

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

**АНДИЖОН ДАВЛАТ УНИВЕРСИТЕТИ**

Инглиз тили йўналишида қайта тайёрлов курслари учун  
ихтисослик фанларидан маъруза матнлари

Ушбу методик тавсия Ўзбекистон Республикаси “Таълим тўғрисида”ги қонуни, “Кадрлар тайёрлаш Миллий дастури, Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 1998 йил 30 октябрь 305-сонли буйруғи билан тасдиқланган “Ўзбекистон Республикаси Олий таълим муассасалари талабаларининг малакавий амалиёти ҳақида Низом”, Университет талабаларининг педагогик амалиёти тўғрисида Низом асосида яратилди.

Ўқитиш методикасининг ўзига хос хусусиятларидан келиб чиқиб, кўп йилдан бери олиб борилган педагогик амалиёт тажрибаларига асосланиб, ўқитишнинг сўнгги – педагогик технология ютуқларини эътиборга олиб тузилди.

**Тузувчилар:** педагогика фанлари доктори, проф Ш.С.Юсупова  
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# I. ФАННИНГ НАЗАРИЯСИ ВА ЎҚИТИШ МЕТОДИКАСИ

## 1-Мавзу: Инглиз тили фанидан янги таҳрирдаги узвийлаштирилган дтс, ўқув дастурлари, дарслик, ўқув қўлланмалари ва уларнинг таҳлили (2 соат маъруза-суҳбат)

### МАВЗУНИНГ ТЕХНОЛОГИК ХАРИТАСИ

<p><b>Фан:</b> Инглиз тили назарияси ва ўқитиш методикаси</p> <p><b>Аудитория:</b> Мактаб ўқитувчилари</p> <p><b>Мавзу:</b> Инглиз тили фанидан янги таҳрирдаги узвийлаштирилган ДТС, ўқув дастурлари, дарслик, ўқув қўлланмалари ва уларнинг таҳлили</p> <p><b>Калит сўзлар:</b> Мажбурий минимал, ўқув дастурлари, низом, меъёрий ҳужжатлар, узлуксиз таълим, ДТСнинг барча таълим муассасалари учун мажбурийлиги, хорижий тилларни ўқитиш асосий компонентлари, хорижий тил ўқитиш мақсад ва вазифалари, хорижий тил ўқитиш мазмуни.</p> <p><b>Соатлар сони:</b> 2 соат маъруза-суҳбат</p>			
<p><b>Мавзунинг қисқача таърифи (Давлат талабларига мувофиқ)</b></p> <p>Хорижий тиллар бўйича умумий ўрта таълимнинг давлат таълим стандарти ва дастури. Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш ва жорий этиш асослари. Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш принциплари. Умумий ўрта таълим давлат таълим стандартининг таянч ўқув режаси. Ўқувчиларни тайёргарлик даражасига қўйиладиган мажбурий минимал талаблар.</p> <p>Инглиз тилини ўқитишнинг мақсад ва вазифалари. Инглиз тилини ўқитишнинг мазмуни. Инглиз тилини амалий жиҳатдан ўрганишга қўйиладиган талаблар, мамлакатшуносликка оид материаллар, фонетик материаллар, лексик бирликлар миқдори.</p>			
<p><b>Ўқув жараёнини амалга ошириш технологияси</b></p> <p><b>Метод:</b> Оғзаки баён қилиш, «Ақлий ҳужум» методи, давра суҳбати, ўзаро тажриба алмашиш</p> <p><b>Воситалар (техник ва дидактик):</b> Таркатма материаллар, анкета, тест саволлари, маъруза асосида тайёрланган презентация слайдлари, скоч, маркер, флипчарт, проектор.</p> <p><b>Назорат:</b> Оғзаки назорат, ўз-ўзини назорат қилиш, савол-жавоб, тақдимот.</p> <p><b>Баҳолаш:</b> Рағбатлантириш</p> <p><b>Форма:</b> Маъруза, суҳбат, савол-жавоб, индивидуал ва жамоавий ишлаш, кичик гуруҳларда ишлаш</p>			
<p><b>Дарс /кичик маърузанинг мақсад ва вазифалари:</b></p>			
<p><b>Мақсадлар:</b></p> <p><b>Таълимий:</b> ДТСнинг умумий тавсифини бериш. Чет тиллари бўйича ДТС ва уларда ўқувчиларнинг билим, кўникма ва малакаларига қўйилган талаблар ҳақида фикр юритиш.</p> <p><b>Тарбиявий:</b> Ўқитувчиларга хос хислатлар. Ўқитувчи қўйилган талаб асосида профес- сионал- мутахассислик сифатларига эга бўлади.</p> <p><b>Ривожлантирувчи:</b> Тил ўқитишнинг жиҳатлари ҳақидаги тушунчаларни такомиллаштириш.</p>		<p><b>Вазифалар:</b></p> <p><b>Таълимий савол:</b> ДТСнинг мақсад ва вазифалари нималардан иборат?</p> <p><b>Тарбиявий савол:</b> Хорижий тил ўқитувчисига хос хусусиятлар нималардан иборат?</p> <p><b>Ривожлантирувчи савол:</b> Хорижий тил ўқитиш мазмунини нималар ташкил этади?</p>	
<p><b>Кутилаётган натижалар:</b></p>			
<p><b>Дарс/маъруза/ якунида тингловчи билади (Билим):</b> Хорижий тиллар ўқитиш мақсади , вазифалари ва предметлари билан танишади.</p>		<p><b>Қайси саволлар берилади:</b> Хорижий тил ўқитиш мақсад ва вазифалари нималардан иборат?</p>	
<p><b>Дарс/маъруза/ якунида тингловчи тушунади (Кўникма):</b> Тил ўқитиш борасида турли услубларни қўш кўникмалари шакллантиради.</p>		<p><b>Қайси саволлар берилади:</b> Хорижий тил ўқитиш мақсадлари қандай амалага оширилади?</p>	
<p><b>Дарс/маъруза/ якунида тингловчи бажара олади (Малака):</b> Тил ўқитиш борасида тажрибалар ортади.</p>		<p><b>Қандай топшириқлар берилади:</b> Тил бирликлари қандай фарқланади ва уларга синфлар кесимида қандай амал қилинади: 1. Луғат бирлик 2. Лексик бирлик 3. Грамматик бирлик 4. Талаффуз бирлик 5. Имло бирлик</p>	
<p><b>Дарс жараёни ва унинг босқичлари:</b></p>			
<p><b>Ишнинг номи</b></p>	<p><b>Бажариладиган иш мазмуни</b></p>	<p><b>Метод</b></p>	<p><b>Вақт (дақиқа)</b></p>

<b>1-босқич: Ташкилий қисм.</b>	Танишув ва давоматни аниқлаш	Танишув	5
<b>2-босқич: Рефлексия. Эҳтиёжларни аниқлаш</b>	Мавзу бўйича савол-жавоб орқали тингловчиларнинг ушбу мавзуга тайёрлиги ва эҳтиёжлари аниқланади	Савол-жавоб	10
<b>3-босқич: Янги мавзунинг баёни</b>	<p>Мавзуни режа асосида ёритиш:</p> <ol style="list-style-type: none"> <li>1. Хорижий тиллар бўйича умумий ўрта таълимнинг давлат таълим стандарти ва дастури.</li> <li>2. Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш ва жорий этиш асослари.</li> <li>3. Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш принциплари.</li> <li>4. Умумий ўрта таълим давлат таълим стандартининг таянч ўқув режаси.</li> <li>5. Инглиз тилини ўқитишнинг мақсад ва вазифалари. Инглиз тилини ўқитишнинг мазмуни. Инглиз тилини амалий жиҳатдан ўрганишга қўйиладиган талаблар, мамлакатшуносликка оид материаллар, фонетик материаллар, лексик бирликлар миқдори.</li> </ol>	<p>Слайдлар асосида маъруза. Ақлий ҳужум</p> <p>Суҳбат</p> <p>Суҳбат</p> <p>Ўзаро тажриба алмашиш</p>	<p>15</p> <p>5</p> <p>5</p> <p>5</p> <p>10</p>
<b>4-босқич: Мустаҳкамлаш</b>	Хорижий тилларни ўқитиш бўйича ДТС ва унга амал қилиш.	Гуруҳларда ишлаш.	15
<b>5-босқич: Баҳолаш. Дарс якуни</b>	<p>Гуруҳлар тақдироти таҳлили ва уларни баҳолаш.</p> <p>Хулоса (савол-жавоб, фикр-мулоҳазалар ва таклифлар)</p>	<p>Гуруҳларни баҳолаш</p> <p>Савол-жавоб</p>	<p>15</p> <p>5</p>
<b>6-босқич: Мустақил бажариш учун топшириқлар (уйга вазифа)</b>	Янги таҳрирдаги узвийлаштирилган ДТС, ўқув дастурлари асосида 5 – синф “Fly High” инглиз тили дарслигини таҳлил қилиш		
<b>ДАРС/МАЪРУЗА/НИНГ БОРИШИ:</b>			
<p><b>1-босқич:</b> Ўқитувчи мавзуни таништиради. Тингловчилар давомати кўриб чиқилади. Дарсга зарур бўлган жиҳозлар билан таъминланиш.</p> <p><b>2-босқич:</b> Тингловчиларнинг мавзуга оид билимлари ва эҳтиёжларини аниқлаш мақсадида оғзаки савол-жавоб ўтказилади:</p> <ol style="list-style-type: none"> <li>1. ДТСнинг мақсад ва вазифалари нималардан иборат?</li> <li>2. Хорижий тил ўқитувчисига хос хусусиятлар нималардан иборат?</li> <li>3. Хорижий тиллар бўйича 2010-2011 ўқув йилидан бошлаб ўқув дастуридаги ўзгартиришлар нималардан иборат?</li> </ol> <p><b>3-босқич.</b> Мавзуни режа асосида ёритиш: Хорижий тиллар бўйича умумий ўрта таълимнинг давлат таълим стандарти ва дастури. Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш ва жорий этиш асослари.</p> <p>Умумий ўрта таълимнинг давлат таълим стандартини ишлаб чиқиш принциплари.</p> <p>Умумий ўрта таълим давлат таълим стандартининг таянч ўқув режаси.</p> <p>Инглиз тилини ўқитишнинг мақсад ва вазифалари. Инглиз тилини ўқитишнинг мазмуни. Инглиз тилини амалий жиҳатдан ўрганишга қўйиладиган талаблар, мамлакатшуносликка оид материаллар, фонетик материаллар, лексик бирликлар миқдори.</p> <p><b>4-босқич:</b> Мустаҳкамлаш учун амалий машғулотлар. Хорижий тиллар бўйича ДТС ва унга амал қилиш бўйича гуруҳларга топшириқ берилади. Тингловчилар гуруҳчаларда ишлаб берилган топшириқ бўйича амалий машғулотларни бажарадилар ва намоиш учун тайёргарлик кўрадилар. Ҳар бир гуруҳ ўз материалларини намоиш этадилар.</p> <p><b>5-босқич:</b> Гуруҳларнинг тақдироти ва ўқитувчининг мавзуни мустаҳкамлаш бўйича хулосаси баён қилинади</p> <p><b>6-босқич:</b> Мавзуни мустаҳкамлаш учун кичик гуруҳларда тингловчилар 10 дақиқа мобайнида мустақил тест</p>			

ишлайди. Бунда ҳар бир гуруҳ кўшни гуруҳнинг тест натижаларини текширади. Ўқитувчи дарс якунида умумий хулосалар билдиради ва адабиётлар тавсия қилинади.

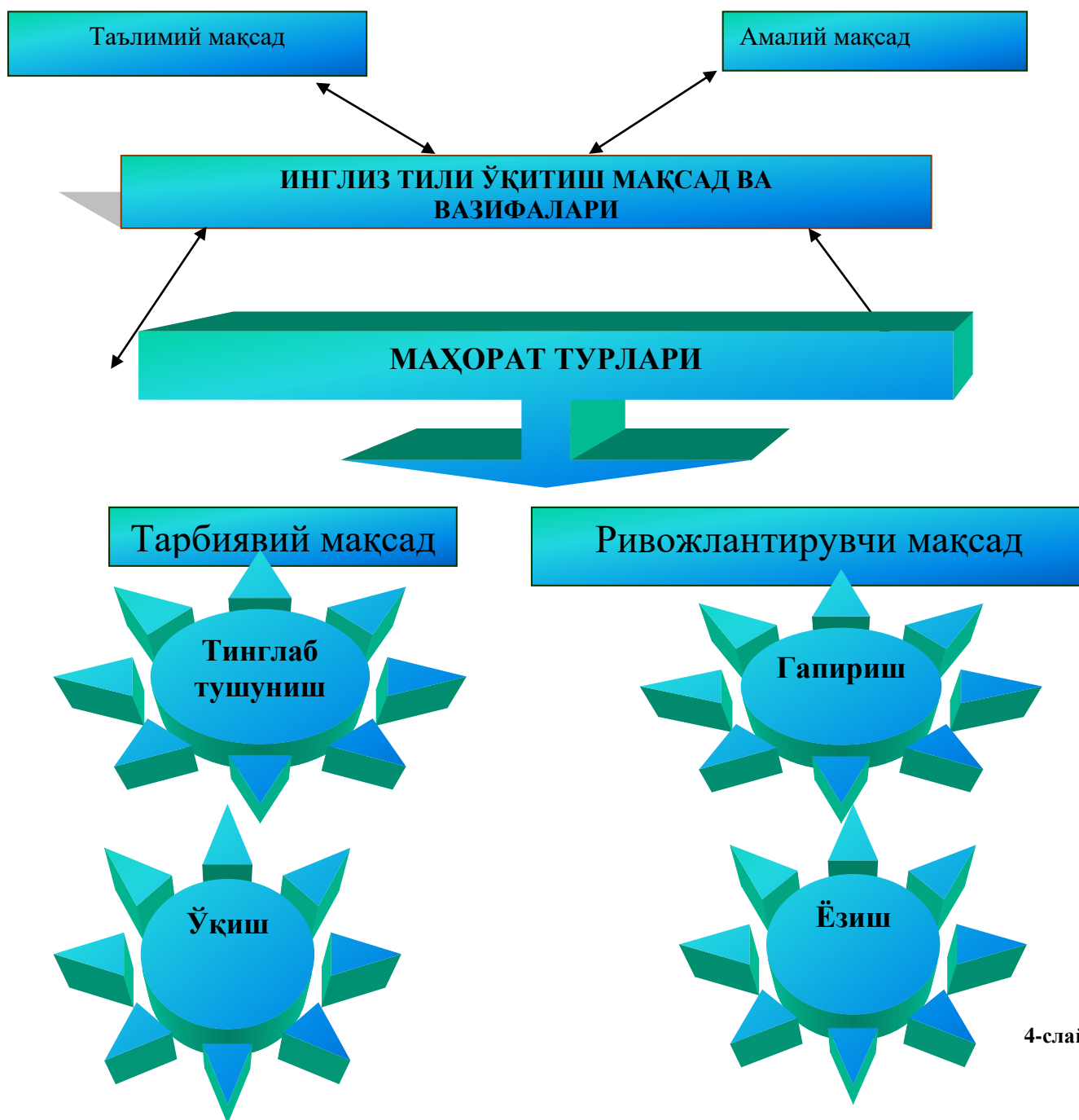
## МАВЗУГА ОИД СЛАЙДЛАР

1-слайд

Хорижий тил учун 510 соатлик ўқув режа ажратилган бўлиб, V-IX синфлар бўйича қуйидагича тақсимланади:

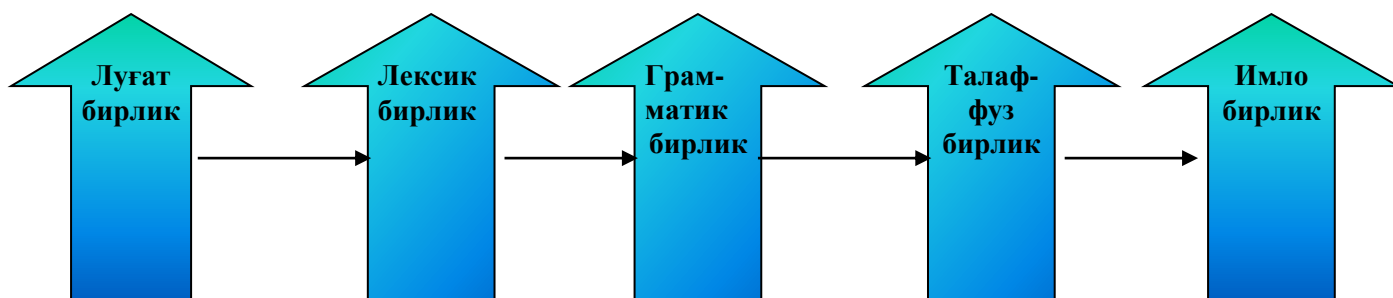
Синфлар	V	VI	VII	VIII	IX	Жами
Ҳафталик ўқув соатлари	3	3	3	3	3	15
Йиллик ўқув соатлари	102	102	102	102	102	510

2-слайд



4-слайд

# ТИЛ БИРЛИГИ



## 2-Мавзу: Инглиз тили дарсларида лексик материаллар устида ишлаш методикаси. (Teaching vocabulary).

### Technological map of the session

<p><b>Subject:</b> Theories of English language and methods of teaching</p> <p><b>Audience:</b> School teachers</p> <p><b>Theme:</b> Methods of teaching vocabulary</p> <p><b>Key words:</b> Grumble, poster, random, perspective, gestures, demonstrate, happy, furniture</p> <p><b>Number of hours:</b> 2 hours practice</p>	
<p><b>Abstract/Summary of the session (According to the State orders)</b></p> <p>Introduce with methods of working on new words and phrases. Using different types of methods on teaching vocabulary (Especially Mind Mapping). Ways of using learned new words and phrases</p>	
<p><b>Technology on carrying out of learning process</b></p> <p><b>Method:</b> Orally, brainstorming, round-table discussion, exchange experiences.</p> <p><b>Equipements (technic and didactic):</b> Handouts, questionnaires, tests, slides, markers, scotch, flipcharts.</p> <p><b>Control:</b> Oral control, self-checking, asking questions, presentation.</p> <p><b>Assesment:</b> Encouragement</p> <p><b>Form:</b> Presentation, Discussion, asking question, individual and group work.</p>	
<p><b>Aim and objectives of the practical session:</b></p>	
<p><b>Aims:</b></p> <p><b>Educative:</b> Explain the importance of teaching vocabulary on developing learning skills. Vocabulary as one of the aspect of the language.</p> <p><b>Moral training:</b> Role of vocabulary in life communication.</p> <p><b>Practical:</b> Be able to identify what makes techniques for presenting vocabulary effective</p>	<p><b>Objectives/Tasks:</b></p> <p><b>Educative question:</b> What scientific principles of selecting vocabulary do you know?</p> <p><b>Moral question:</b> : What is the role of vocabulary in real life communication?</p> <p><b>Practical question:</b> What ways will you choose for effective using vocabulary in your experience?</p>

Expected results/Outcomes:			
<b>By the end of the lesson learners can aware: (Knowledge/awareness):</b> a) experience and reflect on vocabulary presentation; b) identify what are techniques for presenting vocabulary		<b>Which activities will be given:</b>  What are the techniques for presenting vocabulary?	
<b>By the end of the workshop learner will understand: (Ability/skills):</b> a) new knowledges on using vocabulary; b) reflect on vocabulary presentation techniques.		<b>By which activities will be appeared skills:</b>  What is the aim of using vocabulary?	
<b>By the end of the workshop learners can do (Qualification):</b> Reflect on vocabulary presentation; aim of teaching vocabulary		<b>By what activities a qualification will be formed:</b> Use an effective method of using vocabulary; Find a way to solve some problems on using vocabulary	
Procedure and steps of the practical session:			
Name of work	Aim of work	Method	Time (minute)
<b>Step 1</b> <b>Organization moment</b>	Introduce learners with procedure of the session	Asking questions	5
<b>Step 2</b> <b>Reflection: Clarify necessities</b>	Find problematic situations belonging to the topic, solve them through analyses of needs	Orally	5
<b>Step 3:</b> <b>Summary of a practical lesson</b>	Exploring theme on a topic	Individual, pair work, plenary	10
	1. Explain the learning outcomes to listeners		10
	2. Exploring activities for presenting and practising vocabulary		10
<b>Step 4: Consolidation</b>	Discuss and practice on establishing lesson objectives by using the technique “Mind Mapping”	Work in pairs.	15
<b>Step 5:</b> <b>Evaluation/Feedback</b>	Analysis of group presentations and assesment.	Self-checking	15
	Feedback( asking questions, ideas and suggestions)		10
<b>Step 6:</b> <b>Reflection and action plan</b>	Analyse the results of tasks which were in pairs, plenary	Asking questions	10
Procedure of the session:			
<b>Step-1:</b> Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson.			
<b>Step-2:</b> Clarifying necessities. A teacher asks questions on a theme: 1. What is the role of vocabulary in teaching foreign language? 2. What are difficulties in teaching vocabulary?			
<b>Step-3:</b> Exploring a theme by a plan			

Plan				
1	Outcomes	Explain the learning outcomes to participants	5 min	Handout 1
2	Lead in	Exploring activities for presenting and practising vocabulary	10 min	None
3	Present it!	Vocabulary presentation techniques	35 min	Handouts 2, 3 and 4
4	Reflection and action planning	Reflecting on workshop and selecting goals for development	5 min	Handout 5

- **Outcomes**



Objective: to help participants understand the outcomes of the session  
Time: 5 minutes  
Materials: Handout 1  
Interaction: individual, plenary

Procedure:

1. Distribute Handout 1. Ask teachers to make sentences putting the words in order.

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Handout 1

***Put the words in order in each point.***

By the end of the session you will:

1. able, words, teaching, to reflect on, be, phrases, and, learning, new, and.
2. different, practised, and, practising, techniques for, discussed, presenting, and, vocabulary, have.

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2. Check answers in plenary.

Answer key:

*By the end of the session participants will*

*3. Be able to reflect on teaching and learning new words and phrases*

*4. Have practised and discussed different techniques for presenting and practising vocabulary*

3. Explain that these are the outcomes of the session.

• **Lead in**

Objective: To help participants to understand the difference between presenting and practising new vocabulary.

Time: 10 minutes

Materials: Blackboard

Interaction: Plenary

Preparation: Write the questions for Activity B on the board in advance.

Procedure:

- Demonstrate activities A and B below to participants:

*Activity A*

- Write the word 'grumble' on the board, then give an example in English to show what it means, e.g.:  
Some people grumble about everything. For example, they grumble about the weather. If it's sunny, they say, 'Oh dear, it's much too hot today'; if it's cold, they say, 'Oh, it's too cold' – they are never satisfied. (*Taken from Doff A. Teach English*)
- Check that participants understand the word by asking them to say it in their own language (Uzbek: nolimoq; Russian: ныть; Karakalpak:).

*Activity B*

- Write the word 'grumble' on the board. Put participants in pairs and ask them to ask and answer the following questions with their partners (You will need to write the questions on the poster/board in advance so that participants can see them):
  - Do you know any person who grumbles a lot?
  - What does he/she grumble about?
  - What do you do when someone starts grumbling?
  - Do you grumble?
- Elicit random responses from pairs.
- Tell participants that now they will look at the activities from the teacher's perspective. Ask participants the following questions:
  - What did the teacher do in each activity?
  - What did students do in each activity?
  - What is the purpose of each activity?
- Establish that
  - The purpose of Activity A is to present a new word. Teacher gives examples to help students understand the meaning of the word. Then teacher asks for the L1 translation of the word to check whether students understand the word.
  - Activity B is done to give students a chance to use a word in their answers.

- Summarise that teaching vocabulary includes both presenting vocabulary to students and helping them to practise this vocabulary.

- **Present it!**

Objective: To practise and discuss several vocabulary presentation techniques.

Time: 35 minutes

Materials: Handouts 2 and 3

Interaction: Plenary

- Showing meaning
- Brainstorm with the whole group ways of presenting the meaning of words and phrases.
- Distribute Handout 2. Tell that these are some ways of presenting new vocabulary. Make sure participants understand them. Give examples and demonstrate if necessary.

~~~~~

## Handout 2

You can present the meaning of words and phrases in the classroom with the following:

Pictures  
Translations  
Real objects  
Gestures & acting  
Opposite words  
Explaining the meaning in English

Which do you use? Why?

Which do learners like most? Why?

Which techniques make new words 'stick' best? Why?

