and others. In mime the story activity the teacher reads or tells the story and

performs the actions described in the story with learners. In a listen and draw activity teacher, a learner or a recording describes an object and learners draw it.

2.3.2 Total Physical Response

Total Physical Response (TPR) perhaps is the most widely used methods of teaching foreign languages to young learners. Its advantages in teaching listening and speaking are numerous. Total Physical Response is a method invented by Prof. James Asher in 1970s (Richards and Rodgers, 2001). Asher (in Richards and Rodgers, 2001) believes that children acquire their first language through physical response to language inputs. Their first introduction with language occurs when their parents give commands to perform different actions before they start producing their own speech. One of the underlying principles of TPR in classroom is the reduction of learners' affective filter and to facilitate the process of learning the language. Affective filter is a mechanism that allows or restricts the processing of input (Saville-Troike, 2012). Thus by reducing the affective filter, learners feel themselves free to perform actions instructed by their teachers and learn the language, especially spoken and listening skills. In this process teacher plays an important role of a facilitator by creating favorable atmosphere for learners. Another important aspect of TPR is comprehension, e.g. understanding the spoken input provided by the teacher. Therefore, learners should practice a lot by doing different activities that mostly involve listening comprehension and then move to production of their own utterances (Richards and Rodgers, 2001). The advantage of using TPR with young learners is that it provides a lot of amusement, fun and movement for young learners and makes it possible to keep them motivated during the whole lesson. Another advantage of TPR is in giving feedback to learners. Richards and Rodgers (2001) suggest that teachers should adopt the way how most of parents correct their children e.g. teachers should use less immediate correction of spoken output produced by learners in the initial stages of learning, as immediate feedback or correction may result in the increase of learners' affective filter.

Despite many benefits of TPR, it has some challenges to implement in the classroom both for the learners and the teacher. Cameron (2001) believes that there are possible dangers when children can not construct meaning during the lessons. This is especially important while giving commands and instructions using the TPR method. That is why is it very important for a teacher to make sure that the message uttered towards the learners is accessible.

2.3.3 Dialogues and Role Play

Sesnan (1997) states that easy to perform dialogues encourage the use of spoken language effectively. Scott and Ytreberg (1990, p39) claim that for a teacher using a dialogue with learners is an easy and useful way to bridge between guided practice and freer practice activities. In the initial introducing of a dialogue to young learners teachers are recommended to use various objects such as puppets, pictures to scaffold the construction of meaning. The teacher may move to the stage of performing the dialogue with learners putting them in pairs or groups. Another option of doing the dialogue activity is to ask and lead two or more learners to perform the dialogue in from of the class, thus giving a model to other learners. Scott and Ytreberg (1990) also suggest employing movements, actions, mimics and intonation in presenting a dialogue to young learners which helps them to feel the dialogue from different perspectives.

Role plays containing dialogues is another type of effective activity which is beneficial and entertaining for learners. In introducing learners with role plays, Scott and Ytreberg (1990) suggest teachers to move from structured to more free type of activity. The best way to do this is, first, let the young learners learn the dialogue by heart and then act it in pairs or groups in front of the class. In assigning the roles and movements that accompany dialogues teachers should consider psychological features of each learner in order to not to affect their affective filter. It is also important to remember about giving a model before each activity or performance.

3. Language Policies in Uzbekistan and Their Impact on TEYL

The start of incorporation of English language into the education system of Uzbekistan dates back to 1932 (Hasanova, 2007). However, teaching and learning of EFL was carried out in secondary schools e.g. with the start of fifth grade when pupils were at the age of 12 (Hasanova, 2007). As Hasanova (2007, p4) points out most of the classes during that era were mainly student centered and were dedicated to analytical readings, grammatical rules, and translation exercises. According to Gulyamova, Irgasheva and Bolitho (2014, p45) the reasons for this were "the tendency for the country's institutions to remain sealed off from foreign influences, particularly those from the West, …" and "These deficiencies were passed on from generation to generation of Uzbek English teachers, all steeped in a Soviet-rooted version of the Grammar-Translation method, and reliant on outdated textbooks". After gaining the independence from Soviet Union in 1991, great attention has been paid to the reformation of education system, especially teaching and learning foreign languages. However, teaching methods and approaches remained the same as in Soviet era for 20 years. According to Hasanova (2008, p139) Uzbek teachers were exposed to modern approaches to ELT as communicative language teaching in mid 1990's, however "continued lack of financial support and insufficient teacher training have made CLT more a topic of discussion rather than an approach being implemented in many Uzbek classrooms".

Recent analyses of the system of organization of learning foreign languages revealed that educational standards, curricula and textbooks did not fully meet modern requirements, especially in the use of achievements of foreign language teaching methodology, IT and media technologies. This situation led to the issue of the presidential decree No. 1875 on December 10, 2012 *On Measures of Further Improving the System of Learning Foreign Languages*, which clearly outlined the further aims and tasks of reforming the system of learning foreign languages. One of the first steps that have been taken after the decree, in order to implement the reforms, was designing and adoption of a new national educational standard for continuing education system (Cabinet of Ministers of the Republic of Uzbekistan, 2013) which is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, Council of Europe 2001).

According to the new standard teaching foreign languages in schools begins in the first grade of the primary schools, when children are at the age of 6-7. And by the end of primary stage (grades 1-4) of education pupils have to achieve A1 level according to the national curriculum and CEFR. The widespread introduction of teaching English language in primary education around the world, including in Uzbekistan, is described by Johnstone as "the world's biggest policy development in education" (in Copland, Garton, and Burns, 2014, p738). There are several reasons for this. First, it is better to begin learning foreign languages as early as possible (Copland, Garton and Burns, 2014). Second, wide use of English in the process of globalization and integration of market economies, workforce with English language skills considered to be an advantage.

The impact of the new curriculum and EFL reform in Uzbekistan was huge on pre-service and in-service teacher training, materials design and teachers' continuing professional development areas. The new standard required the whole system of foreign languages teaching to rethink and reform the approaches used in educational institutions.

The new textbook series titled Kids' English (Irisqulov et al., 2014) for primary schools were designed and published based on the new standard. Mandatory cascade in-service teacher trainings were held after the publication of the textbooks in all regions of Uzbekistan with the purpose of training teachers to teach YL and using the new textbook. Nevertheless, the content of training programmes lack input sessions on SLA theories and the ways children learn foreign languages. Cameron (2003) discussing the skills needed for an English teacher in teaching YL puts "an understanding of how children think and learn" on the first place, and explains that teaching YL in primary levels may be more demanding than teaching in higher levels. In addition, most of the pre-service teacher training programmes in Uzbek universities do not provide SLA or foreign language pedagogy modules, which explain how language acquisition takes place and develops in young learners. Instead they provide general pedagogy and psychology courses.

Unlike previous textbooks Kids' English incorporates wide use of Total Physical Response, Communicative Language Teaching, using games, songs and pictures and other modern approaches to teaching YL. However, Enever and Moon (in Copland, 2014) point out that communicative language teaching is an approach to be used with adult learners in small groups.

Discussing the advantages, disadvantages and impact of reforms introduced in Uzbekistan's education system in terms of teaching foreign languages in primary public schools is early since there was not conducted any kind of comprehensive study in this area in Central Asian Post-Soviet countries.

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Lecture 3.   Psychological features of YL and Nuremberg recommendations

Lecture Outline:
1. Psychological features of YL
2. Nuremberg recommendations
Key words: Young language learners, Language Learning Environment, Primary Stage of Education

Children begin to learn foreign languages in different ages and circumstances. Therefore, first of all, it is necessary to distinguish age differences in defining YL. Since there is a distinction between what children of the age of six can do and what children of the age of eleven can do, Scott and Ytreberg (1990) suggest the division of YL into two distinctive groups.

First group comprises children between the age of 5 and 7. Slattery and Willis (2005) also define this group as 'very young learners'.

The second group comprises children of the ages between 8 and 10 (Scott and Ytreberg, 1990). Children who belong to this group, according to Slattery and Willis (2005), are termed as 'young learners'. Undoubtedly, differences between these two groups are very large. Therefore,

language teachers need to be aware of the peculiarities of a definite age group and adapt their teaching methods, techniques and styles according to the characteristics of the group.

Eliis (2014) proposes consensus in defining the term young learner for the sake of ELT professionals. According to her observations still there is a misunderstanding in defining the term. She suggests to adopt terms used in educational systems that young learners belong to (Ellis, 2014). Thus, the age group that comprises children between the ages of 6-11 is termed as 'young learners, kids, primary, juniors and tweens' (Ellis, 2014). In the context of Uzbekistan's education system young learners of the ages between 6, 7 to 11 are called 'primary school pupils'.

VYLs (under 7)	YLs (7-12)
- acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental - love playing with language sounds, imitating, and making funny noises - are not able to organize their learning - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context	- are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn from others - can be reliable and take responsibility for class activities and routines For more information, see: Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Oxford: Oxford University Press.

Language Learning Environment

Although children may use similar processes for acquiring L1 and L2, the environment for L1 and L2 acquisition can be quite different (Brewster, Ellis & Girard, 2004). **L1 environment**	**L2 environment**
- language highly contextualized - in the real world the language used is authentic - learner highly motivated	- language more decontextualized - in the classroom the language used tends to be artificial - learners may not be highly motivated

Jean Piaget: Piaget developed the concept of **discovery learning.**His theories broke from traditional methods and theories of teaching and formed the backbone of current systems of education in the West. He said that children learn language and concepts through active exploration and by interacting with other children and their environment. He also said that children develop differently and learn new things when they are ready to do so. In other words, there is **no 'average child'** and no fixed process of learning. He said that education systems should therefore allow for children to learn at their own pace and encourage learning without teachers being the centre of this process.

Maria Montessori: Around the same time as Piaget, Montessori was also developing her own curriculum based on same theories as Piaget. Like Piaget, she recognised that children take responsibility for their own learning and develop their learning process at different stages. She

started her own school to encourage this style of learning at the beginning of the 20th century. Today there are a lot of Montessori schools around the world. They are set up to allow children to actively explore and discover new things from each other, independently and from the environment encouraging the use of all 5 senses. Teachers are not central to activities and there are no white boards in use. All children are put together and are not grouped by age, sex or level. She concluded that children naturally respond to an authority figure as this is their reality outside the classroom.

Vygotsky: His research also showed that children learn better from more competent partners. He developed the concept, '**zone of proximal development**', which describes the gap between what a learner can do alone and what he is able to achieve with help and guidance.
A child therefore learns better if he is guided or 'scaffolded' rather than left to his own devices. The ideal environment for learning would therefore be one where children are placed in small groups of mixed ability within a classroom so that weaker individuals can learn from stronger individuals. The teacher is not central to activities but should move around the classroom to give guided discovery. He/She should demonstrate and assist children in finding out and trying by themselves. Children should be actively involved in activities which allow them to learn and discover something new.

The Nuremberg Recommendations for Early Foreign Language Learning (hereafter NR) was published by the Goethe Institute in 1996 (and revised 2010) in collaboration with experts from 22 countries from all around the world, following a series of seminars on 4 to 10 year old young learners' learning of foreign languages. The recommendations "were drawn up with the objective of placing early foreign language learning on the most widely acceptable curricular basis possible" (Nuremberg Recommendations, 2010, p. 4). As a document containing recommendations on young learners' experiences in foreign language teaching, it remains as the most comprehensive body of documents that contain valuable information for language teachers of young learners.

In this lecture, some important aspects of these recommendations are discussed to inform future foreign language teachers about features of teaching foreign languages to children. Also, these recommendations are given as points of discussion rather than rules that must be obeyed without questioning. That's why reflection activities are given to you to develop your own understanding of foreign language teaching to young learners.

The document is composed of three headings, namely;
• new influences on the learning environment of children,
• early foreign language learning today and perspectives for the future,
• basic conditions for early foreign language learning.

Under the first heading titled "New influences on the learning environment of children", it emphasizes the individuality of the young language learner regardless of his or her regional or local background. Under the second heading titled "Early foreign language learning today and perspectives for the future", the following issues are discussed:
• language policy actors,
• language choice and language sequence,
• appropriate concepts for childhood foreign language learning,
• standards in early foreign language teaching.

Under the third and main heading titled "Basic conditions for early foreign language learning", the issues discussed are:
• the child-centered language programmer,
• linguistically qualified pre-primary staff and language teachers,
• parents,
• physical environments for learning,
Theoretical Considerations Nuremberg Recommendations
• objective: the interculturally aware child,
• appropriate content for an early foreign languages programme,

• methodology and pedagogic principles,

• media ,

• diagnosis, progress recording, and evaluation.

For the purposes of this lecture, we will only focus on the third heading by specifically discussing, through direct quotes taken from the NR, the issues that I believe are the most necessary for our context in Turkey. Specifically, because of our contextual needs, I focused on the child-centered language programmer, linguistically qualified pre-primary staff and language teachers, physical environments for learning and appropriate content for an early foreign languages programmer.

Although the document is necessary as a whole for a foreign language teacher to develop, the ones I mention are specifically important for teacher trainees because they are the ones that have direct practical value.

According to the Nuremberg Recommendations, foreign language learning consists of highly complex factors which affect each other in a connected manner. In this system of many factors, known as "Didactical octagon", the "kid" is at the center of foreign language education. Teachers who are responsible for the foreign language education of the kids have a special place in this system. The other factors that are effective in the Didactical octagon are the institutions in which foreign language education takes place, the aims they put forward, the contents and methods which are generated to achieve these aims and the course materials which are used in running of the courses. The last factor in the Didactical octagon is assessment and evaluation of the developments in foreign language education. The following figure shows the factors which affect the process of children's learning of a foreign language. (by P. Chighini, & D. Kirsch 2009, 18)

The illustration by Chighini and Kirsch (2009) displays that school learning is not an isolated form of education, but is connected to humans, science, and society. The triangle is a helpful diagram that can be used to answer our practical needs and

problems in our classrooms. Let's say the following is our problem: "Our school (or school system) aims for education all students to attain 'native-like' pronunciation." How could that aim be realized? Answers to this and similar questions can be formulated with the help of this triangle as follows:

Teachers should be qualified enough in order to guarantee the exemplary pronunciation. The institution must be concerned about the smaller classes. Content-wise songs and rhymes must be given priority. Reading and repeating could be the predominantly used methods. Reading texts in a creative way could be used as a means of evaluation. The language lab could re-accelerate in order to enable individual training. The child remains in the line in such a goal setting.

Hands-on activity

Take the following problems and formulate recommendations to solve them by using the triangle suggested by Chighini and Kirsch (2009):

• Our students cannot write well-thought paragraphs.

• Foreign language classrooms must be seen as areas of fun, enjoyment, and action.

• Teachers should be knowledgeable in cultures of the target language.

• Environmental issues must be covered in foreign language classrooms in a way to develop students as responsible citizens.

The child's linguistic development

According NR, there is still no consensus on the precise sequence of child-hood language acquisition phases. It is accepted that human beings are capable of learning one or more new languages at any time in their lives. However, findings from research on language acquisition and from brain research have produced evidence that the acquisition of an unfamiliar language should take place as early as possible in order to master the phonetics of the language learned. It has been shown, for instance, that children up to the age of six can learn to speak a second language without an accent. Up to the age of puberty, syntax and morphology can be acquired with less effort.

Nuremberg Recommendations

• The childhood foreign language acquisition process should be viewed in as close association as possible with linguistic development in the mother tongue.

• During the language learning process, the child should be given sufficient opportunities to try out newly learnt material in social interaction, e.g. with the teacher or with fellow pupils.

Theoretical Considerations Nuremberg Recommendations

▶ Reflection

Children acquire their first language during the first few years of their lives. The acquisition of the first language, especially that of the mother tongue occurs "naturally" and "unconsciously". In theory, if a small child (until the ages of three and four) grows up while learning two languages, he or she acquires two mother tongues at the same time. In such situations, one could talk about primary bilingualism (Apeltauer 1997, 10-11).

• Give an example to the situations in which the child encounters two languages concomitantly and in which he or she acquires both languages as his/ her mother tongues. The acquisition of an additional language which occurs after the acquisition of the first language (during adolescence) is described as secondary bilingualism. The acquisition of every additional language differentiates itself fundamentally from the acquisition of the first language, since one language has already been acquired and the structures of the first language are already known.

• Give some examples in which the child learns a second language

unconsciously and in its natural environment and learns it after the acquisition of the mother tongue.

Children who encounter a foreign language already at the ages up to three and four find themselves in a situation similar to that of the children who acquire two languages concomitantly. The younger the children are and the less they have already acquired their first language, the better their learning situation of both languages at the start will be. Thus, parallel progress will be made in the learning of the first and second language.

• Children acquire the first language relatively quick, especially until the ages of three to four, when the learning of a foreign language takes relatively much longer time. Which consequences do you draw from the fact of this early start to foreign language learning at schools? Different from the acquisition of a language, learning a new language is described as "the conscious and goal-oriented language processing. The learning of a foreign language happens mostly in instructional contexts".

• Give examples to the situations in which the foreign language is "learned." Reflection

With the new 12-year-compulsory and dubbed educational application, the Ministry of National Education has introduced changes in foreign language education. In accordance with this new application, foreign language education has moved back from the 4th grade/ year to the 2nd grade/ year (of primary education). Considering that the 60-66 month-old children will be attending the first grade, the first language education will start with 6,5-year-old pupils, that is, three years earlier than it was in the previous system.

Nuremberg Recommendations

In planning and implementing the aims, content and methods of early foreign language learning, the practitioner or teacher should always ensure that the child's needs are taken into account.

In your experiences as a student, has a teacher's warmth and playful attitude had a positive impact on your interest in his or her class or your overall learning? Remember those experiences of yours and discuss the issue's importance with your friends.

LECTURE 4: TEACHING AND LEARNING LANGUAGES BY MEANS OF COMPUTER TECHNOLOGIES. COMPUTER ASSISTED LANGUAGE LEARNING

Lecture Outline:
1. The role of the computer in learning
2. The development of CALL
3. Types of CALL Programs
4. Top Ten Software to Teach and Learn English
Key words: Means, computer technologies, computer assisted, language learning.

1. The role of the computer in learning

Generally speaking, computers can be classified into three generations. Each generation lasted for a certain period of time, and each gave us either a new and improved computer or an improvement to the existing computer.

First generation: 1937 – 1946 - In 1937 the first electronic digital computer was built by Dr. John V. Atanasoff and Clifford Berry. It was called the Atanasoff-Berry Computer (ABC). In 1943 an electronic computer name the Colossus was built for the military. Other developments continued until in 1946 the first general– purpose digital computer, the Electronic Numerical Integrator and Computer (ENIAC) was built. It is said that this computer weighed 30 tons, and had 18,000 vacuum tubes which was used for processing. When this computer was turned on for the first time lights dim in sections of Philadelphia. Computers of this generation could only perform single task, and they had no operating system.

Second generation: 1947 – 1962 - This generation of computers used transistors instead of vacuum tubes which were more reliable. In 1951 the first computer for commercial use was introduced to the public; the Universal Automatic Computer (UNIVAC 1). In 1953 the International Business Machine (IBM) 650 and 700 series computers made their mark in the computer world. During this generation of computers over 100 computer programming languages were developed, computers had memory and operating systems. Storage media such as tape and disk were in use also were printers for output.

Third generation: 1963 - present - The invention of integrated circuit brought us the third generation of computers. With this invention computers became smaller, more powerful more reliable and they are able to run many different programs at the same time. In1980 Microsoft Disk Operating System (MS-Dos) was born and in 1981 IBM introduced the personal computer (PC) for home and office use. Three years later Apple gave us the Macintosh computer with its icon driven interface and the 90s gave us Windows operating system.

As a result of the various improvements to the development of the computer we have seen the computer being used in all areas of life. It is a very useful tool that will continue to experience new development as time passes.

The rapid spread of computers has been spurred by intensive development in the field of computer technology. Now the computers have become much more powerful, yet smaller in size, more adaptable, more flexible, and easier to use. In addition, they are much more inexpensive than those of the last ten years. 'Computer literacy' becomes a big issue which is the knowledge about computers and computing when schools and governments have devoted resources to it.

As we know that the computer is a tool. Its role in education is that of a medium. The computer will perform exactly the instructions given by a user. These instructions can be typed into the computer from a keyboard, a mouse, sounds, or a series of programs. The teacher can create educational materials for students by using the computer. Unfortunately, not all of the teachers know how to master the computers.

1.1 The advantage of using computer in language teaching and learning

In the introduction of their book CALL, Hardisty and Windeatt (1989) comment that, compared with the language laboratory, it has taken for less time for language teachers to perceive

what the computer has to offer to language learning. "It took the profession fifteen or more years to find effective ways of utilizing language laboratories. … It has taken CALL a considerably shorter time to move from its crude beginnings … to a stage where the use of computers is both innovative and truly appropriate." (1989,p.3) This statement reflects the experience in learning foreign language when using the information technology.

(1) The inherent nature of the computer

The computer can handle a much wider range of activities, and much more powerfully, than other technological aids. It offers a two-way learning session with the student. It is much more than a mere programmed textbook, whose powers of interaction are virtually limited to an ability to reveal the correct answer: the computer can 'assess' the student's response. It can also display messages, take the student through subsequent attempts at a question, and even take the student to a different section of package, depending in the nature of the response. Most of all, the computer can complete all of these action very quickly and is always unfailingly accurate and precise.

(2) The benefit of the teacher

As for the benefit of the teacher, the computer presents several aspects of particular promise. Prominent among these is its versatility in handling different kinds of material. For example, the simplest is the one-way presentation of information, in the form of text, graphics, audio and video. Also, the computer can handle question-and-answer routines, simulated 'dialogues', hypothesis testing, and many other types of exercises. When the student has completed the session, the computer can record results, errors, success rates, the time spent, and much more information for the teacher to review at a later time. Unlike a textbook lesson, which the teacher cannot change, and to which at best some subsidiary materials can be added, the computer exercise can be easily modified.

(3) The benefit of the learner

The computer also offers many advantages for the student. 'Access' is one of the benefits. The computer offers the student the choice of when to study particular topics and how long to spend on them. The flexibility makes many educational courses accessible to students who would otherwise have no chance to take them.

1.2 The disadvantage of using computer in language teaching and learning

There are some problems in using the computer for language teaching. Some of these stems from the nature of the computer itself, while others relate to the present state of CALL. The easiest way to start with CALL is to buy materials off-the-shelf or to borrow materials developed by colleagues. In the early days, computer programs are seldom 'compatible'. Unless the computer is the same as the one on which the materials were produced, they will probably not run without modification. Although such problem is reduced more than that of the past, it still exists. Another problem is the quality of CALL programs. If such CALL packages can be borrowed or bought, the quality of a lot of CALL material leaves much to be desired. Like any other educational materials, CALL programs need to be evaluated.

In addition, there is the question of the range of activities to which to computer can contribute. The material which can usefully be handled by a computer represents at best a tiny fraction of the linguistic knowledge which a teacher brings to bear in a language class. What computers really can do is present text to the student; accept the responses from specific input such as keyboard, mouse; given the right equipment; provide graphics, video and audio. In question-and-answer learning, the variety of responses which a question can evoke from the student must therefore be carefully anticipated by the CALL author.

2. The development of CALL
2.1 Background

CALL arose from the combination of two separate factors: educational needs and technological means. Developments in CALL can be traced back to the 1960's: the PLATO project, a large system developed at the University of Illinois, and the computer-based foreign-

language-teaching project at Stanford University, led the way in the evolution of CALL. Over the last few years, there has been a flurry of largely unrelated activity in CALL. All of these are prompted by the emergence of inexpensive microcomputer systems. Although the computer's educational potential was being discussed as far as back as the late 1940's, it took some time for educators to begin to assess the educational nature of the computer, and the ways in which it could be adapted to, and integrated into, learning programs and curricula.

Modern CALL is the result of the convergence of several lines of research into the use of computers in handling language. Except the work directly concerned with language teaching and the history of the component of CALL, there are three other lines of research which have had an important influence on the evolution of CALL: experiments in programmed instruction, developments in computational linguistics and work on machine translation.

Developments in computational linguistics and machine translation had an indirect but important influence on CALL. Ahmad et al. (1985) comments, "… since research efforts in the two fields clearly determine the 'limit' of computer usage in literary and linguistic research and so by implication also define the 'limits' of computer usage in language teaching and learning."

2.2 A brief history

The late 1960s and early 1970s are of particular historical important for CALL. The rapid development in computer technology paved the way for the educational use of computers in language teaching and learning.

There were famous plans during the early development of CALL as follows:

(1) The Stanford Project

It dates from the mid 1960s and was carried out under the supervision of Van Campen in the Slavic Language Department. The work was a computer-based introductory Russian course, and was self-instructional: most of the teaching material was on the computer. The 170 hour Russian course was scheduled by the student over an academic year. During the course of the project, the hardware at Stanford has changed significantly. Instead of the slow teletype there is now a bilingual visual display unit, and in place of the tape-reorder there is a computer-generated audio system. Overall, the work done at Stanford on the curriculum was interesting and significant.

(2) The PLATO System (The Programmed Logic for Automated Teaching Operations) System. The system was developed at the University of Illinois, in conjunction with the Control Data Corporation, together with the special purpose software to develop CAL material. One measure of the success of the PLATO system is its ability to survive over a period of two decades and to sustain the interest of teachers.

The first teacher to use the PLATO system for language teaching is Curtin. (Curtin et al. 1972).

(3) The microcomputer boom

The late 1970s will be remembered as a period in which the microcomputer established itself as a consumer product. The cheapness of the microcomputer means that computing facilities are now much more widely available. The teacher may well have access to a machine at home or at work, and it is probable that several students in a given class will own one. Microcomputers offer certain advantages over mainframes since they are normally used on an individual basis. Although microcomputers are less powerful than mainframes, their capabilities are impressive. Michael C., Roy B. and Jeremy Fox (University of East Anglia) have shown that micros can support a range of CALL programs. These programs include a student monitoring system and an authoring package1. Tim Johns (University of Birmingham) has devised a range of text-based programs, which run on smaller micro (Johns 1988). A collection of articles on the teaching of English as mother tongue and as a foreign language describes several imaginative possibilities for expanding the range of CALL activities using the microcomputer (Chandler 1983).

3. Types of CALL Programs

CALL programs/materials include (from ICT4LT Module 1.4):

- CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)

- Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint, see an e-book made by students "Many Moons"), and spreadsheet (Excel), that can be used to support language learning (see examples of using Excel for language learning & teaching) *Also see Microsoft Office Online Templates)

- Web-based learning programs: online dictionaries, online encyclopedias, online concordancers, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.

- Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board.

3.1 Types of CALL Activities

- multiple-choice & true/false quizzes - gap-filling exercise/cloze - matching - re-ordering/sequencing - crossword puzzles - games - simulations	- writing & word-processing - concordancing (Concordancing is a means of accessing a corpus of text to show how any given word or phrase in the text is used in the immediate contexts in which it appears) - web quests/searching - web publishing - online communication (synchronous and asynchronous)

3.2 What Computers Can and Can't "Do"

Computers CAN	Computer CAN'T
Judge **predetermined** right-or-wrong answers, e.g., multiple choice and fill-in-the-blanks	Judge **unexpected input**
Provide **immediate**, yet **fixed**, feedback, suggestions, and encouragement	Provide **individualized** feedback **beyond a predetermined list** of messages
Provide **authentic** information through **multimedia** - **texts**, **images**, **sounds**,**videos**, and **animations**	Engage learner in rich **negotiation of meaning** characteristic of face-to-face interaction
Motivate task **persistence** •**Record** learner's writing, speech, and learning progress	Motivate **depth and quality of engagement** characteristic of human interaction

3.3 Roles of the Computer in language learning and teaching:
- computer as **tutor** for language drills or skill practice
- computer as a **tool** for writing, presenting, and researching
- computer as a **medium** of global communication

3.4 How Computers can be used in the Language Class

1) **Teaching with one computer in the class**
- delivery of content (PowerPoint, word-processor, Webpages, etc.)
- classroom activities/discussions mediated by the computer
- Interactive whiteboard

2) **Teaching in the computer network room** (network-based language teaching)
- task-based group work /activities

- computer-mediated communication (CMC): asynchronous/synchronous
- tandem learning

   3) **Self-access learning** (independent learning)
- drills and exercises
- word processing
- resource searching

   4) **Distance learning** (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)
- delivering online course content
- CMC activities: email, discussion forum, chat rooms
- tandem learning
- community building

3.4 Principles of Using and Designing CALL Programs in Language Learning and Teaching

- student/learner-centeredness (to promote learner autonomy)
- meaningful purpose
- comprehensive input
- sufficient level of stimulation (cognitively and affectively)
- multiple modalities (to support various learning styles and strategies)
- high level of interaction (human-machine and human-human)

4. Top Ten Software to Teach and Learn English

Rosetta Stone

Rosetta Stone English helps its students learn English through an interactive system of incremental advancement in the language. Learning English in Rosetta Stone occurs through three core components: You learn, practice and play to reinforce what you've learned. The Rosetta Stone learning method is about absorbing English. It starts by teaching words instead of vocabulary lists. There's also speech recognition technology to help with English pronunciation.

English Live

English Live is an online English learning program that helps its users quickly and easily learn the English language. You can use this ESL application 24/7 from any internet connection. This program offers private classes, group conversations and lessons that are not only designed to improve listening skills, but also reading, writing and speaking skills.

Exceller

Exceller is a web-based learning English program to help you perfect the English language and become a better communicator. This program is designed for individuals who already have the basics of the English language down but still want to improve and become more fluent in the language. It uses reading, writing, listening and speaking methods to help you more easily learn English as a second language.

Transparent Language

Transparent Language is designed to help anyone learn English quickly. This is an online learning English application, so you don't have to worry about long downloads or losing CDs. It lets students set their own pace and learning methods; you don't have to follow a limited and structured plan, like some other applications require.

Memrise

What is a corpus?

In order to answer this question, let's go back to the year 1755. The great lexicographer, Samuel Johnson, has just completed the heroic task of writing the most influential dictionary in the history of the English language.

One notable feature of the 42,773 entries in his work is that they are accompanied by both definitions and literary quotations. For example,

Opulence

Wealth; riches; affluence

"There in full *opulence* a banker dwelt,
Who all the joys and pangs of riches felt;
His sideboards glitter'd woth imagin'd plate,
And his proud fancy held a vest estate."
- Jonathan Swift

For Dr Johnson, it was these literary quotations or "illustrations" as they are usually referred to, that carried the weight: the specimens came first, analysis came later. This meant that the largest part of his 10-year task involved ploughing through huge quantities of texts.

Writer Henry Hitchings hints at the state of Johnson's work area when he says, "The garret at 17, Gogh Street [his study]… became a sort of backstreet abattoir specializing in the evisceration of books; traumatized volumes lay all around."

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LECTURE 4: CEFR: TEACHING, LEARNING AND ASSESSMENT

Lecture Outline:
1. A brief history of the CEFR
2. CEFR Levels
3. Understanding the benefits for teachers
4. Defining how long it will take to reach each CEF level
5. Using CEF-referenced course books
Key words: CEFR, teaching, learning , assessment, Levels, Skills ,knowledge, language learning ,competencies.

1. A brief history of the CEFR

The CEFR is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years.

The development of the CEFR coincided with fundamental changes in language teaching, with the move away from the grammar-translation method to communicative approach. The CEFR reflects these later approaches.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.

2. CEFR Levels

People have been learning, teaching, and assessing language for centuries. In this long history, there have been as many different ways of teaching as there have been ways of describing levels of language learning and assessment. Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. What may be an intermediate level in one country may be an upper-intermediate level in another. Levels may vary even among institutions in the same area.

Consider how you would describe to a learner what you mean by intermediate:
 • What is an intermediate level?
 • What does intermediate mean to you as a teacher and to your learners?
 • Does intermediate refer to how a learner communicates in an everyday situation in an English speaking country, to the amount of vocabulary a person has learned to use, or to the grammar items a person at that level understands?
 • How can we assess a learner's achievement at an intermediate level if we don't define exactly what we mean by intermediate?

Comparing levels becomes even more difficult when comparing someone who is learning English to someone who is learning another language, for example, French. Can we directly compare the proficiency level of an advanced English student to that of an advanced French student?