- ~~~~~
- Ask participants in pairs to discuss the two questions in the bottom:
    - Which of these do you use in your teaching?
    - Which of these do learners like most?
  - Discuss the answers in plenary.
  - Write the following words on the board and ask participants to work in pairs and decide which of techniques discussed can be appropriate for presenting each word: *corner, to jump, beautiful, camera, telephone, to enter, UFO, important, hospital, paper, water, food.*
  - Discuss the answers in plenary.
  - Ask participants whether they often give the translation of the word. Ask what can be the disadvantages of giving the L1 translation of the word straight away.
  - Discuss the answers in plenary and establish that giving translations does not help much to learn the word successfully because the word does not stick in the memory. Also, the teacher needs to give a model of using English (give reference to the session on Using English and L1 in the class)
  - Tell participants that there are many more ways of presenting new vocabulary and that they will have a chance to explore some of them.
  - Give out Handout 3 and ask participants to work in pairs and complete the task.
  - Elicit random responses and discuss answers.

~~~~~

## Handout 3

Look through the vocabulary presentation techniques below and answer the following questions:

- Will your pupils be able to do these tasks?
- What can be the advantages and possible problems with using these techniques for presenting grammar?

### 1. Word-building

Write the prefixes **un-**, **in-** and **im-** on the board. Tell pupils that they can change the meaning of adjectives by putting one of these prefixes before them. Tell pupils that you will dictate adjectives and that they will need to write new adjectives by adding these prefixes. Dictate the following adjectives: *happy, polite, possible, expensive, dependent, interesting*. Check answers with the whole class or ask pupils to check their answers themselves using their dictionaries.

### 2. Guessing from context

Ask pupils to read the text and do the task.

Check pupils' answers.

<p><b>Read the text and guess what the word below means.</b></p>
--

<p>disappointed                      a) happy about something</p>
---

b) not happy about something

Dear TV Guide,  
I am writing to say just how disappointed I am in the standard of the programmes on TV nowadays.  
Last night I turned on the TV and it was rubbish! Soap operas, chat shows and football, that was all!  
What has happened to all those wonderful nature programmes? And the programmes about gathering and cooking?

*Taken from English Matters, Class 8, Student's Book*

*Answer key: b*

### 3. Examples

You want to present the word 'furniture'. Explain that you have furniture at home to make your life more comfortable, to sleep and to sit on it, to store many things inside it and that there are many kinds of furniture: chair, sofa, wardrobe, bookshelf, etc. Ask pupils for more examples of furniture.

~~~~~  
*Answer key:*

#### 1. Word building:

*Possible advantage – this technique encourages pupils to explore the ways of building new words in English and their meanings.*

*Possible problem – it can be difficult for a pupil who doesn't know the meaning of the initial adjective.*

#### 2. Guessing from context:

*Possible advantages – this technique develops pupils' abilities to guess the meanings of unfamiliar words from the context. This makes them more independent in their learning.*

*Possible problems – when used the first time pupils may find it difficult to do the task because guessing from the context is the skill that needs to be developed. This technique can also be difficult for pupils of elementary level because they may not understand the context itself.*

#### 3. Examples:

*Possible advantages – this technique helps to learn the word by using samples pupils already know, thus it uses on pupils own knowledge. Additionally, pupils can learn new words from each other when they suggest examples for the general word, in this case 'furniture'.*

*Possible problems – sometimes it can be difficult for a teacher to explain the general word. Alternatively, pupils may not be able to suggest some more examples of the general word. In order to prevent this, the teacher should leave some easier examples to be said out by pupils.*

#### • Vocabulary presentation techniques using textbooks

1. Tell participants that modern textbooks offer plenty of opportunity for learners to learn new vocabulary related to different units in the textbook.
2. Distribute Handout 4. Ask participants to look at the two tasks from a textbook used in class (Task 1 on p.14 and Task 2 on p.38 of English Matters for Class 8) and answer the following questions.
  - Vocabulary for what topic is covered in each task? (p.14 – space; p.38 - art)
  - How do pupils work in each task? (p.14 – pair work; p.38 – individual or pair work)
  - Where do pupils learn new vocabulary from in each task? (p.14 – from each other; p.38 – from the descriptions provided in the book.)
  - What is the pupil's role in each task? (p.14 – pupils explain the words others don't know; p.38 – pupils guess the meaning of the words.)
  - What is the teacher's role in each of the tasks? (in both of the tasks teacher helps to check the meaning of the words)

**Step-4:** Discuss and practice establishing lesson objectives Reflaction on the lesson.

#### • Concept checking

3. Tell participants that presenting the meaning of a new word is not enough and that teacher should ensure that pupils understood it. Ask participants the following question:
  - How do you check that pupils understood the meaning of the word you have just presented?
4. Elicit responses. Answers may vary.
5. Tell that one way of checking how students understood the meaning of the word is by asking questions using the word. Write the word 'grocery' on the board and tell participants to imagine that the teacher has just presented this word to pupils. Ask participants the following questions:
  - What can you buy in a grocery?
  - Can you buy shoes in a grocery?
  - Where is the closest grocery?

6. Tell participants that asking questions of this kind to check whether pupils understood the meaning of the new word is called 'concept checking'.
7. Refer participants to the words on the board from *Showing meaning* stage: *corner, to jump, beautiful, camera, telephone, to enter, UFO, important, hospital, paper, water, food*.
8. Put participants into groups of 3-4. Ask each participant to choose two words from the list on the board and write 3-4 concept checking questions for these words, to try out them in their groups and to give each other comments on the efficiency of questions of other group members.
9. Elicit possible concept checking questions for each word and discuss their effectiveness in plenary.
10. Summarise that
  - there are many techniques that teachers can employ to present new vocabulary
  - textbooks provide plenty of material for teaching vocabulary.
  - pupils can learn from/teach each other new vocabulary.
  - pupils' understanding of newly presented words can be checked by asking questions.

**Step-5** Presentation of the groups and teachers' opinion about on consolidation of the lesson.

- **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 minutes

Materials: Handout 5

Interaction: Individual, pair work, plenary

Procedure:

- Ask participants to write words from the workshop/session that they find interesting of useful into the A part of Handout 5.
- Participants reflect on and complete the questionnaire in B part of Handout 5 individually.
- They get into pairs and discuss their answers.
- Summarise the session by establishing that
  - there are many techniques that teachers can employ to present new vocabulary
  - textbooks provide plenty of material for teaching vocabulary.
  - pupils can learn from/ teach each other new vocabulary.
  - pupils' understanding of newly presented words can be checked by asking questions.

~~~~~  
Handout 5

A. Vocabulary box

**Add words and phrases which you find interesting or useful.**

B. 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
<b>Class</b> Which class I will work with?		
<b>Goal</b> What will I try?		
<b>How</b> What materials or aids do I need?		
<b>When</b> When will I try it?		
<b>Evidence</b> How will I know I have been successful?		

**Step-6:** For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

## Slides for the theme

*Two methods of conveying the meaning of words: direct method and translation.*

Slide 1

- (1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data);
- (2) easily combined (nice room, nice girl, nice weather);
- (3) unlimited styles (oral, written) from the point of view;
- (4) included the syllabus sets in the topics;
- (5) valuable word–building from the point of view (use, used, useful, useless, usefully, user, usage).

Slide 2

### Presentation of the new words.

Since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms  
(*phonetic, graphic, structural, and grammatical*), and to explain its meaning and usage

Slide 3

## **RESOURCE FOR THE THEME**

### **Method of working with vocabulary**

#### **Plan:**

1. The importance of teaching vocabulary.
2. Difficulties pupils experience in assimilating vocabulary.
3. Teaching vocabulary in the classroom.

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught at school. The problem is what words and idioms pupils should retain.

The vocabulary, therefore, must be selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

Scientific principles of selecting vocabulary have been worked out. The words selected should be: (1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data); (2) easily combined (nice room, nice girl, nice weather); (3) unlimited from the point of view of style (oral, written); (4) included in the topics the syllabus sets; (5) valuable from the point of view of word –building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

For developing reading skills need “reading vocabulary”, thus various printed texts are analyzed from the point of view of word frequency. For developing speaking skills pupils need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The teacher should bear in mind that a word is considered to be learned when: (1) it is spontaneously recognized while auditing and reading; (2) it is correctly used in speech, i.e., the right word in the right place.

Learning the words of a foreign language is not easy since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties. Indeed, some words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage.

The analysis of the words within the foreign language allows us to distinguish the following groups of words: concrete, abstract and structural.

Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (world, home, believe, promise, honest).

In teaching pupils a foreign language teacher should bear this in mind when preparing for the vocabulary work during the lesson.

**P r e s e n t a t i o n o f n e w w o r d s.** Since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms (phonetic, graphic, structural, and grammatical), and to explain its meaning and usage.

Since a word consists of sounds if heard or spoken and letters if read or written the teacher shows the pupils how to pronounce, to read and write it. However, the approach may vary depending on the task set (the latter depends on the age of the pupils, their progress in the language, the type of words, etc.). For example, if the teacher wants the pupils to learn the word orally first, he instructs them to recognize it when hearing and to articulate the word as isolated element (a book) and in a sentence pattern or sentence patterns alongside with other words. (This is a book,. Give me the book. Take the book. Put the book on the table, etc.)

There are two methods of conveying the meaning of words: direct method and translation. The direct method of presenting the words of a foreign language brings the learner into direct contact with them, the mother tongue does not come in between, it establishes links between a foreign word and the thing or the concept directly. The direct method of conveying the meaning of foreign words is usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by pupils, for example: a book, a table, red, take, stand up, etc. The teacher should connect the English word he presents with the object, the notion it denotes directly, without the use of pupils' mother tongue.

Translation method is efficient for presenting new words: it is economical from the point of view of time, it ensures the exact comprehension of the meaning of the words presented. As far as the stages of instruction are connected, the methods of conveying the meaning of unfamiliar words should be used as follows:

- visual presentation prevails in junior forms;
- verbal means prevail in intermediate and senior forms;
- translation in all the forms, especially in senior forms.

At both stages of teaching vocabulary the teacher should constantly use all kinds of vocabulary testing to see how his pupils assimilate the form, the meaning and the usage of the words. For testing the retention of the written form dictations may be suggested. For testing the meaning special tests may be recommended such as writing synonyms,

antonyms, derivatives, identification, and some others.

Structural and Semantic Peculiarities of New Vocabulary Units.

Structurally new vocabulary items represent two types of lexical units: words, e.g. **blackout**, **microfilm-reader**, **unfreeze**, and word-groups, mostly phraseological units, e.g. **blood bank**—'a place where blood plasmas are restored', **script-show**,—'a serial program on radio and television', **to button up**—confirm the statement; out of the 498 vocabulary items 100 (about 1/5 of the total number) are the result of technological development, about 80 items owe their appearance to the development of science, among which 60 are new terms in the field of physics, chemistry, nuclear physics and biochemistry. 42 words are connected with the sphere of social relations and only 28 with art, literature, music, etc

A similar result is obtained by a more recent count conducted for seven letters of the Addenda to *The Advanced Learner's Dictionary of Current English* by A. S. Hornby, E. V. Gatenby, H. Wakefield, 1956. According to these counts out of 122 new units 65 are due to the development of science and technology, 21 to the development of social relations and only 31 to the general, non-specialized vocabulary 'to refrain from speaking', loss leader—'a popular article sold for less than its regular price', atomic pile—'reactor'.

Words in their turn comprise various structural types:<sup>1</sup> a) root-words, e.g. jeep—'a small, light motor vehicle esp. for military use', zebra—'street crossing-place, marked by black and white stripes', to beam—to direct a broadcast to a particular area', beat (*si.*) — 'tired out, exhausted', to beef (*si.*)—'to voice complaints'; b) derived words, such as collaborationist—'one who in occupied territory works helpfully with the enemy', to accessorize—to provide with dress accessories'; c) compounds, e.g. corpsman (*mil.*)—'a member of a hospital squad trained to administer first aid to wounded servicemen', cutback—'a reduction, a decrease', microfilm-reader, air-drop, etc. The analysis of new words for their derivational structure shows a marked predominance of derived and compound words and a rather small number of simple words.

Word-groups comprise a considerable part of vocabulary extension. Structurally, the bulk of the word-groups belongs to the attributive-nominal type built on the A+N and N+N formulas, e.g. frequency modulation, jet engine, magnetic mine, total war; word-groups of verb-adverb type, e.g. to blow up, to tick over, to run in, etc., are represented by an insignificant number.

Word-groups and different types of words are unequally distributed among various lexico-stylistic groups of the vocabulary, with a predominance of one or another type in every group. For example, new words in the field of science are mostly of derived and compound structure but the technical section of the vocabulary extension is characterised by simple and root-words. The greater part of word-groups is found among scientific and technical terms; the political layer of vocabulary is rather poor in word-groups. Besides this peculiar distribution of different types of words, every type acquires its own specific peculiarity in different lexico-stylistic groups of the vocabulary, for example, although derived words are, typical both of scientific and technical terms, words formed by conversion are found mostly among technical terms.

New vocabulary units are as a rule monosemantic and most of them are marked by peculiar stylistic value— they primarily belong to the specialized vocabulary of literary and non-literary layers. Neutral words and phrases are comparatively few. Terms, used in various fields of science and technique, make the greater part of new words. In the non-literary layer new words mostly originate as professionalisms, colloquialisms or slang, e.g. fink (*si.*)—'an informer, a squealer', noble—'a captain of strike-breakers', doghouse (*col.*)—'an ignominious state of disfavour', heel— 'a double-crosser'.

It must be mentioned as a noteworthy peculiarity that new words and word-equivalents in Modern English belong only to the notional parts of speech, to be more exact, only to nouns, verbs and adjectives; of these nouns are most numerous.

## WAYS AND MEANS OF ENRICHING THE VOCABULARY.

The analysis of the extension of the vocabulary of Modern English proves that new vocabulary units do not present genuine creations but are based, as a rule, on elements already available in the language. In other words the vocabulary of present-day English is enriched mainly as a result of: 1. Word-formation which alongside with productive types includes some minor ways, such as backderivation and shortening; 2. Semantic extension of meaning of existing words which may result in the appearance of homonyms; 3. Borrowing from other languages.

The analysis mentioned above shows that out of the 498 new units under consideration 373 (i.e. about 75%) are nouns and noun equivalents, 61 (or about 12%) are adjectives and only 1 (or 0,2%) adverbs. The counts conducted in recent years give an approximately the same ratio—out of 122 new units 82 (i.e. 67%) are nouns, 22 (or 18%) are verbs, 18 (i.e. about 14%) are adjectives and only one (0,8%) adverb.

The recent counts cited above show that 63% of the total number of new units are items built by means of various ways of word-formation, 30.8% are units that developed new meanings, 4.6% are words borrowed from other languages and only about 1.86% are original creations. Thus, borrowing being the least important, it would be right to conclude that the principal ways of enriching the vocabulary of present-day English are various means of word-formation, and semantic development of words already available in the language.

## Procedure of the session: Part II

**Step-1:** Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments

of the lesson. Introduce listeners with procedure of the lesson

**Step-2:** Clarifying necessities. A teacher asks questions on a theme:

Find problematic situations belonging to the topic, solve them on clarifying necessities

**Step-3:** Exploring a theme by a plan

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:

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

~~~~~  
Handout 1

- 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.

~~~~~  
Answer key:

- *There are many techniques that teachers can employ to present new vocabulary*
- *Textbooks provide plenty of material for teaching vocabulary.*
- *Pupils can learn from/ teach each other new vocabulary.*
- *Pupils' understanding 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:

- Pupils can do the exercise in pairs and compare their answers with other pairs.
- The whole class could decide on the answer together.
- 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

- Exercise can be done in pairs.
- It can be done as chain drill through the whole class.
- 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**

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)

#### Step-4: Consolidation

#### 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 they want to.
- Go through the vocabulary every week and ask learners to select a 'word of the week', etc.

**Step-5:** Presentation of the groups and teachers' opinion about on consolidation of the lesson.

#### 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.

~~~~~

**Step-6:** For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes.

Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

### Controlled questions:

1. What are principles of selecting a minimum vocabulary?
2. What are main rules in teaching vocabulary?
3. What is the teachers' role on working possible difficulties of pupils mistakes?
4. How to teach vocabulary effectively in schools?

## *Slides and additional materials*

### Examples

#### Learning Skills: Mind Mapping

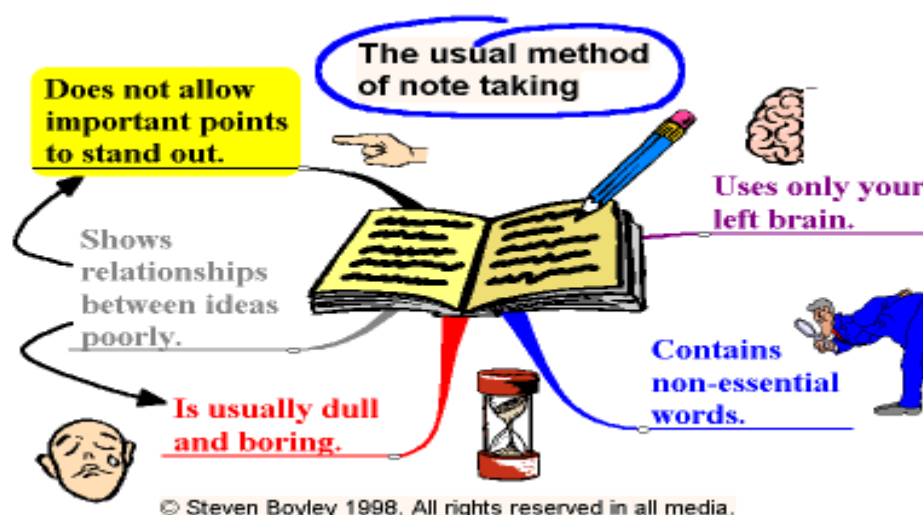
Mind mapping, whole brain note taking, uses both sides of your brain to study subjects usually only studied with your left brain.

Using both sides of your brain substantially increases your brain power and memory.



#### Origin of mind mapping and it's uses.

Invented by Tony Buzan, mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking.



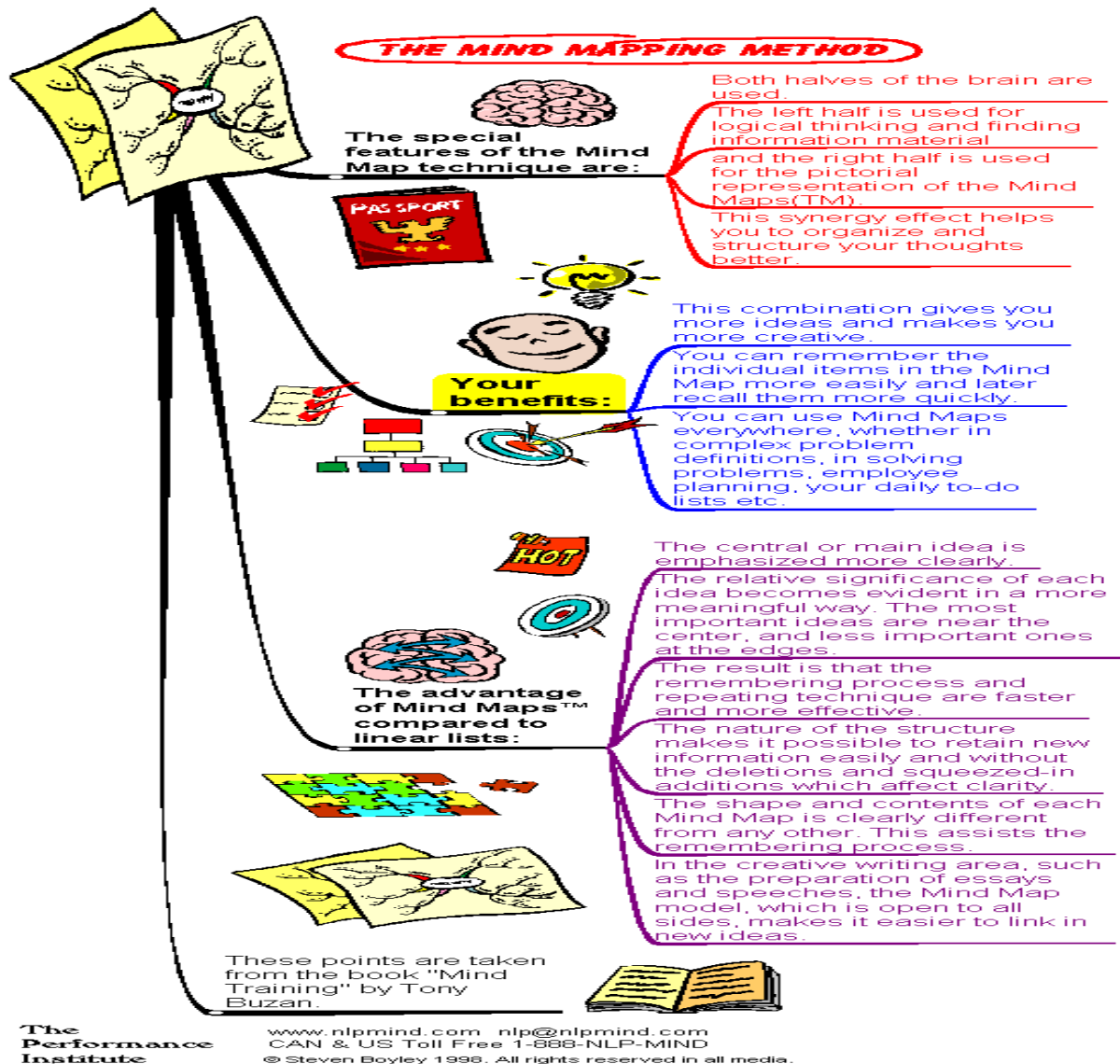
Mind mapping as a note taking technique can be used for almost any subject and done in any language. It is especially useful for students in tertiary education and beyond, and this is because the more advanced the studied material, the greater the need to condense and simplify it in a form that is easy to learn.

### The power of mind mapping.

Mind mapping is a way of making notes using colors and patterns, keywords and images so that the information is rendered holistically.

When creating Mind Maps, imagination and creativity are used to synthesize logically all the relevant key information in an organized way. Mind Mapping taps your whole brain, releases your brain potential and improves your memory with less work.

Mind map of the mind mapping method.



### 3-Мавзу: Инглиз тили дарсларида тинглаб тушуниш машқларини ўтказиш методикаси (Teaching listening).

#### Technological map of the session

<p><b><u>Subject:</u></b> Theories of English language and methods of teaching</p> <p><b><u>Audience:</u></b> School teachers</p> <p><b><u>Theme:</u></b> Инглиз тили дарсларида тинглаб тушуниш машқларини ўтказиш методикаси (Teaching Listening)</p> <p><b><u>Key words:</u></b> Relationship, real life, classroom listening, response, authentic listening, listening passage</p> <p><b><u>Number of hours:</u></b> 2 hours practice</p>	
<p align="center"><b>Abstract/Summary of the session (According to the State orders)</b></p> <p>In this practical session teachers have an opportunity to enrich and enlarge their knowledge and skill in this field of teaching Listening by doing some activities which provides effectiveness of the lesson. Listening as an aim and a means of teaching. The most common difficulties in listening. Using listening on learning language. Different ways of using listening materials. Listening activities. Discussing and practising activities for developing listening skills. Discussing the relationship real life and classroom listening.</p>	
<p align="center"><b><i>Technology on carrying out of learning process</i></b></p> <p><b><u>Method:</u></b> Brainstorming, round-table discussion, exchange experiences.</p> <p><b><u>Equipments (technic and didactic):</u></b> Handouts, questionnaires, slides. markers, scotchs, flipcharts.</p> <p><b><u>Control:</u></b> Oral control, self-checking, asking questions, presentation.</p> <p><b><u>Assesment:</u></b> Encouragement</p> <p><b><u>Form:</u></b> Presentation, Discussion, asking question, individual and group work.</p>	
<b>Aim and objectives of the workshop:</b>	
<p><b>Aims:</b></p> <p><b><i>Educative:</i></b> Explain the importance of listening</p> <p><b><i>Moral training:</i></b> Be able share experiences, ideas in teaching Listening.</p> <p><b><i>Practical:</i></b> Explore the relationship listening in the classroom and listening in real life</p>	<p><b>Objectives/Tasks:</b></p> <p><b><i>Educative question:</i></b> Knocking dictation</p> <p><b><i>Moral question:</i></b> Activity: Listening in real life. Listening in classroom</p> <p>Activity: Listen for.....</p> <p><b><i>Practical question:</i></b> Activity; Listen and ....</p> <p>Reflection and action planning</p>
<b><i>Expected results/Outcomes:</i></b>	
<p><b>By the end of the lesson learners can aware: (Knowledge/awareness):</b></p> <p>a) a role of listening in the classroom and in real life</p> <p>b) difficulties on teaching listening and solve them</p>	<p><b>Which activities will be given:</b></p> <p><b>Activity:</b> Listening in real life. Listening in classroom</p> <p>Activity: Listen for.....</p>
<p><b>By the end of the workshop learner will understand: (Ability/skills):</b></p> <p>a) share experiences on a topic</p> <p>b) understand listening is one the main skill in learning of a foreign language</p>	<p><b>By which activities will be appeared skills:</b></p> <p>Activity: Listen and.....</p>

<b>By the end of the workshop learners can do (Qualification):</b> a) explore the relationship between listening in the classroom and in real life b) make an action plan		<b>By what activities a qualification will be formed:</b> Reflection and action planning	
<b>Procedure and steps of the training session:</b>			
<b>Name of work</b>	<b>Aim of work</b>	<b>Method</b>	<b>Time (minute)</b>
<b>Step 1</b> <b>Organization moment</b>	Introduce listeners with procedure of the lesson	Asking questions	5
<b>Step 2</b> <b>Reflection: Clarify necessities</b>	Find problematic situations belonging to the topic, solve them by Needs of Analyses	Orally	5
<b>Step 3:</b> <b>Summary of a practical lesson</b>	1. Knocking dictatuion	Individual,	5
	2 Activity: Listening in real life. Listening in the classroom	pair work,	10
	3. Activity: Listen for .....	plenary	20
	4. Activity: Listen and....	pair work	20
	5. Reflection and action planning	individual	5
<b>Step 4: Consolidation</b>	Reflect on the activities	Work in pairs.	5
<b>Step 5:</b> <b>Evaluation/Feedback</b>	At the end of the lesson reflect on the lesson, make an action plan	Self-checking	5
	Conclusion.( asking questions, ideas and suggestions)		5
<b>Step 6:</b> <b>Reflection and action plan</b>	Analyse the results of tasks which were in pairs, plenary	Asking questions	5
<b>Procedure of the practical session:</b>			
<b>Step-1:</b> Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson. Introduce listeners with procedure of the lesson			
<b>Step-2:</b> Clarifying necessities. A teacher asks questions on a theme:  Find problematic situations belonging to the topic, solve them on clarifying necessities.			
<b>Step-3:</b> Exploring a theme by a plan			

### RESOURCE FOR THE THEME

#### Teaching listening

**Plan:**

1. Listening as an aim and a means of teaching
2. Using techniques to develop listening

The knowledge of each of the aspect of the language is of great importance to learners. However, when we say a person knows the language we first of all mean the understanding the language spoken and can speak it himself.