In order to facilitate both teaching and learning, we need a way to specify what our learners are able to do at certain levels. As teachers, we also need to know how these levels can guide our teaching and the way we select course books and resources. In short, we need a common language by which we can describe language learning, teaching, and assessment.

In most countries there is general agreement that language learning can be organized into three levels: basic/beginner, intermediate, and advanced.

Reflecting this, the Council of Europe developed the Common European Framework of References for Languages to establish international standards for learning, teaching, and assessment for all modern European languages. B. Understanding and using the Global Scale The Common European Framework describes what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2.
 • Basic User (A1 and A2)
 • Independent User (B1 and B2)
 • Proficient User (C1 and C2)

These levels match general concepts of basic, intermediate, and advanced and are often referred to as the Global Scale. For each level, the full CEF document complements this by describing in depth
 • Competencies necessary for effective communication.
 • Skills and knowledge related to language learning and competencies.
 • Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place. The Global Scale is not language-specific. In other words, it can be used with virtually any language and can be used to compare achievement and learning across languages. For example, an A2 in Spanish is the same as an A2 in Japanese or

English. The Global Scale also helps teachers, academic coordinators, and course book writers to decide on curriculum and syllabus content and to choose appropriate course books, etc.

"Can do" statements The Global Scale is based on a set of statements that describe what a learner can do. The "can do" statements are always positive: they describe what a learner is able to do, not what a learner cannot do or does wrong. This helps all learners, even those at the lowest levels, see that learning has value and that they can attain language goals.

The Common European Framework is not a political or cultural tool used to promote Europe or European educational systems. The word European refers to European languages, although the CEF has now been translated into more than 30 languages, including non-European languages such as Arabic and Japanese, making it accessible to nearly everyone around the world.

The global scale of the common reference of the CEFR defines level A1's user capable of the following linguistic skills:
- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Self-assessment grid of level A1 of the CEFR
The CEFR describe level A1's user capable of carrying out the following linguistic skills:

Understanding	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
Understanding	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech an help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
Speaking	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

Qualitative aspects of spoken language use of level A1 of the CEFR

Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.

Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
Interaction	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Communicative language activities and strategies of level A1 of CEFR

Overall oral production	Can produce simple mainly isolated phrases about people and places.
Sustained monologue: describing experience	Can describe him/herself, what he/she does and where he/she lives.
Addressing audiences	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.
Overall written production	Can write simple isolated phrases and sentences.
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
Listening to announcements and instructions	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
Reading correspondence	Can understand short, simple messages on postcards.
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
Reading instructions	Can follow short, simple written directions (e.g. to go from X to Y)
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Understanding a native speaker interlocutor	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
Goal-Oriented co-operation (e.g. repairing a car, discussing a document, organising an event)	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.
Transactions to obtain goods and services	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.
Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
Overall written interaction	Can ask for or pass on personal details in written form.
Correspondence	Can write a short simple postcard.
Notes, messages & form	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.
Processing text	Can copy out single words and short texts presented in standard printed format.

Communicative language competences of level A1 of CEFR

General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.

Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

3. Understanding the benefits for teachers

If you choose to use the CEF as a reference point for your classroom, here are some of the benefi ts related to using a common framework:

1. Teachers have access to a meaningful and useful point of reference that is understood globally and that informs their decisions on measuring language knowledge and skills.

2. Teachers receive a detailed description of learning, teaching, and assessing languages, how learners compare to a set of competencies, and how they carry out communicative tasks.

3. Teachers and learners move toward specifi c levels and specifi c goals of those levels.

4. Teachers may want to select teaching materials (course books and resources) that are referenced to the CEF.

5. CEF levels provide an indication of performance and ability to function in communicative contexts in a foreign language.

6. There are no requirements in the CEF; it is a framework of reference. It is up to the teacher and learner to plot a course for language development. The CEF does not tell them what to do or how to do it. 7. The CEF invites practitioners (all those involved in teaching and learning a language) to refl ect on their approach to teaching, learning, and assessment.

4. Defining how long it will take to reach each CEF level

As mentioned before in this guide, one of the main concerns of teachers is how long it takes to reach each level. At first glance, the CEF appears to be like a staircase with each step the same distance from the next (A1 eto A2 to B1 to B2, etc.). This might seem to indicate that each step or level should be achieved in an equal amount of time. But learning a language is like climbing a mountain:

the ascent gets harder the higher you climb. It does not take the same amount of time to reach each level. It will take longer to get to B2 from B1 than it does to get to A2 from A1. A principle reason for this is that as the learner progresses with the language, he or she needs to acquire a larger range of language knowledge and competencies. Also, when going beyond B1 level, most learners reach a linguistic plateau, and acquisition slows. Teachers are of course aware of this and understand that the language learning process is a continual and very individualized one. Because no two learners develop their language skills in the same way or at the same pace, it is diffi cult to defi ne the exact amount of time needed to reach each level. The Association of Language Testers of Europe (ALTE), whose members have aligned their language examinations with the CEF, provides guidance on the number of guided teaching hours needed to fulfi ll the aims of each CEF level:

A1 Approximately 90 - 100 hours
A2 Approximately 180 - 200 hours
B1 Approximately 350 - 400 hours
B2 Approximately 500 - 600 hours
C1 Approximately 700 - 800 hours
C2 Approximately 1,000 - 1,200 hours

Guided teaching hours are the hours during which the learner is in a formal learning context such as the classroom. The number of hours needed for different learners varies greatly, depending on a range of factors such as

• age and motivation
• background
• amount of prior study and extent of exposure to the language outside the classroom
• amount of time spent in individual study

Learners from some countries and cultures may take longer to acquire a new language, especially if they have to learn to read and write with a Latin script.

5. Using CEF-referenced course books

For many teachers and curriculum planners, one difficulty with any framework (not just the CEF) is deciding how to match the levels to an existing curriculum and classroom goals. By comparing the content of your course to the CEF, you can defi ne what language skills, vocabulary, grammar, and communicative functions will be covered. Course books and supplementary materials that are referenced to the CEF can help the teacher achieve his or her classroom goals. Pearson Longman has helped by aligning course books with the CEF. This helps the teacher decide whether the content of the course book (topics, language covered, etc.) fi ts classroom goals and learners' needs and whether the level is appropriate. Teachers know their classroom goals better than anyone else. Working with other teachers in your institution as a group, you may want to read through the levels in the CEF Global Scale and self-assessment grids (as a minimum) and decide how you think they fi t the classroom goals, the curriculum, the syllabus, and the course book you have chosen.

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LECTURE 5: MULTIPLE INTELLIGENCE THEORY IN TEACHING FL

Lecture Outline:
- What do we understand by multiple intelligence?
- Multiple intelligence theory
- Classroom Activities for multiple intelligence
- Key words: Intercultural, communicative competence, Intercultural awareness skills, Intercultural Learning

Multiple intelligences activities are useful for English teaching in a variety of situations. The most important aspect of using multiple intelligence activities in class is that you will be giving support to learners who may find more traditional activities difficult. The basic idea behind multiple intelligence activities is that people learn using different types of intelligences. For instance, spelling can be learned through typing which uses kinetic intelligences.

Multiple intelligences were first introduced by in the theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University.

Multiple Intelligence Activities for the English Learning Classroom

This guide to multiple intelligence activities for the English learning classroom provides ideas on types of multiple intelligence activities you to consider when planning English lessons that will appeal to a wide range of learners. For more information on multiple intelligences in English teaching, this article on using BRAIN friendly English learning will be of help.

Verbal / Linguistic

Explanation and understanding through the use of words.

This is the most common means of teaching. In the most traditional sense, the teacher teaches and the students learn. However, this can also be turned around and students can help each other understand concepts. While teaching to other types of intelligences is extremely important, this type of teaching focuses on using language and will continue to play the primary role in learning English.

Teacher-centered explanations

Essays and written reports

Reading selections

Book based grammar and language function explanations

Gap-fill exercises

Visual / Spatial

Explanation and comprehension through the use of pictures, graphs, maps, etc.

This type of learning gives students visual clues to help them remember language. In my opinion, the use of visual, spatial and situational clues is probably the reason learning a language in an English speaking country (Canada, USA, England, etc.) is the most effective way to learn English.

Mind maps

Using photos, paintings, etc. to encourage discourse

Creating personal roadmaps / other visual aids to use during discourse

Graphs used to initiate explanations of statistics

Videos

Creating multimedia projects

Highlighting texts in different colors to indicate tense, or function

Games such as Pictionary

Body / Kinesthetic

Ability to use the body to express ideas, accomplish tasks, create moods, etc.

This type of learning combines physical actions with linguistic responses and are very helpful for tying language to actions. In other words, repeating "I'd like to pay by credit card." in a dialogue is

much less effective than having a student act out a role-play in which he pulls out his wallet and says, "I'd like to pay by credit card."

Typing

Movement games (especially popular in children's English classes)

Role plays / drama

Pantomime vocabulary activities

Facial expression games

For classes with access to athletic facilities, explanation of sporting rules

Interpersonal

Ability to get along with others, work with others to accomplish tasks.

Group learning is based on interpersonal skills. Not only do students learn while speaking to others in an "authentic" setting, they develop English speaking skills while reacting to others. Obviously, not all learners have excellent interpersonal skills. For this reason, group work needs to be balanced with other activities.

Small group work

Team competitions

Role plays using dialogues

Peer teaching

Logical / Mathematical

Use of logic and mathematical models to represent and work with ideas.

Grammar analysis falls into this type of learning style. Many teachers feel that English teaching syllabi are too loaded towards grammar analysis which has little to do with communicative ability. Nonetheless, using a balanced approach, grammar analysis has its place in the classroom. Unfortunately, because of certain standardized teaching practices, this type of teaching sometimes tends to dominate the classroom.

Grammar categorizing activities

Grammar rules study and inductive explanations

Error recognition

Correcting work based on teacher indications

Develop mind-maps and other vocabulary charts

Intrapersonal

Learning through self-knowledge leading to understanding of motives, goals, strengths, and weaknesses.

This intelligence is essential for long-term English learning. Students who are aware of these types of issues will be able to deal with underlying issues that can improve or hamper English usage.

Writing in logs and diaries

Estimating learning strengths, weaknesses, progress over time

Understanding learner objectives

Speaking about one's personal history with confidence

Environmental

Ability to recognize elements of and learn from the natural world around us.

Similar to visual and spatial skills, Environmental intelligence will help students master English required to interact with their environment.

Exploring outdoors but in English

Shopping and other field trips

Collecting plants to learn appropriate vocabulary

Howard Gardner's Theory of Multiple Intelligences

Many of us are familiar with three broad categories in which people learn: visual learning, auditory learning, and kinesthetic learning. Beyond these three categories, many theories of and approaches toward human learning potential have been established. Among them is the theory of multiple intelligences developed by Howard Gardner, Ph.D., John H. and Elisabeth A. Hobbs Research Professor of Cognition and Education at the Harvard Graduate School of Education at

Harvard University. Gardner's early work in psychology and later in human cognition and human potential led to his development of the initial six intelligences. Today there are nine intelligences, and the possibility of others may eventually expand the list.

Gardner's Multiple Intelligences Summarized

Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)

Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)

Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)

Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully)

Musical intelligences (ability to produce and appreciate rhythm, pitch and timber)

Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)

Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)

Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)

Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, "What is the meaning of life? Why do we die? How did we get here?"

("Tapping into Multiple Intelligences," 2004)

Gardner (2013) asserts that regardless of which subject you teach—"the arts, the sciences, history, or math"—you should present learning materials in multiple ways. Gardner goes on to point out that anything you are deeply familiar with "you can describe and convey … in several ways. We teachers discover that sometimes our own mastery of a topic is tenuous, when a student asks us to convey the knowledge in another way and we are stumped." Thus, conveying information in multiple ways not only helps students learn the material, it also helps educators increase and reinforce our mastery of the content.

… regardless of which subject you teach—"the arts, the sciences, history, or math"—you should present learning materials in multiple ways.

Gardner's multiple intelligences theory can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Gardner points out that everyone has strengths and weaknesses in various intelligences, which is why educators should decide how best to present course material given the subject-matter and individual class of students. Indeed, instruction designed to help students learn material in multiple ways can trigger their confidence to develop areas in which they are not as strong. In the end, students' learning is enhanced when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

Multiple Intelligences are Not Learning Styles

While Gardner's MI have been conflated with "learning styles," Gardner himself denies that they are one in the same. The problem Gardner has expressed with the idea of "learning styles" is that the concept is ill defined and there "is not persuasive evidence that the learning style analysis produces more effective outcomes than a 'one size fits all approach'" (as cited in Strauss, 2013). As former Assistant Director of Vanderbilt University's Center for Teaching Nancy Chick (n.d.) pointed out, "Despite the popularity of learning styles and inventories such as the VARK, it's important to know that there is no evidence to support the idea that matching activities to one's learning style improves learning." One tip Gardner offers educators is to "pluralize your teaching," in other words to teach in multiple ways to help students learn, to "convey what it means to understand something well," and to demonstrate your own understanding. He also recommends we "drop the term 'styles.' It will confuse others and it won't help either you or your students" (as cited in Strauss, 2013).

… "pluralize your teaching," in other words to teach in multiple ways to help students learn, to "convey what it means to understand something well," and to demonstrate your own understanding.

Summary

Gardner himself asserts that educators should not follow one specific theory or educational innovation when designing instruction but instead employ customized goals and values appropriate to teaching, subject-matter, and student learning needs. Addressing the multiple intelligences can help instructors pluralize their instruction and methods of assessment and enrich student learning.

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LECTURE 6: CLASSROOM MANAGEMENT

> *Outline of the lecture session:*
> *1. Defining classroom managment*
> *2. Using classroom management rules*

Classroom management is a collection of techniques that teachers use to encourage effective learning by minimizing distractions and disruptions. Classroom management can often be a neglected part of a teacher's training. Even if classroom management is covered in a teacher-training course, new teachers may not be prepared to deal with all the real-life challenges of the classroom. A teacher can have great lesson plans and materials. However, if a teacher cannot manage her/his class, effective learning will not happen. So, what are the essential elements of good classroom management?

Classroom management techniques

1. Build your community.

Community building means providing opportunities for students to get to know each other (and the teacher). A classroom is a small community. When students don't feel anonymous, when they feel connected to their classmates, motivation increases and interaction is easier. Take time at the beginning of the course to provide activities that allow students to get to know one another.

2. Create a safe, supportive environment.

Learning a new language can be a scary experience. Students are often afraid of making mistakes and being laughed at. When they feel relaxed and among friends, tension decreases. As the teacher, model respect, caring, and encouragement. Expect the same from your students. When students feel safe and cared for, they are less likely to get off-task and more likely to be involved in class activities.

3. Know your students.

As much as possible, get to know your students on a personal level (we know this can be difficult in very large classes!). This not only helps you develop bonds with your students, it also helps you to design lessons and activities that meet their needs and interests. When student needs are being met, they are more likely to be engaged in class. Also, students have different reasons for undesirable behavior in class. The more you know your students, the more you can understand the reasons for disruptive behavior and find ways to limit it. This includes finding ways to incorporate and recognize all students' strengths in some way.

4.   Create classroom guidelines/expectations, and include students in this process. Take time to make clear what kind of behaviors you expect from your students. How can they meet expectations if they don't know what they are? This is even more effective when students are involved in creating expectations. If they come up with the "rules," they are more likely to follow them. This can also include consequences for not following the rules. Making sure everyone knows the classroom expectations can reduce disruptive behaviors and therefore lead to effective learning.

5.   Be fair and consistent with all students.
Did you ever have a teacher who clearly favored some students and disliked others? What effect did that have on students' attitudes? As teachers, we will always have students we like more and less, those who are more motivated and prepared and those who are less motivated and prepared. It is our job to make sure we treat all students equally (but you can still accommodate different student needs). Be conscious of how often you call on certain students, and make sure you don't single out students who perform well or poorly. Do recognize students who are doing a great job. Find ways to do this for all your students when they do something well. Often, students who are labeled as "bad" or "poor" will live up to that label. They may engage in disruptive or other undesirable behavior.

6.   Use praise but make it sincere.
Praise and encouragement can have a very positive effect on students and help to keep the classroom functioning effectively. Who doesn't like to be praised? But students (even very young ones) can tell when the praise is deserved and when it isn't. If a student does something well, no matter how small, recognize it. However, don't give praise without a reason because it becomes meaningless and ceases to be a motivational tool. It can actually be de-motivating for students. Who will want to try their best when everything they do is labeled "great"?

7.   Keep lessons engaging and relevant to students.
Students often cause problems in the classroom because they are not engaged! (Remember the last time you were bored. Were you paying attention?) Think about your lesson plans and how to incorporate activities that keep students interested and active. Keep activities fairly short, especially for younger learners. Make sure students are doing a lot (not just listening). If you have to give a lecture, break it up into smaller pieces with practice or application activities in between. Even adult students need to be active participants in class. Yes, they can sit and listen to a long lecture, but that doesn't mean they are learning! Also, find ways to make your lessons personal and relevant. Create activities that will appeal to your students based on their interests and needs. An engaged student is a managed student.

8.   Have a clear plan for the lesson and keep students informed of the plan and its purpose.
As a teacher, you need to be clear about your objectives and how you plan to achieve them. If you don't know what your plan is when you walk in the classroom, chaos will be the likely outcome. When students know what they will be expected to do and why, they are more likely to engage in the lesson. Explain the day's plan and how the activities will help them achieve the course goals or their own personal goals. If students understand where they need to go and why, they are more likely to get there. This could include writing the day's plan of activities on the board. Remember: If you don't have a plan for your students, they will have one for you. This is particularly important for adult learners, who often have clear personal learning goals.

9.   Deal with disruptive behavior quickly and consistently.

Engaging in arguments, scolding, and losing your temper are not effective ways to deal with disruptive behavior. All of these cause lost class time and may contribute to further disruptive behavior. For many reasons, some students may try to disrupt class on purpose. Don't let this happen! There are other options. Start by making eye contact with the student. Often this is enough. Or the teacher can call on the student to answer a question or simply indicate through positive language that the student needs to change the behavior. This could be something like: "We are just waiting for John to join the discussion." Once it happens, positive feedback is useful: "Thanks, John." The important thing is to find ways to deal with disruption in a way that does not take up a lot of class time. If these techniques do not work, talking with the student outside of class to identify the issue and work to find a solution with the student is often effective. A last resort would be sending the student to the principal's/director's office for more serious

Intervention. In general, make sure that any response to disruptive behavior is consistent so that students don't feel that some can get away with it while others can't.

However, many behavior issues can be avoided by identifying students who demonstrate potential for disruptive behavior and strategizing ways to overcome them before problems occur. These could include finding ways to connect with the students, giving them special tasks during class, etc. Being proactive is always better than being reactive!

10.   Challenge students.

Think about your own experiences in school. When were you bored or off-task? Two main reasons are a lack of challenge and too much challenge. Students who find the work too easy are going to find other ways to engage themselves. Students who find the work too hard will become frustrated, give up, and find other ways to engage themselves. Work to find ways to challenge all of your students at the appropriate level as much as possible. This can be a difficult task for teachers. However, intellectual challenges that inspire student curiosity go a long way toward keeping students involved and on-task. [Read more about this when we talk about differentiated instruction in Module 3.]

11.   Start strict and relax later.

In the attempt to provide a safe and supportive environment, many teachers try to become their students' friend on the first day of class. There is nothing wrong with being friendly, but that is not the same as being a friend. It is the teacher's job to uphold classroom expectations in a consistent manner that will allow learning to happen.

Starting off the course strict will help ensure that students respect the guidelines and expectations. Imagine if half your students come to class early in the course without having completed the homework and you give them another day to complete it. What is going to happen? You send the message that it's OK to finish assignments late. This will almost surely lead to many students being late with work for the duration of the course, which will affect your lessons and ability to move forward. Once expectations are established and students are following them, exceptions can be made as needed.

12.   Be passionate about teaching.

Students can tell when a teacher is not excited about being in the classroom. If the teacher doesn't care, why should students? Bring your love of English, teaching, and learning to the class and share that with your students. Enthusiasm can be infectious!

Conclusion

Teaching is not just about knowing content and methodology. It's about finding ways to connect with students and helping them to grow and develop curiosity and a love for learning. Skilled teachers develop ways to do this in order to create the best classroom environment possible. Of course, classroom norms vary from culture to culture and context to context, so all teachers must consider how to put these elements into practice in ways that work for them and their students.

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LECTURE 7. DIFFICULTIES IN TEACHING FOREIGN LANGUAGES TO YL

Outline of the lecture session:
1. Defining difficulties
2. Using Authentic Materials
3 The question of levels
4. Dealing with unknown language
Key words: using, authentic materials, EFL classroom, authentic language, textbook language.

The use of authentic materials in foreign language learning has a long history. Henry Sweet, for example, who taught and wrote at the end of the nineteenth century and is regarded as one of the first linguists, made regular use of authentic texts in his books and was well aware of their potential advantages over contrived materials: The great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language […] The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential. (Sweet 1899: 177)

During the twentieth century, however, prevailing linguistic theories of the time spawned a multitude of methods such as the 'New Method' and the 'Audiolingual Method' (Richards and Rodgers 1986) which all imposed carefully structured (and therefore contrived) materials and prescribed behaviours on teachers and learners, leading to what Howatt (1984: 267) refers to as a 'cult of materials', where: " The authority of the approach resided in the materials themselves, not in the lessons given by the teacher using them, a philosophy which paved the way for the replacement of teachers by machines such as language laboratories." (ibid: 267)

Large-scale trials in the 1960s, comparing the merits of different methods in the classroom, not surprisingly, proved inconclusive since researchers were seriously underestimating the role of teachers and learners in the learning process and the profession grew disillusioned with the search for a 'perfect method' (Howatt 1984; Alderson & Beretta 1992).

The issue of authenticity reappeared in the 1970's as the debate between Chomsky (1965) and Hymes (1972) led to a realisation that communicative competence involved much more than knowledge of language structures and contextualized communication began to take precedence over form. This culminated in the approach which, at least in EFL circles, still holds sway today – Communicative Language Teaching – and paved the way for the reintroduction of authentic texts which were valued for the ideas they were communicating rather than the linguistic forms they illustrated. However, despite appeals for greater authenticity in language learning going back at least 30 years (O'Neill & Scott 1974; Crystal & Davy 1975; Schmidt & Richards 1980; Morrow 1981), movements in this direction have been slow. The debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields including discourse and conversational analysis, pragmatics, cross-cultural studies, sociolinguistics, ethnology, second language acquisition, cognitive and social psychology, learner autonomy, information and communication technology (ICT), motivation research and materials development.

Unfortunately, many researchers limit their reading to their own particular area of specialization and, although this is understandable given the sheer volume of publications within each field, it can mean that insights from one area don't necessarily receive attention from others. With a concept such as authenticity, which touches on so many areas, it is important to attempt to bridge these divides and consolidate what we now know so that sensible decisions can be made in terms of the role that authenticity should have in foreign language learning in the future.

2. Defining authenticity

There is a considerable range of meanings associated with authenticity, and therefore it is little surprise if the term remains ambiguous in most teachers' minds. What is more, it is impossible to engage in a meaningful debate over the pros and cons of authenticity until we agree on what we are talking about. At least eight possible meanings emerge from the literature:

a) Authenticity relates to the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981; Little et al. 1989).

b) Authenticity relates to the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow 1977; Porter & Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson & Voller 1997).

c) Authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson 1978/9; Breen 1983).

d) Authenticity relates to the interaction between students and teachers (van Lier 1996).

e) Authenticity relates to the types of task chosen (Breen 1983; Bachman 1991; van Lier 1996; Benson & Voller 1997; Lewkowicz 2000; Guariento & Morley 2001).

f) Authenticity relates to the social situation of the classroom (Breen 1983; Arnold 1991; Lee 1995; Guariento & Morley 2001; Rost 2002).

g) Authenticity relates to assessment (Bachman 1991; Bachman & Palmer 1996; Lewkowicz 2000).

h) Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch 1998).

From these brief outlines we can see that the concept of authenticity can be situated in either the text itself, in the participants, in the social or cultural situation and purposes of the communicative act, or some combination of these. Reviewing the multitude of meanings associated with authenticity above, it is clear that it has become a very slippery concept to identify as our understanding of language and learning has deepened.

3. The gap between authentic language and textbook language

It has long been recognised that the language presented to students in textbooks is a poor representation of the real thing:

'…even the best materials we have seen are far away from that real, informal kind of English which is used very much more than any other during a normal speaking lifetime; and if

one aim of the language-teaching exercise is to provide students with the linguistic expertise to be able to participate confidently and fluently in situations involving this kind of English, then it would generally be agreed that this aim is not being achieved at the present time.' (Crystal & Davy 1975: 2)

Although, in the intervening years since these comments were made, much has been done to redress the balance, there remain numerous gaps. Research into different areas of communicative competence through discourse or conversational analysis, pragmatics and sociolinguistics has exploded and, with our deepening understanding of how people make meaning through language, it has become clear that it is time for a fundamental change in the way we design our syllabuses:

'…awareness of discourse and a willingness to take on board what a language-as-discourse view implies can only make us better and more efficient syllabus designers, task designers, dialogue-writers, materials adaptors and evaluators of everything we do and handle in the classroom. Above all, the approach we have advocated enables us to be more faithful to what language is and what people use it for. The moment one starts to think of language as discourse, the entire landscape changes, usually, for ever.' (McCarthy & Carter 1994: 201)

What follows, is a review of some of the relevant research that supports the need for the paradigm shift, alluded to above. It is far from comprehensive but serves to illustrate how inadequate many current language textbooks are in developing learners' overall communicative competence.

4. Using Authentic Materials

Using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students.

4.1 Sources

When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials used, will of course, depend on the 'usual' factors:

topic
target language area
skills
students' needs and interests

It's no good trying to get your students fascinated by a text on the latest art movie if they are all fans of action films. You might as well save your time and energy and just use the text book!

4.2 Aren't authentic materials too difficult?

Yes they are, but that's the point! Your text, written or recorded, is likely to be too hard, even, in some cases, for advanced students. The trick, regardless of the text used, is not to edit and grade the text, but to grade the task according to your students' abilities. This is for three reasons: most importantly, it reflects the kind of situation your students may face in an English-speaking environment, it saves you time and energy (more of an added bonus than a reason) and lastly it encourages and motivates your students when they can 'conquer' a real text.

4.3 An example

The same text could be used in a variety of different ways. Let us take a tourist information leaflet. This kind of authentic material has the added advantage that it can be easily and swiftly ordered for free and in multiple copies from tourist boards and agencies. This also removes issues of copyright, which is a common problem of using authentic materials and should be checked

depending on your particular situation. (Some countries allow a small number of copies to be made for educational purposes, but this can vary.)

With a little pre-teaching a low level class can use the leaflet to find out key information, 'What is the telephone number for..?' or 'When is..?' and so on.

At higher levels the same text could be used together with similar or related texts to form part of a research project (in this case, web sites, posters and similar leaflets spring to mind).

4.4 The question of levels

Naturally certain texts will lend themselves more easily to certain levels.

At lower levels some possibilities include leaflets, timetables, menus, short headline type reports, audio and video advertising, or short news broadcasts. The task should be simple and relatively undemanding, and it is important to pre-teach key vocabulary so as to prevent panic.

At more intermediate levels this list could be expanded to include longer articles, four or five minute TV or radio news reports, a higher quantity of shorter items, or even whole TV programmes, if your copyright agreements allow it. Again pre-teaching is important, although your students should be able to deal with unknown vocabulary to some extent.

At higher levels it's a case of anything goes. At an advanced level students should have some tactics for dealing with new vocabulary without panicking, but it's still useful to have a few quick definitions to hand for some of the trickier stuff!

4.5 Dealing with unknown language

As can be seen, a key skill here is dealing with unknown language, in particular vocabulary. It is hard to cover this topic here, as there are several methods, although one which seems immediately appropriate is the skill of ignoring it, if they can complete the task without it!

Especially with lower levels, it needs to be emphasised that students do not have to understand everything. I've found that students don't often believe you until you go through a few tasks with them. Teaching them this skill, and developing their confidence at coping with the unknown is an important element in their development as independent learners.

5. Conclusion

As can be seen, using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course.

If you have any suggestions or tips for using authentic materials in the class you would like to share on this site, contact us.

LECTURE 8. METHODS OF TEACHING FL TO YOUNG LEARNERS

Lecture Outline:
1. Types of Textbooks
2. English Textbook in Teaching and Learning
3. English Textbook Selection and Evaluation
Key words: . English Textbook, Teaching, Learning, Selection, Evaluation.

The development of the world of education is increasingly advanced as it sees in terms of multimedia learning with a variety of new methods and theories used by educators or teachers, especially for educators who teaching English lessons at Kindergarten and Primary school. English subjects need to be implemented early on, though the 2013 Curriculum stated that English is only local content for Kindergarten and Primary school. Despite the demise of children entering Early Childhood Education (ECE) Programs, their school must prepare all the students to need, from professional teachers, facilities, and infrastructures of teaching, no exception of English lessons in early childhood education programs school.

In East Java, teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from the early stage, their children will get a better

future. They believe that by introducing English to their children as early as possible, it will bring their children to have a better life. In Jember East Java, some Kindergarten put English in their curriculum although in early childhood education new curriculum, for example, the 2013 curriculum, do not include English as their attention, every kindergarten has its own authority to expand their curriculum. Some kindergarten such as Amanah kindergarten, ABA kindergarten, Ibu Shina kindergarten, Pelangi kindergarten, and Ad Dhuha kindergarten, and more put English as one of their subjects.

Based on the survey in the field there are some problems faced by Kindergarten teachers or early childhood education teachers are most of them are not graduated from English Education Department, but they are graduated from Early Childhood Education Program (PG. PAUD) and some of the teachers are graduated from other majors such as S1 Math, Biology, *Bahasa Indonesia* and basic education. Therefore, they do not have enough knowledge about teaching English to young learners (TEYL) in their Kindergarten School.

Hence, the writer will convey the guidance and techniques of Teaching English to Young Learners (TEYL) in Early Childhood Education Ad Dhuha Kindergarten School Jember, it is expected that teachers who follow TEYL guidance and teaching techniques well and ready to master a variety of TEYL teaching techniques even though they do not have a background of English education, so that later on they can practice TEYL teaching techniques in the class and their children will be happy during the following English lesson.

This paper aims to give teachers the understanding and guidance techniques of TEYL, in such a way that they are more equipped in their teaching practices, so that English learning in Early Childhood Education (ECE) programs are more effectively, therefore the writer tries to answer the research question; "Does teaching English to young learners' guidance provide solution for Kindergarten teachers?"

Regarding this, some experts in second/foreign language teaching have illustrated the characteristics of children and children's cognitive development as follows: Scott (2001:89) and Musthafa (2000:34) assert that children in preschool or primary setting in generally learn by way of physical activities (learning by doing). This means that they learn through hands-on experiences and through manipulation of objects in the environment. Harmer (2007:67) states that children's understanding comes not from the explanation, but from what they see and hear, and crucially, have a chance to touch and interact with.

Regarding this, therefore, an EYL teacher has to pay attention to; first of all, he has to avoid grammar explanation and rules stated in abstract terms; and he has/she to repeat difficult concepts and pattern more often than that of teaching adults. Moreover, language needs to be context-embedded. Language in abstract, isolated, unconnected sentences will be much less readily tolerated by children mind (Brown, 2001:90). Another characteristic is that children need to have all five senses stimulated. The activities should strive to go well beyond the visual and auditory modes an EYL teacher has to project hands-on activities to go along toward helping children internalize the language.

According to children intellectual development, Jean Piaget (1964:21), a Swiss psychologist, states that there are four stages of intellectual development. All children go through identifiable stages of cognitive development: (1) Sensorimotor Period (birth to approximately two years), in which children tend to explore the world physically and grasp things; (2) Pre-operational Thought (approximately two to seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of "good" and "bad"; (3) Period of Concrete Operations (approximately seven to eleven years) when children need reference to familiar actions, objects, and observable properties; and (4) Formal Operations (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories.

Teaching English for Young Learners

One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that "younger is better" and children learn much more quickly

and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis. Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, it means a common language used for communication between two people whose languages are different (Harmer, 2007:47). Thus, parents want their children to learn English as early as possible so that they will be able to benefit from English as an important part of their academic in the future. Seeing children with good ability in English give many benefits.

Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter (2006:102) points out a number of reasons why children can benefit from learning a foreign language. It can develop children's basic communication abilities in the language. Communication abilities need to stimulate as early as possible. Teaching English also encourages enjoyment and motivation for language learning especially when it is in fun way. In addition, children can also promote learning about other cultures and develop children's cognitive skills as well as developing children's metalinguistic awareness. Learn language means learn about the culture.

Children are born with a natural appetite and interest for learning, and their desire to learn should be fueled when they begin school (Cameron, 2001:167). Teachers have the most important roles in creating an encouraging emotional atmosphere in the classroom. Different activities will support a statement. Teachers have to be creative in order to make a fun and interesting atmosphere in their class. Cooperative rather than the competitive atmosphere (especially including a winner and some physical reward) works better with young learners (Scott, W. A., & Ytreberg, L. H. 2001:203). The students should feel that they are winning and having fun altogether. Yet, this should not be understood as enjoying with little learning. The motto should be learning by enjoying. Children especially have fun with movement and physical participation, and the more fun the students have the better they will remember the language learned (Shin, J. K. 2006:145). As Scott, W. A., & Ytreberg, L. H. (2001:302) emphasize that the children understanding comes through hands and eyes and ears, and the physical world is dominant at all times.

RESEARCH METHOD

The method used in this research is observation, interview, and presentation between writer and audience about the technique of guidance on the implementation of teaching English to young students (TEYL) for teachers of Early Childhood Education in Ad Dhuha Jember Kindergarten. The community service training already implemented in Ad Dhuha Kindergarten Jember in 2017/2018 academic year. The community service was conducted cause by the unity of kindergarten commemorate National Education Day (NED), so they invited the writer to fill the event. Therefore, the writer prepared about the implementing guidance techniques of teaching English to a young learner (TEYL) for Early Childhood Education .

Here are some kinds of teaching techniques of teaching English to a young learner (TEYL) that can be used and selected by the kindergarten teachers or early childhood education teachers, there are:

1. **Listen and Repeat**

Techniques *listen and repeat* can be implemented in learning listening, speaking, or reading. This listens and repeats activity can start by asking students to mimic the words and then imitate a phrase and then mimic a simple sentence. For examples: *Orange - an orange.*

There is an orange on the table.

Teacher: Listen and Repeat it's a dog

Student: it's a dog Teacher: it's a cat

Student: it's a cat

2. Listen and Do Examples :

Teacher: *"Stand up, please"* (Students stand up)

Teacher: *"Sit down, now"* (Students sit down)

Teacher: *"Open your book!"* (Students open his book)

Teacher: "Put your pencil under the book! "

       (Students put a pencil under the book)

This activity is an application of a language learning method known as TPR *(Total Physical Response)*. The teacher trains the student to understand his or her command and the student demonstrates his understanding by doing what the teacher says correctly.

3. **Question and Answer**

The *question and answer* technique is a very well known technique in any class. For the initial level, activities can be done with teachers starting to ask questions and give examples of answers. Then the students imitated, after which the teacher asks, and ask the students to answer. This technique can be applied to learning listening and speaking. Before answering questions, students should listen and understand the question.

In this technique, certain sentence structures can be applied, for example, sentences with familiar vocabulary.

Question: "Are you........................

With the songs *"Are you sleeping*?", The teacher can train the question sentence with the answer. *Yes, I am* or *No, I'm not.*

For Example :

Question	Answer
Are you sleeping?	*No, I'm not.*
Are you sleeping?	*Yes, I am.*
Are you cooking?	*No, I'm not.*
Are you cooking?	*Yes, I am.*
Are you studying?	*No, I'm not.*
Are you studying?	*Yes, I am.*

4. **Substitution**

In applying this technique, the teacher removes or deletes one part of the sentence and asks the student to replace in other similar words. This *substitution* technique can be applied in learning listening, speaking, vocabulary addition, and grammar. To apply this technique, teachers can use tools such as flashcards, flip cards, posters, or real objects (realia).

One of the important things that teachers need to remember is that in applying *substitution* techniques, this teacher is a mechanical drill. Little by the little drill of this kind is reduced and replaced with a communicative drill for learning and language training becomes more meaningful.

   For examples: It's a *Dog Horse Cat Cow*

5. **Draw and Colour**

For Early Childhood Education students, kindergarten or grade 1 students, those activities can be augmented by drawing and coloring activities after they get to know some words, objects, and colors, such as rabbit, carrot, orange, and green. The images given can be adjusted to what the student likes or what they have. Similarly, color is adapted to the context of the reality that exists in the real world. For examples: *Draw a carrot. It is orange.* (Students draw and

6. **Listen and Identify**

Teachers can train students to two similar sounds in an interesting way, for example with

"minimal pairs" for certain vowels and consonants.

Vowel example :

(1) (2) *cat*   *it*

<u>pen</u>   <u>pan</u>

When the teacher pronounces *cat,* students identify *one,* if the teacher Pronounces *it* students mention *two.* It can be done several times so that students will know and can distinguish two vowel sounds are almost the same. *Consonant example:*

(1) (2) pig big coat   goat

The teacher says / $p^h ig$ /, the student calls the number "one" (one), if the teacher says / *big* /, the student says "two" (two). In the English language, the exercises identify sounds as important because different speeches can mean little else.

7. **See Differences**

Train students to observe, to find similarities and differences between two objects or images. This kind of activity to train precision and is a fun activity for students kindergarten or elementary school. Then to prove the results of his duties, students are asked to write his findings. This activity should be done in pairs or small groups and students can help each other. For examples: Activities looking for the 5 differences that exist in the following pictures. Teachers can help with questions.

How many butterflies ?

How many flowers?

8. **In-Pair Activities (In-pair)**

Activities undertaken by students in pairs or together can train students to interact and communicate. This activity will trigger students to interact and

learn to respect the opinions of others. The activities done in pairs, students practice until they are really ready to interact or ask questions about a thing. This paired activity can be either question-answer or complete a sentence or an answer to a problem.

For example:

Student A: May I use your pencil?

Student B: No, I'm sorry.

I only have one.

The Community Service Activity

Those 8 methods of teaching English to young learners have been practicing in the classroom during community service activities by 8 from 24 teachers; this is the following schedule:

The result of EYL guidance and instructional techniques are: (1) Give examples of some techniques for teaching English for children, (2) Describe some ways to practice the oral language of children, (3) Selecting appropriate teaching techniques for specific learning. The result of community service is expected to contribute to Early Childhood Education (ECE) programs or Kindergarten teachers to implement EYL methods in teaching English for Early Childhood Education (ECE) in their Kindergarten School. Hopefully, those children are easier to learn English with attractive methods and practice directly.

The implementation of guidance teaching English to young learners (TEYL) by kindergarten teachers or Early Childhood Education (ECE) teachers in Ad Dhuha Kindergarten Jember district of East Java was running well based on the table above. The study conducted in the first day is observation and an interview, and the second day is presentation between writer and audience about the 8 technique of guidance on the implementation of teaching English to young students (TEYL) they are: (1). Listen and Repeat (2) Listen and Do (3) Question and Answer (4) Substitution (5) Draw and Color (6) Listen and Identify (7) See Differences and (8) In-pair activities. There were 24 teachers gathered from 4 kindergarten schools which consist of 1 male and 23 female are followed the explanation from the writer on the first day.

Next day, after completion of EYL guidance and teaching techniques explained by writer

the way and method of teaching English to young learners in Ad Duha Kindergarten Jember, the teachers practice directly with the guidance of the writer how to teach English in front of the class using EYL teaching techniques and method, the teachers practice in front of class one by one by choosing one of the methods that have been learned.

The next season is peer teaching, kindergarten teachers teaching practice collaboratively among them by using choosing 1 from eight kinds of TEYL teaching techniques in the class. When the teacher teaches English in front of the class, the other teachers evaluated and giving corrective feedback after the teacher taught them for 25 minutes. The children should feel that they are winning and having fun altogether. Even though the children should not be understood during learning English, but they enjoyed with little learning. The motto should be learning by enjoying. Children especially have fun with movement and physical participation, and the more fun the children have the better they will remember the language learned. The teachers emphasize that the children understanding comes through hands and eyes and ears, and the physical world is dominant at all times.

One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that "younger is better" and children learn much more quickly and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis (CPH). Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, it means a common language used for communication between two people whose languages are different.

Based on the results of community services above, there are two outcomes that can be concluded; *the first,* the teachers and learners of English learners (TEYL) with the aim of making the students enjoy learning English. *Secondly,* there are three findings from this community service activity: (1) the writer knows the teacher's ability to teach English in kindergarten, (2) The writer knows the teaching-learning method used by teachers for their children, (3) The teachers can develop teaching methods that have been learned during the training in community service at kindergarten.

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LECTURE 9. TYPES OF ASSESSMENT

Lecture Outline:
   1. Introduction
   2. Tepes of assessment
   4. Ways to Foster Learner Autonomy in English Teaching and Learning
Key words: Development, Autonomy ,Language Teaching, Learner Empowerment

Introduction

The last two decades have witnessed a marked increase in the teaching of English as a foreign language at the primary level in many countries (Rixon 1992). This trend has come at a time when the field of EFL/ESL is witnessing a notable shift from structural teaching approaches to communicative, humanistic, and learner-centered approaches. These new approaches in teaching EFL/ESL recognize that affective considerations are of vital importance for the acquisition of a foreign/second language; they suggest teaching methods and techniques that help learners acquire the language in an anxiety-reduced environment (Stevick 1990; Krashen 1982; Asher 1988). The effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance. Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials.

In the past, assessment tools and procedures were chosen at the level of the Ministry of Education, school district, school administration, or program coordinator. With the advent of learner-centered and communicative teaching methodologies, however, in many settings "control over the collection and interpretation of assessment information has shifted from centralized authority towards the classrooms where assessment occurs on a regular basis" (Fradd and Hudelson 1995:5). This shift gives the classroom teacher a decisive role in assessing students and makes it necessary for the teacher to look for new assessment techniques to evaluate students' achievement and progress.

Alternatives in assessment

The testing tools and procedures discussed in this part of the lecture are characterized by a deliberate move from traditional formal assessment to a less formal, less quantitative framework. Pierce and O'Malley define alternative assessment as "any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is not a standardized or traditional test" (1992:2). Specifically, alternative ways of assessing students take into account variation in students' needs, interests, and learning styles; and they attempt to integrate assessment and learning activities. Also, they indicate successful performance, highlight positive traits, and provide formative rather than summative evaluation.Until recently the assessment scene in EFL/ESL classes has been dominated by summative evaluation of learner achievement, focusing on mastery of discrete language points and linguistic accuracy, rather than on communicative competence, with test items typically consisting of matching or gap-filling. Communicative teaching methodology brings with it a considerable emphasis on formative evaluation "with more use of descriptive records of learner development in language and learning which [track] language development along with other curricular abilities" (ReaDickins and Rixon 1997:151).

Therefore, assessment becomes a diagnostic tool that provides feedback to the learner and the teacher about the suitability of the curriculum and instructional materials, the effectiveness of the teaching methods, and the strengths and weaknesses of the students. Furthermore, it helps demonstrate to young learners that they are making progress in their linguistic development, which can boost motivation. This encourages students to do more and the teacher to work on refining the process of learning rather than its product.

"Young learners are notoriously poor test taker…. [T]he younger the child being evaluated, assessed, or tested, the more errors are made…[and] the greater the risk of assigning false labels to them" (Katz 1997:1). Traditional classroom testing procedures can cause children a great deal of anxiety that affects their language learning as well as their self-image (Smith 1996).

Therefore, children need to learn and be evaluated in an anxiety-reduced, if not anxiety-free, environment. This can be achieved if children perceive assessment as an integral component of the learning/teaching process rather than an independent process whose purpose is to pass judgment on their abilities in relation to their classmates.

Using formative assessment can help decrease the level of anxiety generated by concentration on linguistic accuracy and increase students' comfort zone and feeling of success by stressing

communicative fluency. Some teachers and researchers call for allowing students to have a say not only in deciding the format of the test but also in deciding its content and the way it is administered. Thus, Mayerhof (1992) suggests allowing students to discuss questions during the test quietly as long as each writes his own answers; of course, she is referring to subjective types of questions. Friel (1989) recommends involving students in suggesting topics for the test or in generating some questions.

Murphey (1994/95) ventures beyond this concept to recommend that students make their own tests. He considers that student made tests are an effective "way to mine students' different perceptions and use them, building upon what a group knows as a whole and getting them to collaborate in their learning" Murphey (1994/1995:12). He suggests the following process: students choose the questions that will go into the test under the guidance of the teacher; a few days later, working in pairs, they ask each other questions during class; later on, the questions are asked again with a new partner to reinforce what is being learned. Students are graded by their partners or by the teacher for the correctness of their answers and

for the appropriateness and correctness of their English.

A final characteristic of alternative assessment techniques for young learners is that they are performance-based, requiring students to perform authentic tasks using oral and/or written communication skills. These techniques can include traditional classroom activities, such as giving oral reports and writing essays, but they may also involve nontraditional tasks, such as cooperative group work and problem solving. Teachers score the task performances holistically (Shohamy 1995; Wiggins 1989). Student performance should be measured against standards previously discussed in class.

Types of student responses

Brown and Hudson (1998) identified these three types of responses required in most classroom assessment: selected-response (true-false, matching, multiple choice), constructed response (fill-in, short answer, performance), and personal-response (conferences, portfolios, self and peer assessment).

At the primary level, assessment should be begin with the use of personal response. As students' proficiency levels increase, teachers can move gradually into constructed response assessment and later into selectedresponse assessment. Many techniques of alternative assessment were developed in line with the taxonomy of student response types identified by Krashen and Terrell (1983) and adapted by Olsen (1992), which suggests that there are four stages of language development in FL/SL learners. The first stage is preproduction, in which learners have a silent period and their performance indicators are mostly kinesthetic in nature. During instruction and assessment, teachers may ask students to point, act out, choose, mark, gesture, and follow instructions. The second stage is early speech, in which

performance indicators are kinesthetic responses and one- or two-word utterances. During instruction and assessment, teachers ask students to name, number, list, and group words or phrases. The third stage is speech emergence, in which the performance indicators are one and two-word utterances, plus phrases and simple sentences. During instruction and assessment, students are asked to describe, define, recall, retell, summarize, compare, and contrast. The fourth stage is fluency emergence, in which performance indicators are words, phrases, and complete sentences.

Students are asked to justify, create, give opinions, debate, defend, analyze, and evaluate (Krashen and Terrell 1983).

Another assessment procedure that is compatible with communicative approaches to FL/SL language teaching is the 3Rs: recognition, replication, and reorganization (Olsen 1996). These three types of responses mirror the four stages of language acquisition of Krashen and Terrell. Thus, recognition requires simple physical responses and short verbal responses. Replication corresponds to early speech and fluency emergence. The last step, reorganization, "can accommodate various levels of language proficiency from 'silent' and 'speech emergence' through 'fluent' stages of Krashen and Terrell's taxonomy as well as articulate, highly verbal responses"

(Olsen 1996:16). It requires students to demonstrate the ability to take given information and reorganize it into different formats.

Reorganization usually includes tasks that lend themselves to group work, such as creating a time line, an outline, or a semantic map; problem solving; analyzing and reporting the results of a questionnaire; writing up the text of an oral interview; and rewriting a narrative as a dialogue.

Classroom assessment techniques

The following assessment techniques can be used for effective and practical measurements of students' abilities, progress, and achievement in a variety of educational settings.

Nonverbal Responses: At the early stages of learning, before the emergence of speech, children should be instructed and assessed largely through the use of physical performance responses and pictorial products (Tannenbaum 1996). These tasks require simple directions to carry out. As an assessment technique, this type of response may help lower the level of anxiety normally associated with evaluation, as students see it as a natural extension of learning activities. At a later stage, students may perform hands-on tasks. For example, they may be asked to "produce and manipulate drawings, dioramas, models, graphs, and charts" (Tannenbaum 1996:1). This technique fits very well within the Total Physical Response methodology for early language development (Asher 1988).

Oral Interview: Pierce and O'Malley (1992) suggest using visual cues in oral interviews at the early stages of acquisition. Thus a student may be asked to choose pictures to talk about, and the teacher's role is to guide the student by asking questions that require the use of related vocabulary. This technique works well during the early speech and speech emergence stages.

Role-play: This informal assessment technique combines oral performance and physical activity. Children of all ages, when assessed through this technique, feel comfortable and motivated, especially when the activity lends itself to cooperative learning and is seen as a fun way of learning. Kelner (1993) believes that roleplay can be an enjoyable way of informal assessment that could be used effectively within a content-based curriculum. For example, he recommends the use of role play to express mathematical concepts such as fractions, to demonstrate basic concepts in science such as the life cycle, and to represent historical events or literary characters.

Written Narratives: Assessment of the written communicative abilities of children could be achieved through purposeful, authentic tasks, such as writing letters to friends, writing letters to favorite television program characters, and writing and responding to invitations. Young learners enjoy story telling and are usually motivated to listen to stories as well as to tell them. Teachers can take advantage of this interest in stories and have their students write narratives that relate to personal experiences, retell or modify nursery stories and fairy tales, or retell historical events from different perspectives. Oller (1987) suggests the use of a narrative development technique in an integrated process of teaching and assessment. The first step in the process is to check on how well learners are following the story line. To establish the basic facts, the teachers asks yes-no questions, then the teacher moves on to information questions.

Presentations: Presentations are important for assessment because they can provide a comprehensive record of students' abilities in both oral and written performance. Furthermore, presentations give the teacher some insights into student's interests, work habits, and organizational abilities. Presentations cover a wide range of meaningful activities, including poetry readings, plays, role-plays, dramatizations, and interviews. Classroom presentations are nowadays becoming more sophisticated as a result of increasing access to educational technology. In many parts of the world, students are becoming more aware of the power of multimedia for communicating information, and they enjoy keeping audio, video, and electronic records of their involvement in class presentations.

Student-Teacher Conferences: Student-teacher conferences, including structured interviews, can be an effective informal way of assessing a student's progress in language learning. Conferences and interviews provide opportunities for one-on-one interactions where the teacher can learn about a student's communicative abilities, emotional and social well-being, attention span, attitudes, pace of learning, and strengths and weaknesses (Smith 1996; Allerson and Grabe 1986).

Conferences can be most effective when they follow focused observations. Observations could be done in class, for example, in cooperative learning groups, or out of class, for example, on the playground. Gomez, Parker, Lara-Alecio, Ochoa, and Gomez, Jr. (1996) have developed an observational instrument for assessing learners' oral performance in naturalistic language settings, which focuses on these seven language abilities: understanding by others, providing information needed by the listener, absence of hesitations, willingness to participate in conversations, self-initiated utterances, accuracy (in grammar, usage, and vocabulary), and topic development.

Tambini (1999) also recommends the use of conferences to assess the oral and written abilities of children. He, too, favors conferences that follow observations and concentrate directly on the learning processes and strategies employed by the student. For assessing oral skills, he suggests that children be evaluated primarily on their ability to understand and communicate with teachers and classmates. In assessment of writing tasks, conferences could be used to discuss drafts of essays and evaluate progress.

Self-Assessment: Young learners may also participate in self-assessment. Although self assessment may seem inappropriate at first, it can yield accurate judgments of students' linguistic abilities, weaknesses and strengths, and improvement (McNamara and Deane 1995). Self-assessment could be done using one of the following two techniques:

K-W-L charts: With this type of chart, individual students provide examples of what they know, what they wonder, what they have learned. K-W-L charts are especially effective when used at the beginning and at the end of a period of study. At the start of a course, the completed charts can help the teacher learn about students' background knowledge and interests. At the end of a course, the charts can help the students reflect on what they have learned as well as gain awareness of their improvements (Tannenbaum 1996).

Learning logs: A learning log is a record of the students' experiences with the use of the English language outside the classroom, including the when and the where of language use and why certain experiences were successful and others weren't. Students may also use logs to comment on what they have studied in class and to record what they have understood and what they haven't (Brown 1998). An advantage of learning logs is that they can contribute to the teacher's understanding of the students' use of metacognitive learning strategies.

Dialogue Journals: These journals are interactive in nature; they take the form of an ongoing written dialogue between teacher and student. Dialogue journals have proven effective and enjoyable for students regardless of their level of proficiency. They are informal and provide a means of free, uncensored expression, enabling students to write without worrying about being corrected (Peyton and Reed 1990). Teachers can also use journals "to collect information on students' views, beliefs, attitudes, and motivation related to a class or program or to the process involved in learning various language skills" (Brown 1998:4). As an assessment technique, dialogue journals can help the teacher assess students' writing ability and improvement over time.

Peer and Group Assessment: Recent trends in EFL/ESL teaching methodology have stressed the need to develop students' ability to work cooperatively with others in groups. For assessment, for example, students can write evaluative, encouraging notes for each member of their team emphasizing their positive contribution to team work. The role of the teacher would be to provide guidance, to explain to the students what they have to evaluate in one another's work, and to help them identify and apply properly the evaluation criteria. At the end of group tasks, if necessary, the teacher can give each student a test to check their individual performance.

Proponents of cooperative learning suggest the teacher should give a group grade to help reinforce the merits of group work.

Student Portfolios: The concept of portfolio was borrowed from the field of fine arts where portfolios are used to display the best samples of an artist's work (Brown 1998). The purpose of a portfolio in the context of language teaching is to demonstrate the extent of a student's communicative competence in the target language through samples of oral and written work (Wolf 1989). Student portfolios may be defined as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities"

(Pierce and O'Malley 1992:2). Arter and Spandel argue that portfolios must include "student participation in selection of portfolio content; the guidelines for selection;
the criteria for judging merit; and evidence of student reflection" (1992:36). As a systematic collection of a student's work, which may be shown to parents, peers, other teachers, and outside observers, a portfolio requires close cooperation between the teacher and the student in identifying the samples of that student's work to be included. Since portfolios trace a student's progress over time, it is imperative that revisions and drafts be included and that all samples be dated.

As for the contents of portfolios, they should be multi-sourced and include a variety of the written and oral work that illustrates students' efforts, progress, achievements, and even concerns. Therefore, the portfolio of a young EFL/ESL learner might include the following: audiotaped or videotaped recordings, writing samples (such as entries made in journals, logs, and book reports), conference or observation notes, and artwork (such as drawings, charts, and graphs). The portfolio could also include selfassessment checklists (such as K-W-L charts) and anecdotal records. Finally, the portfolio could include samples of the tests and quizzes that are periodically used by teachers as part of assessing the achievement and overall performance of their students in relation to others or to standards. If portfolios are implemented clearly and systematically as an alternative means of assessment, they have several advantages over traditional forms of assessment (Pierce and O'Malley 1992; Brown and Hudson 1998; Moya and O'Malley 1994). First, they provide the teacher with a detailed picture of a student's language performance in a variety of different tasks. Second, they can enhance students' self image as they participate in the decisions about content and can help them identify their strengths and weakness in the target language. Finally, they integrate teaching and assessment in a continuous process.

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LECTURE 10. USING GAMES IN TEACHING YOUNG LEARNERS

Plan
1. The notion of games.
2. Advantages of using games
3. Types of language games

Language learning is a multiple process. It can be the object of studying from linguistic, psychological, psycholinguistic, pedagogic and didactic points of views. The laws and factors of these sciences influence on all spheres of human activity, especially on cognition and language acquisition process.

It's obvious that language learning process is hard work. Many psycho logic factors may influence this activity either positively or negatively and sometimes it can be frustrating. So it is needed to be studied well before using it in teaching.

At present language games are widely used in both teaching and learning foreign languages.

Lee Su Kim in his article in the journal "Forum" (1995) stated that games can involve all the basic language skills as listening, speaking, reading and writing.

Richard Amato (1988) wrote that the variety and intensity may help to lower anxiety while playing games. And Uberman (1988) argues that games inspire and encourage shyer learners turning them into active participants, especially, when the games are played in small groups.

The other author Ersoz (2000) highlights games stating that they can encourage cooperation and to build team spirit.

According to Lee (1979), Rixon (1981), Uberman (1998) games are also substantial part of language courses. The conception of forming speech habits and skills include presentation, practice, situational stages. That means language items first presented for students through listening or reading. In other words at the presentation stage the language material is presented orally by speaking or reading, then in the second stage it is practiced by doing different exercises. And in the situational stage the material which is being learned is to be used in different life situations. Games are useful for practicing specific language items and who for improving communicative language skills because games are the best means of creating motivation. It s obvious if the learners are well motivated they can easily be involved and participated actively in the learning activities. It should also be stressed that games can also serve as a successful, and useful method of assessing the knowledge, skills and subs kills.

The role of games in learning a foreign language cannot be denied, they have been proved to have advantages and effectiveness in organizing teaching a foreign language.

We know that learning a foreign language requires a great deal of effort and games in this case will help the learners to make and sustain the effort of learning. By the help of games language can be practiced in forming and improving the skills of speaking, writing, listening and reading..

Games encourage the learners to interact and communicate. They create favorable conditions for language use. Most teachers use games for time filling activities at the end of the lesson. But games are not just time filling activities, they have a great educational value. Language games make learners use the language instead of thinking about learning the correct forms and the games should be treated as the main instrument in a foreign language teaching. And it should be stressed that using games during the lesson will not bring to good success but will lose the effectively of teaching. Of course the games are highly motivating and entertaining they can give potions and feelings. They enable the learners to acquire knowledge freely by performing their roles in role-playing activities. And this is not always possible in a typical lesson.

Games usually create a favorable atmosphere and while playing games the learners remember things faster and better. Games will also help the learners to gain experience of using the learned material or their knowledge according to the requirements of the speech situation.

Games can be used for differ a purposes as for revision of the learned material i.e. to recall the learned material in a pleasant and entertaining way and to enable the learners to practice in a target language. This surely improve their communicative competence.

When we talk about the benefits of using games in teaching a foreign language it should stressed that they encourage creative and spontaneous use of a foreign language , promote communicative competence of the learners, motivate them to learn a target language, and brings fun to the teaching process.

Games are not used for fun, they have cognitive function. They can reinforce, review and extended learning and also focuses the attention of the learners on using grammar structures in practice. When a teacher uses games at the lesson he/she acts as a facilitator.

Games builds class cohesion, can foster whole class participation and promote healthy competition.

Different games are differentiated according the age , level of knowledge, interest and types of speech (auding, speaking, writing reading) .

A foreign language teacher should be encouraged to use games in organizing teaching, games will help them to practice a target language in a classroom. it should be also stressed that with all above mentioned advantages of using games there are also some disadvantages. One of them is much noise during the games which is not characteristic for specially organized teaching process. But tey are still worth for paying attention and use in the classroom activities since they are best means of motivating learners, promoting communicative competence, practicing language material and generating fluency of speech.

Games are learners oriented, because the learners perform the leading roles and the teacher acts as a facilitator.

Games can be played in pairs, small groups and help the learners to develop their cooperative work skills, which include such skills as the skill of disagreeing politely and the skills asking for help, or offering help in different life situations and courage the other participants of the game.

Games can be played inside or outside of class. And traditionally they have been used in the language class as warm-ups at the beginning of class or art at the end of the lesson just for filling the gap of extra time. In this case their aim is to practice language items and also to improve communicative skills.

But it should be stressed that there are opinions among the learners relating to the use of games in teaching a foreign language. It is obvious that young children are very enthusiastic about games, but some adults, think that games are too childish for them. That is why it is important that teacher should explain the purpose of the game in order to reassure such learners. And it is advisable for the teacher to choose games taking into consideration the age and the level of knowledge of the learners, because there are many games for adults too. Teachers should explain the learners how the game is played and demonstrate it with a group of the learners.

Some recommendations on how to use games in teaching a foreign language.
1.Preparation for the games, which include some things , papers, key words it is needed.
2.Instruction how to play the game.
3.If games are known to some learners a teacher may ask them to demonstrate how to play so that the others see it.
4.Teacher chooses the game for different purposes^ to revise studied content or to activate learners in learning a foreign language.
5.Theacher may ask the move proficient in the target language learners to help the others.
Teachers should be aware of that games must be move than just fun or a means of filling the gap of extra time at the end of the lesson.
Games should involve ”friendly” competition and keep all the learners involved and encourage them to focus on the use of the language material in different life situations.
Here are some samples for plays:
1. A game "Ask questions". This game improves communicative skills by improving the learners into communication. This game is designed for learners in primary school. The procedure of the game: A teacher puts different things (books, pens, toys etc) on the battle. And them showing them one by one ask a question "What is it?" Pupils answered the teachers question saying "It is _____ (and tell them the name of the thing that teacher shows) This game can be played in pairs and also in group work.
2. A game "Spelling contest".

This game can be played in pairs or groups. Procedure of the game: Teacher gives words and learners task is to spell these words. Learners should spell these words correctly. Without any mistake.

This game is useful at the elementary stage.

The aim of the game is to improve quickness in revising alphabet Instead the words teacher may use some phrases too.

3. A game "Describe the picture"

Teacher divides the learners into two or three teams. Then shows a picture (a bus, a tree, a ball, a dog) and asks the learners to describe it.

This game works best if the teacher limits the time given to description (1 or 2 minutes). This game improves creative activity of the learners.

Amaliy mashg'ulotlar

PRACTICAL LESSON 1. STATE DOCUMENTS AND IMPLEMENTATION OF CEFR INTO FL TEACHING

Learning Outcomes
By the end of the session participants will have:
- become aware of and explored principles of teaching young learners
- practised activities for young learners

Key Learning Points:
- Teaching young learners differs from teaching grown-ups.
- The methods of teaching young learners are: TPR, meaningful drilling, frequent change of activities.

Preparation: Do necessary preparations for activities 2, 3, 5

Plan					
	Stages	Procedure	Time	Materials	
1.	Lead in	Guessing the topic of the session	5 min	none	
2.	The ABC	Checking the ABC	10 min	poster, Handout 1	
3.	Butterfly	Activities for young learners	15 min	Handout 1, a pair of scissors, scotch, coloured pencils, flipchart, markers	
4.	How to teach young learners	Exploring methods of teaching young learners	20 min	Handout 2	
5.	Practising activities	Practising activities for teaching young learners	15 min	Handout 2	
6.	Reflection and action	Reflecting on the session and making an action plan	10 min	none	
7.	Outcomes	Eliciting learning outcomes from Pts	5 min	none	

Procedure of the session:

1. Lead in
Objective:
-   to help Pts guess the topic of the session
Time: 5 min
Materials: the board, flipchart, markers
Interaction: plenary

➢ Write on the board / flipchart:
OGUNY   RREELSAN
➢ Ask Pts:
o   Unscramble the words to get the topic of today's session.
➢ When Pts have guessed the topic of the session, ask them:
o   Who are young learners?
Key: Learners of 6 – 10 years old.
o   Do you teach them in the same way as older Sts? Why / why not?
➢ Accept Pts' ideas, do not comment at this stage.

2. Activity: the ABC

Objective:

- to demonstrate two activities to check the ABC

Time: 10 min

Materials: 2 flappers, a poster with flies, Handout 1 (see it attached)

Interaction: plenary

Preparation: for activity 1 on flipchart draw flies big enough for Ls to see the letters which should be written inside the flies (each fly has one letter)

1.
- ➢ Ask Pts:
  - o What do we teach young learners?

Possible answers: Sounds, simple words and sentences, rhymes, alphabet.
  - o The alphabet is one of the first steps Ls take in English. How do you check if your Ls know the alphabet?
- ➢ Ask some volunteers to share their experience.
- ➢ Say to Pts:
  - o There is another way to do it. Now you are Sts and I'll check if you know the ABC.
  - o The game is called 'Swat a fly'.
  - o A volunteer will come to the poster and will take a flapper.
  - o The rest will start buzzing.
  - o I'll say different letters. The volunteer should swat the fly with the letter.
  - o You'll stop buzzing only if s/he 'swat' the correct fly.
- ➢ Check understanding the instruction:
  - o Who can say what we are going to do now?
- ➢ Ask some volunteers to swat flies one by one.
- ➢ Say to Pts:
- ➢ Ask Pts:
  - o Did you like the activity? Why / why not?
- ➢ Accept Pts' answers.
  - o Will your Ls like the activity? Why / why not?
- ➢ Accept Pts' answers.
  - o What are advantages of the activity?