Language came into life as a means of communication. It exists and is alive only through speech. Speech includes hearing, on the hand, and speaking, on the other. When we say “hearing” we mean auding or listening and

comprehension.

Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word. A phrase, or sentence and recognize this as a sense unit.

When auditing a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

To fulfill the task the teacher must train his pupils in listening comprehension beginning with the first lesson and throughout the whole period of instruction. For this purpose the teacher uses the foreign language.

1. This raises the problem of the teachers' speech during the lesson. It should be correct, sufficiently loud, clear and expressive. But many teachers are very talkative. We can hear them most of the time. Moreover, some teachers speak a great deal in their mother tongue.

2. The teacher uses drill and speech exercises:

a) phonetic exercises which help the teacher to develop pupils' ear for

English sounds:

- Listen to the following words and raise your hands when you hear the words with [ e ] pen, bed, ten and etc.

b) lexical exercises which will help the teacher to develop pupils' skills in recognizing words:

- Listen to the following words and raise your hands when you hear the words referring to plants: street, pen, grass, class, flower, tower and etc.

c) grammar exercises which help the teacher to develop pupils' skills in recognizing grammar forms and structures:

- Listen to the following sentences and say in which one the word - help - is used as a noun.

He can help you.

I need your help.

Speech exercises are designed for developing pupils' skills in auditing.

Checking pupils' comprehension may be done in many ways depending on the stage of instruction, pupils' progress in the language and other factors.

Skills in hearing must be built up gradually. The teacher begins with a story containing 3-4 sentences. He uses pictures, gestures to help pupils to understand it. Gradually he can take longer sections and faster speech with less visual help and in more difficult language. The teacher must bear in mind that careful grading in all these ways is one of the most importance. Texts, stories to be read or recorded should be interesting and fairly easy.

## Procedure of the session:

Plan				
1	Outcomes	Explaining the learning outcomes of the session	7 min	
2	Listening vs. Listening?	Discussing the relationship between real life and classroom listening	10 min	Handout 1
3	Listen for ...	Discussing and practising activities for developing listening sub-skills	20 min	Handouts 2 and 3
4	Listen and ...	Discussing the nature of authentic listening activities	20 min	
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 min	Handout 4

### - Outcomes

Objective: to help participants understand the outcomes of the session

Time: 7 minutes

Materials: none

Interaction: individual, pair, plenary

1. *Knocking dictation.* Dictate the outcomes with gaps instead of some phrases and words (see the extract in the box below). Knock when you reach a gap. Participants write the sentences you dictate and decide by themselves what words should be instead of gaps.

2. When finished, ask participants to compare their answers with partners.

1. In plenary, discuss the answers and suggest the correct answers if necessary.

By the end of the session you will have

2. explored the relationship between listening in the \_\_\_\_\_ and listening in real life.

3. have explored the nature of authentic listening \_\_\_\_\_.

4. have discussed and \_\_\_\_\_ activities for developing listening skills.

Answer key: see Learning Outcomes

- Explain that these are the learning outcomes of the session.

- **Listening in real life vs. Listening in classroom**

- Objectives: to help participants understand/revisit the relationship between real life listening and listening in the classroom
- Time: 10 minutes
- Materials: Handout 1
- Interaction: individual, pair work, plenary
- Distribute Handout 1 and ask participants to complete the table individually.

~~~~~  
Handout 1

**Complete the table.**

**Listening in real life**

| What do people listen to? | Reason for listening |
|---------------------------|----------------------|
|                           |                      |

- ~~~~~
- In 2 minutes, elicit random responses. Establish that
    - in real life we listen to wide range of sources (radio and TV programmes and advertisements, announcements in the train station, someone talking to us, people's conversations, lectures, music, etc.)
    - the main reason for listening is to get information we need (news, specific details that interest us) and to have pleasure (music).
  - Ask participants to underline the items in their responses they think are also appropriate to the English classroom. Elicit random answers.
  - Put participants in pairs and ask them to discuss the similarities and differences between listening in real life and in classroom. In 2 minutes, ask pairs to share their ideas with the whole group.
  - Establish that listening in the classroom should to a larger extent be similar to listening in real life because:
    - we listen to a wide range of sources (radio and TV programmes and advertisements, announcements in the train station, someone talking to us, people's conversations, lectures, music, etc.).
    - we need to get the information which is produced in the listening passage.
    - we have a reason for listening to that information.

- **Listen for ...**

- Objective: to help participants understand the nature of authentic listening tasks.
- Time: 20 minutes
- Materials: Handouts 2 and 3
- Interaction: pair work, plenary
- Tell participants that now they will practise a listening activity as pupils. Put them in pairs. Give out the role cards of Pupils A and B to each pair (Handout 2).
  - Explain that A are going to visit the UK and want to know what they can eat there, Bs are the people who have already visited the UK several times and can give suggestions about the food. If necessary, demonstrate how a task should be done. Ask them to play their roles in their pairs.

Handout 2 (should be cut as two separate cards - A and B)



Pupil A

***You are travelling to the UK next month. You want to try the types of food that are very popular in this country. Your friend has visited the UK several times, so you want to talk to him in order to know more about the popular food. Ask the following questions.***

What types of food are popular in the UK?

What is each cooked from?

In which part of the UK is each type of food popular?

What food do you suggest that I have to have?



Pupil B

***Your friend wants to know about the popular food in the UK from you because you have been there several times. Answer his/her questions to give the following information.***

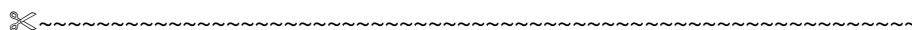
Chicken tikka masala – an Indian dish cooked from chicken and spices, popular in England

Fish and chips – fried fish and fried potatoes, popular all over the country

Pancakes – cooked from flour, butter, milk and sugar, popular in England

Food that one must have: Jacket potato – potato baked in the oven in its skin, usually served with fish, popular all over the country





- When participants finish ask them what the purpose for each pupil to listen to their partner was. (listening for specific information)
- Give out Handout 3 to participants and ask them to match the listening tasks with their purposes.

#### Handout 3

**Read the listening activities in column Activities. In column Purpose write SI if the purpose is to listen for specific information and MI if it is to listen for main ideas or B if it is both.**

| Activities                                                                                                                            | Purpose |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|
| ○ Listen to a telephone operator explaining how to find their office and follow the directions on the map you have in front of you.   |         |
| ○ Listen to two friends discussing how to solve the problem and decide whether you agree or disagree with the solution.               |         |
| ○ Listen to your partner describing a robot and draw it.                                                                              |         |
| ○ Listen to a person telling about his favourite subjects at school and decide which of them are true for you and which are not true. |         |
| ○ Listen to a crime witness and select the picture of the burglar she is describing.                                                  |         |

~~~~~  
Answer key: 1-SI, 2-B, 3-SI, 4-SI, 5-SI

**Step-4:** Discuss and practice establishing lesson objectives Reflaction on the lesson.

#### Listen and ...

Objective: to help participants understand the nature of authentic listening tasks.

Time: minutes 20

Materials: none

Interaction: pair work, plenary

- Ask participants the following question and invite them to share their responses in plenary:
  - What problems do you usually have while teaching listening?
- Tell participants that now they will listen to you reading out a teacher's description of her listening class and answer the following questions (it is very important that the questions are asked before participants listen to the passage as this will help them to focus on it):
  - What was the problem the teacher faced in her/his class? (Answer: the pupils couldn't understand the dialogue from the first listening.)

I told the class to close their books and listen, and I read the dialogue twice. Then I asked the questions. But they couldn't answer most of them. So I told them to open their books, and we read the dialogue together. Then they seemed to find it quite easy. They couldn't understand it from just listening – it was too difficult for them.

(Taken from *Doff A. (1988) Teach English. Cambridge, CUP.*)

- Tell participants that they will listen to the description once more and answer the following questions:
  - What did the teacher do in her class?
  - How did it work?
- Read the description the second time and elicit responses to the questions from participants in plenary.
- Explain that it is very important to have questions for a listening passage in classroom tasks, as they
  - *focus* the pupils' attention on the passage.
  - they give pupils the *reason* for listening.
  - *help* pupils to listen by leading them towards the main points.

However, in real life we do not listen just to answer questions – we do different actions based on what we listened to. For example, when someone shares his or her problem with us we usually discuss this problem and give suggestions for solving them. In order to make our classroom listening tasks we need to have these follow-ups for the listening passages.

- Tell participants that one way of making the listening task based on the above passage closer to real-life listening, that is more authentic, is to ask for suggestions about how the teacher could to help pupils to listen.
- Ask participants to work in pairs and answer the following question:

- What suggestions would you give to the teacher to help her pupils to listen?

*Possible answers:*

- *Get pupils to predict content or language they might hear from title.*
- *Introduce the topic before getting the class to listen to the dialogue.*
- *Give a few guiding questions before the listening stage.*
- *Divide the listening into stages: first, pupils listen to the main idea only, then they listen to a dialogue again for details.*
- *Ask participants to work in pairs and create a list of tips for a good listening task. Allow 5 minutes for the pair work. Elicit responses in plenary and write suggested tips on the board.*

*Possible answers:*

- *Introduce the topic before the class starts listening to the passage.*
- *Give a few guiding questions before the listening.*
- *Listening tasks should be authentic.*
- Tell participants that the listening activity based on discussing the description of a listening class by a teacher had pre-, while- and post- stages. Write on the board 'pre-', 'while-' and 'post-', and ask participants to reflect on the activity and tell the stages.

*Possible answer:*

- *Pre- participants shared their difficulties while teaching listening.*
- *While- they listened to the teacher's description of a listening lesson and gave suggestions for helping pupils to listen.*
- *They created a list of tips for a good listening task.*
- *Summarise that authentic listening tasks require learners to do some actions (e.g. give advice, take notes, make a decision, continue the conversation) based on what has been listened to.*

**Step-5:** Presentation of the groups and teachers' opinion about on consolidation of the lesson

### **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 4

Interaction: Individual, pair work

- Participants reflect on and complete the questionnaire individually.
- They get into pairs and discuss their answers.

**Step-6:** For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

### **Controlled questions:**

1. What is listening?
2. What are the reasons for pupils poor comprehension of the language when spoken?
3. How can you use listening materials from the text-books?
4. What is your action plan on listening?

## *Slides and additional materials*

Slide-2

### ***Knocking dictation.***

Dictate the outcomes with the listening activity based on the description of some phrases and words gaps instead of discussing by a teacher. Listening had pre-, while- and post- stages.

*They listen to the teacher's description of a listening lesson and give suggestions for helping pupils to listen.*

*Participants share their difficulties while teaching listening*

*They create a list of tips for a good listening task.*

#### 4-Мавзу: Инглиз тилида гапириш малакаларини шакллантириш методикаси (Teaching speaking). 2 соат

<b>Subject:</b> Methodology of teaching speaking			
<b>Audience:</b> School teachers			
<b>Theme:</b> “SWOT – универсал таҳлил” методини инглиз тили дарсларида қўллаш (Teaching Speaking)			
<b>Key words:</b> Accuracy / fluency, info-gap (information gap) activities, appropriate language, TTT (teacher talking time)/ STT (student talking time).			
<b>Number of hours:</b> 2 hours practice			
<b>Abstract/Summary of the session (According to the State orders)</b> Speaking as an aim and a means of teaching and learning a foreign language. Identifying problems related to development of speaking and problem-solving skills, identifying creteria of successful speaking activities.Practicing different speaking activities.			
<b>Technology on carrying out of learning process</b>			
<b>Method:</b> Brainstorming, round-table discussion, exchange experiences.			
<b>Equipements (technic and didactic):</b> Handouts, questionnaires, slides. markers, scotchs, flipcharts.			
<b>Control:</b> Oral control, self-checking, asking questions, presentation.			
<b>Assesment:</b> Encouragement			
<b>Form:</b> Presentation, Discussion, asking question, individual and group work.			
<b>Aim and objectives of the workshop:</b>			
<b>Aims:</b> <i>Educative:</i> Explain an importance of speaking on learning a foreign language. <i>Moral training:</i> Be able share experiences, ideas in speaking <i>Pratical:</i> To become aware of identified problems in teaching speaking		<b>Objectives/Tasks:</b> <i>Educative question:</i> Developing activities: Activity: Find someone who <i>Moral question:</i> Activity: Problems and solutions <i>Practical question:</i> Activity: Practising speaking activities	
<b>Expected results/Outcomes:</b>			
<b>By the end of the lesson learners can aware: (Knowledge/awareness):</b> a) problems in teaching speaking b) identify possible solutions on problems c) identify criteria for successful speaking activities		<b>Which activities will be given:</b> Activity: Problems and solutions	
<b>By the end of the workshop learner will understand: (Ability/skills):</b> a) exploring different speaking activities b) role of info gap activities for speaking		<b>By which activities will be appeared skills:</b> <b>Activity:</b> Practising speaking activities	
<b>By the end of the workshop learners can do (Qualification):</b> a) reflect of the lesson b) discuss ideas and make an action plan		<b>By what activities a qualification will be formed:</b> Reflection and action planning	
<b>Procedure and steps of the training session:</b>			
<b>Name of work</b>	<b>Aim of work</b>	<b>Method</b>	<b>Time (minute)</b>
<b>Step 1</b> <b>Organization moment</b>	Introduce listeners with procedure of the lesson	Askinng questions	5

<b>Step 2</b> <b>Reflection: Clarify necessities</b>	Find problematic situations belonging to the topic, solve them by Needs of Analyses	Orally	5
<b>Step 3:</b> <b>Summary of a practical lesson</b>	1. Activity : Find someone who 2. Activity: Problems and solutions 3. Practising speaking activities 4. Reflection and action plan	Individual,  pair work, group work	10 20 20 5
<b>Step 4: Consolidation</b>	Reflect on the activities	Work in pairs.	10
<b>Step 5:</b> <b>Evaluation/Feedback</b>	At the end of the lesson reflect on the lesson, make an action plan Conclusion.( asking questions, ideas and suggestions)	Self-checking	10
<b>Step 6:</b> <b>Reflection and action plan</b>	Analyse the results of tasks which were in pairs, plenary	Asking questions	5
<b>Procedure of the practical session:</b>			
<p><b>Step-1:</b> Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson. Introduce listeners with procedure of the lesson</p> <p><b>Step-2:</b> Clarifying necessities. A teacher asks questions on a theme: Find problematic situations belonging to the topic, solve them on clarifying necessities.</p> <p><b>Step-3:</b> Exploring a theme by the following plan</p>			

	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	25 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:

We are going to have an activity which is called Find someone who

You will act as Ls.

Each of you will get a card with different questions.

Stand up, mingle, find people who will say 'yes' to your question and write their names in a special column. Ask different people.

You have 3 min.

Check the instruction.

Handout 1

Find someone who ...	
Question E.g.: Do you correct Ls during a speaking activity?	Name
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:

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:
PW + GW
STT > TTT

1.

Put Pts in groups.

Ask Pts:

How can a T understand that a speaking activity is successful?

Accept Pts' ideas.

Say to Pts:

There are some characteristics of successful and unsuccessful speaking activities on Handout 2.

The information in one column is opposite to the information in the other column.

Read aloud and explain the example.

Say to Pts:

Complete the table in pairs.

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:

What are possible reasons for unsuccessful speaking activities?

Accept Pts' ideas.

Say to Pts:

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:

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.

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.<br>b) some Ls are dominating.<br>c) a speaking activity is not interesting for Ls.<br>d) Ls are afraid of making mistakes.<br>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:

What should Ts do to have only successful speaking activities?

Accept Pts' answers.

Say to Pts:

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:

Do you agree that these recommendations are important? Why / Why not?

Accept Pts' ideas and react appropriately.

4. Say to Pts:

Have a look at 3 formulas for successful speaking activities on the wall.

What are PW and GW in the first formula?

Key: pair work and group work.

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.

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.

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.

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:

Now you are going to experience some speaking activities as Ls, not Ts.

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.

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:

Each group will get 2 different pictures, picture A and picture B.

First describe picture A.

In your groups make up as many sentences describing this picture as possible.

Don't pay attention to possible mistakes.

Choose a person in your group who will tick each new sentence in a notebook without writing the sentences down.

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.

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:

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:

If the aim of a speaking activity is to develop fluency, don't correct mistakes.

2)

Tell Pts:

The next activity is called Change a dialogue.

We will be using a dialogue from Fly High English 6 textbook.

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:

Which information can you change?

Key: names of fruit and vegetables; prices; weight.



Say to Pts:

In pairs change some facts and role play the dialogue with the new information.

This time it is important not to make mistakes using the dialogue as a model.

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:

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:

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:

Find at least 4 things you have in common.

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".

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".

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:

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:

Info gap activities stimulate communication and use of pair work which is very important for speaking.

Step-4: Discuss and practice establishing lesson objectives. Reflection on the lesson.

Sharing experiences, having an effective lesson plan

#### 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:

I have learnt that .....

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.

Step-5: Presentation of the groups and teachers' opinion about on consolidation of the lesson.

#### 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:

What did we do today?

What is very important for developing speaking skill?

Step-6: For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes.

Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

**Controlled questions:**

What is speaking?

What are difficulties of teaching speaking and solve them?

What are criterias of successful teaching speaking?

## RESOURCE FOR THE SESSION

**Plan:**

1. Speaking as an aim and a means of teaching.
2. Evaluating pupils' speech habits.
3. Mistakes and some ways of to correct them.

Speaking a foreign language is the most difficult part in language learning because pupils need practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and pupils rarely feel any necessity to make themselves understood during the whole period of learning a new language in school.

We must distinguish speech and oral exercises for they are often mixed up by the teacher.

Speech is a process of communication by means of language. For example, (1) a pupil tells the class a story about something which once happened to him; (2) the teacher asks questions on the story read by the pupils at home and starts a discussion; (3) pupils speak on the pictures suggested by the teacher, each tries to say what others have not mentioned; (4) pupils listen to the story and get some new information from the text; (5) they see a sound film and learn about something new from it, etc.

The development of speaking follows the same pattern both in mother tongue and in a foreign language from reception to reproduction as psychologists say, and from hearing to speaking if we express it in terms of methodology.

Pupils' speech habits may be evaluated in two ways:

constantly, during every lesson when pupils perform various exercises in hearing and speaking and the teacher has an opportunity to watch every youngest working;

regularly, after finishing a lesson ( a unit of the textbook) a topic studied. The teacher may conduct a quiz. He may ask pupils to retell the text heard, to speak on a picture, to talk on a situation, in other words, to perform all oral activities possible in this particular form, with this group of pupils, within the language material and the topic covered.

It is natural while learning a foreign language that pupils make mistakes. They make mistakes in auding they misunderstand something in a text. They make mistakes in speaking when pupils mispronounce a word, violate the order of words in a sentence, misuse a preposition, an article, use wrong intonation, etc. The teachers' main aim is to prevent pupils' errors. There is a good rule : " Correct mistakes before they occur." In the other words, careful teaching results in correct English, i. e., pupils make very few mistakes. However they make them, and the problem to correct pupils' errors.

If a pupil misunderstands something when auding the teacher should do his best to ensure comprehension. He suggests that the pupil should either listen to the sentence again; if he does not understand it properly the teacher or the classmates help him to paraphrase the sentence or translate it , or see it written. As far as speaking is concerned it is the teacher who corrects pupils' mistakes.

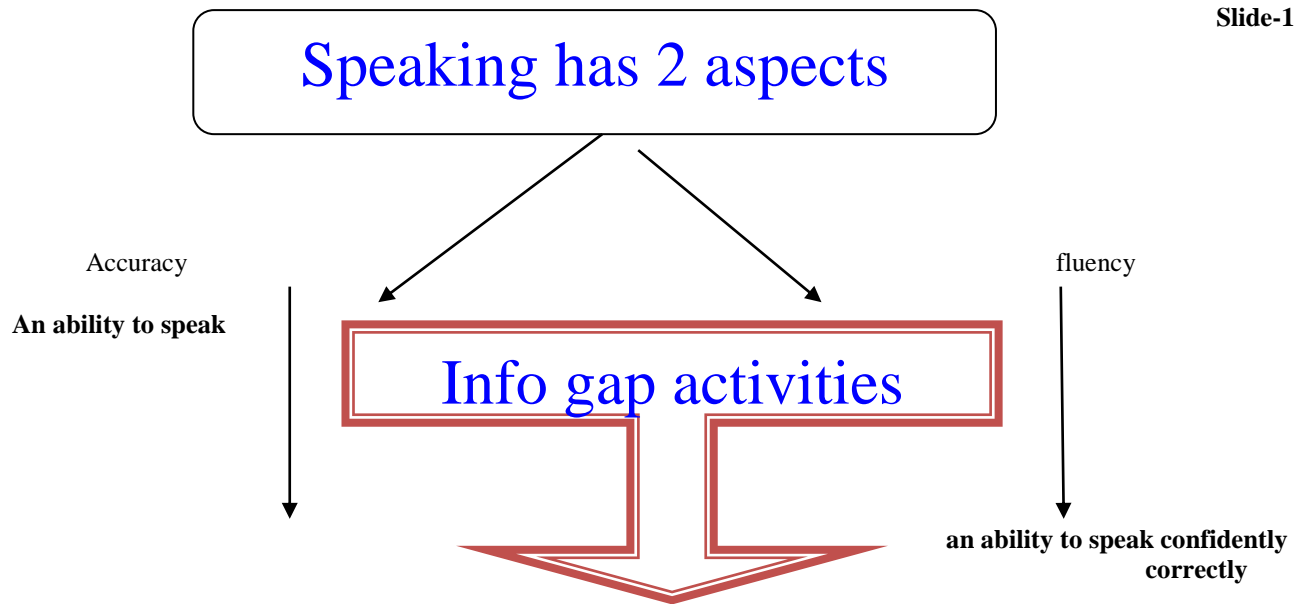
This is due to the following reasons. Firstly, pupils attention is drawn , not to what the classmate says, but to how he says it ,i. e., not to the content, but to the form. If we admit that the form may not always be correct, then why should we concentrate pupils attention on the form? Moreover, when pupils attention is centered on errors, they often do not grasp what the classmate says, and that is why they cannot ask questions or continue the story he has told him.

Secondly, the pupil who speaks thinks more about how to say something instead of what to say. No speaking is possible when the speaker has to concentrate on the form. He makes more errors under this condition. More than that, he often refuses to speak when he sees the classmates raise their hands after he has uttered his first sentence. This does not encourage the learner to speak.

Accordingly when a pupil is called to the front of the class to speak, the class is invited to follow what he says so that they may be able to ask questions or to go on with the story when he stops.

# *Slides and additional materials*

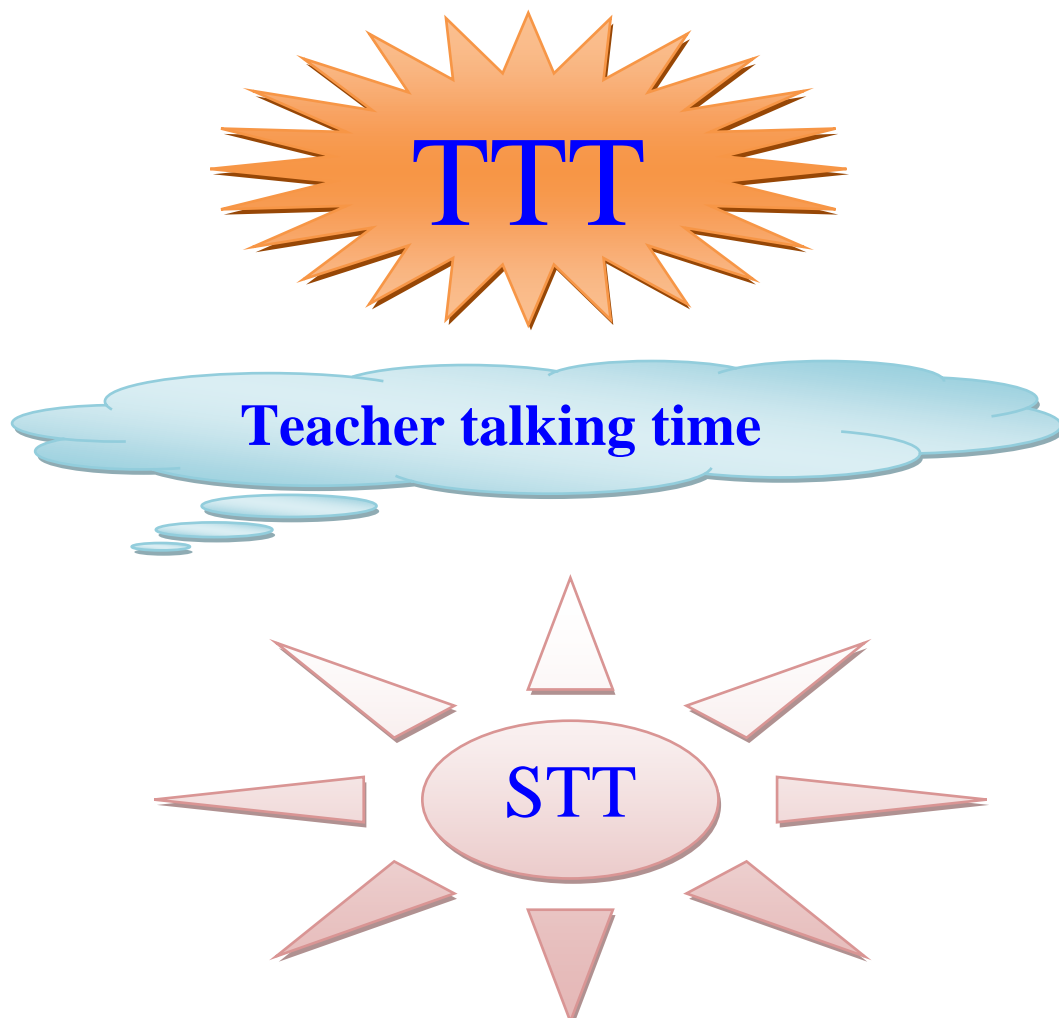
Slide-1



Slide-2

A knows something that another L does not know, so they have to ask questions to get the information.

Slide-3



## SWOT analyses

### Objective:

- 1 Be able to identify and understand of strengths, weaknesses, opportunities, threats and acting on them;
2. Be able to experience activity which make a good learning atmosphere

**Material:** Pens , tape, list of examples for SWOT analysis

**Time:** 45 minutes

**Interaction:** Individually, pair work, group work

**Step1:** Ask participants to imagine a women's group which makes baskets and sells them from a rented kiosk by the beach. Present the following list to participants either on flipchart paper or as a hand-out. Ask which of the following is good, and which is bad for the women's business?

(Note to a trainer: the letter in parentheses indicates the correct SWOT category for each item and is for your reference when you get to Step 3. If you put these examples on large paper for display, don't include this letter)

- The sales girl sells baskets to her friends at half price. (W)
  - A new tourist hotel is being built near the kiosk. (O)
  - The secretary records sales every day in the group's cash book. (S)
  - Three other women's groups in the area have started handicraft businesses. (T)
  - Some group members are careless in making their baskets which are poor in quality. (W)
  - The sales girl always smiles and is friendly to customers. (S)
  - Next door to the group's kiosk there is a shop which sells clothes and a variety of handicrafts as well as attractively decorated baskets. (T)
  - The group has fallen behind in paying rent for its kiosk. (W)
  - The chairman has visited handicraft shops in town and secured a number of orders for baskets. (S)
  - A non-government organization in the area has a program of business training and loans for women's group. (O)
- 2 A businessman wants to build a restaurant on the site of the group's kiosk. (T)

**Step2:** Go through the list again and ask participants which of these situations is part of the business and the way it is run (internal) and which belongs to the outside environment of the business (external). On flipchart paper group their answers on two lists, one marked "external" and the other "internal".

**Step3:** Explain to participants that you are going to show them a method which they can use to analyse and think about group business in their totality. Present the SWOT chart and explain the categories using the examples just discuss. Look at the items on the "internal" list again and decide which are strengths and which are weaknesses. Discuss which items on the "external" list are opportunities and which are threats.

**Step4:** Ask participants to think about the steps the women operating that business could take for each strength, weakness, opportunity, threat listed and discussed.

Does the list of weaknesses suggest any changes that could be made?  
How can the group build on its strengths?  
What can the group do to take advantage of the new opportunities?  
How can the group protect itself from the threats?

**Step5:** Divide participants into small groups and ask them to analyse one of their businesses using the SWOT chart.

**Step6:** After 10 minutes ask each group in turn to present its SWOT analysis to the other participants. Allow for discussion.

### SWOT ANALYSIS CHART

(INTERNAL)		(EXTERNAL)	
STRENGTH	WEAKNESS	OPPORTUNITY	THREAT

## 2. Reflection and action planning

**Objective:** To reflect on the session

**Time:** 10 min

**Materials:** None

**Interaction:** Individually, pair work and plenary

- Ask teachers to look at what was done in the session
- Write unfinished sentences on the blackboard. Ask teachers to complete them.
  1. One thing I found very useful in the session is.....
  2. One thing I'm going to try out.....
- Ask teachers to discuss their ideas in pairs.
- Then ask several pairs to share their ideas with the whole group.

## 5-Мавзу: Инглиз тили ўқиб тушуниш кўникмаларини шакллантириш методикаси. (Teaching reading).

### Reading techniques

1 Skimming	Reading a text quickly to get the main idea
2 Scanning	Reading a text quickly to find specific information (names, places, dates, numbers, etc.)
3 Intensive reading	Reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)
4 Paraphrasing	Retelling a text for a T to check Ls' understanding of the text
5 Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation
6 Information transfer	Change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

### Plan:

1. Reading as an aim and a means of teaching.
2. Teaching different types of reading tasks.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the leading language activities to be developed.

Reading is of great educational importance, as reading is a means of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading.

Reading is a complex process of language activity. As is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process is connected with the work of visual, kinesthetic and thinking. There are two types of reading; aloud and orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and in this way, he perfects his command of the target language.

It is very important to know about reading techniques:

Reading techniques	Description and aim
1 Skimming	Reading a text quickly to get the main idea
2 Scanning	Reading a text quickly to find specific information (names, places, dates, numbers, etc.)
3 Intensive reading	Reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)

4 Paraphrasing	Retelling a text for a T to check Ls' understanding of the text
5 Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation
6 Information transfer	Change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

While learning language our pupils should differ the stages of activities as pre, while, post.

#### Pre-reading activity

Aim: to prepare Ls for reading and understanding the text

#### While-reading activities

Aim: to help Ls understand the text; to check understanding and pronunciation; to help Ls retell the text

#### Post-reading activities

Aim: to develop the topic

### **1. Lead in**

Objective:

- to give Pts an opportunity to revise the information obtained in the previous session on reading

Time: 5 min

Materials: none

Interaction: plenary

1. Say to Pts:
  - Let's check your memory. Which effective Ls strategies do you remember?
2. Accept Pts' ideas and ask them:
  - Which T's techniques do you remember?

Key: Skimming, scanning, intensive reading, paraphrasing, information transfer, contextual guessing.

- Say to Pts:
  - Our today's session has 2 parts. First we'll have a reading lesson, then we'll analyze it.

### **2. Activity: Reading lesson and its analysis; exploring a pre-, while- and post- reading model**

Objectives:

- to demonstrate a reading lesson
- to make Pts aware of stages of the reading lesson, their sequence, aims and logical connection
- to explore advantages of the model

Time: 55 min

Materials: a picture of camels, a picture of elephants, a picture of people; Handouts 1, 2 (a scanned p. 67 from *Fly High 6*, see it attached), 3, 4 (scanned pp. 109-110 of *Fly High 6, Teacher's book*)

Interaction: plenary, pair work, individual task

Preparation: before the session 1) put at random pictures of camels, elephants and people on the walls of a classroom; 2) write on the Bb:

- 1) \_\_\_\_\_ feed animals.
- 2) \_\_\_\_\_ and \_\_\_\_\_ carry big and heavy things for people.

1.
  - Tell Pts:
    - You'll have a reading lesson as Ls. Are you ready?
  - Ask Pts:
    - What do you see in the pictures on the walls?
    - Accept Pts' answers.
  - Say to Pts:
    - Look at 2 sentences on the blackboard.
    - In pairs fill in the gaps using the words for the objects in the pictures.
  - You have not more than 1 minute.
  - Check the instruction.
  - In 1 min ask Pts to say answers.
  - Key: 1) People; 2) Camels and elephants.
  - Ask some Pts to go to the Bb and write these words in the sentences.
  - Ask Pts:
    - 2 sentences on the Bb will help you to guess the topic of today's lesson. Any ideas?
  - Accept Pts' ideas and react adequately.

Key: How people and animals help each other.

- Ask Pts:
- How do people and animals help each other?
- Accept Pts' ideas.
- Say to Pts:
  - Open your books at page 67, please. The name of Lesson 2 is *Have you got 'a bird table'?*
  - Who knows what a bird table is?
- Accept Pts' answers.
- Show a picture of a boy and a dolphin on Handout 2 and ask Pts:
  - How is the dolphin helping the boy?

Key: The dolphin is helping the boy to swim.

2.

- Tell Pts:
  - We are going to read a text about how people and animals help each other. Before it, let's do a task.
- Show Handout 1 and say:
  - 1) You'll get Handout 1 with some words from the text in one column and their definitions in the other.
  - 2) In pairs match the words with their definitions.
  - 3) You have 2 min for this.
- A) Distribute Handout 1.

Handout 1

Match words with their definitions. Examples are done for you:

- Wildlife – E)	➤ liked by children
- Be popular with children – A)	➤ people who work for British Railway Company
- Grown ups –	➤ medical help without payment
- Free medical help –	➤ opposite to 'children'
5) British Rail staff –	➤ wild animals and birds

- In 2 min check the answers.
- Key: 3) – D); 4) – C); 5) – B)
- Say to Pts:
  - Now do exercise 2a on Handout 2.
  - Distribute Handout 2.
  - Ask a Pt to read the instructions to ex.2a.
  - Say that Pts have 5 min to read the text to themselves.
  - In 5 min ask Pts:
    - How do animals help people?
    - Accept Pts' answers and react adequately.
    - How do people help animals?
    - Accept Pts' answers and react adequately.
    - Which organization in Britain pays animals for their work? Key: British Rail
    - How can we title the text? Key: British people and animals
    - Say to Pts:
      - Now you are not learners, you are TV presenters in a programme about animals.
      - You'll be reading this text aloud to your audience.
      - How many sentences are there in the text? Key: 14.
      - I'll ask 14 TV presenters to read aloud only 1 sentence.
      - The first TV presenter will read sentence 1, the second - sentence 2 and so on.
      - Try to be the best TV presenter.
      - Check the instruction.
      - Ask 14 Pts to read aloud by 1 sentence. Correct pronunciation if necessary.
      - Say to Pts:
        - Your friend tells you that he didn't watch a part of your programme on TV. Your friend asks you to retell this part.
        - How many parts does the text have? Key: 2.
        - In pairs As will retell the first part of the text, Bs – the second.
        - Don't look at the text.
          - Get Pts in A, B.
          - Check the instruction.
          - Monitor Pts.

3.

- Say to Pts:
  - The next exercise is 2b, who will read the instruction?
  - In pairs interview each other for 3 min.
  - As will start asking.
  - When they get answers, Bs will ask them the first question which they should answer.
  - In 3 min I'll ask some of you not about you, but about your partners.
  - In 3 min ask some Pts about their partners' animals, e.g.:
    - Aziz, does Alisher have any animals?
    - Safira, are animals important for Shahnigor?
  - Say to Pts:
    - Now we'll do ex. 2 c.
    - What do you see in the pictures to the exercise? Key: Dogs.
    - Let's look if the exercise is about dogs. Who wants to read the instruction?
- Say to Pts:
  - There is a question, a model answer, 7 pictures and phrases.
  - As will start asking.
  - Bs will use the model and give answers matching pictures with phrases.
  - Start with picture 2.
  - Then Bs will ask As the same question and As will use picture 3 for their answer.
  - You have not more than 3 minutes.
  - Check the instruction.
  - Monitor Pts.
  - In 3 min stop Pts.
  - Ask a Pt to write and dictate for others one sentence he/she made up on the Bb.
  - Ask Pts to help you to check the sentence and correct it if necessary.
  - Repeat the procedure with 2 other Pts.

4.

- Say to Pts:
  - You have ex. 3 for homework. Read the instruction.
  - At home write 4 sentences as answers to the questions. Next lesson you'll compare your ideas in groups. Any questions?
  - Ask Pts:
    - How did you feel during the lesson?
    - Did you learn anything? What?

5.

- Say to Pts:
  - You are not Ls any more, you are again Ts, let's analyze the reading lesson.
  - For that you'll need Handout 2 and Handout 3.
  - You have not more than 1 min to look through Handout 3.
  - Distribute Handout 3.

#### Handout 3

Complete the lesson plan of a reading lesson

\_\_\_\_\_  
Aim:  
*Naming animals in the pictures*  
*Filling in the gaps.*  
*Ex.1*

\_\_\_\_\_  
Aim:  
*Matching words from Ex. 2a with their definitions*

\_\_\_\_\_  
Aims:  
*Ex. 2 a*  
*Reading aloud*  
*Paraphrasing in pairs*

\_\_\_\_\_  
Aim:  
*Ex. 2b*  
*Ex. 2c*  
*Ex. 2d*  
*Homework*  
*Ex. 3*



- In one min say to Pts:
- The lesson consists of stages which have their names.
  - Let's have a look at the activities which started our lesson. What were they?

Key: These activities were:  
*Naming animals in the pictures on the walls.*  
*Filling in the gaps.*  
*Ex.1*

  - The name of this stage is warming-up. Why does it have this name?

Key: This stage begins a lesson and makes Sts "warm" and ready for a language lesson.

  - Write the name of the stage on the line.
  - Write the name of the stage on the Bb / flipchart.
  - Ask Pts:
  - What was the aim of this stage?

Key: The aim was to help Sts tune their minds to English.

  - Let's write the aim under the line.
  - Watch that Pts write the aim of the activity.
- 6.
  - Ask Pts:
    - What was the next activity?

Key: *Matching words from Ex . 2a with their definitions.*

    - Was this activity connected with the text? Key: Yes.
    - As we did this activity before reading its name is pre-reading activity.
    - Write the name of the stage on the line.
  - Write the name of the stage on the Bb / flipchart.
  - Ask Pts:
    - What was the aim of this activity?

Key: The aim was to prepare Sts for reading and understanding the text.

    - Let's write the aim of the activity.
    - Watch that Pts write the aim of the activity.
- 7.
  - Ask Pts:
    - What was the next stage?

Key: The next stage has 3 activities:  
*Ex. 2 a*  
*Reading aloud*  
*Paraphrasing in pairs*

    - As all these activities are directly connected with reading, this stage is called while-reading activities.
    - Write the name of the stage on the line.
    - Write the name of the stage on the Bb / flipchart.
    - Ask Pts:
    - What was the aim of the stage?

Key: The aim was to help Ls understand the text; to check Ls' understanding and pronunciation, to help Ls retell the text.

    - Write the aims of the stage.
    - Watch that Pts write the aims of the stage.
- 8.
  - Say to Pts:
    - Now let's look at the activities of the next stage. Are they connected with reading the text?

Key: No, they are not.

    - Although these activities are connected with the topic of the lesson, they go beyond the text. They are called post-reading activities, write the name on the line.
  - Write the name of the stage on the Bb / flipchart.
    - What is the aim of this stage?

Key: The aim is to develop the topic.

    - Write the aim of the stage.
  - Watch that Pts write the aim of the stage.
    - What was the last stage of the lesson?

Key: The last stage was Homework.

    - What is the aim of this stage?

Key: The aim is to develop the topic and practice a writing skill.
- 9.
  - Say to Pts:
    - Let's make conclusions about a structure of the lesson.
  - Ask Pts:

- What can you say about a structure of the lesson? Does the lesson contain different stages? Key: Yes, the lesson contains different stages.
- Write conclusion N1 and ask Pts to write it in their notebooks:
- A lesson consists of different stages: warm-up, pre-, while- and post-activities.
- Say to Pts:
  - Let's look at the aims of the stages. Are they the same? Key: No, they are different.
  - Can we say that each stage has its specific aim? Key: Yes, we can.
  - So, let's write conclusion N 2:
- Each stage has its specific aim/s.
  - Say to Pts:
    - Although the stages are different, is there a logical connection between them?
  - Key: Yes, there is.
  - We have conclusion N3:
- All stages are connected logically.
- Ask Pts:
  - Today we had a reading lesson. Which reading techniques and learning strategies did we use?
- Key: We used skimming for giving the text a title, we used scanning when we were looking for the name of an organization which pays animals, we used paraphrasing for retelling the text.
- We paid attention to illustrations and it helped us to guess the task.
- What important stage did our lesson not have? Key: Checking homework.
- Where would you put it?
- Accept Pts' ideas.
- If you have time ask Pts:
  - Which other activities would you use for the lesson?
- Accept Pts' ideas. If they hesitate to answer, offer your ideas. E.g.:
  - For warming up we could ask Sts to mime different animals.
  - For while-reading we could ask Ls to make up a short story about a cat working for British Rail.
  - We could ask Ls to create a dialogue between a working cat and an unemployed cat and role play it.
- Say to Pts:
  - At home compare our lesson plan with the one given in *Fly High English 6, Teacher's Book* given on Handout 4. Think about differences and similarities these 2 plans have. Think about your plan you would write on the lesson.

Give out Handout 4

Step-4: Discuss and practice establishing lesson objectives. Reflection on the lesson.  
Sharing experiences, having an effective lesson plan

### Activity: Reflection and action plan

Objectives:

- to reflect on the session
- to help Pts to make an action plan

Time: 10 min

Materials: none

Interaction: individually, pair work, plenary

- Ask Pts to complete the sentences:
  - 1) I have learnt that .....
  - 2) 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 whole group.

**Step-5:** Presentation of the groups and teachers' opinion about consolidation of the lesson.

### 4. Outcomes

Objectives:

- to elicit learning outcomes of the session from Pts

Time: 5 min

Materials: None

Interaction: Plenary

- Elicit the learning outcomes from Pts by asking:
  - What was our session about?
  - What did we do?

**Step-6:** For consolidation of the lesson listeners will work in small groups and work on tests during 10 minutes.

Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

Analyse the results of tasks which were in pairs, plenary

**Controlled questions:**

1. What is for reading?
2. What are techniques of reading?
3. What are pre-, while-, post-reading model?
4. How to correct mistakes while pupils reading?

## ***Slides and additional materials***

### **Pre-reading activity**

**To prepare Ls for reading  
and understanding the text**

**To develop the topic**

### **Post-reading activities**

### **While-reading activities**

**To help Ls understand  
the text; to check  
understanding and**

## 6-Мавзу: Инглиз тили дарсларида ролли ва дидактик ўйинларни қўллаш методикаси (Methods of using role plays and educational games at the English lessons).

### TECHNOLOGICAL MAP OF THE SESSION

**1. Машғулоти мақсади:** Тингловчиларда грамматик ва фонетик ўйинларни ўтказиш технологияси ҳақида билимларини амалда шакллантириш.

**2. Машғулотида кутиладиган натижа:** Фонетик ва грамматик таълимий ўйинлар моҳиятини амалда тушунириш; уларни ўқув жараёни самарадорлигини оширишини амалда асослаш.

**3. Машғулоти тури:** Амалий машғулоти.

**4. Машғулоти босқичлари ва тақсими:** 80 дақиқа.

I. Ташкилий қисм – 5 дақиқа.

II. Музёраи машқлар – 10 дақиқа.

III. Янги мавзу режаси ва баёни – 30 дақиқа.

IV. Ўрганилган метод асосида дарс ишланмаси тузиш – 30 дақиқа.

V. Дарсга якун ясаш – 5 дақиқа.

**5. Ўқув жараёнининг мазмуни:**

**Метод:** Тренинг-дарс

**Форма:** Жамоада, кичик гуруҳларда

**Жиҳоз:** Тарқатмалар, магнит доска, магнитлар ва синф жиҳозлари

**Усул:** Оғзаки, ёзма.

**Баҳолаш:** Рағбат.

**Ўйга вазифа:** Мавзуга доир адабиётлар ва интернет сайтлари билан танишиш

**Дарс жараёни:**

**I. Ташкилий қисм – 5- дақиқа.**

1. Амалий машғулоти ўтказиш юзасидан кўрсатмалар бериш.

2. Дарсни белгиланган талаблар асосида ташкил этиш.

**II. Музёраи машқлар – 8-10 дақиқа.**

Тингловчиларни бугунги дарс мавзуси билан таништириш мақсадида битта фонетик ўйин ўтказилади. У таҳлил қилинади ва бугунги мавзу нима экан деб савол берилади. Ўйинни ўтказиш технологияси:

**Девор томонга югур!**

Ўқувчиларга [θ] ва [ð] товушларини ўргатиш жуда қийин, айниқса Th ҳарф брикмаси қачон [θ] ва қай ҳолатда [ð] товушини беришини ажратиш мушкулдир. Шунинг учун мана бу ўйинни ўтказишни тавсия қиламиз. Ўйинни бошлашдан олдин ўқувчилар билан бу фонетик қоидалар яна бир бор такрорланади. Ўқитувчи олдиндан 30 дона карточка тайёрлайди, яъни 15 та [θ] товушини берадиган сўзлар, 15 та [ð] товушини берадиган сўзлар ёзилган бўлиши керак. Ўқувчилар синф марказида туришади, ўқитувчи стул устида туриб олади. Синфнинг қарама қарши деворларига [θ] ва [ð] товушлари илинади. Ўқитувчи карточкани кўрсатганда, ўқувчилар тўғри товуш илинган девор томонига тезлик билан ўтиб олиши керак. Хато қилган ўқувчи ўйиндан чиқарилади. Масалан:

[θ]  
bath, teeth, birth, threat, thin  
↓

[ð]  
this, bathe, brother, those  
↓

Ўйин тугагандан сўнг ўқитувчи хато қилган ўқувчилар билан хатолар устида ишлайди.

**III. Янги мавзу режаси ва баёни – 30 дақиқа.**

**Режа:**

1. Тил ўргатишда таълимий ўйинларнинг ўрни
2. Лексик ўйинлар таснифи ва улардан ўринли фойдаланиш
3. Фонетик машқ ва ўйинлар таснифи

Everybody knows how difficult it is to make lesson of English interesting for children in the primary school. Pupils will like the lesson and will do English with enthusiasm if the material is interesting and bright for them. And the content of the lesson will interest children if the material is corresponding to their age and interests as well.

Many of you will say that it takes much time to organize a game, and children take the lesson as a game, not more. In addition, you can say that it takes much more to get everything prepared for fun at the lesson. I will say a game is a kind of work as well. If you know the psychological aspects of this very age, you should see that game is an activity, which is very close to all children. While playing, you can make children really work effectively.

It is impossible to make children learn words and rules by heart, do exercises, and only drill mechanically. A game is a certain stimulus to learn something. It is a real education aim – to learn the material for the purpose of playing.

A game is a social experience for children, which teaches them to live, to help each other, to sympathize, to win and to lose, and to respect others' feelings. The players often try to change the game, to invent some new elements, heroes; they have their own idea. Do not be afraid of it. It is a kind of partnership, of help. A good game must teach children to find solutions to problems, to try out variables and make decisions.

In conclusion, I would like to say that a game is full of emotions, which will make your lesson interesting and productive, not only for your pupils, but also for you. Do not be afraid to play, believe in games and you will succeed!

The aim of these games is to help children to memorize words in a fun way.

### 1. What is missing

**Materials:** a number of thematic cards or toys (their number depends on the age of the pupils).

**How to play:** put the cards or toys in a row on the desk or blackboard. Let the pupils have a look at them, or you can revise the words together. Then ask your players to close their eyes and take one of the objects away. Then the children must open their eyes and answer your question "What is missing?" You can also change this game a little bit: don't put the cards or toys away, but change their order.

### 2. Mouse Game

**Materials:** A blackboard

**How to play:** Draw a house (a square) on the blackboard and a little mouse in the middle square. The teacher tells the pupils: "Mouse is in her house. But it is very dangerous outside, a big black cat is hungry and it wants to eat our little mouse. Let's help her. When the mouse is out of its house – clap your hands." With the help of instructions (mouse up, mouse down, mouse left, mouse right) teacher makes the players follow the mouse.

### 3. Dominoes

**Materials:** Thick paper and pencils to make domino cards of a suitable size (their number depends on the age and level of the pupils)

**How to play:** You can make the cards not only with numbers but also with the alphabet and words. Children should join the cards according to their meanings: colours, animals, parts of the body, actions and etc.) This game can be played in pairs or with the class divided into two teams).

### 4. Find the words

**Materials:** Printed forms with selected words (the number of the words depends on the age and level of the pupils)  
For example:

1	a cat	blue	alphabet	a nose	a lion
2	a skirt	an eye	a table	a pupil	green
3	a hat	a TV set	a ball	a girl	a mouth
4	a neck	a cake	a flower	a door	hungry

**How to play:** The teacher reads the definitions of the words from each line and the players must cross these words out. In each line there must be one word left (in our variant there are 4 words left – a nose, an eye, a mouth, a neck). At the end of the game the pupils should guess why these words were not crossed out (in the example – the words mean the parts of the body).

The aim of these games is to help pupils differentiate the sounds of English and Russian words.

### 1. Funny sounds

**How to play:** The teacher explains to the pupils: "In the English alphabet, there are a lot of little funny sounds. Sound [ei] is a very funny sound, it likes to play. Its favourite game is hide-and-seek. Let's play with it now. The sound [ei] will hide and you will seek it. When you hear it – clap your hands (jump, sit down, etc.)". Then the teacher reads the list of words.

### 2. English teacher

**How to play:** The teacher tells the pupils "The English teacher is going to learn Russian. It is very difficult for him. Let's help him. Now listen attentively. When you hear the Russian word – clap your hands."

The teacher reads the words both English and Russian but using only English sounds. For example: [sky's], [sobaCka] and etc.

### 3. Find the house.

The aim of the game is to help the pupils to learn the letters and the sounds they have.

**Materials:** the forms with pictures of the houses (house A, house E, house I)



[æ]      [ai]      [i:]      [i]      [e]      [ei]

**How to play:** teacher explains that every letter has its house, and asks the pupils to help the sounds. The children must draw the roads from each sound to a certain house.

### III. Grammar Games

The aim of these games is to revise some grammar rules, to help children to realize and memorize the material. It is a kind of the situation for using some rules in speaking or writing.

**Materials:** A blackboard

**How to play:** You should draw the field for the game and fill the squares with the material you want to work with. For example:

CAN

+ she play	– you jump	? we swim
+ they sing	– he dance	? she run
+ I read	– we drive	? they skip

The teacher should divide the class into two teams: “X” and “O”. The members of each team should put their marks (X and O) to the squares they want making up the sentences according to the scheme: “+” means declarative sentences, “–” means negative sentences, “?” means interrogative sentences. On the blackboard you can write different signal words for children to use the tenses (yesterday, tomorrow, etc.)  
Plural form of the nouns:

A child – _____	A boy – _____	A man – _____
A cat – _____	A woman – _____	A lady – _____
A foot – _____	A book – _____	A car – _____

Pupils can come to the blackboard and write the plural forms of the nouns. You can also practice degrees of comparison of the adjectives, tenses, modal verbs and etc.

#### 1. Where is it?

**How to play:** you should show several toys (or objects) to the players and then position the toys **on** the chair, **under** it, **near** it, **in** the bag (the number of the toys depends on the level of the pupils). Ask the pupils to close their eyes and then change the toys and their positions. Ask the players to open their eyes and notice the differences: “The cat was under the chair. Now the dog is under the chair. Put the cat under the chair.”

#### 2. What are you doing?

Materials: A blackboard

How to play: write a list of action verbs on the blackboard. Every pupil should come to the blackboard and demonstrate one of the verbs without saying a word, only using gestures. Others can ask him or her: “Are you swimming/running now? / Did you swim yesterday? / Will you play tomorrow?” – “Yes/No”.

These games seem to be of no importance, but it’s not true. It is extremely important to relax and enjoy yourself in class. It helps both the pupils and the teacher to relax, to have positive emotions. These games help to make the lesson extraordinary for children and thus interesting and successful for them.

#### IV. Ўрганилган метод асосида дарс ишланмаси тузиш – 30 дақиқа.

**Метод:** Тренинг

**Форма:** Жуфтликда;

**Жихоз:** Ватман қоғози;

**Усул:** Ёзма.

**Мустақкамлаш учун топшириқ:** Тингловчилар жуфтликларга бўлиниб, бирор бир мавзуни «Грамматик, лексик ва фонетик» ўйинларни қўллаб дарс ишланмаси тузадилар. Тайёрлаш учун ҳар бир жуфтликка 10 дақиқа вақт берилади. Сўнг 5 дақиқадан ғояларини тақдиротини ўтказишади.

#### V. Дарсга яқун яшаш – 5 дақиқа.

Ўқитувчи ва тингловчиларнинг ҳамкорликдаги дарсга хулоса қилинади. Амалий машғулот давомида ўқитувчилар нималарни ўргандилар ва келажакда ўз устида ишлаш ва касбий маҳоратини ошириш учун нима чора тадбирларни режалаштиришгани ҳақида ҳамкасблари билан фикр алмашадилар.

### 7-Мавзу: Инглиз тили дарсларда ёзма ва оғзаки нутдаги хатолар устида ишлаш методикаси (**Error correction techniques: spoken and written errors**). ( 2 соат маъруза 2 соат амалий машғулот)

#### TECHNOLOGICAL MAP OF THE SESSION

<p><b>Subject:</b> Theories of English language and methods of teaching</p> <p><b>Audience:</b> School teachers</p> <p><b>Theme:</b> “SWOT – универсал таҳлил” методини инглиз тили дарсларида қўллаш (Teaching Speaking)</p> <p><b>Key words:</b> Awareness, techniques of writing, habit and qualification on writing, orthography, challenge, handwriting</p> <p><b>Number of hours:</b> 2 hours practice</p>	
<p><b>Abstract/Summary of the session (According to the State orders)</b></p> <p>Writing as an aim and a means of teaching and learning a foreign language. Differences of writing from reading, speaking, listening. Specific difficulties of writing in English. Ways of having a good lesson in writing. Ways of developing writing habits.</p>	
<p><b>Technology on carrying out of learning process</b></p> <p><b>Method:</b> Brainstorming, round-table discussion, exchange experiences.</p> <p><b>Equipements (technic and didactic):</b> Handouts, questionnaires, slides. Markers, scotches, flipcharts.</p> <p><b>Control:</b> Oral control, self-checking, asking questions, presentation.</p> <p><b>Assessment:</b> Encouragement</p> <p><b>Form:</b> Presentation, Discussion, asking question, individual and group work.</p>	
<p><b>Aim and objectives of the workshop:</b></p>	
<p><b>Aims:</b></p> <p><b>Educative:</b> Explain an importance of writing</p> <p><b>Moral training:</b> Be able share experiences, ideas in speaking</p> <p><b>Practical:</b> Be able share experiences, ideas on writing</p>	<p><b>Objectives/Tasks:</b></p> <p><b>Educative question:</b> What can you say about the importance of writing?</p> <p><b>Moral question:</b> As a professional teacher in which ways can you help your colleagues on a topic?</p> <p><b>Practical question:</b> What is the role of writing in learning of a foreign language?</p>
<p><b>Expected results/Outcomes:</b></p>	
<p><b>By the end of the lesson learners can aware: (Knowledge/awareness):</b></p> <p>The role of writing lesson</p>	<p><b>Which activities will be given:</b></p> <p>Activity: Problems and solutions</p>

<b>By the end of the workshop learner will understand: (Ability/skills):</b> a) share experiences in lesson planning on writing b) understand and correct spelling of words	<b>By which activities will be appeared skills:</b> What can you tell about correcting spelling of words?
<b>By the end of the workshop learners can do (Qualification):</b> a) make an effective lesson plan b) make an action plan	<b>By what activities a qualification will be formed:</b> As a professional teacher in which ways can you help your colleagues on a topic?

**Procedure and steps of the training session:**

Name of work	Aim of work	Method	Time (minute)
<b>Step 1 Organization moment</b>	Introduce listeners with procedure of the lesson	Asking questions	5
<b>Step 2 Reflection: Clarify necessities</b>	Clarifying necessities. A teacher ask questions on a theme:	Orally	5
<b>Step 3: Summary of a practical lesson</b>	Exploring a theme by a plan: 1.Challenges in writing 2.Demo writing tasks 3. Demo activity analysis 4. Reflection and action plan	Presentation on slides, Individual,  pair work, group work	10 20 20 5
<b>Step 4: Consolidation</b>	Reflect on the activities	Work in pairs.	10
<b>Step 5: Evaluation/Feedback</b>	At the end of the lesson reflect on the lesson, make an action plan Conclusion.( asking questions, ideas and suggestions)	Self-checking	10
<b>Step 6: Reflection and action plan</b>	Analyze the results of tasks which were in pairs, plenary	Asking questions	5

**Procedure of the practical session:**

**Step-1:** Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson.

**Step-2:** Clarifying necessities. A teacher asks questions on a theme:

What are principles of writing?

What does writing include?

What difficulties are you facing in teaching writing and ways of solving them? **Step-3:** Exploring a theme by the following plan

**Procedure of the practical session:**

Plan				
1	Learning Outcomes	Explain learning outcomes to participants	5 min	Handout 1A Handout 1B
2	Lead in	Discuss what people write in real life	10 min	
3	Discussion	Discuss challenges while doing writing tasks	10 min	
4	Demo	Demonstrate Hot Seat activity	20 min	
5	Demo activity analysis	Analyze demo activity	20	Handout 2
*	Optional activity	To give further practice		
6	Reflection	Reflect on what they learnt from the session	10 min	

**Learning Outcomes**

Objectives: To help participants to understand the session outcomes

Time: 5 minutes

Materials: None

Interaction: Plenary



Procedure:  
Ask participants to work in pairs. Nominate them As and Bs.  
Distribute Handout A to As and Handout B to Bs.  
Say that As will dictate their sentence to Bs. Then Bs will dictate their  
Sentence to A.

Ask them to check their mini dictations.  
Say that these are the learning outcomes of the session.  
*Answer Key – see Learning Outcomes*

## **2. Lead in**

Objectives:  
Raise teachers' awareness of the topic,  
To prepare for the next stage  
Time: 10 min  
Materials: None  
Interaction: Pair work, plenary

Ask teachers to answer the question: What do people write in real life?  
Write their ideas on the blackboard. Accept all ideas.

### *Possible answers*

*Letters, e-mails, shopping lists, diaries, notes, lectures, lesson plans, poems, novels, articles, essays*

Ask teachers to answer the following question:  
What's the main aim of writing? (*Answer key: communication.*)

## **3. Discussion Challenges in writing**

Objective: to explore challenges learners have in writing  
Time: 10 min  
Materials: None  
Interaction: Whole class

Procedure:  
Ask teachers to name writing tasks they give to their learners.  
Ask: What problems do your learners face in writing?

### *Possible answers*

*Lack of vocabulary, lack of ideas, learners are not interested, etc.*

Say that you will come back to these problems in the end of the session.

## **Demo Writing Task**

Objective: To raise teachers' awareness in necessity of giving support to learners  
Time: 20 min  
Materials: None  
Interaction: Individual, group work

Procedure:

### **Pre-writing stage**

Say that you will demonstrate an activity called Hot Seat. Ask teachers to imagine that they are pupils of class 6.  
Divide the class in groups of 4. Say that each participant will be in Hot Seat for three minutes. All members in a group will ask questions to a person in 'Hot Seat'. Questions should be personal but if a person doesn't want to answer a question, s/he may say "Pass".  
Elicit possible topics and questions.

### *Possible answers:*

*Topics: family, hobby, favorite music, favorite food etc.*

*Questions: How many brothers/sisters/children do you have? What's your hobby/favorite music? Etc)*