    Key: All learning styles are addressed, all Sts are involved, it's fun.
- ➢ Ask Pts:
  - o How can we change the activity?

    Key: If two Ls swat flies, each of them will try to swat his/her fly quicker than the other.
- ➢ Say to Pts:
  - o Let's play the game with 2 volunteers to swat flies.
- ➢ After 2 -3 pairs of volunteers do the activity stop them.
- ➢ Ask Pts:
  - o What are the advantages of this variant of the game?

    Key: As 2 Ls do the activity, each of them wants to swat first. The game becomes a competition.

2. Say to Pts:
  - o There is another activity to check the ABC.
  - o On Handout 1 there are some letters and dots. Connect the dots in the alphabetic order, from the first letter of the alphabet to the last. If you do it correctly, you'll get a picture at the end.
  - o Let's see who will be the first to get the picture.
  - o You have 2 min.
- ➢ Distribute Handout 1.
- ➢ In 2 min ask Pts:

- o Which picture did you get? Key: a picture of a butterfly.
  - o Did you like the activity? Why / why not?
- ➢ Accept Pts' answers.
  - o Will your young Ls like the activity? Why / why not?
- ➢ Accept Pts' answers.
  - o What are the advantages of this way of checking?

Possible answers: 1) a T can check all the Sts; 2) the activity is amusing; 3) Ls are motivated to do the task because they want to get a picture; 3) the activity is not time-consuming.

3. Activity: Butterfly

Objective:
- to do some activities for young learners

Time: 15 min

Materials: Handout 1, coloured pencils, flipchart, markers, scotch, scissors

Interaction: plenary

Preparation: before the session 1) write the rhyme 'Butterfly' on flipchart; 2) cut a scotch tape into a number of pieces enough for all Pts

- ➢ Say to Pts:
  - o You are young learners.
  - o Now you have a picture of a butterfly on your Handout.
- ➢ Show what you say:
  - o Butterflies fly. Repeat after me: Butterflies fly!
  - o Stand up. We are butterflies now! Let's fly together! We are very high in the blue sky!
  - o Good! Take your seats.
  - o Let's learn a rhyme about a butterfly.
  - o Repeat after me the lines:
  Butterfly, butterfly,
  Where do you fly?
- ➢ Pts repeat after you.
- ➢ Say to Pts:
  - o Repeat after me the lines:
  So high, so high
  In the blue, blue sky.
- ➢ Say to Pts:
  - o Copy out the rhyme near your picture of the butterfly on Handout 1.
  - o You have 2 min.
- ➢ In 2 min tell Pts:
  - o I'll say some words of the rhyme without voice, guess and say them.
- ➢ Mime some words of the rhyme.
- ➢ Say to Pts:
  - o Now you have 5 min to colour your butterflies. Don't show your picture.
- ➢ Distribute coloured pencils.
- ➢ In 5 min say to Pts:
  - o Collect your pictures and give them to me.
- ➢ Put the pictures on the wall.
- ➢ Ask a Pt:
  - o What colours is your butterfly?
- ➢ Ask other Pts to find this butterfly on the wall by asking the author of the picture, 'Is it your butterfly?'
- ➢ When Pts find the butterfly, ask some other Pts about their butterflies.
- ➢ Ask Pts:
  - o Look at the wall. How many butterflies are there?

- o All these beautiful butterflies fly in our classroom!
- o Let's say the rhyme about a butterfly all together.

4. Activity: How to teach young learners

Objective:
- to help Pts explore the methods of teaching young learners

Time: 20 min

Materials: Handout 2, the board / flipchart

Interaction: plenary, pair work

- ➢ Say to Pts:
  - o Now you are teachers again. Let's analyze how we worked with the rhyme 'Butterfly'.
  - o What kind of rhyme is it?

  Possible answers: The rhyme is short, simple, words are repeated.
  - o Is it important for young learners to have short activities? Why / Why not?

  Key: It is important, as young learners cannot concentrate on something for a long time.
- ➢ Ask Pts:
  - o Did we repeat the words of the rhyme?

  Key: Yes, we did.
  - o How did we repeat the words of the rhyme?

  Key: We repeated the words in different ways.
  - o So, our repetition was a meaningful drilling. For example, I was miming the words and you were saying them.
  - o Did you like this activity? Why / why not?
- ➢ Accept Pts' answers.
- ➢ Ask Pts:
  - o Will you Sts like the activity? Why / why not?
- ➢ Accept Pts' answers.
  - o What else did I ask you to do when we repeated the words?

  Key: You asked us to do some actions.
  - o It is very helpful for young learners to imitate actions to remember verbs better. Which verbs can you ask your Sts to show?

  Possible answers: Swim, sleep, sing, see, hear.
- ➢ This method is called Total Physical Response, or TPR. Use it because most children are kinaesthetic learners.
- ➢ Ask Pts:
  - o Why did I not explain any grammar rules but only asked you to repeat some phrases?

  Possible answers: With the Sts of this age it's easier to say a phrase in English than to explain rules how the phrase is made up. So, it's easier to say the phrase 'Butterflies fly' without explaining the Present Simple Tense.
  - o What else did we do?

  Key: We coloured our butterflies, asked and answered questions, counted our butterflies.
- ➢ Ask Pts:
  - o What are some advantages of the activities?

Possible answers: 1) Children like to draw and colour pictures, so they'll be motivated to do the task; 2) The activities address Sts of all learning styles: kinaesthetic (and most children are kinaesthetic), visual, auditory ; 3) There is a meaningful drilling of a construction 'What colours are your butterfly?'; 4) Ls revise words for different colours; 5) Ls revise numbers.
- ➢ Say to Pts:
  - o So using the short rhyme we did a lot of activities which help young learners to remember new vocabulary and revise words they know.
  - o On Handout 2 there are 4 characteristics of young learners and some ways what Ts can do with them.

- In pairs complete the table by matching characteristics with the ways given in the box below.
➢ Read the left column of the table explaining the meaning of words if necessary.
  - You have not more than 10 min.
➢ Give out Handout 2.

Handout 2
Complete the table by matching the characteristics of young learners (A) with methods given in B below. There are some answers and the example for you.

A Characteristics of young learners	B Methods of teaching young learners
Inability to understand theoretical issues	1)Teaching through demonstration how the language works rather than explanation 2) Ex.: D) Using a lot of visual aids, realia
Inability to concentrate on long and monotonous activities	3) Frequent short breaks 4)
Necessity to move to learn better	5) Total Physical Response (TPR) 6)

All skills are weak and need training	7) Meaningful drilling
	8) A) Repetition in different ways
	     B) Games, physical exercises, songs, drawing
	     C) Short and various activities
	     D) Using a lot of visual aids, realia

➢ In 10 min check the answers.
   Key: 4) – C); 6) – B); 8) – A).
➢ Say to Pts:
- Remember these methods are helpful for young learners.
5. Activity: Practising activities for young learners
Objectives:
- to help Pts practise activities for teaching young learners
Time: 15 min
Materials: the board / flipchart, markers
Interaction: plenary
Preparation: look at the picture 'Hands up!' to know how to draw stick men
1.
➢ Say to Pts:
  - Now you are young learners.
  - Aren't we sitting too long? Stand up! Let's move a bit!
  - Repeat and do with me!
➢ Say the rhyme sentence by sentence and do the actions yourself. Pts should repeat your words and actions:
  - Hands up!
  - Hands down!
  - Hands on hips!
  - Sit down.
  - Stand up!
  - Hands to the sides!
  - Bend to the left!

- o Bend to the right!
- o Hands on hips!
- o One, two, three, hop!
- o One, two, three, stop!
- ➢ Tell Pts:
  - o Take your seats, please.
  - o Now you are teachers.
  - o Did you like the activity? Why / Why not?
- ➢ Accept Pts' ideas.
- ➢ Ask Pts:
  - o Will your Sts like the activity? Why / Why not?
- ➢ Accept Pts' ideas.
- ➢ Ask Pts:
  - o Which methods of teaching young learners did we use?

  Key: 1) TPR; 2) repetition of the words; 3) the rhyme is short.

2.
- ➢ Ask Pts:
  - o Can you draw stickmen? I'll teach you.
  - o Now you are Sts.
- ➢ Say to Pts:
  - o The first line of the rhyme is 'Hands up!'.
- ➢ Write the first line on the board / flipchart and draw a stickman.
- ➢ Ask Pts to copy out the line and stickman.
- ➢ Line by line write and illustrate the rhyme. Pts copy out everything.
- ➢ Say to Pts:
  - o You are teachers again now. Did you like the activity? Why / why not?
- ➢ Accept Pts' ideas.
- ➢ Ask Pts:
  - o Will your Sts like the activity? Why / why not?
- ➢ Accept Pts' ideas.
- ➢ Ask Pts:
  - o What else can we do with the rhyme?
- ➢ Accept Pts' ideas.
- ➢ Tell Pts:
  - o You can ask your Sts to make a booklet with the rhyme and pictures at home.
  - o Physical exercises are very important. When people move, their brains get oxygen and the process of thinking goes better. Time by time do physical exercises with your Sts.

6. Activity: Reflection and an action plan
Objective:
- to help Pts reflect on the session and make an action plan

Time: 10 min

Materials: none

Interaction: individual task
- ➢ Ask Pts to complete the sentences:
  1) I have learnt that …...
  2) I will try out ….   in my lesson because …..

7. Learning outcomes
Objective:
- to elicit the learning outcomes of the session from the Pts

Time: 5 min

Materials: Bb / flipchart

Interaction: plenary

> ➤ Elicit the learning outcomes by asking Pts:
>   o What did we do today?
>   o What are methods of teaching young learners?

Phrase box

TPR; developing skills; kinaesthetic, visual and auditory learners; meaningful drilling; miming.

PRACTICAL LESSON 2. CEFR REQUIREMENTS FOR A1 LEVEL

Learning outcomes
By the end of the session participants will:
- have discussed State standards in relation with teaching young learners;
- have discussed relationship between State standards and CEFR;
- have identified A1 descriptors;
- have matched activities in Kids' English with CEFR descriptors.

Time: 80 minutes.

Materials: KE 4 Teacher's books (or Handout 1), poster paper and markers; Handout 2 CEFR descriptors; Kids' English books.

	Steps	Purpose	Time	Materials
1	Warm up	to warm up	10 min	
2	State standards and CEFR	to discuss State standards and CEFR connections; to raise awareness of importance of following state standards	25 min	KE 4 Teacher's books (or Handout 1), poster paper and markers
3	A1 descriptors	to identify descriptors for A1	15 min	Handout 2 CEFR descriptors
4	Matching Kids' English with A1 descriptors	to match Kids' English with A1 descriptors	25 min	Kids' English books
5	Feedback	To sum up and get feedback	5 min	

Activity 2. State standards and CEFR.
Objectives: to discuss **State standards and CEFR** connections; to raise awareness of importance of following state standards.
Time: 25 min.
Materials: KE 4 Teacher's books (or Handout 1), poster paper and markers.
- Answer the question: What is relationship between **State standards and CEFR**?
- Look at the Introduction in Kids' English and find the text related to State standards. (You can use Handout 1 if necessary)

Handout 1.
VI Syllabus for foreign languages
The authors have tried to do their best in Kids' English 4 to meet the requirements prescribed in the syllabus for foreign languages. The fulfilment of these requirements in Kids' English 4 can be found in the following tables where one can see a requirement and the unit/lesson it was first used.

Requirements for learning a foreign language.

Syllabus	Kids' English 4

... The basics of language skills are formed during A1 level of teaching foreign languages, i.e. in Grades 1–4.	Units 1–14
... Starting from Grade 2, listening, speaking, reading and writing are practised.	Units 1–14
Work on pronunciation, especially, on intonation are practised.	Units 1–14

At the end of Grade 4 pupils must acquire the following skills:
Listening

Syllabus	Kids' English 4
- understanding the questions and information given about the topics	Units 1–14
- listening to check certain information	Unit 5, Unit 7, Unit 14
- understanding recorded dialogues and monologues consisting of 80 words	Units 3, 5–14
- distinguishing the sounds in audio texts	Units 1–14
- understanding classroom language	Units 1–14
- extracting the needed information from short texts	Units 3, 5–14
- understanding simple advertisements and messages	Units 1–14

Speaking

Syllabus	Kids' English 4
- being able to describe the address of residence*	
- being able to speak, ask and answer the questions about sports	Units 1, 2, 10
- being able to address with request	Units 2, 6, 8, 9, 13
- being able to participate in micro conversations (dialogues and monologues) on familiar topics	Units 1–14
- answering the questions on reading and listening texts and retelling the context	Units 1–14

*Note: * Describing the address of residence will be practised in upper classes.*
Reading

Syllabus	Kids' English 4
- being able to use the Wordlist of the textbook and picture dictionaries to understand the meaning of new words	Unit 14
- being able to read to extract the needed information from the text	Units 1–14
- being able to read correctly the letters and letter combinations	Units 1–14
- being able to understand certain words in familiar context	Units 1–14
- showing the understanding of short phrases	Units 1–14
- being able to read a short text and understand the context	Units 1–14
- recognising the written sounds through reading the words aloud	Units 1–14
- being able to read advertisements and letters	Units 1–13
- being able to read 40-50 words in a minute**	

*Note: **Teachers can check this requirement with pupils at the end of the school year as a test.*
Writing

Syllabus	Kids' English 4
- being able to write the learnt words in alphabetical order	Unit 14
- being able to copy simple sentences	Units 1–14
- being able to use the capital letters and punctuation marks correctly in writing	Units 1–14
- being able to make sentences using the learnt grammar structures	Units 1–14
- being able to write the words correctly from memory	Units 1–14
- being able to describe pictures in written form	Units 13-14

The amount of lexical units the pupils must acquire in a foreign language in Grade 4

Lexical units			
Active	**Passive**	**Potential**	**Total**
100	—	+	500

There are 76 lexical units, 44 structures and phrases, 1 conjunction, 6 prepositions, 14 numbers, 18 geographic names and 13 past forms of irregular verbs used in Kids' English 4.

Grammatical minimum of English in Grade 4

Syllabus	Kids' English 4
- comparative and superlative degrees of adjectives: long – longer – the longest; beautiful – more beautiful – the most beautiful	Unit 13
- the phrase: I want to be...	Units 4, 10
- past forms of the verb "to be": was/were	Units 4, 5
- Past Simple Tense: go – went , write – wrote[1]	Units 3-14
- the phrase: How much ...?	Unit 9
- the verb "should" (for advice): You should go to the doctor.[2]	
- the phrase "Would like": I would (=I'd) like… . Would you like…?	Units 6, 8, 9
- countable and uncountable nouns[3]	
- the phrases: - Please pass me some bread. – Here you are. – Thank you, it's (=it is) very nice.[4]	Units 6, 8, 9
- to be going to: I'm (= I am) going to visit Samarkand.[5]	Units 5, 12, 13
- possessive case of nouns: My sister's dress is red.[6]	
- adverbs of frequency: always, never	Units 2, 3, 5
- imperative mood: Help me, please.	Units 2, 6, 8, 9, 13

Note:
[1] The past form of the verb "write" will be taught in upper classes.
[2] The modal verb "should" (for advice) will be taught in upper classes.
[3] Countable and uncountable nouns will be taught in upper classes.
[4] The phrases "Please pass me some bread" and "it's (=it is) very nice" will be taught in upper classes.
[5] Kids' English 4 teaches the phrase "to be going to + noun" for future. The phrase "to be going to + verb" for future will be taught in upper classes.
[6] Possessive case of nouns will be taught in upper classes.

Activity 3. Descriptors for A1.
Objectives: to identify descriptors for A1.
Time: 15 min.
Materials: Handout 2 CEFR descriptors.
- Look at Handout 2 and find A1 descriptors in it.

Handout 2.

A. Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more

frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear.

B. Learner can write a few sentences and phrases about self and family or other highly familiar information as a simple description, as answers to written questions, or on simplified forms. Can copy basic factual information from directories and schedules. Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limit learner's ability to write down (encode) unfamiliar words.

C. This level is characterized by the ability to maintain interaction and get across what you want to, for example: generally follow the main points of extended discussion around you, provided speech is clearly articulated in standard dialect; express the main point you want to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. The level also shows the ability to cope flexibly with problems in everyday life, for example cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics.

D. Learner demonstrates fluent ability in performing moderately complex writing tasks. Can link sentences and paragraphs (3 to 4) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience. Can write routine business letters (e.g., letters of inquiry, cover letters for application) and personal and formal social messages. Can write down a set of simple instructions, based on clear oral communication or simple, written, procedural text of greater length.

E. Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. Can read quickly enough to cope with the demands of an academic course. Can write an essay which shows ability to communicate, giving few difficulties for the reader.

F. Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipses and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional and educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences.

G. In everyday conversation with people speaking the standard dialect, I can understand speech that is slow and clear. I can understand basic directions and instructions, such as how to get to a local store. I can understand questions and answers about basic survival needs, such as meals, lodging, transportation and time. I can understand routine questions about my job, my immediate family and myself. I can understand simple statements about a person's background and occupation. If I cannot understand what a speaker tells me, I can understand the statement after it has been repeated or rephrased slowly and clearly.

H. Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors. Comprehension is accurate on common, concrete, and work- related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.

I. Learner can follow very broadly and with some effort the gist of oral discourse in

moderately demanding contexts of language use (face-to-face formal and informal conversations, audio tapes and radio broadcasts) on every day, personally relevant topics, with clear articulation and at a slightly slower rate of speech. Can understand simple exchanges; contextualized short sets of common daily instructions and directions; direct questions about personal experience and familiar topics; routine (simple, repetitive, predictable) media announcements. Can understand a range of common vocabulary and a very limited number of idioms. Often requests repetitions. Can follow simple, short, predictable phone messages, but has limited ability to understand on the phone.

J. Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning. Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.

K. I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. I can write briefly about most familiar topics and present information using a series of simple sentences.

L. I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication. I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.

M. Learner can speak very little, mostly responding to basic questions about personal information and immediate needs in familiar situations. Speaks in isolated words or strings of 2 to 3 words. Demonstrates almost no control of basic grammar structures and verb tenses. Demonstrates very limited vocabulary. No evidence of connected discourse. Makes long pauses, often repeats the other person's words. Depends on gestures in expressing meaning and may also switch to first language at times. Pronunciation difficulties may significantly impede communication. Needs considerable assistance.

N. Learner can understand key words, formulaic phrases, and most short sentences in simple, predictable conversations on topics of immediate personal relevance, when spoken slowly and with frequent repetitions. Can follow questions related to personal experience and an expanded range of common daily instructions, positive and negative commands, and requests related to the immediate context. Frequently needs assistance (e.g., speech modification, explanation, demonstration).

O. At this level, there is a focus on effective argument. A user can account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

P. This level is known for use of social functions like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. Here too are to be found descriptors on getting out and about: make simple transactions in shops, post offices or banks; get simple information about travel; use

public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services

Q. Can understand jokes, colloquial asides and cultural allusions. Can access all sources of information quickly and reliably. Can make accurate and complete notes during the course of a lecture, seminar or tutorial.

R. Can understand basic instructions on class times, dates and room numbers, and on assignments to be carried out. Can read basic notices and instructions. Can copy times, dates and places from notices on classroom board or notice board.

S. Can understand instructions on classes and assignments given by a teacher or lecturer. Can understand basic instructions and messages, for example computer library catalogues, with some help. Can write down some information at a lecture, if this is more or less dictated.

T. Can express simple opinions using expressions such as 'I don't agree'. Can understand the general meaning of a simplified textbook or article, reading very slowly. Can write a very short simple narrative or description, such as 'My last holiday'.

U. I can accurately follow all conversations among native speakers who are speaking at a normal rate of speech. I rarely, if ever, have to ask speakers to paraphrase or explain what they have said. I can correctly infer meanings that are not directly stated. I can understand discussions of ideas and concepts, including proposals and speculation. I can understand someone's opinion and the points used to support the opinion. I can often, if not always, detect the attitudes and feelings of a speaker. I can understand speech in a professional setting concerning my field of expertise or some technical subjects, such as a lecture or a panel discussion.

Activity 5. Feedback.

Objective: to sum up and get feedback on the session.
Time: 5 min.
Materials: none.
• Complete the sentence.

I've learnt that_____

_____
_____
_____

PRACTICAL LESSON 3. PSYCHOLOGICAL FEATURES OF YOUNG LANGUAGE LEARNERS

1. Check your understanding. Match these words with the correct definitions:
i) knowledge *(n)*
ii) attitude *(n)*
iii) behaviour *(n)*
iv) skill *(n)*
2. In pairs, look at the class list of qualities. Put each quality under one of these headings.
knowledge attitudes and behaviour skills
Can you think of more qualities to go under each heading?
A good teacher needs good knowledge, attitudes, behaviour and skills.

A. Thinking about teaching

My worst teacher

1. Think about the worst teacher you have had. Write down all the reasons why he or she was a bad teacher.

2. Work in pairs. Make a list of the weaknesses of bad teachers.

My best teacher

3. Think about the best teacher you have had. Write down all the reasons why he or she was a good teacher.

4. Work in pairs. Make a list of the strengths of good teachers.

a) how someone acts

b) information and understanding

c) ability to do something well

d) how someone thinks and feels

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The qualities of a good teacher

3. Read this summary of key qualities. Tick those that are in the class list you made earlier. Add others from the class list or your table.

Knowledge

The teacher needs to know and understand:

• The subject to be taught

• How to teach the subject

• How to plan teaching and help students learn.

Attitudes and Behaviour

The teacher's attitude is:

• Positive and interested: positive about teaching, about the subject, and about the students

• Fair: does not have favourites in the class. Is interested in every student.

This is shown in the teacher's behaviour in the classroom.

• Praises good work and student effort

• Keeps calm. Is patient and helpful

• Does not get angry with students

• Treats students equally – does not treat some students better than others.

Skills

The teacher is able to:

• Plan: to give a structure for learning

• Teach: to make learning varied and interesting; to make learning relevant; to motivate students

• Manage learning: help students learn, and assess student progress

• Manage the classroom: to make sure all students are working well

Knowledge and Experience + Attitudes and behaviour = Classroom Skills

4. Check your understanding. Match these words with the correct definitions:
i) relevant *(adj)*
ii) motivation *(n)*
iii) structure *(n)*
The result of good teaching is good learning
a) reason to do something
b) organising framework
c) meaningful because related to life
Teaching Skills - Page 3
C. The role of the teacher
The role of the teacher is to *guide, facilitate*
and *manage* high quality learning for each student equally.
1. Read the text.
The role of the teacher is to guide, facilitate and manage high quality learning
for each student equally.To guide learning, teachers need to know what they are going to teach, and how they are going to teach it. They also need to watch every student's
progress, to make sure that students achieve their learning objectives. A good teacher is able to facilitate individual and group learning. They are able to interest students and motivate them to take part actively in lessons. They help students understand what they are learning by giving structure, and making learning relevant to the students. To manage learning, the teacher has to plan. This means planning the whole course to give the overall direction. It also means planning what to cover week by week, to make sure that the students can finish the course in time. A teacher also needs to plan each lesson, so that every lesson helps students towards their learning objectives. Managing learning also means that a teacher has to manage the classroom and make sure that all students are working well, and are not wasting their own time, or stopping other students working.

Finally, good teachers are also learners. They think about their teaching, about what worked and what didn't work. They are not afraid to try new things. They learn from their mistakes. The teacher who continues to learn, makes the work new and interesting both for themselves, and for the students. To carry out this role well, and give all students high quality learning, a teacher needs the right knowledge, attitudes, behaviours and skills. They need to be able to use these qualities together to help students learn.

2. Answer the questions.
i. What do teachers need to know and do to guide learning?
ii. How can a teacher help students understand what they are learning?
iii. Make a list of the different things the teacher has to plan.
iv. What does the teacher have to do to manage the classroom?
v. Give two examples of how a good teacher is also a learner.
Key words
achieve *(v)***:** succeed in
facilitate *(v)***:** help, and make the task easier. A good **facilitator** (n) uses their skills to help students learn and achieve the task.
guide *(v)***:** show people the way. A good **guide** *(n)* knows where to go, how to get there, and looks after the group with care and attention.
learning objective *(n)***:** the end point of the learning; what the learning aims to achieve
task *(n)***:** a job to do, or an activity with a purpose.
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Key words
cycle *(n):* a repeating circle of events
stage *(n):* step or part of doing something
D. The responsibilities of the teacher
Any teaching contains different stages. A useful way of looking at these

stages is to see them in a cycle. In a cycle, each stage leads on to the next, in a continuous way, and each cycle of learning builds on the one before. There are five key stages in the teaching cycle. The teacher has to work through this cycle in the right order, to give good quality teaching to their students. The cycle can apply to the lesson, the topic, or the whole course.

The teaching cycle

1. Here is a list of the stages of the teaching cycle. They are in the wrong order. Put them in the correct order in the diagram.

plan

assess

teach

evaluate

identify needs

Missing pieces

2. A teacher goes into the classroom.

Teacher: Right. Open your books at page 46.

Student: Sir, we did this last week.

Teacher: Did we? Ah yes, I remember. Ok then, page 52. Read the chapter and answer the questions at the end.

The teacher sits at the front, marking the homework of another class.

Half way through the lesson, a student asks a question.

Student: Sir, we need to look at a map to answer question 5.

Teacher: Do you? Mmm. You'd better leave that question out and go on to the next one. At the end of the lesson, the teacher leaves the room, thinking 'That was a good lesson. The students were quiet and got on with their work'. Do you agree with the teacher that this was a good lesson? Which of the five stages of the teaching cycle did he cover in the lesson?

Teaching Skills

The stages of the teaching cycle

In the story Missing Pieces, none of the stages of the teaching cycle were present.

3. Teach each other: Work in five groups. Each group discuss one stage of the teaching cycle.

- read the reading passage about your group's stage

- add your own knowledge

- answer the two questions below:

i. Why is this stage important? (e.g. Why is it important to evaluate teaching?)

ii. How can the teacher do this? (e.g. How can a teacher evaluate their teaching?)

- give examples of good or bad practice you have experienced

- report back to the class

Identify needs

A teacher should find out student needs so that you can plan your teaching at the right level for your students. With a new group, you will need to find out what they already know, the abilities within the group, and how they learn best. You should also get to know the students well enough to know what difficulties they may have which could make a difference to their learning. Identifying needs will help you plan your teaching. You will learn more about identifying needs in *Units 2, 3* and *8*.

Plan learning

Teachers need to plan the learning they are going to facilitate. Planning provides a structure in which each piece of learning builds on earlier learning. As a guide, you need to know where you are going. This means you need to know what subject content you are going to teach at the level of your students. This means you need to know *how* to teach the subject. It is difficult to guide learners well if you did not have a plan.

You have to plan at several levels. You need to design an outline plan of the whole course. You also need to plan each lesson in the course. Sometimes your planning will include designing learning activities and summary handouts for your students. You will learn about how to plan as you go through this course, and especially in

Teach

A teacher needs to have clear learning objectives, at the right level for the students.Then you can help students reach these objectives by the teaching and learning activities that you facilitate and manage. The teacher needs to use a variety of teaching and learning activities in every class, to make learning interesting and motivate students. A variety of approaches is also needed to help students with different learning styles and skills. You will learn more about this throughout the course. In the classroom, the teacher also has a responsibility for the welfare of the students. This includes making the classroom safe, and also thinking about the students as individuals. You will learn more about students as individuals in Unit 3: Equality in the classroom.

Assess learning

A teacher needs to know how well the students understand their learning. Students also need to know how they are doing, so that they can do the work needed to succeed. Regular assessment helps both teacher and student. Assessment does not always mean tests and exams. Giving feedback to students is a kind of assessment, and there are many others. Assessment helps you evaluate the success of your teaching. You will learn more about assessment and record-keeping. *Assessment.*

Evaluate teaching

A teacher needs to know how successful their teaching is, and learn from the things that go well, and also the things that don't go so well. You need to think about the lessons you give, and make a few notes about what worked and what didn't work. You need to look at student assessment results to see how they are progressing towards their learning objectives. You also need to get feedback from your students from time to time. Evaluation helps you identify student needs for the next cycle of learning.

Self-evaluation

What questions do we need to ask ourselves to evaluate our teaching?

4. Design a checklist that a teacher could use to evaluate their teaching after any class. This checklist is a list of points that make a good class, e.g. all students were interested in the lesson there was a variety of different learning activities

E. Practical task: Observation 1

Observe an experienced teacher in class. You should observe for about 45 - 60 minutes.

1. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting.

2. Discuss your observation. Give examples.

F. Assessment Task

1. Read the passages about the teaching cycle and the teacher's responsibilities on pages 5-7. Make a list of the key points under each heading.

2. Write one sentence for each heading saying why the teacher needs to do this stage, e.g..

The teaching cycle and the teacher's responsibilities Identify needs

• .... (point 1)

• .... (point 2)

The teacher has to identify student needs because...

PRACTICAL LESSON 4.   USING ICT IN TEACHING YL

Learning Outcomes
By the end of the session participants will:
- be able to make instructions clear and understandable
- be able to use techniques which make instructions clear and understandable
- have practised giving clear and understandable instructions in non-threatening environment

Key Learning Points
- Effective instructions are simple, brief and visual
- Example and/or demo can help understand instructions
- Checking comprehension can help teacher to be sure all understood the instruction

Preparation: Cut Handout 2 into four parts before the session. Prepare scissors for Group 3 task.

Plan				
1.	Learning Outcomes	Explain the learning outcomes	2 min	
2.	Lead in	Revising principles of giving clear instructions	8 min	Handout 1
3.	Preparation	Ask teachers to write the instructions for the activity	30 min	Handout 2
4.	Practice and reflection	Ask teachers to teach the activity.	30 min	
5.	Reflection and action planning	Ask teachers to complete the sentences and table. Have a brief plenary.	10 min	

1 Learning outcomes
Objective: to help participants understand the outcomes of the session
Time: 2 min
Materials: none
Interaction: plenary
Explain the learning outcomes. Say that they will have opportunity to practice giving clear instructions.

2 Lead in
Objectives:
- to prepare for the session
- to revise principles of giving clear instructions

Time: 8 min
Materials: Handout 1
Interaction: pair work, plenary
Procedure:
- Ask teachers to recall Session 8 Giving Clear Instructions and remember principles of giving clear instructions.
- Ask teachers to work in pairs. Ask them to do True/False activity in Handout 1. Give them five minutes.
- When they finish check the answers.

Answer Key

1) True 2) False 3) True 4) True 5) False 6) False 7) True 8) True

3 Preparation
Objective: to prepare for microteaching
Time: 30 min
Materials: Handout 2
Interaction: group work

Procedure:
- Divide teachers into four groups. Say that each group will get a description of one activity. Give them 20 minutes to write clear instructions and be ready to teach the activity to other groups.
- Distribute parts of Handout 2 to groups.
- Monitor and help if necessary. Remind them to remember tips for clear instructions from Handout 1.
- When the groups finish writing ask them to prepare their activity for Microteaching. Ask them to practice with their group first.

4 Practice and reflection
Objective: to give teachers opportunity to practise giving clear instructions
Time: 30 min
Materials: none
Interaction: group work, plenary
Procedure:
- Ask each group to teach other groups in turn. e.g. Group A teachers the other three groups. Say that each group has five min for teaching.
- Have a feedback session on their performance. Write on the blackboard the following questions and ask the groups to answer them:
    1. What went well?
    2. Did you have any problems while writing instructions? If so, what kind of problems?
    3. Did you have any problems when you taught other groups? If so, what kind of problems?
    4. Did you have any problems when you were learners? Were the instructions clear?
    5. What would you do differently next time?
- Ask the groups discuss the questions and give feedback to themselves. Tell they have five minutes.
- When they finish start feedback session in plenary. Remind that a feedback session should start with good things achieved and then suggest improvements.