Say that they must listen to each other attentively and remember the information because at the end they will write about each other. Say that in the end they will choose the most interesting person.  
 Say that you will be a time keeper and signal after each three minutes. (After each three min you can whistle or clap your hands).  
 Demonstrate with one group. You can join the group and be in a Hot Seat for three minutes.  
 Check participants understand what they are going to do. Ask the questions:

6. What are we going to do?
7. Who will be in a Hot Seat?
8. How many minutes will you be in a Hot Seat?
9. What questions can we ask? (E.g. what's your favorite ...? Do you like ...? Can you ...? etc)
10. What to do if you don't want to answer a question?

Monitor the groups. Give help if necessary.

### **While-writing stage**

When all groups finish ask participants to write a story about a person on the left. Ask them to write neatly and on a separate sheet of paper. Tell them they have 10 minutes.

### **Post-writing stage**

When they finish writing ask them to put their works on the wall.

Ask participants to go round, read and find:

The most interesting fact

The most unusual thing

In five minutes ask them to take their seats. Remind that they are still learners. Get feedback from some participants.

Ask the following questions:

What interesting facts have you found?

What unusual things have you found?

How did you feel during the activity?

Elicit names for the most interesting person and write them on the blackboard.

Ask participants to vote. Congratulate the winner. (Give a small present if possible.)

**Step-4:** Discuss and practice establishing lesson objectives Reflection on the lesson.

Listeners will work individually, in pairs and make action plan. Select goals for development.

### **5. Demo activity analysis**

Objective: To analyze writing task

Time: 20 min

Materials: Handout 2

Interaction: Individual, pair work, whole group

Procedure:

Say that they are teachers now. Ask them to think about the activity as teachers and answer the following questions.

How many main stages were there?

What did you do before writing? What did you do after writing?

How are the stages called?

*Answer key:*

*Three main stages.*

*2) They asked each other questions before writing, after writing they read each other works and completed the task.*

*3) Pre-writing, while-writing and post-writing.*

Put on the board the words: pre-writing, while-writing and post-writing.

Ask teachers to work in pairs and think about the purpose(s) of each stage.

Distribute Handout 2. Ask them to match stages with definitions and check their answers.

*Answer key: 1e, 2a, 3b*

*Pre-writing tasks prepare for writing, arouse learners' interest;*

**While-writing tasks** draw on writing itself, help to communicate a message;

**Post-writing tasks** encourage learners to relate writing to their own life/experience, gives opportunities to express own ideas, views and/or do something with the information they have got.

Check the answers. Ask how close their answers were to the definitions given.

Ask teachers to work in pairs and answer the following questions.

Was the writing task interesting for you?

Do you think the task will be interesting for your pupils? If so, why?

Was the task difficult? Why? Why not?

**\* Optional task (If the group is advanced give them the task)**

Ask teachers to work in pairs. Pairs A will get Handout 3A and pairs B will get Handout 3B. Ask them to write the activities under each stage.

Distribute Handouts.

Pair up pairs and ask them to share their answers.

=====

Handout 3A

**Work in pairs. Write activity numbers under each stage.**

Pre-writing activity \_\_\_\_\_

While-writing activity \_\_\_\_\_

Post-writing activity \_\_\_\_\_

=====

**Step-5:** Presentation of the groups and teachers' opinion about consolidation of the lesson.

**6. Reflection**

Objective: To reflect on what they learnt in the session

Time: 10 min

Materials: None

Interaction: Individual work, plenary

Procedure:

Put a poster on the blackboard and ask participants to complete the sentences

In pairs. Make sure they know all the words.

A good writing task should have \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ stages.

A good \_\_\_\_\_ task should have \_\_\_\_\_ purpose, relevant and interesting to learners.

Answer key:

*A good writing task should have pre-, while- and post writing stages.*

*A good writing task should have communicative purpose, be relevant and interesting to learners. (If necessary explain that relevant means: directly connected with the subject or problem being discussed or considered)*

- Check the answers.
- Remind teachers about the problems with writing they stated at the beginning of the session.
- Ask them whether they had such challenges while doing the writing task. Ask them what helped to make the task successful.

*Possible answers: pre-, while and post stages, support with ideas and language, learners were interested because the task was involving and personal etc.*

**Step-6:** For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

## Challenges in writing

*Lack of vocabulary, lack of ideas, learners are not interested*

## A good writing task should have :

Pre – writing stage

While - writing stage

Post - writing stage

*Pre-writing tasks  
prepare for*

*Post-writing  
tasks  
encourage*

*While-writing tasks  
draw on writing  
itself. help to*

## 8-мавзу: Инглиз тили фани йўналишида синфдан ва мактабдан ташқари тадбирларни ташкил этиш методикаси. (тадбир сценарийсини яратиш)

**1. Дарснинг мақсади:** Инглиз тили фани йўналишида синфдан ва мактабдан ташқари тадбирларни ташкил этиш методикаси билан таништириш.

**2. Дарсдан кутиладиган натижа:** Инглиз тили фани йўналишида синфдан ва мактабдан ташқари тадбирларни ташкил этиш методикаси билан танишадилар ва тадбирлар тузадилар.

**4. Машғулот тури:** Амалий машғулот.

**5. Машғулот босқичлари ва тақсимоги:** 80 дақиқа.

I. Ташкилий қисм – 5 дақиқа.

II. Ўтган мавзунинг такрорлаш – 10 дақиқа.

III. Янги мавзу режаси ва баёни – 30 дақиқа.

IV. Ўрганилган метод асосида дарс ишланмаси тузиш – 30 дақиқа.

V. Дарсга якун ясаш – 5 дақиқа.

**6. Ўқув жараёнининг мазмуни:**

**Метод:** Тренинг-дарс

**Форма:** Жамоада, кичик гуруҳларда

**Жиҳоз:** Тарқатмалар, маркер, ватман қоғози.

**Усул:** Оғзаки, ёзма.

**Баҳолаш:** Рағбат.

**Уйга вазифа:** Мавзуга доир адабиётлар ва интернет сайтлари билан танишиш

**Дарс жараёни:**

**I. Ташкилий қисм – 5- дақиқа.**

1. Амалий машғулотни ўтказиш юзасидан кўрсатмалар бериш.

2. Дарсни белгиланган талаблар асосида ташкил этиш.

**II. Ўтган маълумотни такрорлаш – 8-10 дақиқа.**

**III. Янги мавзу режаси ва баёни – 30 дақиқа.**

### РЕЖА:

1. Синфдан ташқари ишларнинг мақсади ва мазмуни.
2. Ўқитишнинг турли босқичларида синфдан ташқари ишларнинг шакллари.
3. Синфдан ва мактабдан ташқари ишларга қўйилган талаблар.

Синфдан ташқари ишлар деб нимага айтилади?

Педагогикада синфдан ташқари ишлар деганда таълимий ва тарбиявий характерга эга бўлган, синфдан ташқари вақтда ташкил қилинадиган ва ўтказиладиган ишларга айтилади. Демак, синфдан ташқари ишлар ҳам ўқув тарбиявий жараёнининг бир қисми бўлиб амалий, таълимий ва тарбиявий мақсадни қўзлайди. Ўрта мактабдаги барча предметларга ўқитишда синфдан ташқари ишлар муҳим рол ўйнайди. Улар асосан 2 муҳим вазифани ўз ичига олган:

1. Чет тилига бўлган қизиқишни ўстириш, билимларини чуқурлаштириш, кўникма ва малакаларни ўстириш;
2. Ўқувчиларнинг бўш вақтини уларнинг ҳар томонлама камолотга етказиш, сиёсий-ғоявий, меҳнат ва эстетик тарбияни амалга ошириш мақсади асосида ташкил этиш.

Синфдан ташқари ишлар учун характерли нарса оғзаки нутқни ўстиришдир. Асосий фарқлар:

1. Қатнашишнинг эркинлиги (у ёки бу турни ўзлари эркин ҳолда танлаб олишлари керак);
2. Дарснинг структурасига нисбатан эркинлик (паркда, музейда, ҳовлида ўтилиши мумкин);
3. Қатъий назоратнинг йўқлиги.

Синфдан ташқари ишларни чет тилида концерт, кеча, йиғилиш ўтказиш, стенд чиқариш ва деворий газетани безаш орқали олиб борилиши мумкин. Бунда ўқувчилардан мустақиллик, ижодийлик, фаоллик талаб қилинади.

Юқори синфларда синфдан ташқари ишларни ташкил қилиш шакллари: «таржима тўғараги», чет тилида пессалар қўйиш, бадиий адабиётдан парча ўқиш, шеърлар ўқиш шаклларида олиб бориш мумкин.

### Синфдан ташқари ишларга қўйилган талаблар.

1. Дарсда ва синфдан ташқари ишларнинг ўзаро боғлиқлиги, дарсда ҳосил қилинган кўникма ва малакаларни синфдан ташқари ишлар вақтида ривожлантирилади. Дарсдан ташқари пайтда чет тилида мулоқотда бўлиш қизиқишни (мотивацияни) ўстириши манбаи бўлиши мумкин.

Бир оз янги материал бериш мақсадга мувофиқ.

Синфдан ташқари ишда ишлатиладиган материал ўқувчилар учун қизиқарли, маълумотларга бой ва ўқувчиларнинг ёш хусусиятларини ҳисобга олган бўлиши керак.

2. Ўқувчилар томонидан улар ўзлари эркин танлаб олган ишларни бажаришни шартлиги.

3. Синфдан ташқари ишларни бир мақсадга қаратилганлиги ва доимийлиги.

Ўқувчиларнинг қизиқишини уйғотишда синфдан ташқари ишларни ўтказиш жойи, вақти каби факторлар ҳам муҳим рол ўйнайди.

Синфдан ташқари ишларни ўтказиш йўллари.

- а) оммавий
- б) гуруҳ
- в) якка

(даврий ва доимий ўтказиладиган ишлар)

Оммавий: кеча, олимпиада, КВН.

Кечалар ўтказиш: 1 йилда 2 мартадан ошмаслиги керак. Дастур тузиш; инсценировка-сахналаштириш, ашула, интермедия, мусиқа ва ҳ.к ўтказишни режалаштириб олиш зарур.

Тил материали ўқувчилар учун тушунарли бўлиши керак. Беллашувлар, викториналар ўтказиш:

- а) ифодали ўқиш (шеър, ҳикоя, латифа);
- б) мавзулар бўйича тайёргарликсиз қилиб бериш;
- в) расмларни тасвирлаш;
- г) таржимонлар беллашуви;
- д) ёзма таржима беллашуви;

Синфдан ташқари ишларнинг гуруҳ шакллари. Тўғараклар: системали, режали машғулот, оғзаки нутқни ўстириш тўғараги, қўғирчоқ театри.

Якка шакли. Ўқувчиларнинг индивидуал хусусиятларини аниқлаш, шеърлар ёдлаш, ашула ўрганиш, альбомлар тайёрлаш, қўرғазмалар қурол тайёрлаш.

#### **IV. Ўтилган мавзунини мустахкамлаш.**

Мавзу бўйича савол-жавоблар ўтказилади, гуруҳларда иш олиб борилади. Гуруҳларда тингловчилар тадбир сценарийсини тузадилар ва намоёиш этадилар.

#### **V. Хулоса**

Дарсга якун ясалади ва уйга топшириқ берилади.

**9-Мавзу:Қўшимча ва ёрдамчи воситалар асосида дарс ишланмаларини ишлаб чиқиб методикаси. (Developing lesson plan by using authentic materials)  
(2 соат маъруза, 2 соат амалий машғулот)**

**АМАЛИЙ МАШҒУЛОТНИНГ ТЕХНОЛОГИК ХАРИТАСИ**

<b>Subject:</b> Theories of English language and methods of teaching			
<b>Audience:</b> School teachers			
<b>Theme:</b> Lesson planning			
<b>Key words:</b> Lesson plan, components, principles, aims, flexibility, variety, overall aims.			
<b>Number of hours:</b> 2 hours practice			
<b>Abstract/Summary of the session (According to the State orders) (According to the State orders)</b> Some specific feathers of lesson planning. Shape of the lesson and procedure of the lesson. Main feathers of the English lesson. Planning lesson basing on a modern technology. Several forms of organising lesson.			
<b>Technology on carrying out of learning process</b>			
<b>Method:</b> Orally, brainstorming, round-table discussion, exchange experiences.			
<b>Equipements (technic and didactic):</b> Handouts, questionnaires, tests, slides. markers, scotchs, flipcharts.			
<b>Control:</b> Oral control, self-checking, asking questions, presentation.			
<b>Assesment:</b> Encouragement			
<b>Form:</b> Presentation, Discussion, asking question, individual and group work.			
<b>Aim and objectives of the session:</b>			
<b>Aims:</b> <i>Educative:</i> Explain an importance of lesson planning. Components of lesson planning. <i>Moral training:</i> Be able share experiences, ideas on lesson planning. <i>Pratical:</i> To become aware of components of a lesson plan.		<b>Objectives/Tasks:</b> <i>Educative question:</i> How can you understand an importance of lesson planning? <i>Moral question:</i> As a professional teacher in which ways can you help your colleagues on a topic? <i>Practical question:</i> How do you think what kind of result will a good lesson planning give you?	
<b>Expected results/Outcomes:</b>			
<b>By the end of the lesson learners can aware: (Knowledge/awareness):</b> a) a role of the lesson planning b) statements on importance of lesson planning		<b>Which questions will be asked:</b> 1.What is the role of lesson planning? 2. What are components of lesson planning?	
<b>By the end of the lesson learners will understand:(Ability):</b> a) share experiences on lesson planning b) understand lesson planning is the key element of lesson preparation		<b>Which questions will be asked:</b> 1. What can you tell that lesson planning is the key element of lesson preparation?	
<b>By the end of the lesson learners can do (Qualification):</b> a) make an effective lesson plan b) make an action plan		<b>What kind of assignments/tasks will be given:</b> 1. What is an effective method of lesson planning? 2. What helps a teacher conduct an effective lesson?	
<b>Procedure and steps of the lesson:</b>			
<b>Name of work</b>	<b>Aim of work</b>	<b>Method</b>	<b>Time (minute)</b>
<b>Step 1</b> <b>Organization moment</b>	Acquantance and define attendance of listeners.	Introduc-tion	5
<b>Step 2</b> <b>Reflection: Clarify necessities</b>	Clarifying necessaties. A teacher ask questions on a theme:	Asking questions	10

<b>Step 3: Procedure of the new lesson</b>	Exploring a theme by a plan: 1. Discuss a role of a lesson plan 2. Statements on importance of lesson planning 3. Share experiences in lesson planning 4. Components of lesson planning	A lecture basing on slides. Brainstorming Exchange experiences	25  3  7
<b>Step 4: Consolidation</b>	Discuss and practice establishing lesson objectives. Reflection on the lesson.	Work in groups.	10
<b>Step 5: Evaluation/Feedback</b>	Analysis of group presentations and assessment. Conclusion. (asking questions, ideas and suggestions)	Evaluation  Asking questions and answer	10  5
<b>Step 6: Reflection and action plan</b>	Selecting materials for the lesson. Recommend literatures.	Orally	15
<b>Procedure of the lesson:</b>			
<p><b>Step-1:</b> Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson.</p> <p><b>Step-2:</b> Clarifying necessities. A teacher asks questions on a theme: Do you plan your lesson? Why? Why is planning important? What does your lesson plan include?</p> <p><b>Step-3:</b> Exploring a theme by a plan Mini lecture using slides. An importance of lesson planning. Components of lesson planning. An effective lesson.</p> <p><b>Step-4:</b> Discuss and practice establishing lesson objectives Reflection on the lesson. Listeners will work individually, in pairs and make action plan. Select goals for development.</p> <p><b>Step-5:</b> Presentation of the groups and teachers' opinion about on consolidation of the lesson.</p> <p><b>Step-6:</b> For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.</p>			

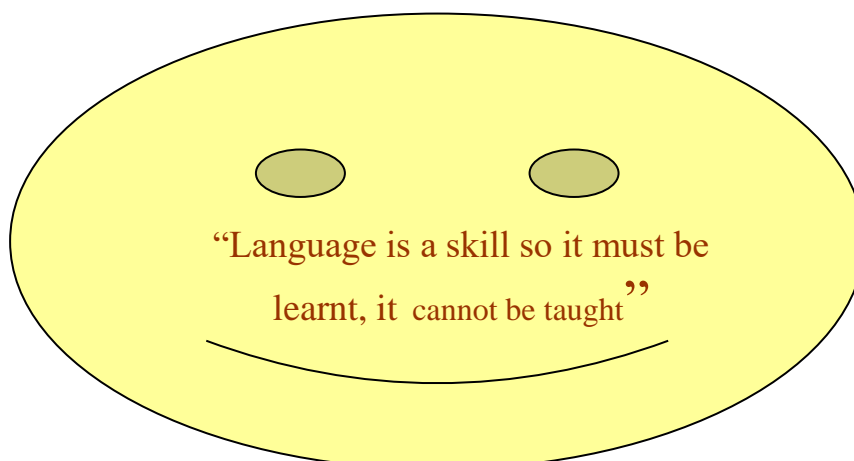
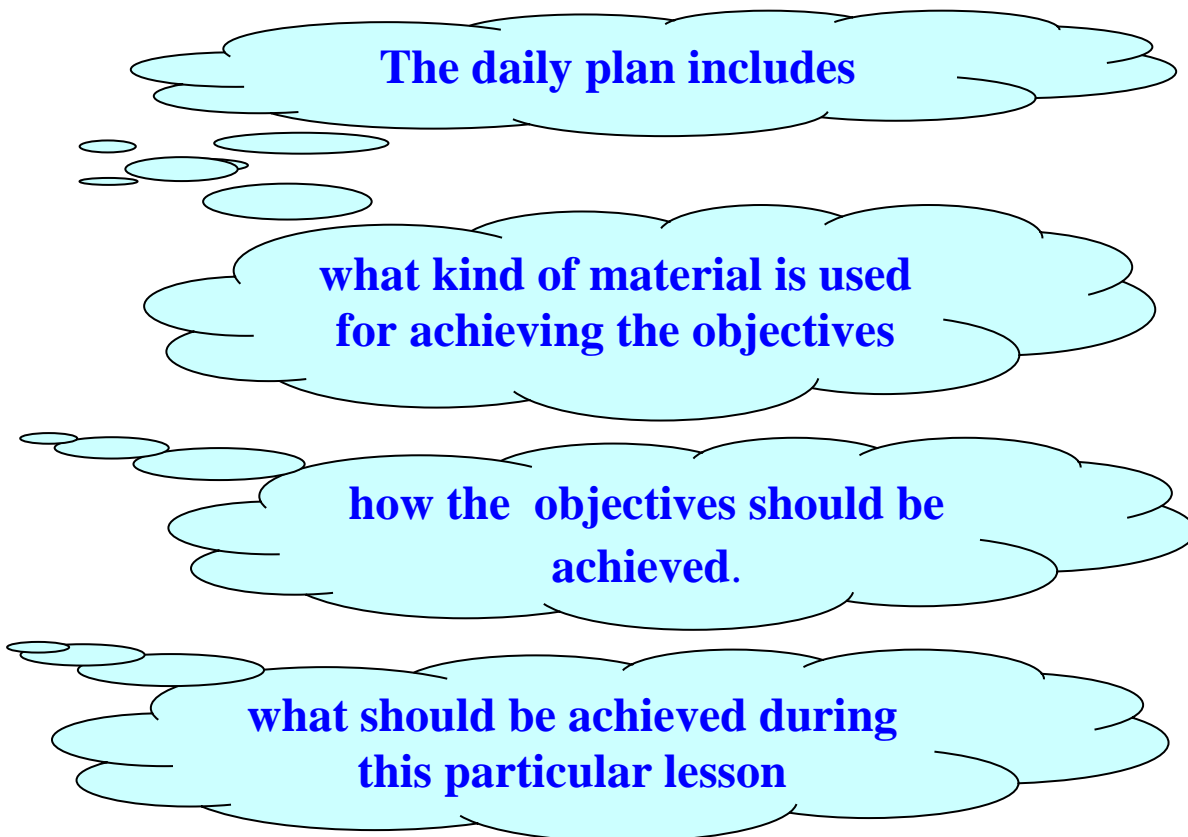
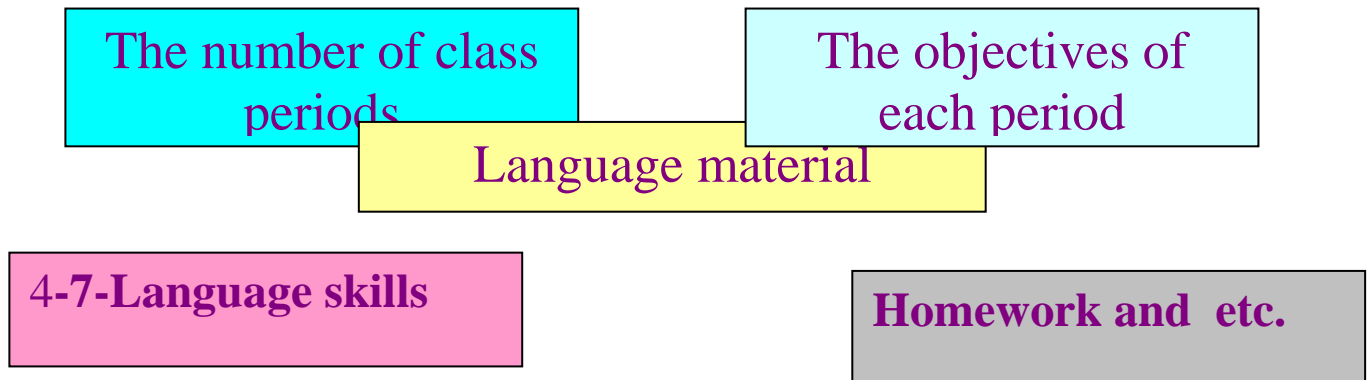
## Slides

Slide 1

### While-reading activities

To help Ls understand the text; to check understanding and





**Plan:**

5. The necessity of lesson planning
6. Components of a lesson plan

An effective working level of teaching is ensured by systematic and careful planning, The foreign language teacher plans all kinds of work he is to do: he plans the essential course. The optional course, and the extra-curricular work.

The first step in planning is to determine where each of his classes is in respect to achievements. It is easy for the teacher to start planning when he receives beginners.

Though the teacher does not know his pupils yet, his success will fully depend on his preparation for his lessons since pupils are usually eager to learn a foreign language in the fifth form. Planning is relatively easy for the teacher who worked in these classes the previous year because he knows the achievements of his pupils in each class. He is aware of what language skills they have acquired. Planning is more difficult the teacher receives a class from another teacher and does not know the pupils, their proficiency in hearing, speaking, reading and writing.

The teacher needs two kinds of plans to work successfully: unit plan of the textbook and the daily plan. In compiling a unit plan, i. e., in planning the lesson of the textbook, the teacher determines the difficulties of the lesson, namely phonetic difficulties, grammar difficulties, vocabulary difficulties.

He then distributes these difficulties evenly over the number of class-periods allotted to the lesson in the calendar plan. Of course the long-term aims of the course help the teacher to ensure that every particular lesson is pulling the right direction and is another step towards gaining the ultimate goals of the course.

Pupils coming to the lesson should know what they are to do during the lesson, what performance level is required of them, and how it can be achieved.

The unit plan includes 8 or 9 columns:

1. The number of class periods
2. The objectives of each periods
3. Language material
4. 4-7. Language skills
5. Homework and etc.

Unit planning helps the teacher to keep pupils' progress in language learning under constant control and use teaching aids and teaching materials more effectively and in this way make his class worthwhile to all of his pupils.

The unit plan completed the teacher may move into planning a class period or daily plan which, in addition to what has been determined by the unit plan indicates the ways the teacher will follow to organize his class to work during the lesson. Therefore the daily plan includes (1) what should be achieved during this particular lesson, (2) what material is used for achieving the objectives, and (3) how the objectives should be achieved.

One lesson may require a detailed plan; for another lesson a brief outline will suffice. In any case, a workable form for a daily plan should state the objectives, specify the activities, include evaluation techniques, indicate the assignment, and determine teaching aids and teaching materials. The plan itself should (1) be brief, but with sufficient detail to be precise; (2) assign a different number of minutes to each activity; (3) indicate exactly what words, phrases, fact, items are to be learnt and how; (4) make use of a variety of classroom activity for every pupil.

The lesson should provide conditions for pupils to learn. "Language is a skill so it must be learnt, it cannot be taught".

## СЕМИНАР МАШГУЛОТНИНГ ТЕХНОЛОГИК ХАРИТАСИ

**Subject:** Theories of English language and methods of teaching

**Audience:** School teachers

**Theme:** Lesson Planning

**Key words:** Components of a lesson plan, warm-up, pre-activity, activity, post-activity, interaction format

**Number of hours:** 2 hours workshop

### Abstract/Summary of the session (According to the State orders)

Some specific features of the lesson planning. Shape of the lesson and procedure of the lesson. Main features of the English lesson. Planning lesson basing on a modern technology. Several forms of organising lesson. Sharing experiences. Make an action plan on an effective lesson planning.

### *Technology on carrying out of learning process*

**Method:** Orally, brainstorming, round-table discussion, exchange experiences.

**Equipments (technic and didactic):** Handouts, questionnaires, tests, slides, markers, scotch, flipcharts.

**Control:** Oral control, self-checking, asking questions, presentation.

<b><u>Assesment:</u></b> Encouragement			
<b><u>Form:</u></b> Presentation, Discussion, asking question, individual and group work.			
<b>Aim and objectives of the workshop:</b>			
<b>Aims:</b>  <i>Educative:</i> Explain an importance of lesson planning. Components of lesson planning.  <i>Moral training:</i> Be able share experiences, ideas in lesson planning.  <i>Pratical:</i> To become aware of components of a lesson plan.		<b>Objectives/Tasks:</b>  <i>Educative question:</i> How can you understand an importance of lesson planning?  <i>Moral question:</i> As a professional teacher in which ways can you help your colleagues on a topic? <i>Practical question:</i> How do you think what kind of result will a good lesson planning give you?	
<b><i>Expected results/Outcomes:</i></b>			
<b>By the end of the lesson learners can aware: (Knowledge/awareness):</b> a) a role of lesson planning b) statements on importance of lesson planning		<b>Which activities will be given:</b>  “Your lesson planning”	
<b>By the end of the workshop learner will understand: (Ability/skills):</b> a) share experinces on lesson planning b) understand lesson planning is the key element of lesson preparation		<b>By which activities will be appeared skills:</b>  “What is a lesson plan for you?” “ Why is planning important?”	
<b>By the end of the workshop learners can do (Qualification):</b> a) make an effective lesson plan b) make an action plan		<b>By what activities a qualification will be formed:</b> “ Components of a lesson plan”	
<b>Procedure and steps of the workshop:</b>			
<b>Name of work</b>	<b>Aim of work</b>	<b>Method</b>	<b>Time (minute)</b>
<b>Step 1</b> <b>Organization moment</b>	Introduce listeners with procedure of the lesson	Askinng questions	5
<b>Step 2</b> <b>Reflection: Clarify necessities</b>	Find problematic situations belonging to the topic, solve them on clarifying necessaties	Orally	5
<b>Step 3:</b> <b>Summary of a practical lesson</b>	1.Activity: “What is a lesson plan for you?”	Individual, pair work, plenary	10
	2.Activity: “Why is planning important?”		20
	3.Activity: “Your lesson planning”		15
	4:Activity: “Components of a lesson plan”		15
<b>Step4: Consolidation</b>	Sharing experiences, having an effective lesson plan	Work in pairs.	5

<b>Step 5: Evaluation/Feedback</b>	At the end of the lesson reflect on the lesson, make an action plan Conclusion.( asking questions, ideas and suggestions)	Self-checking	5
<b>Step 6: Reflection and action plan</b>	Analyse the results of tasks which were in pairs, plenary	Asking questions	10
<b>Procedure of the workshop:</b>			
<p><b>Step-1:</b> Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson.</p> <p><b>Step-2:</b> Clarifying necessities.</p> <p>Find problematic situations belonging to the topic, solve them on clarifying necessities</p> <ol style="list-style-type: none"> <li>1. What is for lesson planning?</li> <li>2. What kind of experiences do you have on lesson planning and how can you share them with your colleagues?</li> </ol> <p><b>Step-3:</b> Exploring a theme by a plan</p>			

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Discussing a role of a lesson plan	5 min	2 pictures
2.	What is a lesson plan for you?	Sharing ideas about lesson plans	10 min	posters with statements
3.	Why is planning important?	Discussing statements on importance of lesson planning	20 min	Handout 1
4.	Your lesson planning	Sharing experience in lesson planning	15 min	Handout 2
5.	Components of a lesson plan	Exploring components of a lesson plan	15 min	Handout 3
6.	Reflection and action planning	Reflecting on the session, making an action plan	10 min	None
7.	Outcomes	Eliciting learning outcomes from Pts	5 min	None

### Procedure of the lesson :

#### 1. Lead in

Objective:

- to help Pts guess the topic of the session and focus on the topic

Time: 5 min

Materials: 2 pictures

Interaction: plenary

Preparation: 2 identical pictures; one of them is cut into the pieces which are stuck on paper at random.

- Show Pts a fragmented picture and ask Pts:
  - What is there in the picture?
  - Why is it impossible to see the picture?
- Accept Pts' ideas.
- Show Pts the whole picture and ask again:
  - Can you see a picture now? Why can we see and understand it?
- Accept Pts' ideas.
- Tell Pts:
  - a) The topic of our session is directly connected with these pictures. Can you guess the topic?
- If necessary, ask Pts leading questions:
  - What is very important for any lesson?
  - Without what a lesson is like a fragmented picture?
  - What helps a T conduct an effective lesson?

- When Pts have guessed the topic, stress that a lesson plan makes a lesson effective.

## 2. Activity: What is a lesson plan for you?

**Objective:** to explore Pts' ideas on a lesson plan

**Time:** 10 min

**Materials:** Sheets of poster paper with statements about lesson plans, poster papers, markers

**Interaction:** Individual, group work, plenary

**Preparation:** Before the session put sheets of poster paper with the sentences and pictures (each sentence with appropriate picture on a separate poster paper) and one blank sheet of poster paper on different walls:

A lesson plan is a compass.

A lesson plan is a recipe for a meal.

A lesson plan is a headless chicken.

A lesson plan is a map.

- Ask Pts:
  - What can you compare a lesson plan with? There are 4 sentences with pictures on the walls. Go to them, read them, choose the example you like best and stand near it.
  - If you have your idea about what a lesson plan is, write it on the blank poster paper.
- When Pts have chosen their examples, say to them:
  - In your groups discuss your choice.
  - You have 5 min.
- In 5 min tell Pts:
  - Explain your ideas to other groups.
  - Be ready to answer questions of your colleagues.
- Accept Pts' answers.
- Sum up the stage saying:
  - It was very interesting to learn your views about a lesson plan.

## 3. Activity: Why is planning important?

**Objective:** To make Pts aware of importance of planning

**Time:** 20 min

**Materials:** Handout 1, flipchart

**Interaction:** Pair work, plenary

**Preparation:** Before the session write on flipchart the question, 'Is lesson planning important if Ts have a course book with ready for use materials and a Teacher's Book with ready for use lesson plans? Why / why not?'

- Say to Pts:
  - Read the question on flipchart.
  - Discuss it in pairs for not more than 5 min.

Key: The material in course books was not written for your particular Sts. Each class is different and Ts should be able to adapt material to make it suitable for their Sts. A course book can help planning, but it cannot replace the T's ideas for what s/he wants to achieve in a class.

- In 5 min ask volunteers to express their ideas.
- Ask Pts:
  - Do you have other ideas on why planning is important?
- Accept Pts' ideas.
- Say to Pts:
  - There are some ideas why planning is important on Handout 1.
- Pre-teach the words used in the activity if necessary and check understanding.
- Say to Pts:
  - Individually fill in the gaps.
  - You have not more than 5 min.
- Distribute Handout 1.

### Handout 1

Fill in the gaps.

confidence, solutions, appropriate, foresee, balanced.

1. Planning gives a T the opportunity to \_\_\_\_\_ problems and think about \_\_\_\_\_ to the problems.

2. Planning helps a T make a lesson \_\_\_\_\_ and \_\_\_\_\_ for a certain class.

3. Planning gives a T \_\_\_\_\_.

➤ In 5 min check the answers.

Key: 1. – foresee; solutions; 2. – balanced; appropriate; 3. – confidence.

➤ Ask Pts:

○ Do you agree with statement 1? Why / why not?

➤ Accept Pts' ideas.

➤ Ask Pts:

○ Do you agree with statement 2? Why / why not?

➤ Accept Pts' ideas.

➤ Ask Pts:

○ What about statement 3? Do you agree with it? Why / why not?

➤ Accept Pts' ideas.

➤ Sum up the stage saying:

○ A lesson plan is important because it shows what a T hopes to achieve over the lesson and how the T hopes to do it. It helps a T to concentrate on the problems that may occur in the lesson and think of the solutions to them. It also helps teacher to be confident.

#### 4. Activity: Your lesson planning

**Objectives:** - to elicit from Pts information about their experience in lesson preparation  
- to share ideas and experience

**Time:** 15 min

**Materials:** Handout 2

**Interaction:** Individual, pair work, plenary

➤ Say to Pts:

○ Ts write lesson plans in different ways and it is interesting to learn how you do it.

➤ Show Handout 2 and say to Pts:

○ Individually answer the questions about lesson preparation on Handout 2.

➤ Read aloud the questions in Handout 2 and explain if necessary.

➤ Say to Pts:

○ Write what you actually do in daily practice, not what you think you should do.

○ You have not more than 5 min.

➤ Distribute Handout 2.

➤ In 5 min say to Pts:

○ In pairs share your ideas and write down those ideas of your partner which you find interesting.

○ You have not more than 5 min.

#### Handout 2

Answer the questions on lesson preparation.

	Questions	Your answer	Your partner's answer
1.	Do you write lesson plans?		
2.	Do you write short (one page or less) or long (more than one page) lesson plans?		
3.	When you write your lesson plans, do you take into consideration: a) number of Sts in the class b) age of Sts c) Sts' level of English	a) b) c) d)	a) b) c) d)

	d) Sts' mother tongue		
4.	Do you write the aims of a lesson?		
5.	Do you actually look at your plan during a lesson? If so, how often?		
6.	What do you do with your lesson plan after the lesson?		
7.	Do you use Teacher's Book when you write lesson plans?		

- In 5 min say to Pts:
  - Which point on Handout 2 is the most challenging for you when you write lesson plans? Why?
  - What else do you think about while writing lesson plans?
- Accept Pts' answers.
- Ask Pts:
  - Which ideas of your colleague have you found interesting? Why?
- Say to Pts:
  - Think how you could use your colleagues' ideas in your lessons.

### 5. Activity: Components of a lesson plan

**Objective:** To help Pts become aware of components of a lesson plan

**Time:** 15 min

**Materials:** Handout 3

**Interaction:** Pair work, plenary

- Say to Pts:
  - Let's talk about components of a lesson plan.
  - What do your lesson plans include?
- Ask volunteers to share their experience.
- Say to Pts:
  - Handout 3 includes components of a lesson plan.
- Pre-teach the words pre-activity, while-activity, post-activity, interaction format and any other if necessary.
- Say to Pts:
  - Some components are missing but they are given in the box below the table.
  - In pairs fill in the gaps.
  - You have not more than 5 min.
- Distribute Handout 3.

#### Handout 3

Fill in the gaps using components of a lesson plan given in the box below

<b>Overall aim:</b> To give Sts the opportunity to practise speaking, reading and listening skills through the topic on eating habits in different countries
<b>Communicative aim:</b> To give Sts the opportunity to speak about their traditional food
_____ : To give Sts the opportunity to practice 'there is / there are' constructions, impersonal sentences
_____ : To introduce the topic about eating habits in different countries
_____ : Fly High English 6, p. 58; a cassette; photos.
Procedure of a lesson (how / when): ----- , IF (Interaction Format: Individual Task, Pair Work, Group Work, Whole Class) Pre-activity 1, PW While-activity 1, GW _____, IT _____, WC While-activity 2, IT Post-activity 2, GW Homework

Pre-activity 2, Materials, Warm-up, Cultural aim, Post-activity 1, Grammar aim.

- In 5 min ask volunteers to express their ideas.

**Step-4:** Discuss and practice establishing lesson objectives Reflection on the lesson.

**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.

**Step 5:** Presentation of the groups and teachers' opinion about on consolidation of the lesson.

**Learning outcomes**

**Objective:** to elicit the learning outcomes of the session from the Pts

**Time:** 5 min

**Materials:** Bb/poster paper

**Interaction:** Plenary

- Ask Pts to identify learning outcomes of the session by asking:
    - What did we do today?
    - Why is lesson planning important?
    - What are components of a lesson plan?
- Key: Aims, materials, warm-up, while -activity.

**Step 6:** For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

**Controlled questions:**

1. What is a lesson for you?
2. How can you elicit learning outcomes of the lesson?
3. What can you recommend your colleagues on writing an effective lesson plan?
4. What is your an action plan on the topic?

## Slides and additional materials

### Key Learning Points:

Slide 1

- Lesson plan is the key element of lesson preparation.

- Lesson planning helps a T conduct an effective lesson.

- Lesson plan gives a T confidence.

- Lesson plan consists of components



**Answer the questions on lesson preparation.**

	Questions	Your answer	Your partner's answer
1.	Do you write lesson plans?		
2.	Do you write short (one page or less) or long (more than one page) lesson plans?		
3.	When you write your lesson plans, do you take into consideration: e) number of Sts in the class f) age of Sts g) Sts' level of English h) Sts' mother tongue	a) b) c) d)	a) b) c) d)
4.	Do you write the aims of a lesson?		
5.	Do you actually look at your plan during a lesson? If so, how often?		
6.	What do you do with your lesson plan after the lesson?		
7.	Do you use Teacher's Book when you write lesson plans?		

# 10-Мавзу: Инглиз тили дарсларини кузатиш ва таҳлил қилишнинг ўзига хос хусусиятлари (Giving and receiving feedback) 6 соат кўчма машғулот.

## Learning Outcome

By the end of the session participants will be aware of the purposes of and principles in giving feedback.

## Key Learning Points

The purpose of the feedback in teaching is to give and receive professional support.

The main principles in giving and receiving feedback are:

being non-judgemental: not too critical nor too complimentary but constructive  
agreeing on the focus of observation/feedback beforehand

Plan				
1	Outcome	Explaining the learning outcomes to participants	5 minutes	None
2	Two sides	Reflecting on teachers' own experiences of giving and receiving feedback.	20 minutes	Handouts 1 and 2
3	Why feedback?	Discussing the purpose of exchanging feedback	20 minutes	Handout 3
4	Principles	Exploring the principles in giving feedback	20 minutes	Handout 4
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 minutes	None

## 1. Outcome

Objective: To help participants understand the outcomes of the session

Time: 5 minutes

Materials: None

Interaction: Individual, plenary

Procedure:

Explain the learning outcomes of the session to participants.

## 2. Two sides

Objective: to help participants to reflect on their own experiences of giving and receiving feedback

Time: 20 minutes

Materials: Handouts 1 and 2

Interaction: Plenary, group work

Procedure:

☺ Ask participants the following questions. Elicit responses in plenary.

Have you ever been observed while teaching?

How did you feel?

Was the observation helpful for you? Why/Why not?

Have you ever observed someone's lesson?

How did you feel?

Was the observation helpful for you? Why/Why not?

☺☺☺ Put participant in groups. Tell them that they will have to discuss the situation and questions in their handouts.

Distribute Handout 1 some groups and Handout 2 to Groups 2, 4 and 6 to others.

☺ Ask each group to present their answers in plenary.

Answers may vary.

## 3. Why feedback?

Objective: To help participants understand the purposes for giving and receiving feedback

Time: 20 minutes

Materials: Handouts 3

Interaction: Pair work, individual

Procedure:

☺ Tell participants that the lesson they discussed in Activity 1 has just finished and the observer and the teacher want to talk about the lesson. Ask participants to do the task in Handout 3 individually. Distribute copies of the handout.

☺☺ When they finish ask participants to compare their answers with their partners.

Answer Key:

How did you feel while teaching? (Observer)

What do you think I could change next time? (Teacher)  
 Why couldn't pupils understand your instructions? (Observer/Teacher)  
 What do you want to focus in on my lesson? (Teacher)  
 What do you want me to focus in on your lessons? (Observer)  
 What would you do to make the instructions clearer if you were teaching this lesson? (Teacher)  
 How could you make your instructions clearer to your pupils? (Observer)  
 ☺ Discuss answers in plenary. Ask participants to identify the questions which are typically asked before the lesson observation starts. Answer: questions 4 and 5.  
 ☺☺ Ask participants to work in pairs and identify purposes for asking each of these questions.  
 ☺ Discuss answers in plenary. Key:  
 To help the teacher to reflect on his/her own feelings as a teacher.  
 To ask for advice/suggestion.  
 To draw the teacher's attention on the reason for the problem.  
 To agree on the focus of the observation.  
 To agree on the focus of the observation.  
 Asking for advice/suggestion.  
 Inviting the teacher to think of the solutions to the problem.  
 Explain to participants that these are the questions asked during giving and receiving feedback and that they are asked to initiate the discussion and focus on the issues/areas the teacher and observer want to focus on. If necessary, explain that feedback is 'telling someone how he/she is doing and how he/she could improve'.  
 On the board write In general the purpose of the feedback in teaching is to...  
 ☺☺ Ask participants to work in pairs and complete the sentence in their notebooks.  
 Elicit answers. Establish that the purpose of the feedback in teaching is to give and receive professional support.

#### 4. Principles

Objective: to help participants explore the principles of giving and receiving feedback  
 Time: 20 minutes  
 Materials: Handout 4  
 Interaction: group work

#### Procedure:

☺☺☺ Put participants into groups of 3-4 and do the task in Handout 4. Distribute copies of the handout.  
 Elicit responses from groups.

#### Answer key:

Two positive things: 'timing was good' and 'tasks were linked well with each other'  
 '...one more thing that is usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'  
 Mentioning positives can help the teacher to focus on the better sides of the lesson and make exchange of feedback less stressful. Giving suggestions are more effective than only pointing out the weaknesses as they provide solutions to the problems that a teacher needs to deal with.  
 No. The Observer said 'I noticed...' which means she was focused on what was happening in the class. It is necessary not to be judgemental but focus on the class.  
 No. The Observer was not critical but not complimentary.

#### Establish that:

The main principles in giving and receiving feedback are  
 Being non-judgemental – this important because what is happening in the class is more important and can give answers to the sources of difficulties and problems  
 Neither too complimentary nor critical feedback is helpful. Too complimentary feedback will not cover the difficulties and the too critical feedback will prevent the teacher from thinking about the answers to the problems.  
 The observer and the teacher should agree on the focus of feedback beforehand. This will make the talk more focused and create a mutual trust between the observer and the teacher

#### 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 decide on the goals for development  
 Time: 10 minutes  
 Materials: none  
 Interaction: individual, pair work  
 Procedure:  
 ☺ Dictate the beginnings of two sentences and ask participants to complete them individually.  
 One thing I found interesting in the session is ...  
 One thing I will try in my giving and receiving feedback is ...  
 ☺☺ Ask participants to get in pairs and discuss their answers.

Summarise the session by establishing that  
The purpose of the feedback in teaching is to give and receive professional support.  
The main principles in giving and receiving feedback are:  
Being non-judgemental: not too critical nor too complimentary but constructive  
Agreeing on the focus of observation/feedback beforehand

#### Handout 1

Read the situation and discuss the questions below it.

Teacher:

Your colleague at school has just told you that she wants to come to your class in the afternoon and observe it.

How do you feel?

What questions would you ask her before the lesson?

What questions would you ask her after the lesson?

What kind of comments do you expect from her?

Do you need these comments? Why?

✂ -----

#### Handout 2

Read the situation and discuss the questions below it.

Observer:

You want to observe your colleague's class and you've just told him that you are going to do that this afternoon.

Why do you want to observe his class?

What will you focus on?

Think of at least three questions you will ask him before the lesson.

Think of at least three questions you will ask him after the lesson.

How will you give comments? Think of the phrases you will use.

#### Handout 3

Below are the questions taken from the conversation between Teacher and Observer. Decide which questions belong to Teacher and which to Observer.

How did you feel while teaching?

What do you think I could change next time?

Why couldn't pupils understand the explanation?

What do you want to focus on my lesson?

What do you want me to focus on your lesson?

What would you do to make the instructions clearer if you were teaching this lesson?

How could you make your instructions clearer to your pupils?

#### Handout 4

Read the conversation that Teacher and Observer had after the lesson and discuss the questions below it in your groups.

Teacher: So, shall we discuss the lesson?

Observer: All right. I liked your lesson and how did you feel while teaching?

Teacher: I was glad to see that the class was going according to my plan. The pupils managed to do all the activities I wanted them to do.

Observer: Yes, I noticed that your timing was good. You managed to do several tasks which were linked well with each other. Hmm... In the beginning of the activity with maps I noticed that some pupils started doing it differently from the way you asked them to do and later you had to help them. Why do you think this happened?

Teacher: I think they couldn't understand the instruction.

Observer: Oh, I see... How could you make your instructions clearer to your pupils?

Teacher: Well... I think I could demonstrate how to do the task first and only then ask pupils start doing it. And what would you do to make the instructions clearer if you were teaching this lesson?

Observer: I agree that a simple demonstration would be useful. But one more thing that is usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'

What two positive things about the lesson did the Observer mention?

What suggestion did the Observer give?

How useful can the approach of two positives and one suggestion can be?

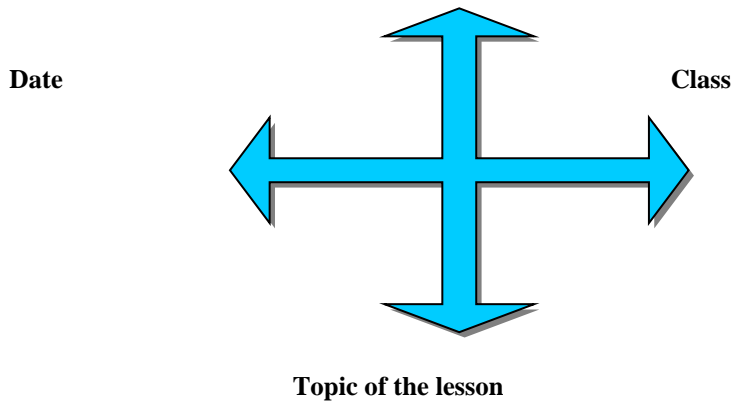
Was the Observer judgemental in giving feedback? Is it necessary to be judgemental? Why/Why not?

Was the Observer polite or critical in each case? What is the balance between being complimentary and critical while giving and receiving feedback?

# *Slides and additional materials*

Slide-1

## Criteria of observing lesson



Date of observed lesson;  
Some information about the teacher whose lesson observed;  
A new theme.

Slide-2

- Knowledge of the teacher scientifically and practically on the topic;
  - Planning lesson correctly;
  - Connecting lesson with practice;
- Speech of the teacher;
- Using aims of the lesson correctly and working demands of the SES;
  - Method of the teacher and creating several situations;
  - Putting suitable problems on the topic and motivate pupils to solve them;

Slide -3

**Organizing lesson scientifically and practically**

**Involving pupils to the lesson**

- ❖ Explaining a new topic to pupils;
- ❖ Continuously connecting of the lesson;
- ❖ Activity of the pupils on making conclusion;
- ❖ Experience of the teacher on developing pupils' interests to the lesson;
- ❖ Experience of the teacher on developing pupils activity;
- ❖ Experience of the teacher on using visual aids, a video, audio, didactic, additional materials and influence them to developing knowledge of the pupils.

slide -4

Experience of the teacher on prefacing the idea of national independence, values, patriotism to the lesson;  
Connection of education and training;  
Teaching pupils on prouiding of famous people

**Preface the idea of National Independence to the lesson**

Slide-5

### 3.2. “Бошлангич синфларда хорижий тилларни ўқитиш методикаси” модулининг маъруза матнлар тўплами (12 соат)

#### 1-Мавзу: Хорижий тилни ўргатишда ўқувчиларни табақалаштириш.

(Learning styles) (2 соат амалий машғулот)

#### МАВЗУНИНГ ТЕХНОЛОГИК ХАРИТАСИ

<b>Фан:</b> Инглиз тили назарияси ва ўқитиш методикаси <b>Аудитория:</b> Мактаб ўқитувчилари <b>Мавзу:</b> Хорижий тилни ўргатишда ўқувчиларни табақалаштириш. (Learning styles) <b>Калит сўзлар:</b> Learning style, visual, auditory, kinaesthetic, VAK model, moving words, running dictation <b>Соатлар сони:</b> 2 соат назарий машғулот			
<b>Мавзунинг қисқача таърифи (Давлат талабларига мувофиқ)</b> Биз ахборот ва маълумотларни турли шаклда, ҳар хил йўл ва усулларда қабул қиламиз. Маълумотларни қабул қилиш ва уларни ўрганиш услуби бизга ахборотни қай ҳолатда, қай тарзда ўзлаштиришнинг энг яхши йўлларини кўрсатиб беради. Ушбу мавзу орқали тингловчилар “визуалист”, “аудиолист” ва “кинестетик” ўрганувчиларга берилган таърифлар билан танишадилар, амалий машқ ва топшириқлар орқали ушбу услубларни қандай фарқлаш йўлларини билиб оладилар. Машғулот инглиз тилида олиб борилади.			
<b>Ўқув жараёнини амалга ошириш технологияси</b> <b>Метод:</b> Оғзаки баён қилиш, индивидуал, жуфтликда ишлаш, давра суҳбати, ўзаро тажриба алмашиш <b>Воситалар (техник ва дидактик):</b> Тарқатма материаллар, маъруза асосида тайёрланган презентация слайдлари, скоч, маркер, флипчарт, проектор. <b>Назорат:</b> Оғзаки назорат, ўз-ўзини назорат қилиш, савол-жавоб, тақдимот. <b>Баҳолаш:</b> Рағбатлантириш <b>Форма:</b> Маъруза, суҳбат, савол-жавоб, индивидуал ва жамоавий ишлаш, кичик гуруҳларда ишлаш.			
<b>Дарс /кичик маърузанинг мақсад ва вазифалари:/Aim and objectives of the session</b>			
<b>Мақсадлар/Aims:</b> <i>Таълимий/Educative:</i> Be aware of learning styles <i>Тарбиявий/Moral training:</i> Identify personal learning style <i>Ривожлантирувчи/Practice:</i> Practise and analyse activities addressing different learning styles		<b>Вазифалар/Objectives:</b> <i>Таълимий савол/Educative question:</i> What does learning styles mean? <i>Тарбиявий савол/Moral question:</i> Do you know your learning style? If yes, how did you identify it? <i>Ривожлантирувчи савол/Practical question:</i> Can you distinguish your students learning style? How?	
<b>Кўтиляётган натижалар/ Expected results:</b>			
<b>Дарс/маъруза/ якунида тингловчи билади (Билим)/ By the end of the lesson learners can aware(knowledge,awareness):</b> The types of learning styles, how to identify them.		<b>Қайси саволлар берилади/ Questions:</b> What’s VAK stand for?	
<b>Дарс/маъруза/якунида тингловчи тушунади (Кўникма)/Learners can understand (ability):</b> To formulate the abilities of using methods and activities on identifying lerning styles of learners.		<b>Қайси саволлар берилади:</b> Why do you need to identify your students learning style?	
<b>Дарс/маъруза/ якунида тингловчи бажара олади (Малака)/can do/practice(skill):</b> Produce strategies for learners with different learning styles		<b>Қандай топшириқлар берилади/What kind of assignments/tasks will be given during the session:</b> <ul style="list-style-type: none"><li>• Preparation for the session;</li><li>• Activities addressing some learning styles;</li><li>• Recommendations to learners of different learning styles</li></ul>	
<b>Дарс жараёни ва унинг босқичлари/Lesson stages:</b>			
<b>Ишнинг номи</b>	<b>Бажариладиган иш мазмуни</b>	<b>Метод</b>	<b>Вакт (дақиқа)</b>
<b>1-босқич: Ташкилий қисм.</b>	Давоматни аниқлаш	Қайд этиш	5

<b>2-босқич: Рефлексия. Эҳтиёжларни аниқлаш</b>	2-мавзунинг асосий тушунчаларини ёдга олиш, эҳтиёжларни аниқлаш	Савол-жавоб	5
<b>3-босқич:</b> <b>Янги мавзунинг баёни/ Амалий машғулот режаси</b>	Мавзуни режа асосида ёритиш/Procedure of the session:	Амалий машғулотнинг мақсад ва вазифалари билан таништириш/Motivation  Activities addressing some learning styles	5  20
<b>4-босқич: Мустаҳкамлаш</b>	Practical activities on clarifying specific features of VAK	Гуруҳларда ишлаш	25
<b>5-босқич: Баҳолаш. Дарс якуни</b>	Recommendations to learners of different learning styles.  Хулоса (савол-жавоб, фикр-мулоҳазалар ва таклифлар)	Гуруҳларни баҳолаш  Савол-жавоб	20  10
<b>6-босқич: Мустақил бажариш учун топширик (уйга вазифа)</b>	Уч тоифа (аудио, визуал ва кинестетик)даги ўқувчиларга мўлжалланган машқлар тайёрлаб келиш.	Назорат учун савол-жавоблар	
<b>Дарс/маъруза/нинг бориши/ Lesson/session procedure:</b>			
Ўқитувчи мавзуни таништиради. Тингловчилар давомати кўриб чиқилади. Дарсга зарур бўлган жиҳозларни тайёрлаш. Амалий машғулот иловадаги режа ва қўшимча материаллар асосида ўтказилади.			

### Мавзу: Хорижий тилни ўргатишда ўқувчиларни табақалаштириш (LEARNING STYLES)

#### Learning Outcomes

By the end of the session participants will have:

- become aware of some learning styles – visual, auditory, kinaesthetic (VAK)
- identified their personal learning style
- designed strategies for pupils with different learning styles
- practised and analysed activities addressing different learning styles

#### Key Learning Points

- A learning style is a specific way a person learns things.
- People learn in different ways because they have different learning styles.
- Awareness of pupils' individual learning styles helps teachers to use the most effective activities in a lesson.

**Preparation:** Do necessary preparations for activities 2, 3, 4

Plan				
1.	Lead in	Playing 'I am a word' game.	5 min	None
2.	Activities addressing some learning styles	Practising activities which address different learning styles	20 min	Cards
3.	VAK running dictation	Practising running dictation on VAK	25 min	Cards Handout 1
4.	Recommendations to learners of different learning styles	Giving practical recommendations to learners of different learning styles	20 min	Handout 2
5.	Reflection and action	Reflecting on the session; making an action plan	10 min	None

#### 1. Lead in: 'I am a word' game

Objective: To prepare participants for the session

Time: 5 minutes

Materials: None

Interaction: Individual, pair work, plenary

Procedure:



- ☺☺ Ask participants to think of an English word which characterises them best. Explain that this word should 'contain' a picture or a sound or a movement, for example, it could be the word 'a flower' if a participant thinks that s/he is as beautiful as a flower (similar images are 'a star', 'a rainbow', 'a butterfly', etc.), or the word 'a song, a melody' if a participant likes singing (similar images are 'a mobile phone ringing', 'a sound of rain', etc.), or the word 'a moving car' if a participant likes speed (similar images are 'a dance', 'tango', 'a running sprinter', 'a flying spacecraft', etc.). Ask participants to say the word in pairs and explain to the partner why they think the word describes them best. Give them 3 minutes.
- ☺ Encourage some volunteers to share their words.
- Ask participants to guess why they did the previous activity. Accept their answers without comments at this stage.

## 2. Activities addressing some learning styles

Objectives: To help participants explore activities addressing different learning styles

Time: 20 minutes

Materials: Cards with words (see Preparation)

Interaction: Plenary

**Preparation:** 1) prepare cards with instructions big enough to be seen by all participants and put the cards on the wall for Stage 1 and Stage 2:

go to the left	go to the right	go to the front	stand after	stand before	stand between
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2) prepare cards with words of the sentence for Stage 2:

Tom	Likes	to	play	football	with	his	friends
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3) prepare cards with the following words and symbols:

VISUAL 	AUDITORY 	KINAESTHETIC 
--	--	--

Procedure:

### Stage 1.

☺ *Moving words game, Variant – 1*

Tell participants that they will do an activity where they will be pupils, not teachers. Choose 7 volunteers for next activity. Go outside the classroom with these 7 people. Explain that they are words in a sentence. E.g., in a sentence Summer is John and Maria's favourite season somebody will be 'summer', another person will be 'is' and so on. Put participants into random order and tell them to go back into the classroom and stand in a row facing the class (e.g., they will stay in the following order season, Maria's, is, and, favourite, John, summer). Tell other participants that these 7 pupils are words in a sentence and they should put these words in the right order. Put on the wall the cards with phrases for instructions. Ask 7 pupils to say their words, starting with the pupil on the far right. When they do it ask other participants if this is a correct sentence. When they say, 'No', ask any volunteer to give an instruction to one of the pupils to move so that their position in the sentence is correct. E.g., 'Summer', go to the front of the sentence. 'Is', go after 'Summer'. Ask other participants to give instructions until the sentence is correct. Between each move, ask the members of the 'sentence' to repeat their words. Between each move ask participants if the sentence is now correct. When participants have a correct sentence, say that they are teachers again.

Ask participants:

Did you see the words of the sentence you made up?

Was it easy for you to understand this information by listening?

Answers:

1) no, participants only heard the words; 2) answers may vary

Ask participants to think about other benefits of this activity.

Possible answers: Pupils practise giving instructions and classroom language, the activity gives practice in sentence structure, it is fun and interesting, no materials needed.

### Stage 2.

☺ *Moving words game, Variant – 2*

Tell participants that they will do another variant of the previous activity again as pupils. Ask 8 volunteers to help you and go outside the classroom with them. Give each of them one card with a word and say that each word is a word in a sentence (e.g., Tom likes to play football with his friends). Put participants into random order and tell them to go back into the classroom and stand in a row facing the class (e.g., they will stand in the following order, 'to, friends, his, with, Tom, play, likes'). Ask other participants to put these words in the right order using the instructions on the wall. E.g.,

Tom', move to the front of the sentence. 'Likes', stand between 'Tom' and 'to', etc Ask different participants to give instructions until the sentence is correct. Between each move ask participants if the sentence is now correct. When the participants have a correct sentence, say that they are teachers again.

☺ Ask participants if it was easier for them to do this activity than the previous one and why or why not.

Answers may vary.

☺ Ask participants about benefits of the activity.

Possible answers:

Pupils practise giving instructions and classroom language; the activity gives practice in sentence structure; it is fun and interesting.

Tell participants that they saw information, heard information and moved during these activities. Explain that those people who learn information best by seeing it are called visual learners and put the card with the word and symbol on the wall (VISUAL 👁). Add that those people who learn information best by listening to it are called auditory learners and put the card with the word and symbol on the wall (AUDITORY 👂). Say that those people who learn information best by doing and moving are called kinaesthetic learners and put the card with the word and symbol on the wall (KINAESTHETIC ✋).

Ask some participants to repeat the names of the terms.