5. Reflection and action plan
Objective: to reflect on the session and make an action plan
Time: 10 min
Materials: none
Interaction: individual/ plenary
Procedure:
- Ask participants to think of the activities done in the session and complete the sentences.
    1) One thing that I found very useful in the session is …
    2) One thing I will try out in my classes is ….
- Ask some teachers to share their ideas with the whole group.

- Sum up the session. Say that hopefully practicing giving clear instructions will help them in their microteaching as well as in their own classes.

Handout 1

Work in pairs. Read and say True or False.
1. Instructions should be clear and to the point.
2. All instructions must be translated into L1.
3. Instructions should be short and simple.
4. Long instructions should be divided into steps and put in logical order.
5. If you give an example it makes activity too easy for pupils.
6. Teachers must always ask pupils to read all instructions aloud.
7. Give an example or demo to help pupils understand your instruction.
8. Check that pupils understand your instruction.

Group 1
Write instructions for activity.

1. Before teaching prepare some pieces of paper with the following words written in big letters.
   one two three four five six seven eight nine ten eleven twelve

2. Tell pupils they will play a game – Bingo!
   Ask them to draw a grid like the one below in their exercise books.
   Then they should write a different number from the list in each space.

3. When they finish writing, explain you will call out random numbers between 1 – 12 and show the correct word card.
   If pupils have the number you call they should cross it through.
   As soon as all the numbers on the grid are crossed out the pupils shouts "Bingo!"

4. Keep the word cards you have called in a separate pile.
   When a pupil calls "Bingo", check the numbers on his/her card against the numbers you have called.
   The first pupil who finishes his/her card correctly is the winner.

7	8	12
5	9	2

Group 2
Write instructions for activity.

Play Simon Says
1. Tell participants they will play a game 'Simon says. Tell them that they should do the action or show the parts of their body if they hear the words 'Simon Says' e.g. "Simon says, put your hands on your head." If they heard only "Put your hands on your head." They should not do the action. If they do it, they are out of the game and must sit down.
2. Demonstrate what to do.
3. Check the instructions. Ask them what they are going to do.
4. Ask them to stand up. Give instructions. Use the words: face, eye, head, leg, arm, hair etc.

Group 3

Write instructions for activity.

Play Find your partner.

Preparation: Cut Handout A into pieces. Make sure all participants will have a matching pair.

1. Say that you will play a game Find Your Partner. Say that you will give each participant a piece of paper.
2. Explain that participants should read what is written on their paper without showing it to anybody. Say that they must walk round the class and clearly and loudly repeat their phrase.
3. Say that at the same time they should listen to what other participants say in order to find a partner with beginning or continuation of their phrase. Say that participants, who have beginning or continuation of each other's phrase are partners and should stand together.
4. Give an example or demonstrate with one participant.
5. Say that answers will be checked. Check participants understood the instructions.

Happy Birthday!	Thank you.
When's your birthday?	It's on the 8th of May.
When were you born?	In 1984.
Where are you from?	I'm from Bukhara.
Merry Christmas!	The same to you!
How old are you?	I'm 45.
What's your address?	25, Navoi street
Where do you live?	In Samarkand.
Do you have any brothers and sisters?	Yes, two brothers and one sister.
How many brothers do you have?	I've got four brothers.
Who is the eldest in your family?	My brother.
What's the date?	August, 12th.
When did you arrive?	On Sunday.

Group 4
Write instructions for activity.
Play Adjectives
Preparation: Write a list of 20 common adjectives to describe feelings or use the list given below.

1 Say you will play a game Feelings.

2 Then ask them to think of an adjective to describe how they feel just now. Give an example. Say "For example. Look I'm happy (and smile at them!)" Tell participants they should keep their adjective a secret. Give them a couple of minutes to think of an adjective. Ask participants to stand up and stand next to their chairs.

3 Explain that you will say an adjective. If it is the adjective someone has chosen, they should sit down. Demonstrate with one of the participants.

4 Begin the activity. When a participant or several participants sit down, you may make a comment or ask a question e.g. "So you're curious, Alisher, why's that?" Don't ask all participants ask only some of them.

5 When you have guessed 50% of the group or more, get the participants sitting down to help you guess the rest of the participants adjectives. If no-one can guess as adjective do not waste a lot of time. Instead ask for a clue - the first letter, and if necessary the second letter. Play till all participants are sitting down.

Some possible adjectives:

tired	sleepy
cold	anxious
hot	keen
refreshed	lonely
hungry worried	
energetic	nervous
enthusiastic	thirsty
happy	interested
sad	bored
homesick	lazy
excited content	
curious	proud
worried	impatient
confused	comfortable

Handout A

Happy Birthday!	Thank you.
When's your birthday?	It's on the 8th of May.
When were you born?	In 1984.
Where are you from?	I'm from Bukhara.
Merry Christmas!	The same to you!
How old are you?	I'm 45.
What's your address?	25, Navoi street
Where do you live?	In Samarkand.
Do you have any brothers and sisters?	Yes, two brothers and one sister.
How many brothers do you have?	I've got four brothers.
Who is the eldest in your family?	My brother.
What's the date?	August, 12th.
When did you arrive?	On Sunday.

PRACTICAL LESSON 5. USING MULTIPLE INTELLIGENCE THEORY IN TEACHING YL

Learning outcomes.

By the end of the session participants will:
- have looked at various situational role plays in Kids' English 4;
- have practiced identifying aims and objectives of project works;
- have learnt and performed the projects.

Time: 80 minutes.

Materials: Teacher's book, Pupils' book, Handout 1, 2, scissors, glue, color paper, markers, pencils, sticks.

#	Steps	Purpose	Time	Materials
1	Why to use role plays	To discuss usage of role plays in teaching young learners	5 min	
2	Role plays in Kids' English 4	To work with the Pupils' book	30 min	Teacher's book, Pupils' book
3	The benefits of project work	To discuss the advantages and disadvantages of project work usage	5 min	Handout 1
4	Project work in Kids' English 4	To present the project work given in Kids' English 4	35 min	Handout 2
5	Analysis	To summarise; to get feedback on the session	5 min	

Procedure:

Handout 1.

Project Work provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfil the task, weaker pupils will produce shorter, simpler work. Project Work gives pupils an opportunity to be proud of their work, their knowledge and their creativity. For this reason it is very important to display the posters and pictures produced in Project Work around the classroom so that pupils have the chance to look at each other's work.

Pupils can also be asked to assess the work of other pupils. During Project Work pupils are introduced to the writing process when they write ideas and some notes about the topic. Then they use their notes to write descriptions, articles, letters, stories and poems, make posters and programmes. They cut out and draw pictures, maps, graphs, organise interviews, etc. For this purpose it is useful for the teacher to have a box with materials, scissors, rulers, paper, glue, paper clips, etc. Or before the Project Work lesson the teacher could ask pupils to bring these things. Another very important point is the choice of the Project. From the very beginning Project Work must not be difficult and it is better to divide it into several parts or steps. It is better to organise Project Work in the same groups because pupils cooperate with each other continuously. Note that Project Work posters could be used to show parents their children's progress in English.

Handout 2.

Group 1. **How to create a greeting card**
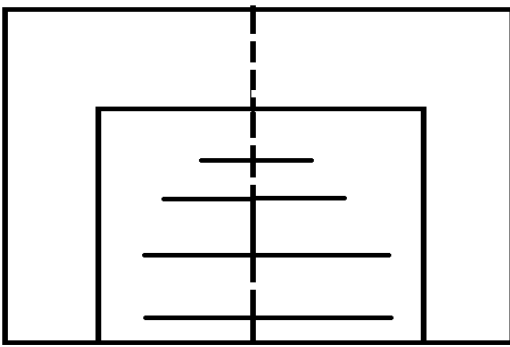
1. Take 2 pieces of carton (big and small pieces of different colours).
2. Cut small paper as shown in the scheme.
3. Glue a small piece on the big one (just edges).
4. Draw present boxes on the cut parts.
5. Write greetings on the big piece.
6. Fold up in the centre
7. Put up the cut parts to get 3 "present boxes"

Group 2. **How to create vocabulary cards. (how to draw using a simple technique)**
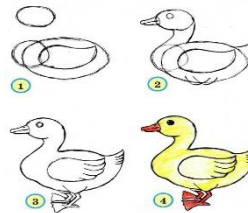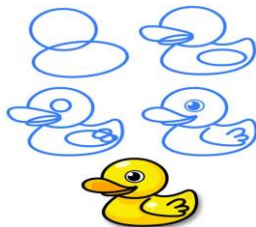
Group 3. **How to prepare original posters.**

Group 4 **How to present new vocabulary.**

Learning Outcomes:
By the end of the session participants will have:
- identified problems in teaching speaking
- found solutions to these problems
- become aware of criteria of successful speaking activities
- practised different speaking activities

Key Learning Points:
- Speaking skill is the main tool for communication.
- Info-gap activities, pair work and group work are indispensable for developing speaking skill.
- Speaking activities may have focus on accuracy or fluency.

Preparation: do necessary preparations for activity 2

Plan

	Stages	Procedure	Time	Materials
1.	Lead in	Playing Find someone who	10 min	Handout 1
2.	Problems, their solutions and criteria	Identifying problems related to development of speaking and problem-solving skills; identifying criteria of successful speaking activities	25 min	Handout 2 Handout 3
3.	Practising speaking activities	Practising different speaking activities	30 min	Handout 4 Handout 5
4.	Reflection and action plan	Reflecting on the session and making an action plan	10 min	none
5.	Outcomes	Eliciting learning outcomes from Pts	5 min	Bb/flipchart

Procedure of the session:

1. Lead in
Objective:
- to prepare Pts for the session
Time: 10 min
Materials: cards cut from Handout 1
Interaction: plenary
Preparation: before the session prepare the cards to give them out in the session (see Handout 1 for trainers, p.8).

- ➢ Say to Pts:
  - o We are going to have an activity which is called Find someone who
  - o You will act as Ls.
  - o Each of you will get a card with different questions.
  - o Stand up, mingle, find people who will say 'yes' to your question and write their names in a special column. Ask different people.
  - o You have 3 min.
- ➢ Check the instruction.

Handout 1

Find someone who …	
Question *E.g.: Do you correct Ls*	Name

during a speaking activity?	
corrects Ls during a speaking activity?	
likes to use pair work and group work for speaking activities?	
uses speaking activities interesting to Ls?	

➢ In 3 min stop the activity and ask Pts to take their places.
➢ To check the activity ask Pts:
  o Say the name of a person who answered 'yes' to the questions I'll read aloud.
➢ Read a question, when Pts say the names of people who answered positively, check the information by asking those people 'Is it correct?'
➢ Read 2 or 3 questions more from 'Find someone who...' card.
➢ Ask Pts to guess the topic of today's session.
➢ Write the topic of the session on the Bb.

2. Activity: Problems and solutions
Objectives:
  - to make Pts aware of problems in teaching speaking
  - to help Pts identify possible solutions to these problems
  - to help Pts identify criteria for successful speaking activities
Time: 25 min
Materials: Handout 2, Handout 3
Interaction: plenary, pair work, group work
Preparation: before the session write on flipchart formulas for successful speaking activities and put it on the wall:

Formulas for ☺speaking activities:
1. PW + GW
2. STT > TTT
3. A = F, A < F, A > F

1. Put Pts in groups.
➢ Ask Pts:
  o How can a T understand that a speaking activity is successful?
➢ Accept Pts' ideas.
➢ Say to Pts:
  o There are some characteristics of successful and unsuccessful speaking activities on Handout 2.
  o The information in one column is opposite to the information in the other column.
➢ Read aloud and explain the example.
➢ Say to Pts:
  o Complete the table in pairs.
  o You have not more than 2 min.
➢ Distribute Handout 2.
Handout 2
In pairs complete the table by writing an opposite sentence to a given one. The example is given for you.

Characteristics of successful speaking activities	Characteristics of unsuccessful speaking activities
1. Participation of Ls in speaking activities is equal.	1. *Ex.: Participation of Ls in speaking activities is not equal: some Ls speak a lot, other Ls - do*

	not speak at all. ★ *Ex.: 1 – b), d), e).*
2.	2. Ls don't speak ★
3. Ls are motivated to speak.	3. ★

  ➢ In 2 min ask Pts to read answers.
2. Ask Pts:
    o What are possible reasons for unsuccessful speaking activities?
  ➢ Accept Pts' ideas.
  ➢ Say to Pts:
    o There are some reasons for unsuccessful speaking activities on Handout 2★.
  ➢ Read the reasons aloud and explain if necessary.
  ➢ Give out Handout ★.
  ➢ Say to Pts:
    o Match the reasons with the characteristics of unsuccessful speaking activities on Handout 2. The example is done for you in Handout 2 after the sign of a star.
    o You have not more than 3 min.

Handout ★
Match the reasons with the characteristics of unsuccessful speaking activities on Handout 2. The example is done for you in Handout 2 after the sign of a star.

Reasons for unsuccessful speaking activities
a) Ls do not have a reason to communicate.
b) some Ls are dominating.
c) a speaking activity is not interesting for Ls.
d) Ls are afraid of making mistakes.
e) Ls do not know necessary words for communication.

  ➢ In 3 min ask some volunteers to share their ideas, check the answers.
    Key: 2 – a), d), e); 3 – a), c), d), e).
3.Ask Pts:
    o What should Ts do to have only successful speaking activities?
  ➢ Accept Pts' answers.
  ➢ Say to Pts:
    o Handout 3 has some recommendations for a T on how to solve these problems.
  ➢ Distribute Handout 3.
Handout 3
Discuss why the recommendations on how to have successful speaking activities are important.

1) Give language support to your Ls (e.g., pre-teach vocabulary necessary for a speaking activity).
2) Use activities with the language appropriate to Ls' level (the language of activity should not be too difficult or too simple for Ls).
3) Give a purpose for speaking activities.
4) Use speaking activities interesting for Ls.
5) Correct Ls' mistakes after Ls finish speaking.
6) While correcting Ls' mistakes be very tactful.
7) Speak English as much as possible, you'll be a good example for your Ls.
8) Distribute and change roles between Ls (too active L may be given a role of a secretary).

➢ Read the recommendations aloud and explain if necessary.
➢ Ask Pts:
o Do you agree that these recommendations are important? Why / Why not?
➢ Accept Pts' ideas and react appropriately.

4.Say to Pts:
o Have a look at 3 formulas for successful speaking activities on the wall.
o What are PW and GW in the first formula?
Key: pair work and group work.
o Why is it important to use PW and GW in speaking activities?
Key: It enables a T to involve all Ls, to give Ls a certain freedom from T's control; as a result your Ls will feel more confident to speak English.
o The abbreviations TTT and STT mean Teacher Talking Time and Student Talking Time. Why is STT more than TTT in the formula?
Key: The main aim of a lesson is to give Ls a chance to communicate in English. Ss should speak more than a T.
o Speaking has 2 aspects - accuracy (an ability to speak correctly) and fluency (an ability to speak confidently). Is any of them more important than the other?
Key: It depends on a purpose of a speaking activity. Sometimes fluency can be more important than accuracy.
o Copy out the formulas and remember them in your lessons.

3. Activity: Practising speaking activities
Objective:
- to explore different speaking activities
- to make Pts aware of effectiveness of these activities by using criteria discussed in the previous stage
Time: 30 min
Materials: observation forms for observers, Handout 4, Handout 5
Interaction: pair work, group work
➢ Tell Pts:
o Now you are going to experience some speaking activities as Ls, not Ts.
o For each activity I'll choose 2 observers who will be monitoring the class with me during the activity. The observers will give their comments using the characteristics for a successful speaking activity which we discussed in the previous stage. What are they?
Key: 1. Ls speak in English; 2. All Ls speak equally 3. Ls are motivated to speak.
o Two observers will get observation forms for activities.
➢ Choose 2 observers and give them observation forms.
1)
➢ Say that the activity is called Picture description.
➢ Put Pts in groups of 3 – 4.
➢ Give each group a box with buttons.
➢ Say to Pts:
o Each group will get 2 different pictures, picture A and picture B.
o First describe picture A.
o In your groups make up as many sentences describing this picture as possible.
o Don't pay attention to possible mistakes.
o Choose a person in your group who will tick each new sentence in a notebook without writing the sentences down.

- o A Pt making up a sentence takes a button from the box, so at the end of the activity the contribution of each member of the group is clear by a number of buttons s/he has near her/him. It is important that all the Pts have an approximately equal number of buttons.
  - o You will have 3 min for the activity.
- ➢ Check the instruction.
- ➢ Give out Handout 4.
- ➢ In 3 min stop Pts and ask the groups how many sentences they made up.
- ➢ Say to Pts that now they'll describe picture B in their groups for another 3 min.
- ➢ Ask Pts to make up more sentences than they created previous time.
- ➢ In 3 min check the results.
- ➢ Compare the number of sentences the groups made for A and B pictures. Usually B pictures have more sentences.
- ➢ Ask observers for their comments basing on observation forms.
- ➢ Give your comments if necessary.
- ➢ Ask Pts:
  - o Which aspect of speaking was more important in the activity, fluency or accuracy?
  - Key: Fluency was more important, our task was to produce as many sentences as possible without paying attention to mistakes.
- ➢ Summarize the stage saying:
  - o If the aim of a speaking activity is to develop fluency, don't correct mistakes.

2)
- ➢ Tell Pts:
  - o The next activity is called Change a dialogue.
  - o We will be using a dialogue from *Fly High English 6* textbook.
  - o Read the dialogue to yourself and think which information you can change.
- ➢ Check the instruction.
- ➢ Distribute Handout 5.

Handout 5

Read the dialogue and think which information you can change

Customer: Have you got any apricots?
Sales assistant: Yes, over there.
Customer: How much are they?
Sales assistant: They're 200 soums a kilo.
Customer: Half a kilo, please.
Sales assistant: That's 100 soums, please.
Customer: Here you are.
Sales assistant: Thank you.

- ➢ Give Pts half a min to read the dialogue.
- ➢ Ask Pts:
  - o Which information can you change?
- Key: names of fruit and vegetables; prices; weight.
- ➢ Say to Pts:
  - o In pairs change some facts and role play the dialogue with the new information.
  - o This time it is important not to make mistakes using the dialogue as a model.
  - o You have not more than 3 min.
- ➢ Check the instruction.
- ➢ Choose 2 other observers to monitor the class with you.
- ➢ In 3 min stop the activity.
- ➢ Ask some pairs to role-play the dialogue in front of the class.
- ➢ Ask observers for their comments focussing on their observation forms.
- ➢ Give your comments if necessary.

> Ask Pts:
> o Which aspect of speaking was more important in the activity, fluency or accuracy?
> Key: Accuracy was more important, our task was to change some information in the dialogue using the dialogue as a model.
> Summarize the stage saying:
> o If the aim of a speaking activity is accuracy, correct mistakes, but be tactful.

3)
> Say to Pts that the speaking activity they are going to do is called Things in common.
> Put Pts in groups of 3 - 4.
> Tell Pts:
> o Find at least 4 things you have in common.
> o These things should not be very simple, like "We study in the same class" or "We go to the same school", or "We are all boys".
> o Ask questions to learn facts which you do not know about each other, e.g. "We all like chocolate", "We all were born in summer", "We all have little sisters", "We all have pets".
> o You have 3 min.
> Check the instruction.
> Choose 2 other observers who will be monitoring the Pts with you.
> In 3 min ask Pts from different groups to say the most interesting things in common they found and react properly (Pts may say facts which are too obvious).
> Ask observers to give their comments focussing on their observation forms.
> Add your comments if necessary.
> Ask Pts:
> o Although the activity Find someone who which we did at the beginning of the lesson and the activity Things in common are different, there is something they have in common. What is it? Give your ideas.
> Key: These activities are information gap or info gap activities. They are activities in which a L knows something that another L does not know, so they have to ask questions to get the information.
> Summarize the stage saying:
> o Info gap activities stimulate communication and use of pair work which is very important for speaking.

4. Activity: Reflection and an action plan
Objective:
- to help Pts to reflect on the session and make an action plan
Time: 10 min
Materials: none
Interaction: individual task, pair work
> Ask Pts to complete the sentences:
> 3) I have learnt that …...
> 4) I will try out …..   in my class because …..
> Ask Pts to discuss their ideas in pairs.
> Ask some pairs to share their ideas with the class.

5. Learning outcomes
Objective:
- to elicit the learning outcomes of the session from Pts
Time: 5 min
Materials: Bb/poster paper
Interaction: plenary
> Elicit the learning outcomes of the session by asking:
> o What did we do today?

o What is very important for developing speaking skill?

Phrase box

Accuracy / fluency, info-gap (information gap) activities, appropriate language, TTT (teacher talking time)/ STT (student talking time).

Handout 1

Find someone who …		Find someone who …	
Question *E.g.: Do you correct Ls during a speaking activity?*	Name	Question *E.g.: Do you correct Ls during a speaking activity?*	Name
corrects Ls during a speaking activity?		corrects Ls during a speaking activity?	
likes to use pair work and group work for speaking activities?		likes to use pair work and group work for speaking activities?	
uses speaking activities interesting to Ls?		uses speaking activities interesting to Ls?	

Handout 2

In pairs complete the table by writing an opposite sentence to a given one. The example is given for you.

Characteristics of successful speaking activities	Characteristics of unsuccessful speaking activities
1. Participation of Ls in speaking activities is equal.	1. *Ex.: Participation of Ls in speaking activities is not equal: some Ls speak a lot, other Ls - do not speak at all.* ✶ *Ex.: 1 – b), d), e).*
2.	2. Ls don't speak ✶
3. Ls are motivated to speak.	3. ✶

Handout ✶

Match the reasons with the characteristics of unsuccessful speaking activities on Handout 2. The example is done for you in Handout 2 after the sign of a star.

Reasons for unsuccessful speaking activities
a) Ls do not have a reason to communicate.
b) some Ls are dominating.
c) a speaking activity is not interesting for Ls.
d) Ls are afraid of making mistakes.
e) Ls do not know necessary words for communication.

✂---

Handout 3

Discuss why the recommendations on how to have successful speaking activities are important.

1) Give language support to your Ls (e.g., pre-teach vocabulary necessary for a speaking activity).
2) Use activities with the language appropriate to Ls' level (the language of activity should not be too difficult or too simple for Ls).

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3) While correcting Ls' mistakes be very tactful.
4) Use speaking activities interesting for Ls.
5) Correct Ls' mistakes after Ls finish speaking.
6) Speak English as much as possible, you'll be a good example for your Ls.
7) Give a purpose for speaking activities.
8) Distribute and change roles between Ls (too active L may be given a role of a secretary).

Observation form for observers.
Write your comments while observing the speaking activities.

	Picture description	Change a dialogue	Things in common
1. Ls speak in English			
2. All Ls speak equally			
3. Ls are motivated to speak			

Handout 5
Read the dialogue and think which information you can change

Customer: Have you got any apricots? Sales assistant: Yes, over there. Customer: How much are they? Sales assistant: They're 200 soums a kilo. Customer: Half a kilo, please. Sales assistant: That's 100 soums, please. Customer: Here you are. Sales assistant: Thank you.

PRACTICAL LESSON 6. DESIGNING TEACHING MATERIALS IN TEACHING YOUNG LEARNERS

 Learning objective: At the end of this unit, trainees will be able to:
- write a course plan
- plan a teaching and learning session which meets the needs of individual learners
- choose and use appropriate resources and teaching / learning activities to engage and motivate students
- reflect and evaluate the effectiveness of own teaching
In this course so far we have looked at how we learn. We have also looked at teaching methods through experiencing and practising different kinds of group work and related learning activities. Now we are going to begin to put these things together in planning and delivering our lessons.
A. Course planning
Planning happens throughout an education system.

Curriculum framework: what is to be studied, and what skills should be developed through learning. The curriculum is developed by or for educational institutions or classes.
In many parts of the world, school curriculum is now determined by or on behalf of the government: sometimes to control information; and sometimes to make sure that students have equality in what they are learning. A national curriculum means that everyone in the country has

the same opportunities to learn the same skills. There is often a core curriculum with additional choices of subject or level.

Curriculum framework
- what is studied
- what skills are developed

syllabus
- outline programme of study
- course content
- assessment criteria and methods

course plan
- outline plan for time available to meet needs of
syllabus and curriculum

lesson plan
- detailed plan of each lesson
- learning objectives; content; methods; timing;
assessments

learning objectives

Syllabus: an outline programme of study;
The syllabus selects information from the curriculum framework and makes a programme of study. It shows the learning objectives for the course; the topics and level. The syllabus does not tell the teacher how to teach the course.

Course plan: an outline plan for the whole course.
This is developed by the teacher. It shows how the teacher plans to cover the syllabus over the time they have.

Lesson plans: a detailed plan of each lesson.
Lesson plans are developed by the teacher. Lesson plans include learning objectives; content; teaching and learning activities; timing; and assessment of progress.

Learning objectives: what students will be able to do as a result of learning.
Learning objectives are developed at each planning level. Usually the teacher will
develop learning objectives for their lessons, and sometimes for individual students or
groups of students.

1. In either camp or migrant schools along the border, who is responsible for the development of the curriculum and the syllabus in:

i. primary schools?

ii. high schools?

iii. post-secondary schools?

What are the strengths and weaknesses of this situation for the students?

2. Summarise the class discussion. Write brief notes of the important points.

Strengths Weaknesses

Primary

Secondary

Post-secondary

The challenge to teachers on the border

In many schools where there is limited curriculum planning, the curriculum is set by the coursebook. This means that many teachers feel they have to teach what is in the coursebook, and nothing else. Very often this stops them thinking about more active ways of teaching. As a result the teaching can become boring. The challenge to today's teachers on the border is to begin to develop active teaching methods to engage and motivate students, while using traditional resources. Remember, teaching starts with learning objectives: what is it that students will be able to do as a result of their learning with you?

B. Developing a course plan

Stage 1: The outline

In this activity you will plan a course outline which covers all the material in the time allowed, and plans for a variety of different ways of learning.

1. The first step is to create a rough plan to cover the course material in the time available. You can make changes when you develop your more detailed plan later. Here is the contents list for a coursebook on the environment.

i. In groups, make a week by week plan to teach these topics over 20 weeks at 2 hours per week. Use large paper if possible. Include: *at least one field study; one project; time for review and revision; and time for assessment.*

ii. Display your plan. Go round the room looking at each other's plans.

iii. As a class, discuss similarities and differences between the plans.

iv, Make a note of what you think is the best course outline, and why.

Stage 2: The course plan

After you have made a course outline, the next step is to develop this into a course plan. The course plan adds more detailed information to the course outline. Whether your subject is topic-based or skill-based, or a mix of both, you need to think about:

• the students' learning objectives
• active teaching and learning methods to deliver the learning objectives
• teaching and learning methods that take account of the resources you have available

The course plan should cover at least one semester.

For developing the course plan, you will need a curriculum, syllabus or coursebook to use. If you have access to one already in use, use that. If you work, or are planning to work, in a situation without a curriculum or syllabus, use the main coursebook used in your subject area and level.

2. Use the curriculum, syllabus or coursebook to design a course plan for the first three weeks in one subject. This plan is for a new class - you have never met these students before. Work individually or in pairs or groups. Use a form like the one on the next page .

Use all the headings.

Environment Issues

Contents page
Introduction *2*
Waste *3*
Ecosystems, biodiversity and resources *8*
Water *11*
Forests *19*
Energy *23*
Global warming *28*
Development, people and the environment *36*

Teacher:
Subject:
Level:
Number of lessons:
Course hours:
Lesson times:
Aim: Key resources:
Date Learning objectives Activities Resources
Week 1
The student will... What will you do? What will the students do? What resources do you need?
Week 2
Week 3
Assessment:
3. Feedback.
If you worked individually or in pairs, give your work to another student or pair for their feedback. Give feedback on each other's work.

If you worked in groups, chose a way of presenting your work to the whole class for questions and comments. After you have given and received feedback, see if there is anything you want to change in your course plan to improve it.

C. Writing learning objectives

Many teachers start out thinking about what they are going to teach. Writing learning objectives helps the teacher to think about what they want the students to learn. Once they know what they want students to learn, they can think about how to teach it.

1. Look at these objectives. Which ones are focused on student learning?

Students will be able to identify the 5 key points in the chapter and give one example of each.

Students will be able to explain the main argument of the chapter in their own words.

I will teach the students the next textbook chapter. Students will be able to repeat the textbook chapter word for word.

Students will be able to write a short article, summarising the main points, and giving their own opinion.

d.

a. b. c.

e.

What makes a good learning objective?

4. In pairs, read these 7 learning objectives and answer these questions.

i. What subject is each objective written for?

ii. How good are these learning objectives and what is wrong with the poorer ones?

Good learning objectives are SMART

S Specific *It is clear and definite*

M Measurable *Learning can be proved:'Students will be able to.. '*

A Achievable *It is possible*

R Realistic *It is reasonable in relation to student starting points and timescale*

T Timed *Set a time: 'By the end of the class / unit, students will....'*

Measurable means that the results of learning need to be observable, so learning objectives are written with action verbs: e.g. describe, explain, demonstrate. For this reason verbs like know and understand are not used. We don't know if someone knows and understands unless they demonstrate that knowledge and understanding through

use or application. Writing good learning objectives takes practise. Many teachers find it difficult to start with. But it is time well spent since it will help you think about what to teach, why, and how.For more information on this topic see *Additional Reading for Unit 7: Writing learning objectives.*

5. Then go back to the three-week course plan you developed. Check the learning objectives and see if you can improve them:

i. Self-assess:

- Do they focus on what the student can do after learning?

- Are they specific?

- Do they describe how you will know that learning has been achieved?

ii. Make changes that you think will improve the learning objectives.

iii. Swap with another group and give each other feedback.

iv. Keep your own copy of good examples of learning objectives.

The lesson plan starts with the learning objectives.

The learning objectives tell you to think about how to teach the material.

2. Think back to Bloom's educational objectives. What level of thinking skills is needed for each of the objectives?

3. What difference would these different learning objectives make to how the teacher might teach the subject?

At the end of the class.....

a. Students will be able to use a computer

b. Students will be able to multiply simple fractions

c. Students will be able to ask and answer 8 simple questions in English about
their studies

d. Students will know the simple present tense in English

e. Students will be able to find, open, change and save a document

f. Students will be able to understand arithmetic

g. Students will be able to draw and label the parts of a flower, and describe their
functions in writing

D. Lesson planning

The lesson plan is a more detailed plan of learning objectives and teaching methods. It helps you prepare the lesson. This in turn helps you to teach the lesson – you know what you and the students are doing and and why; you know what resources you need; and you can use it to manage the time as well. It is a good idea to plan your next lesson after
you have taught the previous one. This means you evaluate what actually happened in the class, in planning the next class.

1. Discuss:

i. Why do teachers need to plan lessons in detail?

ii. Why can't they just use the course-plan?

iii. What would happen if a teacher did not prepare their classes?

Your lesson should have a clear structure to help students learn.

The stages of a typical lesson

These **stages of the lesson** focus on student learning.

The five **stages of the teaching cycle** in Unit One show the teacher's responsibilities for
creating successful learning for the students.

Here are the lesson stages in more detail:

Review last lesson: 'Last time we learned about, and practised...' Use this to remind students, and check their knowledge and understanding through asking questions.

Introduce this lesson: 'Today we are going to ...' Use this to introduce topic and also to tell students the learning objectives.

Input: Teacher introduces new material or teaching / learning point(s).

Process: students do different activities to practise the learning, from more controlled (and knowledge-based), to less controlled (and applied).

Output: students use their new knowledge, understanding and skills, at levels from application upwards.

Assessment: assessment of progress, and feedback on progress.

review input process output

Review previous learning

New information,
skills and ideas

Student learning,
skill development and practise

Use and demonstration of learning and skills.

Evidence of learning

What kinds of activities are useful for each stage of learning?

2. As a class, complete this chart.

lesson stage What should the teacher do? What should the students do?

Input

Process

Output

i. Use everything you have learned in this course to brainstorm ideas to go into the *teacher* and *student* columns for each stage of the lesson – input, process and output.

ii. Make a class 'good practice' checklist

iii. Make your own copy of the checklist.

Plan a lesson

3. Write a detailed half-hour lesson plan for one of the lessons in your course plan. Use the plan on the next page. Later, you will teach this (or part of this) to the class.

i. Learning objectives:

- Review objectives in the course plan. Do you want to make any changes?

- Write objectives for all students

- Write extension objectives for stronger students.

ii. What materials and equipment will you need for this lesson?

iii. What learning activities will you plan for the input > process > output stages of the lesson:
What will the teacher do? What will the students do?

iv. How long will you spend on each activity? Show the planned times on the lesson-plan.

v. If you have ideas about how to assess student learning in this lesson, then put them into the 'assessment' box on the plan.

4. Teach your lesson to the class or a group. The trainer will assess your teaching according to the guidelines on page 47.

Feedback

5. As a class, discuss the lessons:

i. What were the strengths of the lessons?

ii. What were the weaknesses of the lessons?

iii. What could be improved?

Evaluate your lesson

6. Think about your own opinion about the lesson, the general discussion and the feedback from the teacher trainer.

Make notes in the evaluation box on the lesson plan.

Lesson plan

Teacher:

Date:

Students: Subject: Topic:

Objective:

Extension objective: Some students will be able to...

Materials:

Time: Teacher does: Students do:

Input

Process

Output

Assessment

Evaluation

E. Assessment

The trainer will use this checklist to assess your teaching demonstration.

Lesson stage: What should the teacher do? What should the students do?

Input

• Review previous lesson

• Introduce lesson objectives

• Find out what students already know

• Revise old concepts

• Introduce new concepts

• Ask questions

• Answer students' questions

• Use and/or adapt the teacher book *if there is one*

• Assess students' understanding

• Ask and answer questions

• Work individually or in pairs
• Come up to the board and show ideas
• Do activities as a class
Process
• Set differentiated work from the textbook or give another activity
• Use different learning styles
• Use different teaching methods
• Walk around the class and check student work
• Help students if they need extra support.
• Give harder questions (extension activities) to students that finish work quickly
• Ask and answer questions
• Consolidate understanding
• Work individually, in pairs or small groups.
• Use different learning methods
• Ask and answer questions
Output
• Review work from the lesson
• Assess students' understanding
• Extend concepts, introduce harder ideas
• Give homework
• Answer and ask questions
• Demonstrate understanding from lesson
• Self-assess work
F. Summary: Planning for learning
- Plan your course: course outline and course plan
- Plan every lesson: learning objectives; teaching and learning activities; resources needed
- Plan the stages of the lesson: input; process; output
- Analyse student needs to help plan for both stronger and weaker students (differentiation)
- Plan for variety of learning activities (keeping students active and interested)
- Evaluate each lesson: what worked well and less well; did students achieve planned learning objectives?
- Use your evaluation to help plan the next lesson.
G. Further research and extension activities
1. Read the additional readings for Unit 7: *Writing learning objectives summary* and *Learning in the classroom.*
2. Extension activity:
Read the *INEE Standards for Teaching and Learning,* and evaluate how far these are achieved in your school. These are in the additional readings for this chapter.
i. Choose one or more of the four standards (eg standard 3: Instruction)
ii. Look at the evidence column and rate how far you think the standard is achieved by using a scale (eg Scale 1-4: 1= not at all; 2=sometimes; 3= regularly; 4= almost all the time)
iii. Give an example of things that happen that support your evaluation

PRACTICAL LESSON 7.   TEACHING PRONUNCIATION

Learning Outcomes
By the end of the session participants will:
- have learnt useful techniques to teach pronunciation
- have experienced in teaching pronunciation activities as learners
Key Learning Points
- teaching pronunciation increases learner's self confidence in speaking and listening

- teaching pronunciation increases both accuracy and fluency

Preparation: For stage 3, 5 prepare Poster 1, 1 and 2 beforehand.

Plan				
1	Day review	Reflect on the previous day	5 min	
2	Warm up	Play Pronunciation Ball game in a circle	10 min	A small ball
3	Lead in	Have a discussion on problems in teaching pronunciation and possible ways of dealing with them	10 min	Poster 1, a small mirror, rubber bands, short and long sticks
4	Useful language	Practise useful language for teaching pronunciation	20 min	Handout 1
5	Activities to teach pronunciation	Practise some fun and effective activities to teach stress and rhythm	35 min	Poster 2, Poster 3 Handout 2 for Optional activity

1 Previous Day Review

Objective: to help participants to reflect on the previous day
Time: 5 minutes
Materials: none
Interaction: plenary
Procedure:

- Ask participants to recall previous day sessions.
- Ask the following questions:
  1. What was the first session? How can we make our lessons more communicative?
  2. What have you learnt in the session Teaching Grammar?

2 Warm Up Pronunciation Ball

Objectives:

- to warm up
- to prepare for the session

Time: 10 min
Materials: a small ball
Interaction: whole group
Procedure

- Ask participants to stand up and make a circle.
- Say that you will play a ball game. Explain that a first person says a one syllable word and throws a ball to somebody in the circle.
- A person who will get a ball should reply with a word that rhymes with the first word. Then s/he throws the ball to another participant. If a participant cannot say a rhyming word s/he can start another round with a new one syllable word.

      e.g.
      A: boat …
      B: coat. …
      C: road. ...   etc.

- Allow them to play for about 10 minutes.
- Ask them to go back to their places.

3. Lead in

Objective: to raise teachers' awareness in problems learners of English face

Time: 10 min
Materials: Poster 1, mirror, rubber band, long and short sticks.
Interaction: plenary, pair work

Procedure
- Ask participants to guess the topic of the session looking at the things: mirror, rubber band, long and short sticks. Ask them to recall also the Warm up they have done before. (*Answer Key*: Pronunciation)
- Accept all ideas and say that you will use them in your demo activities.
- Write 'Pronunciation' on the blackboard. Ask teachers to think about their pupils and answer the questions. Put them on a poster.
    1. What do your pupils find most difficult to pronounce and understand in English?
    2. Which sounds do they find particularly difficult to pronounce?
    3. How do you teach pronunciation? What do you use?
- Ask participants to work in pairs and share their ideas.
- Elicit ideas from pairs. Write their ideas in two columns.

==
Poster 1
Answer the following questions.
    1. What do your pupils find most difficult to pronounce and understand in English?
    2. Which sounds do they find particularly difficult to pronounce?
    3. How do you teach pronunciation? What do you use?

Problem	Possible solution
e.g. thief	Say two similar sounds one after the other to practise the difference [Ө] [f]

==
- Say that you will come back to the poster at the end of the session.

4. Useful language
Objectives:
- to raise awareness in other aspects of teaching pronunciation
- to practise useful language for teaching pronunciation
Time: 20 min
Materials: Handout 1
Interaction: pair work, plenary
Procedure
- Ask teachers in pairs to work with Handout 1. Check they know all words in the Handout.
- Ask them to look at the classroom expressions and give an example or a situation or. e.g. Where's the stress in this word? – A pupil pronounced the word with wrong stress.
- Say that they have 15 minutes.
- Check they know what to do.
- Monitor and help if necessary.
- When most pairs finish elicit answers.

==
Handout 1
Give an example or a situation.

    1. Where's the stress in this word?
    2. How many syllables in this word?

3. Is this rising or falling?
4. What's this sound?
5. Listen and repeat!
6. Repeat after me.
7. How many words do you hear?
8. What happens to this sound?
9. Are these sounds the same or different?
10. How many vowels in this word?
11. Is there a vowel between the letter 'd' and 's'?

==

- Establish that teaching pronunciation includes also stress (word and sentence stress), rhythm, contractions, linking etc.

5. Activities to teach pronunciation

Objective: to give participants opportunity to experience teaching pronunciation activities
Time: 35 min
Materials: Poster
Interaction: pair work
Preparation: Prepare Poster 2 and 3 beforehand. Prepare long and short sticks enough
for each pair (matches can work).
Procedure
- Say that you will demonstrate some fun but effective activities to teach pronunciation.
- Say that you will show how to teach word stress using very simple things. Demonstrate how to do it with a word 'city': ___ _.
- Distribute sticks.
- Write the words 'committee, medication, identification' on the blackboard. Ask participants in pairs make a syllabus pattern. Check the answers.

Answer Key
Committee __ _____ __ / medication __ __ _____ __ /
identification __ __ __ __ _____ __ /

- Say that instead of sticks they can use rubber bands. Demonstrate with the word 'city' and ask participants to practise some words if time permitted.

- Say that they will play a game: The Echo Game.
- Put a Poster 2 on the blackboard.
- Divide the group into two parts. Say that part 1 participants will be Speakers and part 2 participants will be Echo. Both 'Speaker" and 'Echo' should raise hands while pronouncing a stressed syllabus.
- Check they know who are 'Speaker' and who are 'Echo' and play the game.

==

Poster 2
Sentence and word stress: The Echo Game

Speaker   **Echo**
com**MIT**tee   the **CI**ty
com**MIT**tee   She's **PRE**tty
com**MIT**tee   He's **WIT**ty

identifi**CA**tion	He went to va**CA**tion	
identifi**CA**tion	Prescribe medi**CA**tion	
identifi**CA**tion	I made the ar**RANGE**ments	

===

- Say that now part 1 participants will be 'Echo" and part 2 participants will be 'Speaker'. Remind that both 'Speaker" and 'Echo' should raise hands while pronouncing a stressed syllabus.

- Say that now you will demonstrate an activity for practising sentence stress.
- Put up Poster 3. Say that now they will work with sentence stress.
- Ask participants to clap their hands when they pronounce the words in capital letters.

===

Poster 3

Sentence Stress

CATS	CHASE	MICE.
The CATS	have CHASED	MICE.
The CATS	will CHASE	the MICE.
The CATS	have been CHASE	ing the MICE.
The CATS	could have been CHASE	ing the MICE.

===

- Establish that teaching sentence stress can improve stress and rhythm in speaking English. It also helps learners to increase self confidence in speaking and listening.

*Optional activity
- Say that you will demonstrate now using poetry in teaching rhythm.
- Distribute Handout 1 or prepare a poster with a rhyme.

===

Handout 2

Fire and Ice
Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted from desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

===

- Ask whether all words are familiar for participants. Deal with any unknown words.
- Go over the pattern of rhyme.
- Ask participants to find the words which rhyme with 'fire', 'ice' and hate
- Sum up the session. Ask participants to look at the poster you have done together in the beginning of the session. Ask them whether they have now more ideas how to overcome problems in teaching pronunciation. Elicit some ideas.

Reference
The procedure and some ideas are taken from Global Product. Some ideas are taken also from Vivian Leskes (Holyoke Community College, Massachusetts, USA) presentation.

Handout 1
Give an example or a situation.
1. Where's the stress in this word?
2. How many syllables in this word?
3. Is this rising or falling?
4. What's this sound?
5. Listen and repeat!
6. Repeat after me.
7. How many words do you hear?
8. What happens to this sound?
9. Are these sounds the same or different?
10. How many vowels in this word?
11. Is there a vowel between the letter 'd' and 's'?

PRACTICAL LESSON. 8 TEACHING VOCABULARY

Learning outcomes
By the end of the session participants will have:
- reflected on teaching and learning new words and phrases
- practised and discussed different techniques for presenting, practising and producing vocabulary

Key learning points
- Teaching vocabulary includes presenting it to students, giving students opportunity to practise it and to produce it in their own speech.
- There are different ways of presenting and practising vocabulary.

Plan				
1	Lead in	Recalling the previous session	5 min	Handout 1
2	Practice makes perfect!	Vocabulary practice techniques	25 min	Handouts 2 and 3
3	Production	Vocabulary production activities	40 min	Handout 4
4	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 5

1. Lead in
Objective: to help participants recall the content of the previous session
Time: 5 minutes
Materials: Handout 1
Interaction: individual, plenary

Procedure:
- Distribute Handout 1 to participants and ask them to complete the sentences individually.
- Discuss the answers in plenary.
- Explain that this is the summary of the previous session which will be the starting point of the new session.

~~~~~~

Handout 1
- o There are many _____ that teachers can employ to present new vocabulary
- o _____ provide plenty of material for teaching vocabulary.
- o _____ can learn from/ teach each other new vocabulary.
- o Pupils' _____ of newly presented words can be checked by asking questions.

~~~~~~

Answer key:

- o *There are many <u>techniques</u> that teachers can employ to present new vocabulary*
- o *<u>Textbooks</u> provide plenty of material for teaching vocabulary.*
- o *<u>Pupils</u> can learn from/ teach each other new vocabulary.*
- o *Pupils' <u>understanding</u> of newly presented words can be checked by asking questions.*

2. Practice makes perfect!

Objectives: to help participants explore different vocabulary practising techniques
Time: 25 minutes
Materials: Handout 4
Interaction: pair work and plenary

Procedure:

- Explain to participants that after new words have been presented and it has been checked that pupils understood their meanings it is important that teacher organises controlled practice activities. At this stage pupils need opportunities to become more familiar with words, practise recognising and using them. However, firstly teacher needs to organise controlled practice activities so that s/he monitors whether pupils are using the words and phrases correctly.
- Ask participants to work in pairs and answer the questions in Handout 2.
- Discuss answers in plenary.
- Establish that in these types of techniques the teacher can correct pupils while they use the word. These techniques also allow pupils to use the words in the context already set by the teacher, so that it is easier at this stage for pupils to decide what word should be used where and how.

~~~~~~

Handout 2

Work in pairs and answer the following questions.

Which of the following controlled practice techniques do you use with your pupils? Why?
Which do your pupils like? Why?
How does the teacher control the correct use of words in each technique?

    Chain drill
    Matching pictures to words and phrases
    Classifying words into lists
    Filling in gaps in sentences
    Filling in grids, crosswords and puzzles

Are there any other techniques for controlled practice of vocabulary that you use?

~~~~~~

- Tell participants that many of these techniques are used in text-books and designed so that pupils can use them on their own. However, they can be easily used in class of pupils. One option can be to ask pupils to work in pairs or groups to find the answer.
- Give out Handout 3 to participants and ask them to work in pairs and think of different ways they could use the tasks in class.

~~~~~~

Handout 3

These are exercises from text-books. How could you use them in your class?

Exercise 1

Complete each sentence with a word connected to different types of art.

1. An _____ is a person who paints and draws.
2. _____ are places where you go if you want to see exhibitions of historical objects.
3. When you want to watch a film you go to the _____.
4. A _____ makes figures from clay, wood or other materials.
5. Registan Square is a famous place to see wonderful _____.
English Matters, Class 8, p.48.
Exercise 2
Speak.
- What's your favourite colour?
- It's blue. What's yours?
English Matters, Class 5, p.32.

~~~~~~
- Discuss answers in plenary.
- Establish that the options may include the following:
Exercise 1:
  o Pupils can do the exercise in pairs and compare their answers with other pairs.
  o The whole class could decide on the answer together.
  o Teacher could make teams and the exercise could be run as a competition, giving sentences in turns to the separate teams and awarding points for right answer.
- Exercise 2
  o Exercise can be done in pairs.
  o It can be done as chain drill through the whole class.
  o Teacher could make teams and each team does the chain drill. The first team to finish the drill by each pupils taking turn to answer and ask the question correctly is awarded.

3. Production
Objectives: to help participants explore different vocabulary production techniques
Time: 30 minutes
Materials: Handout 4
Interaction: group work and plenary

- Tell participants that after pupils have had a controlled practice they need to use new words in the activities where they would have more freedom – in their production.
- Tell participants that they will have a chance to practise and explore some vocabulary production activities.
- Distribute Handout 4 to participants.
  Activity 1: Find someone who

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Handout 4

Find someone who…
Walk around the class to find someone who… (you cannot use the same name twice)

Activity	Name
gets up at 6:30 in the morning	
has tea without sugar for breakfast	
walks to work/school	
has lunch at 12 o'clock	
comes home later than 6 o'clock	
watches soap operas in the evening	
goes to bed late	

- Explain to participants that they need to find one person from the group for each activity in the list. Remind them that one name cannot be repeated twice in the list, so they need to ask questions to different people.
- Elicit the questions participants need to ask each other in order to complete the task.
- Tell that the first person who completes the task comes up to you and that that person will be the winner.
- Ask them to mingle around and ask and answer questions.

Discussion
- Ask participants the following questions to initiate the discussion of the activity
  - What is the purpose of the activity? (to give pupils opportunity to practise vocabulary)
  - What vocabulary is practised? (daily activities)
  - How would you change the activity for your own classroom? (change the topic, give simpler/more difficult phrases in the box, etc.)

Activity 2: True/False
- Ask participants to write 5 sentences about how they spent their previous day. Two of these sentences should be false and three true.
- Put participants in groups of 4. Each participant reads out his/her sentences others guess which of them are false.

Discussion
- Ask participants the following questions to initiate the discussion of the activity
  - What is the purpose of the activity? (to give pupils opportunity to practise vocabulary)
  - What vocabulary is practised? (daily activities)

Activity 3: Vocabulary box competition
- Ask participants to choose two words from the workshop/session and write them down on separate slips of paper. Collect the slips.
- Divide participants into 2 different teams. Distribute an equal number of slips to each team.
- Groups discuss how they will express the meaning of the words and phrases, without using the actual words. They can use any of the techniques from the workshop/session (e.g. mime, draw a picture, give an opposite, etc.).
- Begin the competition. The first team gives a meaning and the other team guess the word. If they guess correctly, they get two points and so on.
- Feedback; discuss with teachers how they could use 'vocabulary box' to help learners to recall vocabulary. For example, collect vocabulary from each lesson and do a monthly quiz. Keep the vocabulary the vocabulary in a box in class and encourage learners to look through it when the want to.
- Go through the vocabulary every week and ask learners to select a 'word of the week', etc.

4. Reflection and action planning
Objectives:
- to help participants to reflect on the activities they practised
- to give participants opportunity to think of the things they would like to learn more about
- to help participants to deciding on the goals for development

Time: 10 minutes
Materials: Handout 5
Interaction: individual, pair work, plenary

Procedure:
- Participants reflect on and complete the questionnaire individually.
- They get into pairs and discuss their answers.
- Summarise the session by establishing that
  - Teaching vocabulary includes presenting it to students and giving students opportunity to practise and produce it.
  - There are different ways of presenting , practising and producing vocabulary.

~~~~~~
Handout 5

Reflection and Action planning
1. *Complete the following sentences.*
i) One thing that I found very interesting in the session is …

2. *Think about the classes you teach. Write one or two action points for your classes.*

	1	2
Class Which class I will work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		
Evidence How will I know I have been successful?		

Handout 1
Complete the following sentences.
- There are many _____ that teachers can employ to present new vocabulary
- _____ provide plenty of material for teaching vocabulary.
- _____ can learn from/ teach each other new vocabulary.
- Pupils' _____ of newly presented words can be checked by asking questions.

~~~~~~
Handout 1
Complete the following sentences.
- There are many _____ that teachers can employ to present new vocabulary
- _____ provide plenty of material for teaching vocabulary.
- _____ can learn from/ teach each other new vocabulary.
- Pupils' _____ of newly presented words can be checked by asking questions.

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Handout 2
Work in pairs and answer the following questions.
Which of the following controlled practice techniques do you use with your pupils? Why?
Which do your pupils like? Why?
How does the teacher control the correct use of words in each technique?
    Chain drill
    Matching pictures to words and phrases
    Classifying words into lists

Filling in gaps in sentences
Filling in grids, crosswords and puzzles
Are there any other techniques for controlled practice of vocabulary that you use?
~~~~~~
Handout 3
These are exercises from text-books. How could you use them in your class?
Exercise 1
Complete each sentence with a word connected to different types of art.
1. An _____ is a person who paints and draws.
2. _____ are places where you go if you want to see exhibitions of historical objects.
3. When you want to watch a film you go to the _____.
4. A _____ makes figures from clay, wood or other materials.
5. Registan Square is a famous place to see wonderful _____.
English Matters, Class 8, p.48.
Exercise 2
Speak.
- What's your favourite colour?
- It's blue. What's yours?
English Matters, Class 5, p.32.
~~~~~~
Handout 4
Find someone who…
Walk around the class to find someone who… (you cannot use the same name twice)

Activity	Name
gets up at 6:30 in the morning	
has tea without sugar for breakfast	
walks to work/school	
has lunch at 12 o'clock	
comes home later than 6 o'clock	
watches soap operas in the evening	
goes to bed late	

~~~~~~

Handout 5
Reflection and Action planning
1. *Complete the following sentences.*
i) One thing that I found very interesting in the session is …

2. *Think about the classes you teach. Write one or two action points for your classes.*

	1	2
Class Which class I will work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		

| Evidence
How will I know I have been successful?		

PRACTICAL LESSON 9. TEACHING GRAMMAR
Learning outcomes
By the end of the session participants will have:
- reflected on teaching and learning grammar
- practised and discussed different techniques for practising grammar

Key learning point
- Teaching grammar includes presenting it to students and giving students opportunity to practise it.

Plan				
1	Outcomes	Explaining the learning outcomes to participants	5 min	None
2	Practising grammar	Exploring techniques for practising grammar	60 min	Handout 1
3	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 2

3. Outcomes Objective: to help participants understand the outcomes of the session
Time: 5 minutes
Materials: Handout 1
Interaction: individual, plenary
Procedure:
- Explain the learning outcomes to participants
By the end of the session you will have:
- *reflected on teaching and learning grammar*
- *practised and discussed different techniques for practising grammar*

4. Practising grammar
Objective:
- to give participants opportunity to explore and practise techniques for practising grammar
Time: 30 minutes
Materials: none
Interaction: pair work, group work, plenary

Controlled practice
- Explain to participants that after the presentation of the grammar structure pupils also need to have some chance to practise it. Explain that at this stage pupils need a controlled practise so that teacher can monitor and help pupils to use the structure correctly.
- Tell participants that one technique of controlled practice is a Chain Drill. Demonstrate it with the example of *'have got'* for possession.
  Trainer: I have got a bag and you?
  Participant 1: I have got a pen. And you?
  Participant 2: I have got a book. And you?
  Participant 3: I have got a pencil and you?
  Etc.

- Discuss the effectiveness of the technique. Establish that this technique gives pupils a limited practice in substituting the sentence with different words.
- Distribute Handout 1 to participants and ask them to decide on the most useful way of practising the structure after the explanation that the teacher has offered.

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Handout 1

This is a part of a teacher's lesson plan.

Aim: To teach pupils to make suggestions using 'Let's ...'.
Presentation:
1. Give a situation and example:
   You are sitting at home with a friend. You can't decide what to do. You suggest different things. For example, you want to watch TV – so you say 'Let's watch TV'.
2. Chorus repetition:
   Let's watch TV.
   Write the sentence on the board.

What should the teacher do next? Consider the possibilities.

Repetition
Teacher: Let's play football.
Pupils: Let's play football.
Teacher: Let's go swimming.
Pupils: Let's go swimming.
   Etc.

Substitution
Teacher: You want to play football.
Pupils: Let's play football.
Teacher: You want to go swimming.
Pupils: Let's go swimming.
   Etc.

Single prompts
Teacher: cinema.
Pupils: Let's go to the cinema.
Teacher: football.
Pupils: Let's play football.
   Etc.

Free substitution:
Pupils make up their own sentences, e.g.: Let's go fishing.

Taken from A. Doff *Teach English*

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- Discuss the techniques together. Get participants to give their own ideas, and try to bring out the following points:
- The easiest way to practise the structures would be the repetition drill: the teacher gives other examples and gets the class to repeat them. This might be useful as a first step only, just to make pupils familiar with the structure. It is a very limited form of practise – the pupils have to do almost nothing.
- It would be more useful to use one of the other techniques, which are all different kinds of substitution practice: the teacher gives prompts and gets the pupils to give examples. This would keep the class more active, and give pupils practice in forming the structure themselves.

Free practice
- Explain to participants that after the controlled practise also need to have some chance to practise it freely, i.e. produce the grammar point in their own speech.
- Tell participants that they will practise and discuss this technique.

Technique

- Ask participants to write on six pieces of paper three interesting things they have done in their life and three things they haven't done but would like to do. Example: *I have been to the Humson mountains. I haven't seen any Terminator films.*
- Ask them to work in groups of six. Participants put all their sentences in a bag. They take turns to choose a sentence and read it to the group. The other participants guess who wrote it.
  Adapted from *Face2Face, pre-Intermediate, Student's book*

- Ask participants the following questions and elicit random responses:
  o Would your pupils find this activity interesting? Why/Why not?
  o What can be some advantages of and difficulties with using this technique?
  o What can be some advantages of using this technique after a presentation and a controlled practice techniques?

Possible answer: pupils will have more chances to understand the form, meaning and use or more chances to use the structure).

5. Reflection and action planning
Objectives:
- to help participants to reflect on the activities they practised
- to give participants opportunity to think of the things they would like to learn more about
- to help participants to deciding on the goals for development

Time: 10 minutes
Materials: Handout 2
Interaction: individual, pair work

- Summarise the session by establishing that teaching grammar includes presenting it to students and giving students opportunity to practise it.
- Participants reflect on and complete the questionnaire individually.
- They get into pairs and discuss their answers.

Handout 2
Reflection and Action planning
1. *Complete the following sentences.*
i) One thing that I found very interesting today is …
ii) One thing that I have to study/read about more is …

2. *Think about the classes you teach. Write one or two action points for your classes.*

	1	2
Class Which class I will work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		
Evidence How will I know I have been successful?		

Handout 1

This is a part of a teacher's lesson plan.

Aim: To teach pupils to make suggestions using 'Let's ...'.
 Presentation:
    1. Give a situation and example:
        You are sitting at home with a friend. You can't decide what to do. You suggest different things. For example, you want to watch TV – so you say 'Let's watch TV'.
    2. Chorus repetition:
        Let's watch TV.
        Write the sentence on the board.

What should the teacher do next? Consider the possibilities.

Repetition	**Substitution**

Teacher: Let's play football.
 Pupils: Let's play football.
 Teacher: Let's go swimming.
 Pupils: Let's go swimming.
    Etc.
	Teacher: You want to play football.
	 Pupils: Let's play football.
	 Teacher: You want to go swimming.
	 Pupils: Let's go swimming.
	    Etc.

Single prompts	**Free substitution:**
Teacher: cinema. Pupils: Let's go to the cinema. Teacher: football. Pupils: Let's play football. Etc.	Pupils make up their own sentences, e.g.: Let's go fishing.

Taken from A. Doff *Teach English*

Handout 2

Reflection and Action planning

1. *Complete the following sentences.*

i) One thing that I found very interesting today is …

ii) One thing that I have to study/read about more is …

. Think about the classes you teach. Write one or two action points for your classes.

	1	**2**
Class Which class I will work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		
Evidence How will I know I have been successful?		

PRACTICAL LESSON 10- 11. TEACHING LISTENING AND SPEAKING

   Learning outcomes.

   By the end of the session participants will:

- have discussed four skills development in Kids' English 4;

- become aware of importance of developing listening and speaking skills;
- have practiced and analysed Kids' English 4 activities for listening and speaking development.

Time: 80 minutes.

Materials: Kids' English 4 Pupils' Books; Teacher's Books, Poster paper, Handout 1, 2.

#	Steps	Purpose	Time	Materials
1	Lead in	To warm up, to prepare for the session	10 min	
2	Problems with listening skills	To discuss problems with listening skills	15 min	Handout 1
3	Practice: listening tasks in Kids' English 4	To discuss listening tasks in Kids' English 4	25 min	Kids' English 4 PB, Teacher's Books
4	Practice: integration of skills in Kids' English 4	To discuss integration of skills in Kids' English 4	20 min	Handout 2
5	Feedback	To sum up; to get feedback on the session	10 min	

Activity 2. Problems with development of listening skills of young learners.
Objective: to discuss problems with listening skills.
Time: 15 min.

- *Answer the questions:*
- o What problems with listening tasks do young learners have?
- o Why do they have them?
- o How can teachers help pupils to develop listening skills?
- o What listening strategies should we develop?
- Work in groups of 4. Choose one strategy, read and present to the rest of the group. You have 3 minutes.
- Close your booklets. Talk and listen to each other.

Handout 1.

Main types of listening strategies useful for young learners

1 Getting the general picture
This strategy is used when children are being encouraged to listen to a story simply for pleasure. Children don't focus their attention on or remember details but to listen for gist to get a general idea.

2 Predicting
This strategy is useful when children are trying to follow the sequence of events in a story. Children are encouraged to predict and then to check whether what they hear matches their predictions.

3 Extracting specific information
The focus is on recognizing specific components of the language system such as selecting relevant adjectives to describe particular characters in a story to fill in a tick-chart or recognizing specific verbs and nouns when matching pictures with events in a story.

4 Working out meaning from context
It must be made clear to children learning English that they will not be able or expected to understand every word in a story. Thus the teacher needs to develop their confidence in facing texts with new vocabulary.

Activity 3. Practice: listening tasks in Kids' English 4.
Objective: to discuss listening tasks in Kids' English 4.
Time: 25 min.
Materials: Kids' English 4 Pupils' books; Teacher's Books.
Work in groups of 4/5 and answer the questions:
  o What types of listening tasks are in Kids' English 4?

  o What are objectives?

  o What problems can pupils have?

  o How can we help our learners to become good listeners?

Activity 4. A) Practice: integration of skills in Kids' English 4
Objective: to discuss integration of skills in Kids' English 4.
Time: 15 min.
Materials: Kids' English 4 Pupils' books and Teacher's Books.

- *Answer the questions:*
o Which skills are more important for young learners?
o Which skills are in focus in Kids' English 4?

- ***Read the text written by Jean Brewster to check your answers.***

- Establish that although all four skills are being developed in Kids' English, the special focus will be given to listening and speaking as these two skills will be assessed at the end of class 4.

Handout 2.

Listening is not a 'passive' skill; listeners are as just as much active participants in interpreting a spoken text as readers are active when making sense of a written text. These links between listening and reading are crucial in understanding process. Another important link is between talk and listening. In order to be an effective participant in interaction, the learners have to develop skills both in speaking and listening.
Jean Brewster, Ealing College, England.

Activity 4. B) Practice with Kids' English 4 speaking activities.
Objective: to discuss speaking activities in the book.
Time: 30 min.
Materials: Kids' English 4.

- Work in groups of 4/5. Look at Kids' English 4 Pupils' book and Teacher's Book. Find speaking activities.

_____
_____
_____
_____

Listening for young learners by Wendy Arnold

Key words: nature of listening, skills, theories, comprehensible
In this article I will briefly focus on how I try to develop listening skills with our young learners who are learning English as an additional language.

I will identify a number of learning theories, together with a list of considerations and cautions with some insights that I have gained from trying to make listening in my classroom more comprehensible.

· The nature of listening
· Why we need to develop listening skills
· Theories I consider when I develop listening skills
· Some considerations for classroom listening
· What I do to be more comprehensible
· Conclusion

The nature of listening

'Listening is an active not a passive operation.' Garvie.

With this in mind I would like to emphasise three things:

- The importance of understanding this concept of listening being an active engagement.

That is, as a listener, the mind is actively searching for meaning.

- The importance of what Krashen calls *'comprehensible input'* (CI) or that 'we acquire when we understand what people tell us or what we read, when we are absorbed in the message.' Individual progress is dependent on the input containing aspects of the target language that 'the acquirer has not yet acquired, but is developmentally ready to acquire.'

- This seems to imply the importance of ensuring that the language level is matched to the learners, which means teachers must understand their learners' abilities.

- Krashen advises that acquisition proceeds best when 'the acquirer's level of anxiety is low and self-confidence is high.'

- This seems to enforce the importance of making the learning environment in our classrooms non-threatening.

Why we need to develop listening skills

"If someone is giving you a message or opinion, then of course you have to be able to understand it in order to respond.' (Brewster, Ellis, Girard).

- Listening skills need to have a 'real-life' meaning, Donaldson says that children need 'purposes and intentions' which they can recognise and respond to in others 'these human intentions are the matrix in which the child's thinking is embedded.'

- This implies that we need to carefully select materials and purposes for practicing listening skills and that they need to have an authentic meaning to young learners.

Theories I consider when I develop listening skills

Keeping in mind that listening is an active process, Brewster, Ellis and Girard caution that asking children to 'listen and remember' can make them 'anxious, places a great strain on their memory and tends not to develop listening skills.'

The teacher would support children's understanding more effectively, if they direct their pupils' attention to specific points that have to be listened for 'using activities that actively support learners' understanding and guide their attention to specific parts of the spoken text.'

Wells says a lot of children's learning 'is dependent on making connections between that they know and what they are able to understand in the speech they hear' but they don't learn only listening, motivation for learning language is to be able to communicate 'using all the resources they have already acquired to interact with other people about their needs and interests.' This seems to be in line with social constructivist theories.

1. Piaget believed that a young learner 'constructs' or builds understanding over time.

2. Vygotsky believed that learning was ahead of development and for development to occur, interaction with adults or peers who are more knowledgeable is needed. This has been termed the 'zone of proximal development'.

3. Bruner extended Vygotsky's ZPD theory by defining the role of the more knowledgeable 'other' as someone who is actively involved in the learning processes by closing the gap between what has been partially and fully understood. This has been termed 'scaffolding'.

Some considerations for classroom listening

These are some of the things I consider when I try to develop my students' listening. (Brewster, Ellis & Girard)

- Give the children confidence. We should not expect them to always understand every word and they should know this.
- Explain why the children have to listen. Make sure the learners are clear about why they are listening, what the main point or purpose of the activity is.
- Help children develop specific strategies for listening. An important strategy that the teacher should teach is 'intelligent guesswork'. Pupils are used to drawing on their background knowledge to work out something they are not sure of.
- Set specific listening tasks. I try to think of listening in three stages, pre-listening, while listening, post listening and have activities for each stage.
- Listening does not have to rely on the availability of a cassette or pre-recorded material.

Most listening is teacher talk.

What I do to be more comprehensible

There are a number of ways that I try to make myself easier to understand.

- Keep sentences short and grammatically simple
- Use exaggerated intonation to hold the child's attention
- Emphasise key words
- Limiting the topics talked about to what is familiar to the child
- Frequently repeating and paraphrasing

Conclusion

Listening is an active process, as the mind actively engages in making meaning. It is therefore our duty as teachers to ensure that the materials we use are comprehensible to our young learners, as well as within the range of what they are developmentally ready for. Listening is also hard work! And can be stressful! So in order to maximise the potential for acquisition of language, we need to ensure that our young learners are not stressed about this process.

Article written by Wendy Arnold, Teacher, Trainer, Author, IATEFL YL SIG e-list moderator. *First published in December, 2011 on Teaching English website*

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http://www.teachingenglish.org.uk/articles/listening-young-learners

PRACTICAL LESSON 12. METHODS OF TEACHING FL TO YL

Learning Outcomes

By the end of the session participants will:

- have practiced successful pair and group work
- be aware of ways of overcoming difficulties in organizing group work

Key Learning Points

- Pair and group work gives opportunities for learners to practise English
- Good pair and group work tasks involve learners into learning process
- Pair and group work enable learners become responsible for learning outcomes

Materials: pictures or photos with pair and group work, Handout 1
Preparation:
Note 1*:* Before the beginning of the seminar see the location of desks in the room. Make sure they are as in a normal classroom. Plan how you will make pairs without moving the desks.

Note 2: To save time during the session, draw the table below on the blackboard or on a poster before the session.

Plan				
1	Outcomes & Lead in	Let teachers guess the learning outcomes from pictures.	5 min	Pictures or photos
2	Demonstration of pair work	Ask participants to do an activity in pairs	10 min	
3	Demonstration of group work	Ask participants to continue the activity in groups	15 min	
4	Advantages & disadvantages of pair & group work	Discuss with participants advantages and disadvantages of pair & group work	20 min	blackboard
5	How to organize successful pair work	Analyze pair work and find solutions to overcome problems	20 min	Handout 1
6	Reflection and Action plan	Reflect and plan future actions	10 min	

1. Outcomes & Lead in
Show pictures with children working in pairs and/or small groups Ask teachers to guess the learning outcomes from them. Accept all ideas and put them on the poster if possible. Say you will come to them at the end of the session to check their guesses.

2. Demonstration of pair work
Objective: to participate in successful pair work
Time: 10 min
Materials: none

Procedure:
- Get the attention of participants. Tell them that they are not teachers but pupils of the 5th class. The lesson is about food likes and dislikes.
- Make pairs from the pupils with their neighbors sitting next to them. If you have an odd number of pupils, make a three.
- Tell them that they will find out about each other's food likes and dislikes.
- Draw learners' attention to the table you already prepared. Check all can pronounce the words correctly.
- Tell them that they should ask each other about the food they like saying:
  Example: A: Do you like palov? B: Yes. (or No.)
- Tell them that if the answers are positive they put "+", if the answers are negative they put "-".
  Demonstrate the example with a pupil. Complete the table on the blackboard for the example.
          T: Do you like palov? P1: …

Name of the partner	palov	shurva	somsa	pizza	chuchvara	manti

- Ask pupils to copy the table. Check they understand what to do.
- Tell pupils they have 10 min to do the activity. Monitor; check all are doing the task.

- When time is up/pupils have finished, sum up by saying: "OK. Now we're going to compare our answers in groups."

3. Demonstration of group work

Objective: to participate in successful groupwork
Time: 15 min
Materials: none

Procedure:
- Organise groups of four from two pairs. If necessary, have groups of three. Remind them they are still learners.
- Ask learners to add two more lines into the table and write the names of the rest of their group members. (In groups of three pairs they will have to draw four lines.)

Name of the partner	palov	shurva	somsa	pizza	chuchvara	manti

- Explain: "Now we will find out how many pupils in the group like palov, how many like somsa etc. Each member of the group will report about the person s/he interviewed in a pair. Write example on the blackboard. e.g. Malika likes palov, shurva, pizza and somsa but she doesn't like chuchvara or manti."
- Tell that other pupils must listen to and put "+" or "-"
- Check learners understand what to do. Tell them they have 5 min to find out how many people in the group like palov, etc. Ask them to begin.
- Go round and monitor. Check all groups are doing the right thing. Solve any problems.

- Enter changes into the table. See the table below. When groups have finished, organise the reporting to the class. The reporter from each group gives information about his/her group, the others listen attentively and the results of the whole class are summed up. E.g. In our group four pupils like shashlik, three like shurva, four pupils like somsa, two people like pizza, three like chuchvara and three like manti.

	palov	shurva	somsa	pizza	chuchvara	manti
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						
TOTAL						

- Write in numbers. Count together and then ask the group: So, what is our group favourite meal? How many pupils like somsa? etc
- Then ask the following questions:
  1. Did you like the activities? Why? Why not?
  2. What did you learn?

4. Advantages and disadvantages of pair and groupwork

Objectives:
- to analyse the advantages and disadvantages of using pair and groupwork;
- to find ways of overcoming the disadvantages

Time: 20 min

Materials: none

Procedure:
- Tell participants that they are not pupils, they are teachers now. Ask them to think about the two activities they have done as learners. Ask them the following questions:
    1) How did you feel during the activities?
    2) Do you think your pupils will enjoy the activity?
    3) What was the balance between teacher talking time and pupils talking time?

    Possible answers:
    1) Answers may vary.
    2) Pupils will like the activities because they talk about own likes and dislikes.
    3) Pupils were talking most of time, the teacher just gave instructions and asked the questions in the end.

- Tell them they are going to think about advantages and disadvantages of using pair and groupwork. Ask them to work individually.

- Demonstrate what to do by writing these headings on the BB and eliciting one or two examples from the class. Write the examples in the correct place.

Advantages	Disadvantages
e.g. All pupils are active.	The class is noisy.

- Check participants know what to do and tell them they have 5 min to do the task. (If they run out of ideas, let them compare in pairs.)
- When time is up, first elicit the advantages of pair and group work and write on them on the blackboard.
- Then ask about the difficulties and write them on the blackboard.

Advantages	Disadvantages
All pupils are active. Pupils get a lot of practice. Pupils take responsibility for their own learning, their own behaviour. Pupils can work at their own speed. Bright pupils can do extra examples of their own. The teacher can listen to pupils, assess their learning, give help where necessary. *(more things can be added)*	The class is noisy. Some pupils may be making mistakes. Some pupils may mess about. Some pupils may dominate. Some pupils may be lazy. Some pupils finish before others. It's difficult to get pupils to stop. *(more things can be added)*

Note: The trainer can use these examples in order to lead participants, if necessary.

- Ask about possible ways of overcoming difficulties written on the blackboard. (Remind them about Ground rules they have developed in Session 3. Any unsolved problems can stay open and you can come back to them at the end of the seminar.)
- Write in participants' suggestions.
- Sum up by saying: "So we have seen that pair and groupwork can be beneficial in a number of ways: they give lots of practice, they give teachers the opportunity to work with many pupils, pupils practice working independently and at their own pace. Many of the disadvantages can be overcome by training pupils to talk quietly, by training them in using the same pairs and groups so they can make pairs and groups quickly, and so on."

5. How to organize successful pairwork

Objective: to focus on the teacher behaviors and instructions which are necessary for
         pairwork to succeed in the classroom
Time: 20 min
Materials: Handout 1

Procedure:
- Tell participants that they are going to look at some pictures which show how one teacher did a pairwork exercise. Distribute Handout 1 with pictures. Tell them the three pictures show: the organisation of the pairs, giving instructions for the task and checking the learning.

- Ask participants to work in pairs. Ask them to look at each of the three pictures, read the captions and answer the questions:
  1) Do you think the pairwork was successful?
  2) Why/why not?
  3) What do you think was wrong?

  Explain that the three pictures show: the organisation of the pairs, giving instructions for the task and checking the learning.
    - Then ask them to complete the sentences in Handout 1 Task 2.
    - Check that participants understand what to do. Tell them they have 15 min.
    - Monitor carefully and make sure that all pairs are doing the task correctly. Help any as necessary.
    - When time is up, stop the pairs and discuss their ideas. Make a discussion based on the questions and pictures given in the handout. Then check the sentences the teachers completed.

Possible Answers:
1) The lesson is not likely to be successful because the teacher fails to do many things which are necessary. For example, she should: prepare for the pair or groupwork, to give clear instructions and check them, to monitor and check that everyone is doing the right thing, and to check the results of the pairwork carefully in order to know if the necessary learning has taken place, and to motivate pupils to work etc.

2) The teacher should divide learners into pairs and check that all have partners.
Then she should give example and demonstrate with one learner what to do. She should check the instruction in order to be aware that all pupils know what to do.
While learners are doing the activity she should go round the class and monitor. When learners have finished the activity she should check the answers, give feedback and then move to the next activity.
- Sum up. Elicit or remind them that:

A) pairwork and groupwork can be very helpful to increase the amount of practice pupils can have during the lesson. But this will only happen if the pair and groupwork is carefully organised by the teacher. It is necessary to prepare for the pair or groupwork, to give clear instructions and check them, to monitor and check that everyone is doing the right thing, and to check the results of the pairwork carefully in order to know if the necessary learning has taken place, and to motivate pupils to work.

B) There are several ways of organising pairs and groups. And we can see that the teacher should think about it beforehand to find a quick and quiet way of doing it, so that not many pupils have to move and so that everyone has a partner(s), even when there is an odd number of pupils. We have seen that it is NOT necessary to move furniture to do pair and groupwork in normal classes.

6. Reflection and Action Plan

Objective:　to reflect on the session
Time:　10 min
Materials:　none
Interaction: individually, pair work and plenary
Procedure:

- Ask participants to look back at what was done in the session. (Be ready to remind them.)
- Write unfinished sentences on the blackboard. Ask participants to complete them.
  1. One thing that I found very useful in the session is ….
  2. One thing I'm going to try out …
- Ask participants to discuss their ideas in pairs. Then ask several pairs to share their ideas with the whole group.
- Ask participants to look back at their guesses about the session learning outcomes. Ask how close their guesses were.

PRACTICAL LESSON 13. CLASSROOM MANAGEMENT TECHNIQUES

Learning Outcomes
By the end of the session participants will:
- be able to discuss their teaching beliefs
- have established common understanding of the teaching context

Key Learning Points
- Common understanding of the teaching context can create a basis for learning and professional development
- Teachers' beliefs about teaching and learning influence their teaching in the classroom

Materials: Poster paper, markers, scotch tape, Handout 1, 2 and 3
Preparation:
- For Lead in stage prepare a poster with the questions.
- For stage 2 write the questions for a plenary before the session or while teachers will be reading the texts.
- Cut Handout 1 into five parts.

Plan				
1.	Lead in	Ask questions to establish common understanding about teaching context	15 min	Poster with questions
2.	Exploring the role of people's beliefs	Ask teachers to read a text cut into five parts	25 min	Handout 1

3.	Exploring teacher's beliefs about teaching and learning	Ask teachers to discuss statements about teaching and learning	20 min	Handout 2
4.	Learning outcomes	Formulate the session learning outcomes	10 min	
5.	Reflection	Reflection on the session	10 min	

1. Lead in
Objective: to establish common understanding about teaching context
Time: 15 min
Materials: none
Interaction: plenary, group work

Procedure:
- Write the questions below on a poster paper. Check the questions are clear to everybody.
  - Where do you work? (rural schools/ small towns/district centres)
  - What textbooks do you use?
  - What classes/levels do you teach?
  - What facilities and equipment do you have?
  - How many pupils do you have in your classes?

- Ask teachers to work in groups of 4/5 and answer the questions. Give them seven minutes. Ask them to be ready to report.
- Ask the groups to report. Ask the rest of the groups to listen and ask questions if any.
- Sum up by pointing out similar or different things. Elicit or tell teacher that the established common understanding of teaching context will help them to work together.

2. The role of beliefs in people's life
Objective: to explore the role of beliefs in people's life
Time: 25 min
Materials: Handout 1 (Cut the text into five parts.)
Interaction: individual, pairs
Preparation: Write the questions for a plenary before the session or while teachers will be reading the texts. Prepare enough copies of the text for each group.
Procedure:
- Ask teachers to stay in the same groups. Distribute the text of Handout 1 cut into five parts. Ask participants to put all parts in order.
- Check participants know what to do.
- Check that participants did the task correctly.

===

Answer Key
The Chicken and the Eagle
There was a chicken farmer who was a very keen rock climber. One day, climbing a particularly challenging rock face, he came upon a large ledge. On the ledge was a large nest and in the nest, three large eggs. Eagle eggs.
He knew it was distinctly unecological, and undoubtedly illegal, but temptation got the better of him and he discreetly put one of the eagle eggs in his rucksack, checking first to make sure the mother eagle wasn't around. Then he continued his climb, drove back to his ranch, and put the eagle egg in the hen house.

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That night the mother hen sat on the huge egg, the proudest chicken you ever saw. And the cock seemed pretty pleased with himself too.

In the fullness of time the egg hatched and the baby eagling emerged. It looked around and saw the mother hen. "Mama!" it squawked.

And so it was that the eagle grew up with its brother and sister chicks. It learned to do all the things that chickens do: clucking and cackling, scratching in the dirt for grits and worms, flapping its wings furiously, and flying a few feet into the air before crashing to earth in a pile of dust and feathers. And believing above all things that it was totally and absolutely a chicken.

One day late in its life, the eagle–who-thought-he-was-a-chicken happened to look up at the sky. High overhead, soaring majestically on the thermal currents, flying effortlessly with scarcely a beat of its powerful golden wings, was an eagle.

"What's that?" said the old eagle in awe to his farmyard neighbour. "It's magnificent. So much power and grace. Poetry in motion."

"That's an eagle ," said the chicken. "That's the King of the Birds. It's a bird of the air. But we we're only chickens, we're birds of the earth."

And so it was that eagle lived and died a chicken; because that's all it though it was.

Primary source: Fr. Anthony de Mello SJ, quoted in Awareness, Fount.
The Magic of Metaphor, 77Stories for Teachers, Trainers and thinkers by Nick Owen
==

- Ask participants to read the story and answer the following questions:
    1. Where was the eagle brought up?
    2. What things did it learn from his family?
    3. Was it happy? Why/why not?
    4. What would have happen if the eagle found out that it is not a chicken?
    5. What is the moral of the story for us teachers? Why do you think so?

- Elicit or say that people's beliefs are a very powerful tool in forming people's attitudes to life.
- Say that in the next step they will explore their beliefs about teaching and learning.

3. Exploring teacher's beliefs about teaching and learning
Objective: to explore teacher's beliefs about teaching and learning
Time: 20 min
Materials: Handout 2, Handout 3
Interaction: individual, pairs, plenary
Procedure:
- Distribute Handout 2 and ask participants to read the statements about teaching and learning. Ask them to work individually and tick the appropriate box. Check they understand the instruction.
- Ask teachers to work in pairs and compare their answers. Ask them to discuss their ideas.
- Have a plenary discussion. Go through the statements they had disagreements.
- Accept all ideas. **Don't give any comments.**
- Sum up by saying: So we have started exploring the importance of beliefs in people's attitude to life. We also explored your teaching beliefs. During the course we will revise the statements to see whether any ideas/beliefs changed or not.
- Distribute Handouts 3 and ask participants to look at the titles of the sessions and decide in which sessions they will probably find answers on their questions.

4. Learning Outcomes
Objective: to sum up the session and formulate the learning outcomes of the session
Time: 10 min
Materials: none

Interaction: plenary

- Sum up the session by asking teachers to recall the whole session. Ask: What were the learning outcomes of the session? If they have difficulties, ask them the following question:
  1) What were the objectives of the first activity?
  2) What were the objectives of the second and third activities?

5. Reflection

Objective: to reflect on the session
Time: 10 min
Materials: none
Interaction: individually, pair work, plenary

Procedure:

- Ask teachers to complete the sentence:
  1) I have learnt that …
- Ask teachers to discuss their ideas in pairs.
- Ask some pairs to share their ideas with the whole group.

Possible answers: to establish common understanding about teaching context, to explore the importance and power of people's and particularly teacher's beliefs etc.

Handout 1

The Chicken and the Eagle

There was a chicken farmer who was a very keen rock climber. One day, climbing a particularly challenging rock face, he came upon a large ledge. On the ledge was a large nest and in the nest, three large eggs. Eagle eggs.

He knew it was distinctly unecological, and undoubtedly illegal, but temptation got the better of him and he discreetly put one of the eagle eggs in his rucksack, checking first to make sure the mother eagle wasn't around. Then he continued his climb, drove back to his ranch, and put the eagle egg in the hen house.

That night the mother hen sat on the huge egg, the proudest chicken you ever saw. And the cock seemed pretty pleased with himself too.

In the fullness of time the egg hatched and the baby eagling emerged. It looked around and saw the mother hen. "Mama!" it squawked.

And so it was that the eagle grew up with its brother and sister chicks. It learned to do all the things that chickens do: clucking and cackling, scratching in the dirt for grits and worms, flapping its wings furiously, and flying a few feet into the air before crashing to earth in a pile of dust and feathers. And believing above all things that it was totally and absolutely a chicken.

One day late in its life, the eagle–who-thought-he-was-a-chicken happened to look up at the sky. High overhead, soaring majestically on the thermal currents, flying effortlessly with scarcely a beat of its powerful golden wings, was an eagle.

"What's that?" said the old eagle in awe to his farmyard neighbour. "It's magnificent. So much power and grace. Poetry in motion."

"That's an eagle ," said the chicken. "That's the King of the Birds. It's a bird of the air. but we we're only chickens, we're birds of the earth."

And so it was that eagle lived and died a chicken; because that's all it though it was.

Handout 2

Read the statements and tick whether you agree or disagree with them.

Do you agree or disagree?

		Agree	Disagree
1	Teachers must use only English at the lessons.		
2	I always ask my pupils to read aloud all texts. In this way they learn how to pronounce words correctly and I can correct them when they make mistakes.		
3	Group work is not very effective because pupils cannot work together and it gets very noisy in the class.		
4	When teachers laugh and make jokes pupils don't behave properly and don't respect them.		
5	Dictations are boring.		
6	I always translate my instructions because not all pupils understand them.		
7	Some pupils are too lazy and don't want to learn anything. It's waste of time to teach them.		
8	Lesson planning is very important. Teachers must always write detail lesson plans.		
9	Teachers must always stick to the plan they have written.		
10	Learning grammar rules and doing grammar exercises are the most important things in language learning.		
11	Games are fun but they are waste of time.		

Handout 3
The themes:
1 Getting to Know Each Other
2 Pair and Group Work
3 Teaching Reading
4 Teaching Speaking
5 Teaching Grammar
6 Teaching Vocabulary
7 Using L1 in the Classroom
8 Classroom Language
9 Dictations
10 Learning Styles
11 Teaching Young Learners
12 Teaching Pronunciation
13 Giving and Receiving Feedback
14 Testing
15 Working Together
16 Good Writing Tasks
17 Giving Clear Instructions
18 Reflection and Action Planning
19 Teaching Listening

PRACTICAL LESSON 14. USING GAMES IN TEACHING YOUNG LEARNERS

General activities

The following games can be used for further practice of the language featured in the puzzles. For suggestions on how to incorporate these activities into lessons, see the Introduction. (These activities can, of course, also be used in other lessons to practise language unrelated to the puzzles.)

1 Chinese whispers race

Preparation

Before the lesson, write down about 15 sentences which include words, phrases or grammar from the puzzle. To practice *apple*, for example, the sentence could be *Do you like apples?* To practice the present continuous, the sentence could be *The monkey is eating a banana.*
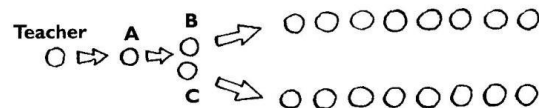
Playing the game

1 Organise the class into two teams. Each team stands in a line.

2 Stand at the back of the lines. Ask the pupils at the back of each line to come to you.

3 Whisper a sentence to them. They return to the back of their respective teams and whisper the sentence to the pupil in front of them. This pupil then whispers to the pupil next to them and so on.
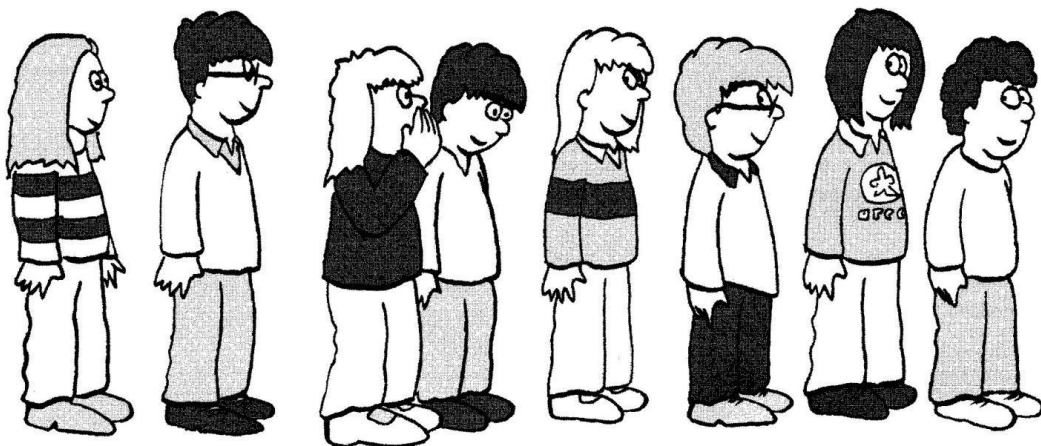
4 Meanwhile, the teacher walks to the front of the lines.

5 As soon as the sentence reaches the front of a line, the pupil at the front puts up his/her hand. Wait until both teams have finished. Ask the pupil who put up their hand first to say the sentence: if it is identical to the one the game started with, that team gets a point. If the sentence is not the same, ask the pupil at the front of the other team. If their sentence is correct, award them a point instead.
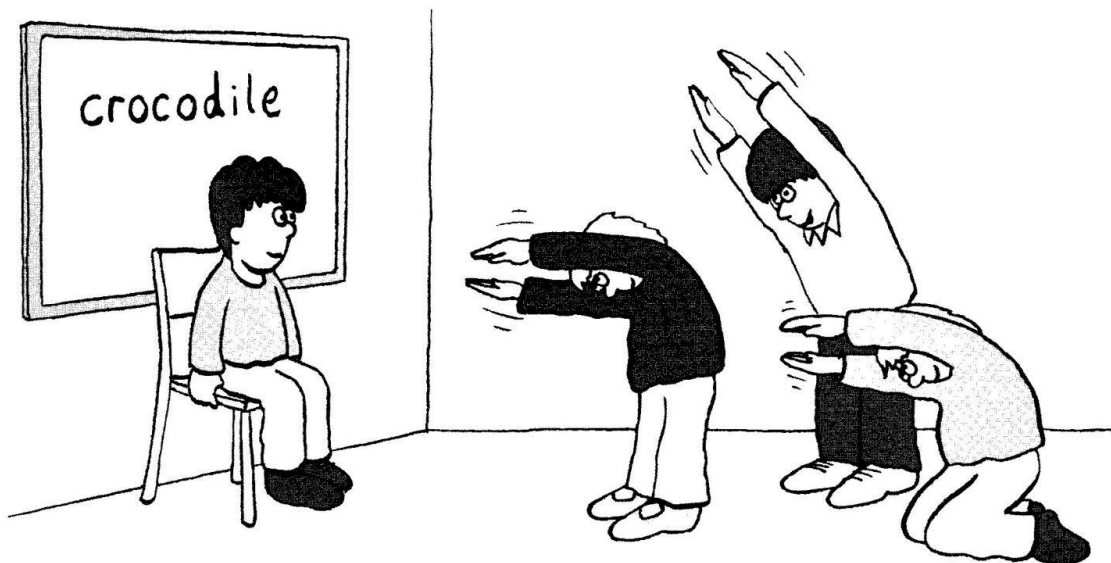
Tips

● If anybody whispers loudly enough for more than one person to hear, give the other team a point.

● Keep the score on the board, using team names such as Cats and Dogs.

● If there is an odd number of pupils, add another stage: whisper the sentence to pupil A then he/she whispers it to pupils B and C; they run to their respective teams and continue the process.

● After a few rounds, get pupils to change their positions in the lines.

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2 Back to the board

This version of a favourite ELT game can be used to practice vocabulary with young learners.

Preparation

Make a list of vocabulary. This should include most of the words from the puzzle, plus plenty of other words which the class has learned. Make sure it is possible to mime all the words.

Playing the game

1 Put a chair in front of the board. Organise the class into two or three teams.

2 Get a member of Team A to come and sit on the chair. He/she must not look round at the board. Write three words on the board.

3 The other members of Team A must mime the first word. When the pupil in front of the board guesses it (or gives up), they move on to the next word, and so on. The turn lasts for one minute.

4 Award Team A one point for each word correctly guessed. Then it is Team B's turn, and so on.

Tips

- Keep the score on the board, using team names such as Apples and Bananas.

- Make sure your choice of vocabulary is fair - if one team feels their words are more difficult, they may complain vigorously.

- Continue playing until everybody has had at least one turn at the board.

Variations

- Let everybody mime, instead of just the team mates of the pupil at the board.

- In the adult version of the game, teams define the words on the board, rather than miming them. This may work for older, higher level groups of young learners.

3 Simon says

A popular game which can be used to practise parts of the body and other vocabulary.

Playing the game

1 Get the class to stand up. Introduce the word touch. Practise a few commands such as *Touch your arm, Touch your ear*.

2 Then explain they must do the command only if it is preceded by the words *Simon says*.

3 Give further commands, some with and some without *Simon says*. Anybody who accidentally follows a command not preceded by *Simon says* is out. The last player remaining in the game is the winner.

Variation

With higher level groups, use commands based on miming target vocabulary: *drive a car, eat a pizza, be a monkey, read a book*, etc.
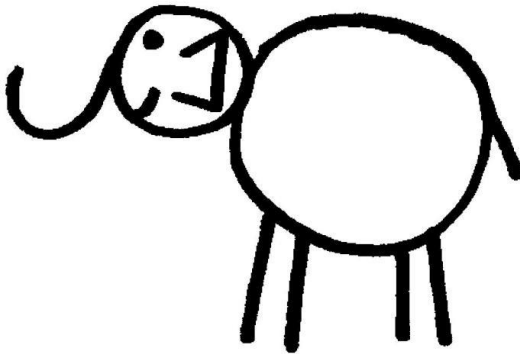
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4 Disappearing elephant

This is an adaptation for young learners of the ever-popular game 'Hangman'.

Preparation

Make a list of vocabulary. This should include most of the words from the puzzle, plus plenty of other words which the class has learned.
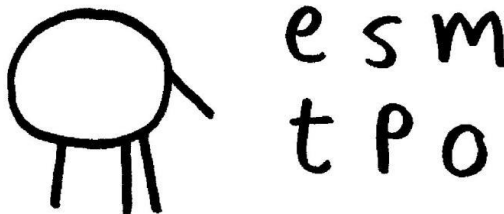
Playing the game

1 Draw a picture of an elephant on the board like this:

2 Choose a word from your list. Write a line for each letter on the board. Ask pupil A to guess a letter. If the letter is in the word, write it in the appropriate space. If the letter is not in the word, write it elsewhere on the board, and rub out one part of the elephant (begin with the trunk, then the eye, then the mouth, then the ear, then the head, etc.)

3 Next it is pupil B's turn and so on. Anybody can put up their hand at anytime and guess the word (but shouting out is not allowed).

_ h a _ r

e s m
t p o

4 If nobody has guessed the word when all the parts of the elephant have disappeared, reveal the word and start again with another word. If a pupil guesses the word correctly, he/she has won that round.

Variation

Instead of a word, the game can be used to practise sentences. These should be fixed phrases such as *What time is it?* On the board, write the first word, and spaces for the remaining words.
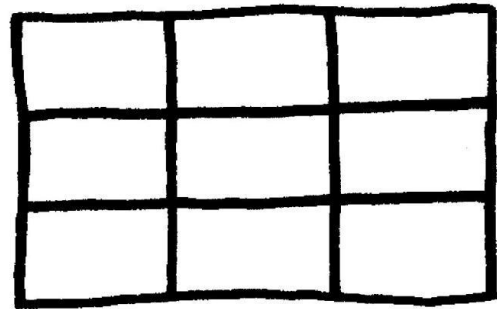
What ___ ___ ___?

The game then proceeds as described above, but with the class suggesting words rather than letters.

5 DIY bingo

A student-centred version of bingo.

Playing the game

1 Get the class to brainstorm vocabulary from the topic featured in the puzzle (e.g. 'Things you can eat'). Write the words on the board.

2 Then draw this grid on the board for pupils to copy.

3 Each pupil chooses nine of the words to write into his/her grid.

4 Pupil A chooses a word from her/his grid and calls it out. He/she can cross out the word, as can other pupils who have the word in their grids. Then it is pupil B's turn to call out a word, and so on.

5 The first pupil to cross out all his/her words is the winner.
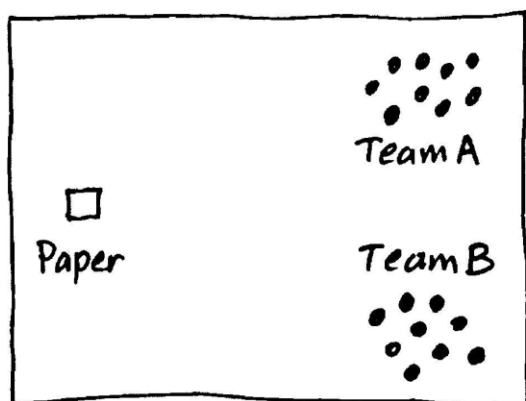
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6 Walking dictation

An activity which can be used to practise any language.

Preparation

On a piece of paper write ten or so sentences featuring the target language (e.g. sentences in the present continuous).

Playing the game

1 Divide the class into two teams. If necessary, move the tables to the walls. The teams stand at one end of the classroom (not too close together). At the other end there is the sheet of paper containing the sentences.

2 A member of each team walks as fast a possible to the paper, memorises a sentence, returns to his/her team, and dictates the sentence. For safety reasons, they are not allowed to run!

3 Then another team member has a turn, and so on. Monitor, and disallow any incorrect sentences (the team member must go back and try again).

4 The first team to collect a full set of sentences wins.

7 Jumbled sentences

This game can be used to practise word order.

Playing the game

1 Divide the class into two or more teams.

2 Select some sentences containing the target language (e.g. questions beginning with *do* and *does*). Concealing what you are doing with a piece of paper, write the first sentence on the board with the words in the wrong order:

you   ice-cream   like   do?

3 Reveal the words. The first team to say the sentence in the correct order wins a point. Continue with further sentences.

8 Anagrams

This is the same as game number 7 above, but instead of guessing jumbled sentences, teams try to solve anagrams of individual words.

9 Memory test

1 Organise the class into groups of three or four.

2 Write examples of the target language on the board. This could be about 15 words from a vocabulary group (e.g. things to eat and drink) or about 8 short sentences (e.g. short questions beginning with *What*).

3 Give the pupils about a minute to memorise the language, then wipe the board clean.

4 Each team must write down as many of the items as they can remember. The team that remembers the most items wins.

10 Spelling competition

1 After a puzzle has been completed, get the class to put their copies of the puzzle away.

2 Dictate about ten words from the puzzle. The pupil who spells the highest number of words correctly is the winner.

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PRACTICAL LESSON 15. ASSESSMENT TYPES IN TEACHING YL

Learning Outcomes
By the end of the session participants will:
- have reflected on language testing in their teaching contexts
- have explored and discussed different question types for language testing

Key Learning Points
- Achievement tests are tests based on the course.
- It is important to test what we teach.

Plan				
1	Outcomes	Explain the learning outcomes to participants	5 min	None
2	Lead in	Reflection on language testing procedures used in teaching contexts	15 min	None
3	How to write and organise tests	Exploring basic principles in writing tests	15 min	Handout 1
4	Question types for testing language	Exploring tasks suitable for testing	25 min	Handouts 2 and 3
5	Testing language skills	Exploring basic principles in testing and assessing language skills	15 min	Handout 4
6	Reflection and action planning	Reflecting on workshop and selecting goals for development	5 min	Handout 5

6. Outcomes
Objective: to help participants understand the outcomes of the session
Time: 5 min
Materials: none
Interaction: plenary
Procedure:

- Explain the session outcomes to participants:

    By the end of the session participants will:
    - have reflected on language testing in their teaching contexts
    - have explored and discussed different question types for language testing

7. Lead in
Objective: to help participants reflect on language testing procedures used in their teaching contexts.
Time: 15 min
Materials: none
Interaction: plenary
Procedure:

- Ask participants the following questions:
    o Do you have tests with your pupils? If yes, what do these tests test? (write participants responses on the board as at a later stage you will need to come back to them again)
    o Why do you have tests?
    o Do you have obligatory tests at your school? If yes, what kind of tests are these?
- Elicit responses to the questions from participants.
- Elicit from participants when each of the tests they mentioned earlier is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:

o When are the tests conducted and what is the purpose of each of the tests?
o Are these tests based on the course (i.e. syllabus/programme)?

Beginning of the term --------> MSNI 1 --------> MSNI 2 --------> MSNI 3

Note: MSNI (Majburiy Standart Nazorat Ishi) – an obligatory assessment procedure

- Establish that tests based on the course are called achievement tests (e.g. progress checks and final tests) and that the purpose of this type of the test is to show how much of the course pupils learned.

8. How to write and organise tests

Objective: to help participants explore the basic principles in writing tests
Time: 15 min
Materials: Handout 1
Interaction: individual, plenary

Procedure:

- Tell participants that sometimes teachers need to write tests for their pupils themselves. Explain that in the next stages of the session they will explore how to write or organise a good reliable test and look at some examples of different kinds of questions they could include in their own tests.
- Ask participants to work individually and match the instructions for writing tests in column A with their explanations in column B in Handout 1.
- Discuss the answers in plenary.

~~~~~~

Handout 1

Match instructions with their explanations.

Example: 1 d

A Instructions	B Explanations
1. Test only the language and skills which pupils have already learnt.	a. All pupils must be able to understand the instructions and must have done the type of question or task before (for example, have they used multiple choice (choosing the correct answer from A, B, C and D) tasks before?).
2. Write very simple, clear instructions and give an example with an answer on the test paper.	b. For example, will they get marks for correct grammar, correct spelling, good content, tidy writing, or all of these things?
3. Decide on a marking scheme that is objective.	c. It is no good pupils doing a test which is so difficult that most of them fail. Remember, success motivates your pupils.
4. Decide on a reasonable pass mark.	d. So check the syllabus or the learning objectives of the lesson to make sure you have covered the work you intend to test.
5. Write on the test paper exactly how many marks pupils will get for each question.	e. Make sure if whoever were to mark the test, pupils would still get the same marks.

~~~~~~

Answer key: 1 d, 2 a, 3 e, 4c, 5b

9. Question types for testing language

Objective: to help participants reflect on the types of tasks they use in their own tests and explore tasks suitable for testing pronunciation, use of grammar, vocabulary and functional language
Time: 25 min
Materials: Handouts 2 and 3

Interaction: pair work, plenary
- Refer participants back to their responses in the 'Lead in' stage question about the language skills and areas their tests focus on.
- Explain that many tests check the knowledge of grammar and vocabulary, but it is also important to test the use of language, pronunciation and the four language skills as well.
- Ask participants to work in pairs and answer the question in Handout 2.
- When they finish ask each pair to compare their answers with another pair.
- Discuss answers in plenary.

~~~~~~

Handout 2

Consider the tests you have with your pupils. What types of questions and tasks do they include to test the following:
- Grammar – e.g. multiple choice tasks
- Vocabulary
- Functional language
- Pronunciation
- Reading
- Writing
- Listening
- Speaking

~~~~~~

- Ask participants the following questions:
  - Are the types of questions or tasks you have in tests similar to activities and exercises that your pupils do in the lessons?
  - How are they similar and different from each other?
- Establish that teachers can use many of the activities from their lessons in tests they develop. This will ensure that pupils are familiar with the type of question in the test because the format and instructions of these tasks and activities are similar. However, there is a fundamental difference in the purpose, because the purpose of the test task or question is to test, not to teach.
- Tell participants that now they will look at some more types of tasks they can use for testing grammar, vocabulary, language functions and pronunciation. Give out Handout 3 and ask participants to work in pairs and decide which language area is each task is testing.

~~~~~~

Handout 3.

Which language area (grammar, vocabulary, language functions and pronunciation) is each task testing?

1. Put the words in the appropriate column.

apple cucumber cherry onion potato tomato pear banana carrot orange	
Fruit	Vegetables

2. Write a complete sentence.

I/go/city/visit/brother/last Thursday

3. Draw a line to show the best way of speaking to the people in Column B

A   B

Have you got a pen?   A stranger

Could I borrow your pen, please?   Your teacher

I'm sorry to trouble you, but could I borrow a pen? Your friend

4. Underline the stressed syllables in these words:

a) engineer
b) artists
c) photographer
~~~~~~
Answer key: 1 – vocabulary, 2 – grammar, 3 – language functions, 4 – pronunciation.

10. Testing language skills
Objective:
* to help participants explore the basic principles in testing and assessing language skills

Time: 15 min
Materials: Handout 4
Interaction: pair work, plenary

* Ask participants to work in pairs and decide whether the suggestions in Handout 4 are true or false.
* When the pairs are ready, discuss the answers in plenary.

~~~~~~
Handout 4
Work in pairs and decide whether the suggestions below are true of false.
1. For reading test tasks do not use texts that pupils have already seen.
2. Choose texts that are based on pupils' own life or knowledge.
3. For listening tasks set the context of the listening as you would in listening practice.
4. Dictation is not a useful form of listening test.
5. The way a writing test is organised depends on the writing activities you have been using with your pupils.
6. Decide what marks you give for accurate writing, correct content, creativity or appropriate style but don't tell the pupils this on the test paper.
7. When you construct a speaking test, be clear what you are giving marks for.
8. In a speaking test, you can test pupils in groups of two or three.

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Answer key:
1. True. Using texts pupils have already seen tests pupils' memory, not their reading skills.
2. True. This makes it easier for pupils to understand the text.
3. True. Setting context helps better understanding of the listening passage.
4. False. Dictation is a very useful form of listening test when it requires pupils to listen for some communicative purpose, for example, to listen to get specific information or understand the man points from the passage. However, the teacher should ensure that every pupil can hear her/him or the recording.
5. True. This is to ensure that, firstly, pupils are familiar with the types of tasks and, secondly, we test what we have taught.
6. False. Pupils' awareness of what marks will be given for different criteria is crucial, as they will focus more on these aspects when they write.
7. True. As it is in writing, in speaking too it is important to decide on the criteria and aspect of speaking being tested. Teachers can give marks for grammatical accuracy, using vocabulary you have taught them, using appropriate functional language, pronunciation, etc.
8. True. This is a practical way of dealing with large classes. However, teachers need to be careful how they group pupils in case stronger pupils always dominate weaker ones in the group. It is also important to decide whether the teacher gives a group mark or an individual mark.

11. Reflection and action planning
Objectives:
* to help participants to reflect on the activities they practised
* to give participants opportunity to think of the things they would like to learn more about

- to help participants to deciding on the goals for development

Time: 5 min

Materials: Handout 5

Interaction: individual, pair work, plenary

Procedure:

- Ask participants to reflect on and complete the questionnaire individually.
- Ask them to get into pairs and discuss their answers.
- Summarise the session by establishing that
  - At schools we mostly deal with achievement tests because they are based on the course we teach.
  - We should test what we teach.

~~~~~~

Handout 5

Reflection and Action planning

1. *Complete the following sentences.*

1) One thing that I found very interesting in the session is …

2) A testing technique that is new for me is …

2. *Think about the classes you teach. Write one action point for your classes.*

	Action point
Goal What will I try?	
How What materials or aids do I need?	
Evidence How will I know I have been successful?	

Handouts

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Handout 1

Match instructions with their explanations.

Example: 1 d

A Instructions	B Explanations
1. Test only the language and skills which pupils have already learnt.	a. All pupils must be able to understand the instructions and must have done the type of question or task before (for example, have they used multiple choice (choosing the correct answer from A, B, C and D) tasks before?).
2. Write very simple, clear instructions and give an example with an answer on the test paper.	b. For example, will they get marks for correct grammar, correct spelling, good content, tidy writing, or all of these things?
3. Decide on a marking scheme that is objective.	c. It is no good pupils doing a test which is so difficult that most of them fail. Remember, success motivates your pupils.
4. Decide on a reasonable pass mark.	d. So check the syllabus or the learning objectives of the lesson to make sure you have covered the work you intend to test.
5. Write on the test paper exactly how many marks pupils will get for each question.	e. Make sure if whoever were to mark the test, pupils would still get the same marks.

Handout 2

Consider the tests you have with your pupils. What types of questions and tasks do they include to test the following:

- Grammar – e.g. multiple choice tasks
- Vocabulary
- Functional language
- Pronunciation
- Reading
- Writing
- Listening
- Speaking

Handout 3.

Which language area (grammar, vocabulary, language functions and pronunciation) is each task testing?

1. Put the words in the appropriate column.

apple cucumber cherry onion potato tomato pear banana carrot orange	
Fruit	Vegetables

2. Write a complete sentence.
I/go/city/visit/brother/last Thursday
3. Draw a line to show the best way of speaking to the people in Column B
A   B
Have you got a pen?   A stranger
Could I borrow your pen, please?   Your teacher
I'm sorry to trouble you, but could I borrow a pen? Your friend

4. Underline the stressed syllables in these words:
a) engineer
b) artists
c) photographer
~~~~~~
Handout 4

Work in pairs and decide whether the suggestions below are true of false.

1. For reading test tasks do not use texts that pupils have already seen.
2. Choose texts that are based on pupils' own life or knowledge.
3. For listening tasks set the context of the listening as you would in listening practice.
4. Dictation is not a useful form of listening test.
5. The way a writing test is organised depends on the writing activities you have been using with your pupils.
6. Decide what marks you give for accurate writing, correct content, creativity or appropriate style but don't tell the pupils this on the test paper.
7. When you construct a speaking test, be clear what you are giving marks for.
8. In a speaking test, you can test pupils in groups of two or three.
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Handout 5

Reflection and Action planning

1. *Complete the following sentences.*

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2. *Think about the classes you teach. Write one action point for your classes.*

	Action point
Goal What will I try?	
How What materials or aids do I need?	
Evidence How will I know I have been successful?	

Test va topshireqlar

TESTS FOR ASSESSMENT

Test 1
Task 1.**Young Learners' characteristics**. For questions **1-9**, look at the children's characteristics as language learners and the three possible instructions for activities listed *A, B,C*.
Choose the instruction that matches the characteristic.

1. the ability to communicate meaning with limited L2
A Tell your partner as much as you can about your weekend
B Add **ed** to the verbs in the sentences to make them past
C Ask me if you find it difficult to think of ideas for the story

2. a tendency to respond to meaning and th e situation rather than to language
A Choose the correct verb to finish each sentence about the pictures
B Write five adjectives to describe each picture
C Put the pictures in order to make a story and decide how the story will end

3. different learning styles
A Practise saying each sentence to yourself before you say it to your partner
B Decide if you want to put a picture next to each of the new words
C Write the words carefully into your notebook before you try to use them in a story

4.the enjoyment of fun activities
A Put your notebooks and dictionaries in their places at the back of the class
B Work with a partner to make up a new verse for the song
C Find any new words in the story and write them out three times

5.the ability to learn from social interaction
A Move around the class, asking your questions to as many people as possible
B Choose the picture on the wall that you like best and stand beside it
C Stand up and read your sentence when it is your turn

6.being curious to find out new things
A Look at the title of the story and think of three questions you want to ask about the story
B Act out the story from yesterday's lesson
C Draw a picture to show what happened at the end of the story we just read

7.a love of physical movement
A Listen to the words of the song and underline the words that rhyme
B Listen to the words of the song and copy what I do
C Listen to the words of the song and answer the true or false question

8. a love for playing games
A Copy from the board all the words on topic "School"
B Say your favourite kind of food
C Write the names of animals for 1minute. The winner is the one who wrote words more than others

9. responding to multi-sensory activities
A. Sing the song together with the CD
B Draw a monster and describe it to your partner who should draw it according to your description. Compare the drawings and change the roles
C Ask your partner if s/he has got a pet
Task 2. **Young learner needs and characteristics**. For questions **1 – 6**, match the teacher's comments with the young learner needs and characteristics listed **A – F**.

Young learners like to have:
A routines in the classroom
B opportunities to respond to and use language creatively
C chance to have fun as a whole class
D help with underlying language patterns
E physical movement/activity
F enough time to complete

Teacher's comments
1 They're often sleepy in the afternoons so we generally do some group project work where they're measuring or doing something like a science experiment.

2 They worry about their spelling so, each week, we choose a vowel sound and brainstorm all the words we can think of. Then we look at how they're spelt and categorise them.

3 One of the things my pupils like most is to learn a chant and then try to say it faster and faster but still keep in time. That part is really hard!
4 At the start of the lesson, two pupils give out the books and another writes the date on the board.

5 We often do visualisations. They close their eyes and I ask them questions about a story: who's in it? where are they? what happens? Then I draw a picture and write a few sentences about it.

6 I've got a bank of worksheets at the back of the room for fast finishers so that they don't get bored waiting for everyone else.

Task 3: Learning Styles. Look at the activities and choose a letter A, B, C according to the learning style/styles they cater for. Remember that some activities can suit more than one learning style
1. Learners work in groups and discuss what they know about the topic of the lesson
A auditory
B visual
C kinaesthetic

2. Learners listen to statements the teacher makes. They stand up if statement is true, and stay sitting if it is false
A auditory, visual
B visual, kinaesthetic
C auditory, kinaesthetic

3. Learners read a text
A visual
B auditory
C kinaesthetic

4. Learners watch a video
A visual, kinaesthetic
B visual, auditory
C auditory, kinaesthetic

5. Learners use the information to create a poster
A kinaesthetic
B auditory
C visual, kinaesthetic

6. Learners develop a role-play or drama
A auditory
B visual

C auditory, visual, kinaesthetic

7. Learners play Simon Says
A auditory
B auditory, visual, kinaesthetic
C visual

Task 4: Aspects of Listening. For questions 1-8, match the teachers' comments with the aspects of listening listed **A-H.**
Aspects of listening
A listening for specific information
B listening extensively
C listening for detail
D listening for gist
E activating students'knowledge of the world
F working with authentic texts
G deducing meaning from context
H predicting

The effective teacher …..
A. Never makes time to just sit and listen. Believes that this kids have no right to be mad
B. Believes that punishment is more effective than discipline
C. Designs lessons for student mastery. Works cooperatively and learns from colleagues. Seeks out a mentor who serves as a role model.
D. Listens, listens, listens

Motivation is _____
A. means to feel the other's emotional state to express one's sympathy and taking into the consideration all of these in making decisions.
B. an emotional state of a person and has a strong desire for going something or carrying out some activities.
C. Managing disruptive impulses.
D. Regulative change with flexibility.

What is a lesson plan?
A. Teacher's guide. Series of student centered learning
B. Reading Strategy, writing Strategy
C. Technology Strategy
D. Assessment Strategy

What are the experienced teacher standards?
A. Demonstrates Leadership
B. Assesses and communicates Learning Results
C. Demonstrates Knowledge of Content, Designs/Plans Instruction
D. Creates and Maintains ways of punishments

The correct question on planning the lesson is …?
A. What am I going to cover tomorrow?
B. What are my students going to learn, achieve, and accomplish tomorrow?
C. Who Am I Planning For?
D. What Am I Supposed To Do?

Mustaqil ta'lim mavzulari

Mustaqil ishni tashkil etishning shakli va mazmuni

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini qisobga olgan qolda quyidagi shakllardan foydalanish tavsiya etiladi:
• darslik va o'quv qo'llanmalar bo'yicha fan boblari va mavzularini o'rganish;
• tarqatma materiallar bo'yicha ma'ruzalar qismini o'zlashtirish;
• maxsus adabiyotlar bo'yicha fanlar bo'limlari yoki mavzulari ustida ishlash;
• talabaning o'quv ilmiy-tadqiqot ishlarini bajarish bilan boqliq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
• faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashqulotlari;

Talabalar mustaqil ta'limining mazmuni va hajmi ajratilgan mustaqil ish uchun tavsiya etilayotgan mavzular

№	Mustaqil ish mavzulari	Berilgan topshiriqlar mazmu	Ish hajmi
1.	O'zbekistonda chet tillarni o'rgatish bo'yicha qabul qilingan meyoriy hujjatlar va qonun xujjatlarini o'rganish.	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
2.	O'quvchilarga ingliz tili o'rganishga nisbatan qiziqish, istak xoxish xosil qilish.	Individual topshiriq-larni bajarish.	2
3.	Boshlang'ish sinflarda o'rganiladigan til materialini o'qitish mazmunining lingvistik komponentlari	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
4.	Ingliz tili xonasini o'quvchilarning yosh xususiyatlari, boshlang'ich sinflarda darsni tashkil qilish maqsadi va vazifalaridan kelib chiqib bezatish. (tehnik vositalar yordamida)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
5.	Ingliz tili xonasini o'quvchilarning yosh xususiyatlari, boshlang'ich sinflarda darsni tashkil qilish maqsadi va vazifalaridan kelib chiqib bezatish.(mahalliy o'quv vositalari yordamida)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
6.	O'quvchilarning yosh xususyatlari ga mos o'quv vositalari (darslik, qo'llanma, rasmlar) va tehnik vositalardan (audio) maqsadli foydalanish	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
7.	Til materiallari tayyorlash	Individual topshiriq-larni bajarish.	2
8.	Juft juft, gurux gurux, individual ish turlaridan til ko'nikmalari hosil qilishda samarali foydalanish	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
9.	O'qish jarayonida og'zaki nutqni boshqa nutq faoliyati turlariga nisbatan usuvorligi. (o'yinli tehnologiyadan keng foydalanish)	Individual topshiriq-larni bajarish. Portfolio tayorlash	4
10.	Interfaol metodlarda dars tashkil etish usullari	Individual topshiriq-larni bajarish. Portfolio tayorlash	4

11	Equality in the Classroom	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
12	Using high and low technology (how, why, problem solving)	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
13	Development of reading skills in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
14	Development of writing skills in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	2
15	Project work and role plays in Kids' English	Individual topshiriq-larni bajarish. Portfolio tayorlash	4
	JAMI		**36**

Glosariy

Academic controversy	A form of debate in which students work co-operatively to consider alternative sides of an issue before reaching consensus.
academic language proficiency	Ability in language skills needed for mastering academic material; pertains to both written and oral language.
Accountability	1. Research conducted by classroom teachers, often concurrent with their teaching. 2. Assessment processes provide information to parents, students, systems, institutions and other stakeholders and may be open to public scrutiny. For accountability purposes it is the professional responsibility of schools and teachers to ensure that assessment procedures are appropriate, transparent, equitable and inclusive of all learners.
Action research	A cyclic research process where an identified problem or question is systematically investigated within a specific context and the findings are utilised to improve and/or change practice, and to formulate further questions for investigation.
Active citizenship	Programs that assist students to understand and act upon democratic values such as the rule of law, equality under the law, democracy, freedom of opinion and a tolerant, fair and inclusive society. Examples include celebrating Harmony Day, Student Representative Councils, Peer Support programs, students as volunteers and students working to solve real-life community problems. For further information
Active listening	An *instructional skill* where group members ☐ listen to the speaker as if they are walking in their shoes ☐ listen with all their senses ☐ let the argument or presentation run its course without interruption ☐ encourage the speaker's train of thought ☐ actively respond to questions and directions ☐ use their body language to show they are

	listening.
Activity setting	Context in which teaching occurs (home, softball field, classroom, etc.).
Assessment	Assessment is the process of acquiring information and making judgements about students' learning. The purposes of assessment include the following: ☐ to assist student learning related to outcomes, ☐ to make judgements about students' achievements, ☐ to evaluate the effectiveness of teaching programs, and ☐ to inform decisions about students' future learning. Some people broadly distinguish between formative and summative assessment.
Authentic assessment	Authentic assessment is linked to a teaching and learning program that seeks to provide contextual tasks in a supportive environment so that the learner can be given feedback about their progress.
Backward design	An approach to teaching for understanding in which the understandings of the unit are decided upon first, then used as a basis to determine appropriate assessment methods to demonstrate those understandings, and finally the learning experiences that will be needed to enable students to develop and demonstrate the identified understandings.
Benchmark	A benchmark is a designated standard of performance. It may be described qualitatively or as a location on a measurement scale. The Department uses its Literacy and Numeracy monitoring test results to report to the Commonwealth on the percentage of students achieving National Benchmarks in Years 3 and 5 reading, writing and numeracy. These benchmarks were originally described qualitatively, but they have since been located on measurement scales.
Bias	Bias occurs when the assessment process lacks objectivity, fairness, or impartiality in some way. This may disadvantage or discriminate against an individual or group of students. Bias may take the form of flawed assessment tools,

	design, procedures, analyses or reporting processes. Unbiased assessment is inclusive and works towards equitable outcomes for all learners.
Bilingual education	Broad term denoting programs for students with limited or no proficiency in the language of instruction (English in the U.S.). Programs generally use students' home language for academic and language arts instruction while students are acquiring proficiency in English for academic purposes. In some programs, home language use is limited to 2 or 3 years and ultimately discontinued; in other programs, home language is used for extended periods with the goal of promoting proficiency in both languages.
Bilingual proficiency	Ability to use 2 or more languages in oral and/or written form; proficiency can vary from beginning to advanced levels and can be at the same level in both languages or at different levels in each language.
Blog	The term blog comes from web log, which is an online personal diary or journal. Blogs are generally available for the public to read and to enter comments about the daily entries or postings. Blog content ranges from personal activity, often on a daily basis, to political, technical, educational and other special-purpose content.
Bloom's Taxonomy	A tool for categorising the level of abstraction of questions. Questions are categorized according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.
Brainstorm	An *instructional tactic* used for group problem-solving that involves the spontaneous contribution of ideas from all members of the group.
Bundling	Uses inductive thinking and is a tactic in which ideas or responses are grouped or 'bundled' into various categories decided upon by the students or participants.
Calibration	Calibration is a process for locating the difficulties of items (and standards) on a

	measurement scale. In terms of the Essential Learning Outcomes, it involves the calibration of the Standards, investigating their relative difficulty on measurement scales.
Card cluster	A card cluster is an effective way of grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.
Carousel sharing	This strategy allows all groups to share at once their group work products. It also gives students in the 'reporting' position a chance to practise their presentation skills several times. Groups display their work on their tables or wall. One or two group members stay with the display to explain the work and answer questions. Groups rotate on around each of the stations viewing and discussing each other's work. This strategy is similar to gallery walk.
Choral/montage poem	A collection of words and/or phrases selected and arranged to create a poem to be performed by a group.
Closed questions	Questions that can be answered with a single word or phrase. For example: How many days are there in a week?
Community of inquiry	'Community if Inquiry' is central to the understanding of Philosophy in Schools. The focus is on listening, thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.
Concept attainment	Concept attainment was examined by Jerome Bruner in *Beyond the Information Given* (1974). It assists us to understand that there are different classes and categories of objects and to identify and recognise how we can distinguish what does and does not belong. For further information on developing the strategy view Bruner's concept attainment.
Fair	A fair assessment is valid reliable and unbiased.
Concept map	Concept maps are tools for organising and

	representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts. Concepts maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment.
Concept mapping	Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts.
Contextualize	to put a word or activity, particularly a new one, into a familiar context.
Criterion referenced assessment	Criterion referenced assessment is the performance of an individual as measured against a standard or previously established criteria rather than against performance of others who take the same test.
Criterion referencing	Criterion referencing is the reporting of performances in terms of specified learning objectives (criteria).
Culminating outcomes	Culminating outcomes describe a small set of valued learning performances linked to each of the *Essential Learnings*. They represent the teaching and learning goals towards which education is working.
Culminating performance	A performance designed to exhibit deep understanding which takes place at the culmination of a unit of work. In *The Teaching for Understanding Framework*, this can occur as a more complex performance within the unit, giving students a chance to synthesise understandings having completed introductory and guiding performances.
Data retrieval chart	An effective way of sorting information and enabling students to recognise patterns in data. Charts are set up as grids, with headings for each row and column. Headings might take the form of questions, topics or sources of information.
Diagnostic assessment	Diagnostic assessment is a type of formative

	assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.
Discipline	A body of knowledge to which a particular set of principles, key questions and methods of testing assumptions are attributed.
ELL, English language learner	Student whose first language is not English and who either lacks proficiency in English or has beginning level proficiency in English.
Enterprise learning	Enterprise learning involves students in designing, producing and marketing a product or service. Students work with the wider community, business or industry to create or produce something that is tangible and real.
Evaluation	Evaluation is the process of gathering, measuring, interpreting and using information to make educational decisions or judgments. The term 'evaluation' is usually used to describe a reasoned judgment about the effectiveness of a learning sequence or a program.
Exemplar	Exemplars are samples of work that demonstrate the essential characteristics of performance to meet particular standards or criteria. They are frequently used in assessment against rubrics.
Exhibitions	Exhibitions are substantial products or presentations, which are often complex public performances showcasing student learning and competence. They may be judged by an expert panel and can incorporate judgements from a range of sources including learners, peers, educators, parents and others.
First language	A student's first language, generally the language spoken at home.
Fishbone	A particular type of concept map which is often used to demonstrate cause and effect.
Fishbowl	This strategy help focus the attention of students as observers, while others model a process or product. Have some students sit centre-stage (in the 'fishbowl'), while other students observe the action from outside the

	fishbowl.
Formal assessment	Formal assessment is structured and recorded assessment.
Formative assessment	Formative assessment is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.
Forum theatre	A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for assistance or change the focus of the action. Observers may step in and add or take over an existing role.
Funds of knowledge	The intellectual and social knowledge existing in families and communities.
Futures wheel	This is a graphic organiser that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.
Gallery tour/walk	Select one person to display the item. Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations select another group member to give the overview.
Generative topic	A significant topic, issue, concept or 'big idea' which provides depth and rigour, multiple connections and different perspectives required to support students' development of powerful understandings. A generative topic is typically central to one or more of the disciplines, interesting to both teachers and students, accessible and supports inquiry based approaches to learning.
Graffiti	A cooperative learning strategy that facilitates brainstorming. Graffiti can also be used as a group energiser.

Graphic organiser	A tool which organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone maps, flow charts, KWLs and timelines.
Guiding question	Questions that aim to develop deep understanding through an inquiry mode of learning. They are open-ended, non-judgemental and provide a relevant inquiry context rather than content as a basis for the construction and selection of learning experiences.
Higher-order thinking	Thinking that occurs at higher levels of abstraction. In Bloom's Taxonomy it indicates thinking that takes place at the analysis, synthesis and evaluation levels.
Hot-seating	A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they may take / play the role of a character from a book or a movie.
Individual professional learning plan	An individual teacher's plan for organising and managing their professional learning so it meets individual, school and system needs and priorities.
Inductive thinking	One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalisations and theories.
Informal assessment	Teachers and students use informal assessment opportunities to make incidental and immediate judgements and provide feedback about student learning. Informal assessment is frequently used for formative assessment purposes.
Integrated units	Integrated units use an approach that is interdisciplinary and uses basic content, processes, pedagogy, assessment strategies and topics of shared interest in authentic and cohesive ways.
Interdependence	A student learning culture needs to move from

	dependence to independence to interdependence. Students operate interdependently when they understand the need to work together in a community of learners to accomplish tasks.
Inquiry-based learning	An inquiry is a systematic investigation into an idea or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions.
Inside/outside circle	Inside/outside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then rotates one to the left or right continuing the discussion or starting a new.

Foydalanilgan adabiyotlar

Ўзбекистон Республикаси Президентининг асарлари

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Норматив-ҳуқуқий ҳужжатлар

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7. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2004 йил 1 мартдаги "Нодавлат таълим муассасалари фаолиятини лицензиялаш тартиби тўғрисида"ги Низомни тасдиқлаш тўғрисидаги 100-сонли Қарори.

8. Ўзбекистон Республикаси Вазирлар Махкамасининг "Олий таълим муассасасига педагогларни танлов асосида ишга қабул қилиш тартиби тўғрисида"ги Низомни тасдиқлаш тўғрисидаги 2006 йил 10 февралдаги 20-сонли Қарори.

9. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2006 йил 16-февралдаги "Педагог кадрларни қайта тайёрлаш ва уларни малакасини ошириш тизимини янада такомиллаштириш тўғрисида"ги 25-сонли Қарори.

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13. Ўзбекистон Республикаси Президентининг "Олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимини янада такомиллаштириш тўғрисида"ги 2012 йил 24 июлдаги 4456-сонли Фармони.

14. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 26 сентябрдаги "Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги 278-сонли Қарори.

15. Ўзбекистон Республикаси Вазирлар Махкамасининг "Ўриндошлик асосида ҳамда бир неча касбда ва лавозимда ишлаш тартиби тўғрисида"ги Низоми 2012 йил 18 октябрдаги 297-сонли Қарори.

16. Ўзбекистон Республикаси Вазирлар Махкамасининг "Олий ўқув юртидан кейинги таълим ҳамда олий малакали илмий ва илмий педагогик кадрларни тайёрлаш аттестациядан ўтказиш тизимини такомиллаштириш чора тадбирлари тўғрисида"ги 2012 йил 28 декабрдаги 365-сонли Қарори.

17. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2012 йил 29 декабрдаги "Республика олий таълим муассасалари рейтингини баҳолаш тизимини жорий этиш тўғрисида"ги 371-сон Қарори.

18. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 10 январдаги "Вазирлар Маҳкамасининг "Олий таълимнинг Давлат таълим стандартларини тасдиқлаш тўғрисида" 2001 йил 16 августдаги 343-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида"ги 3-сонли Қарори.

19. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 2 мартдаги "Магистратура тўғрисида"ги Низомни тасдиқлаш тўғрисидаги 36-сонли Қарори.

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3. O'zbekiston Respublikasi Xalq ta'limi vazirligi huzuridagi Multimedia umumta'lim dasturlarini rivojlantirish markazi: www.eduportal.uz, www.multimedia.uz.
4 Toshkent davlat pedagogika universiteti huzuridagi xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi: www.giu.uz.
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