Establish that we learn information in different ways and learning style shows the way we learn information best. Write the phrase Learning styles on the board. Say that VAK (visual, auditory and kinaesthetic) is only one type of learning styles.

### 3. VAK

Objectives: To make participants aware of specific features of VAK

Time: 25 minutes

Materials: 3 cards with information about learning styles

Interaction: Group work, plenary

Preparation: Cut information about 3 learning styles (see Handout 1) into 3 cards, visual, auditory and kinaesthetic learners. Put these cards on different parts of the wall.

Procedure:

Stage 1. Running Dictation.

☺☺☺ Tell participants that they will learn more about learning styles by doing a running dictation as pupils. Put them in 3 teams. Ask participants to choose in their teams a secretary who will write down the information they will dictate. Point out that 3 cards about learning styles are put on different places of the wall.

Give participants the following instructions:

Team 1 will copy out the information about visual learners, team 2 - about auditory learners and team 3 – about kinaesthetic learners.

All team members except secretaries stand in a row.

When I clap my hands, one member from each team will run up to their card on the wall, read the first sentence, run back to their group and dictate the beginning phrases he remembers to the secretary.

When the secretary finishes writing these phrases, the second member of the team runs to the wall, reads the other phrases of the first sentence, runs back and dictates it to the secretary.

Do it until the end of the text. The team which finishes copying first wins the game.

Team members who are not running read the information their secretary has written and try to remember it.

Monitor participants.

When participants finish copying out the texts, ask them to sit in the same 1, 2, 3 teams.

Tell participants that they are teachers again.

Stage 2.

☺ Ask participants the following questions:

Did you like the running dictation? Why, why not?

Will your pupils like the activity? Why, why not?

Which learning styles were addressed?

Answers to questions:

1) may vary; 2) are likely to be positive because most children are kinaesthetic learners and the running dictation enables them to move a lot; 3) all learning styles were addressed and this is an advantage of the activity.

Ask participants what they remember about learning styles and accept their ideas.

Stage 3.

☺☺☺ Say that for the next activity participants will get the cards which they used during the running dictation. Explain that each team will get one card: team 1 – the card about visual learners, team 2 – about auditory learners and team 3 – about kinaesthetic learners. Ask participants to read again the information in their cards. Give them 2 minutes. After 2 minutes ask participants who visual learners are. Accept answers and correct / clarify if necessary. Then ask who auditory learners are. Accept answers and correct / clarify if necessary and so on.

☺☺ Ask participants to discuss in pairs how learners of different learning styles will benefit from the Moving words activity which they did during previous stage and give out Handout 1 which contains all the information participants had for the running dictation. Give them 3 minutes.

Distribute Handout 1.

After 3 minutes, stop the discussion and encourage participants to express their ideas.

Possible answer:

The MOVING WORDS activity addresses all learning styles; visual, auditory and kinaesthetic learners participate actively.

#### 4. Recommendations to learners of different learning styles

Objective: To help participants produce strategies for learners with different learning styles

Time: 20 minutes

Materials: Handout 2

Interaction: Group work, plenary

Procedure:

☺☺☺ Ask participants to think how they can help their pupils to learn information better. Say that Handout 2 has recommendations for pupils of a certain learning style. Ask participants to add more recommendations for pupils of a certain learning style. Say that team 1 will write recommendations for visual learners, team 2 – for auditory learners, team 3 - for kinaesthetic learners. Give them 10 minutes.

Give out Handout 2. Monitor participants.

☺ After 10 minutes ask participants to stand up, mingle with members of other groups, ask them about their recommendations and fill them in their Handout 2. Give them 5 minutes. Check understanding of the instruction.

Ask participants to take their seats and check the activity.

Possible answers:

Visual learners: Look at pictures before you read a text; look at a person who speaks with you. Auditory learners: Ask your teacher for oral explanations if you do not understand something; read aloud when you study at home; listen to tapes.

Kinaesthetic learners: draw something on your notes to remember information better; move around your room while you are learning at home; take frequent breaks.

#### 5. Reflection and action

Objectives:

to help participants reflect on the session

to help participants make an action plan

Time: 10 minutes

Materials: None

Interaction: Individually, pair work, plenary

Procedure:

☺ Ask participants to complete the sentences:

I have learnt that ....

I will try out ..... in my class because .....

☺☺ Ask participants to discuss their ideas in pairs.




☺ Ask some volunteers to share their ideas in plenary.

Phrase box

Learning styles, VAK model, visual, auditory, kinaesthetic learners, a running dictation.

Handout 1

Use the information about VAK learning styles to analyse MOVING WORDS activity in pairs

Visual learners		Auditory learners		Kinaesthetic learners	
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These learners need to see things to learn better. It helps if they see the teacher's face and body language during class. They may think in pictures, and learn best from handouts and videos. During a lesson, these learners like to take notes.	These learners learn best through hearing information. They enjoy discussions and lectures. They like to talk about things they learned. These learners remember better when they read something aloud or listen to a tape recorder.	For these kinds of learners, it is not enough to read or hear information to learn. They have to do the information to remember. They learn best through different activities. For these learners it may be difficult to sit still for a long class.
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## Handout 2

Write recommendations to learners of different learning styles on how to learn new information. Examples are given for you.

For visual learners I recommend:  
 'Draw a picture' in your head to remember the information better.  
 Write things down.

For auditory learners I recommend:  
 Participate in discussions.

For kinaesthetic learners I recommend :  
 Change your tasks frequently.

### VISUAL LEARNERS

**These learners need to see things to learn better. It helps if they see the teacher's face and body language during class. They may think in pictures, and learn best from handouts and videos. During a lesson, these learners like to take notes.**



### AUDITORY LEARNERS

**These learners learn best through hearing information. They enjoy discussions and lectures. They like to talk about things they learned. These learners remember better when they read something aloud or listen to a tape recorder.**



### KINAESTHETIC LEARNERS

**For these kinds of learners, it is not enough to read or hear information to learn. They have to do the information to remember. They learn best through different activities. For these learners it may be difficult to sit still for a long class.**

The British philosopher John Stuart Mill started to learn Greek at the age of three. Clearly, John Stuart Mill was not an average child. What we are talking about in this chapter is the average child. This book assumes that your pupils are between five and ten or eleven years old. This means that the book covers some of the most vital years in a child's development. All education, including learning a foreign language, should contribute positively to that development.

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do  $x$ , at the age of seven they can all do  $y$ , or that at the age of ten they can all do  $z$ . But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. You, as the teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

We have divided the children into two main groups throughout the book – the five to seven year olds and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

### *Five to seven year olds*

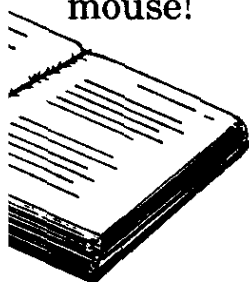
#### **What five to seven year olds can do at their own level**

- They can talk about what they are doing.
- They can tell you about what they have done or heard.

- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

### **Other characteristics of the young language learner**

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.
- They are very logical – what you say first happens first. 'Before you turn off the light, put your book away' can mean 1 Turn off the light and then 2 put your book away.
- They have a very short attention and concentration span.
- Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. When reading a story in a foreign language class of five year olds about a mouse that got lost, the teacher ended the story by saying, 'But, what's this in my pocket? I feel something warm and furry and it squeaks.' She then took a toy mouse out of her pocket accompanied by gasps from her pupils. They had no problem in believing that the mouse had found its way out of the book and into their teacher's pocket. They simply thought the teacher was wonderful because she had found the lost mouse!



- Young children are often happy playing and working alone but in the company of others. They can be very reluctant to

share. It is often said that children are very self-centred up to the age of six or seven and they cannot see things from someone else's point of view. This may well be true, but do remember that sometimes pupils don't want to work together because they don't see the point. They don't always understand what we want them to do.

- The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do.
- They will seldom admit that they don't know something either. A visiting friend took a confident five year old to school one day after the child had been going to school for three weeks. It was only when they arrived at a senior boys' school after forty-five minutes that the visitor realised that the child had no idea where she was. Her mother had asked her several times before she left home if she knew the way, the visitor had asked the same question several times in the forty-five minutes. The child had answered cheerfully and confidently that she knew the way to her school very well!
- Young children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work.
- Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

### *Eight to ten year olds*

#### **General characteristics**

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past. . .

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.

- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

## **Language development**

Eight to ten year olds have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

- understand abstracts
- understand symbols (beginning with words)
- generalise and systematise.

This refers to children's general language development. When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available. So far nobody has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

The period from five to ten sees dramatic changes in children, but we cannot say exactly when this happens because it is different for all individuals. The magic age seems to be around seven or eight. At around seven or eight, things seem to fall into place for most children and they begin to make sense of the adult world as we see it.

Think about young children telling jokes. Five year olds laugh because everybody else does, but they don't always understand the joke. If they are asked to re-tell the joke it will be nonsense. Seven year olds think jokes are funny and they learn them off



by heart. This means that they often get the punch line wrong or have to be prompted. Ten and eleven year olds remember jokes and can work out the punch line from the situation. The system of language and the understanding of it seems to fall into place for many children in the same way.

### *What this means for our teaching*

#### **Words are not enough**

Don't rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surroundings. Demonstrate what you want them to do. The balance will change as the children get older, but appealing to the senses will always help the pupils to learn.

#### **Play with the language**

Let the pupils talk to themselves. Make up rhymes, sing songs, tell stories. Play with the language – let them talk nonsense, experiment with words and sounds: 'Let's go – pets go.' 'Blue eyes – blue pies.' Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too.

#### **Language as language**

Becoming aware of language as something separate from the events taking place takes time. Most eight to ten year olds already have this awareness in their own language. The spoken word is often accompanied by other clues to meaning – facial expression, movement, etc. We should make full use of these clues. When pupils start to read, the language becomes something permanent and there are fewer other clues to meaning. Pupils can take a book home, they can read it again and again, they can stop, think about the language and work it out. The same is true of writing. So reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and take time and patience to learn.

#### **Variety in the classroom**

Since concentration and attention spans are short, variety is a must – variety of activity, variety of pace, variety of

organisation, variety of voice. We go into this in more depth in Chapter 8. Older pupils can concentrate for longer periods and you should allow them to do so, but you still need lots of variety.

## **Routines**

Children benefit from knowing the rules and being familiar with the situation. Have systems, have routines, organise and plan your lessons. Use familiar situations, familiar activities. Repeat stories, rhymes, etc. Again we look more closely at these points in another chapter, this time Chapter 2 – Class management and atmosphere.

## **Cooperation not competition**

Avoid rewards and prizes. Other forms of encouragement are much more effective – see also the comments on this subject on page 11. Make room for shared experiences – they are an invaluable source of language work and create an atmosphere of involvement and togetherness. Most of us enjoy the feeling of belonging and this is particularly true of young children.

Group the children together whenever possible. This does not mean that they have to work in groups all the time, but most children like to have other children around them, and sitting with others encourages cooperation. Genuine cooperative pairwork and groupwork is usually the result of a long process – see pages 15 to 17. Some pupils work best alone.

## **Grammar**

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. Very few of your pupils will be able to cope with grammar as such, even at the age of ten or eleven. They may be very aware and clear about the foreign language, but they are not usually mature enough to talk about it.

As a teacher, you should note the structures, functions and grammar items which you want your pupils to learn as well as those they already know, but your actual teaching should only include the barest minimum of grammar taught as grammar, and then for the older children only. This does not mean teaching grammar rules to the whole class. The best time to introduce some sort of simple grammar is either when a pupil

asks for an explanation, or when you think a pupil will benefit from learning some grammar. This may be when you are correcting written work, or it may be in connection with an oral exercise which practises, for example, 'Did she . . .?' and 'Does she . . .?' Older pupils, especially those at level two, may ask exactly what the difference is between 'did' and 'does', since both are used for questions, and you can then use the opportunity to explain the difference in simple terms. You might want to use the terms 'a yesterday question' and 'a today question'. It might or might not be appropriate to compare what happens in the mother tongue in the same situation. What is important is that the explanations should be given on an individual/group basis when the pupils themselves are asking the questions, that the explanations are kept as simple as possible, and that the pupils are able to grasp the point and so benefit from the explanation.

### **Assessment**

Even though formal assessment may not be a compulsory part of your work, it is always useful for the teacher to make regular notes about each child's progress. You may want to tell parents how their children are doing, and you should be talking to the children regularly about their work and encouraging self-assessment. From the beginning this can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master. Nothing succeeds like success.

### *Questions and activities*

- 1 Think back to when you went to school. What do you remember about your first years? Do you remember the teachers, the teaching, smells, sounds, your physical surroundings, other pupils, feelings? How do your memories fit in with what has been said in this chapter about learning in general?
- 2 Go back to your own learning days again, this time when you started learning a foreign language. Was it a good or a bad experience? Why? Can you draw any conclusions from it about what you should/should not do in your language classroom?

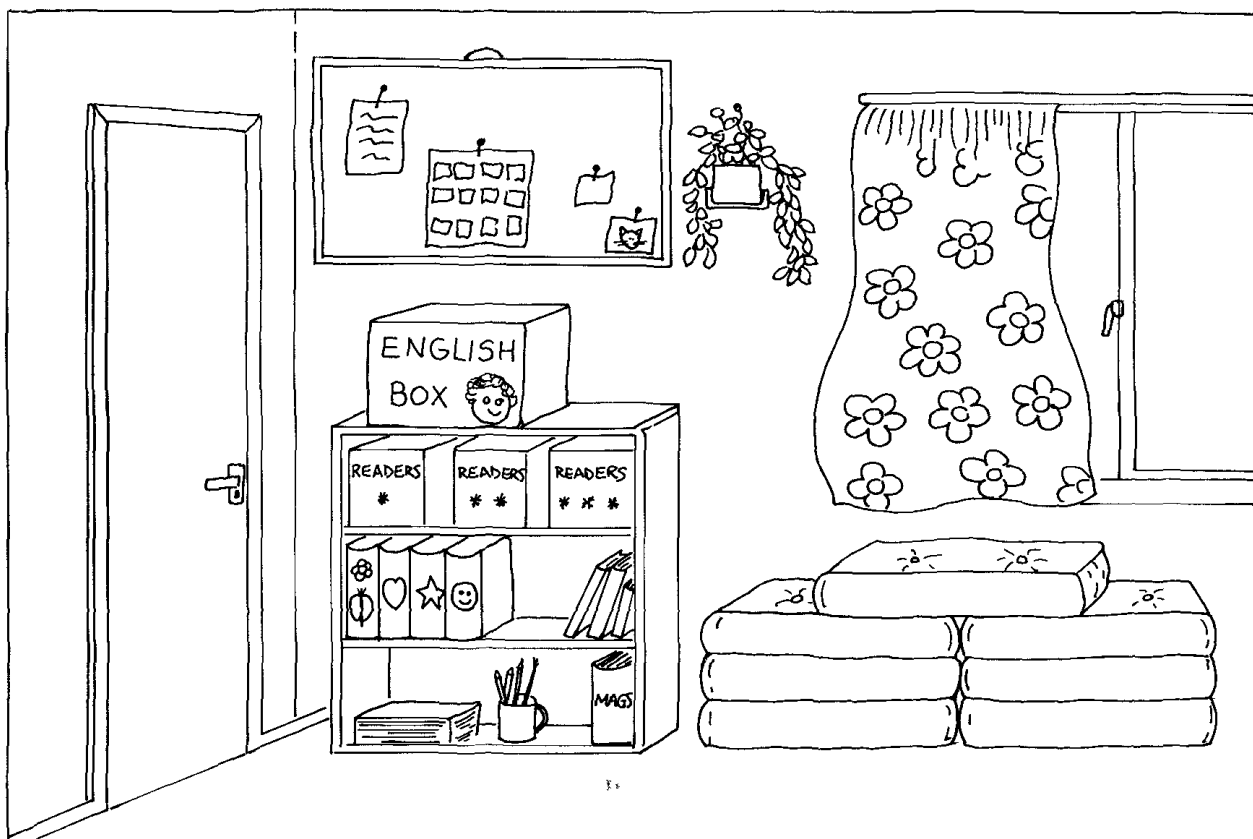
### 3- Мавзу: Бошлангич синфлар ўқув хонасидан самарали фойдаланиш (Classroom management) (2 соат маъруза)

Young children respond well to surroundings which are pleasant and familiar. If at all possible, put as much on the walls as you can – calendars, posters, postcards, pupils' drawings, writing etc. Have plants, animals, any kind of interesting object, anything which adds character to the room, but still leaves you space to work.

Encourage the children to bring in objects or pictures or postcards and tell the rest of the class a little bit about them in English. It doesn't have to be more than, 'This postcard is from Portugal. My aunt is in Portugal.' Physical objects are very important to young children, even children of ten.

Your classroom is probably used for other subjects or other classes as well, but try to have an English corner – you need shelves, a notice board, and either a pile of cushions or a couple of comfortable chairs (preferably not traditional school chairs). If you really can't manage even a corner of the classroom, a section of wall that you can pin things on is better than nothing.

Make sure you mark all your files and boxes so that you and your pupils know where to find what. Mark the boxes with colours and/or pictures as well as words. Pupils will respond to the organisation – it shows you care.

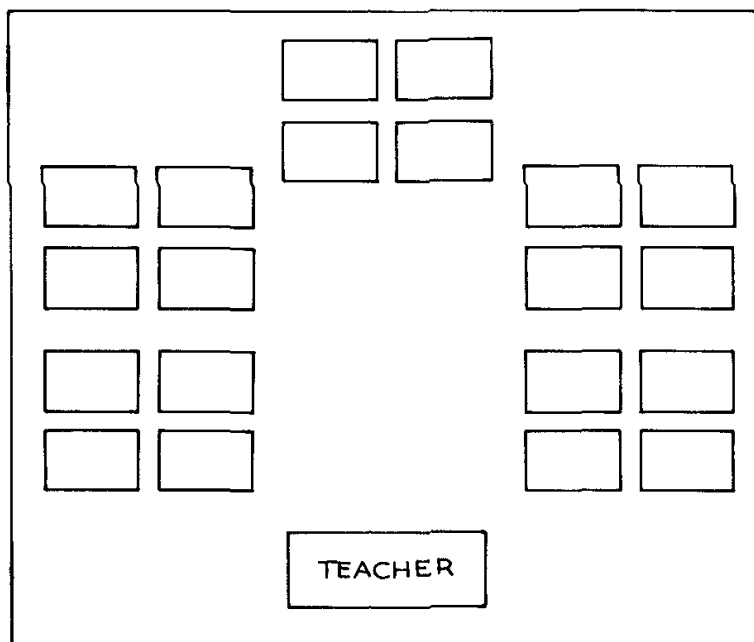


## *Arranging the desks*

Sometimes you may not be able to change how the desks are arranged in your classroom, and sometimes you may have to make one arrangement which you can't change. You may want to arrange the desks in different ways for different lessons, but it is much simpler if you decide on the most suitable arrangement for a lesson and stick to it. Moving desks during a lesson is a very noisy and time-consuming business.

Let's look at three ways of arranging the desks in an ordinary classroom.

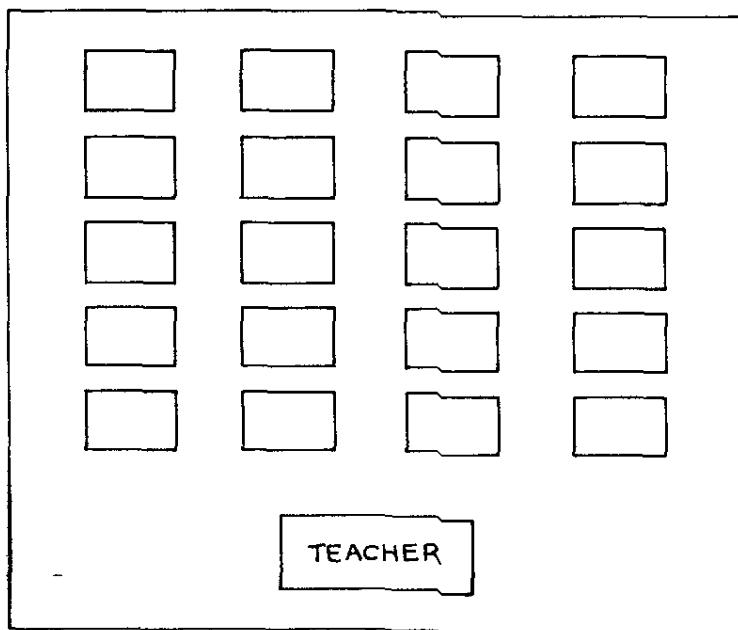
### **Arrangement A**



With Arrangement A, you can teach the whole class easily, and you can have group work for some of the time, with the class working in groups of four. It is good for pupils to sit in groups, even if they are doing individual or class work, since it is then much more natural for them to talk to each other.

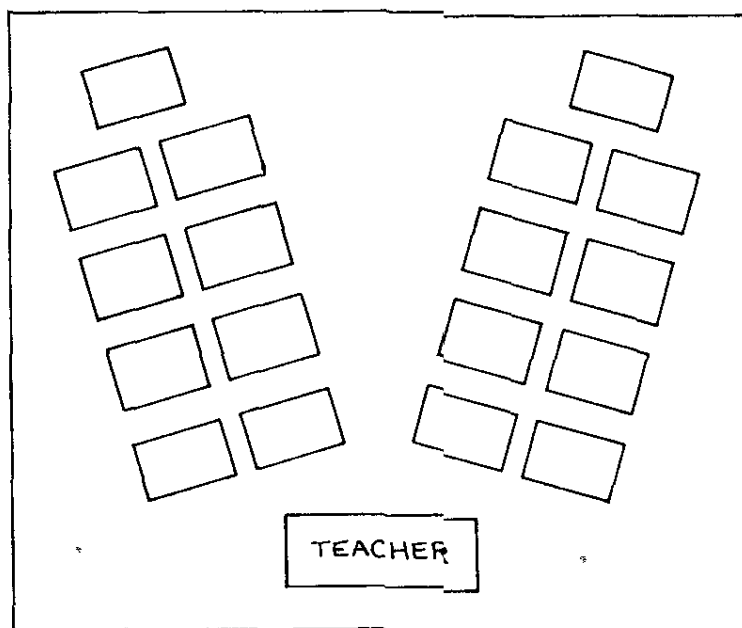
Arrangement A also lets you do pairwork easily and leaves you a space in the middle of the classroom for more general activities. It gives you room to play games, tell stories, act out dialogues, etc. The front of the classroom is not always the best place for these activities if you want to create a feeling of involvement rather than performance.

## Arrangement B



Arrangement B works for *individual and whole class work*, and you can easily do pairwork if half the class turn their backs to the teacher, or if half the pupils move their chairs over to their neighbour's desk. Arrangement B does not encourage natural communication since pupils can only see the back of the heads of the pupils in front of them, so it is not as suitable as Arrangement A for language work.

## Arrangement C



Arrangement C works in the same way as Arrangement B, But is more flexible and leaves you with space in the middle of the classroom.

## *Grouping the children*

As we said in Chapter 1, it is important to keep in mind that not all children will take to pair and groupwork at once.

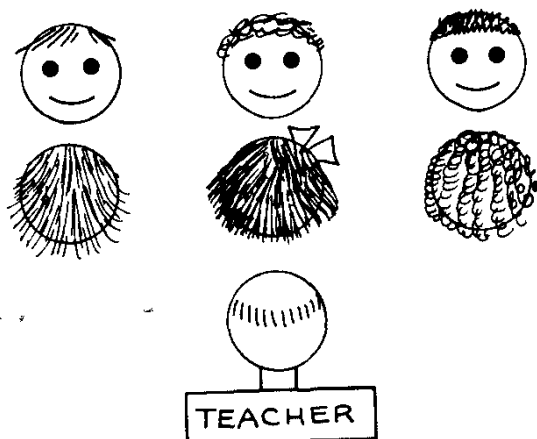
Particularly five and six year olds are often happiest working alone, and are not yet willing to cooperate and share. They will want to keep all the cards, read the book alone, play with all the toys in the English corner, etc. Cooperation is something which has to be nurtured and learnt, so if your pupils have been to kindergarten or play school, or if they are already part of a class, then this may not be a problem at all.

If your pupils are sitting in groups of four most of the time, as in Arrangement A on page 13, you will find that although they are working as four individuals, they often develop a group identity. This type of arrangement makes it easier to see when pupils are ready to cooperate with other pupils, and we would recommend some sort of regular grouping, especially for the five to seven age range.

### **Pairwork**

Pairwork is a very useful and efficient way of working in language teaching. It is simple to organise and easy to explain, and groupwork should not be attempted before the children are used to working in twos first.

- Let pupils who are sitting near each other work together. Don't move desks – and chairs should only be moved if absolutely necessary.
- Establish a routine for pairwork, so that when you say, 'Now work in your pairs', pupils know what is expected of them. The routine depends on how your classroom is arranged. If the pupils are sitting in rows as in Arrangement B, then it might be that all pupils sitting in rows 1 and 3 turn round to face rows 2 and 4, while those working in row 5 work with the person next to them.



- Pairwork means that everyone in the class is occupied, but even if everyone in the class is working on the same thing, not all pairs will finish at the same time. Do not be tempted to let the pairwork continue until everyone has finished. As soon as you see that several of the pairs have finished, ask the others to finish off and move back to their own seats.
- If you do not have an even number of pupils in the class, then let one group work as a three. If you always partner the odd pupil then you will not be able to help the others.
- Be on the lookout for pupils who simply do not like each other – it is unlikely that they will work well together. This is more of a problem with eight to ten year olds than it is with five to seven year olds.
- Go through what you want pupils to do before you put them into their pairs.

## Groupwork

Everything which has been said about pairwork applies to groupwork. We cannot put children into groups, give them an exercise and assume that it will work.

### *Introducing groupwork*

If your pupils are not used to working in groups in other classes or if they do not naturally develop a group identity, as they may do if they are sitting permanently in a group (Arrangement A), then you can introduce them gradually to groupwork.

- 1 Start by having teaching groups – groups which you teach separately from the rest of the class. This allows you to give some pupils more individual attention.
- 2 Then you can go on to introducing self-reliant groups – groups which are given something to do on their own, with the teacher only giving help when needed.
- 3 Start with just one group. Tell them clearly what the purpose is – ‘I want you to make me a poster’, and why they are working together – ‘If there are four of you, you can help each other and share the work.’
- 4 Go through this process with all the groups before you let the whole class work in groups at the same time.

### *Numbers*

Limit numbers in the group to between three and five.



### *Who works with whom?*

Children should not be allowed to choose their groups, partly because this takes a lot of time, but mainly because it usually means that someone is left out. If your pupils sit in groups all the time, then it is natural for them to work most of the time in those groups. There is no reason why pupils should not be moved about from time to time.

Particularly with the eight to ten year olds, you might want to put them in mixed ability groups some of the time, but sometimes group them according to ability. Clever pupils can and do help the not so clever ones if the groups are mixed, but sometimes you want to give extra help to either the clever or the not so clever on their own.

### *Classroom Language*

If cooperation and communication are to be part of the process of learning a language as well as part of the process of growing up, then the sooner the pupils learn simple, meaningful expressions in English, the easier it will be. A very important way of helping pupils progress from dependence on the book and on the teacher to independence is to give them the necessary tools. One of the tools is classroom language.

For example, few children of five will admit that they don't know the answer to a question. Nor will they ask for more information if they don't understand what they have to do. Very often they will just do what they think you want them to do. So teaching them phrases like, 'I'm sorry, I don't know' or 'I don't understand' helps their development, their language, and their ability to communicate meaningfully in the classroom and elsewhere. Children in the older age group have developed beyond this stage in their own language, but need the expressions in the foreign language.

Here are some phrases which all your pupils should learn as soon as possible. Note that they should be taught as phrases, not as words or structures. Children are only interested in what the phrases are used for. Some are very specific, most can be used in lots of different situations, and most give children a short cut to being able to function in the foreign language classroom.

Good morning/afternoon

Goodbye

Can I ....., please?

Sorry, I don't know/don't understand/can't.

What's this called in English?/What's the English for .....

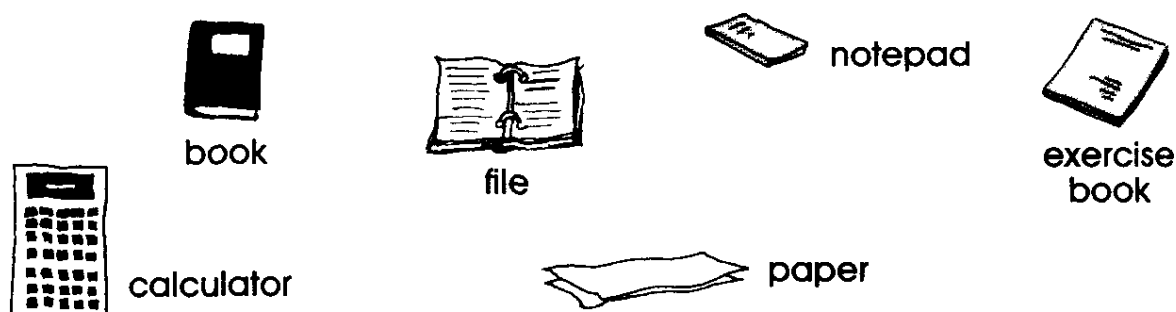
Whose turn is it/book is this/chair is this?

Whose turn is it to .....

It's my/your/his/her turn. .

Pass the ....., please.

Do remember 'please' and 'thank you' – they help a lot. So do the words for all the things in the classroom. Have picture dictionaries to help the children with the more common words. We have included a list at the end of the chapter of some of the picture dictionaries we are familiar with.



Try to speak English as much of the time as you can, using mime, acting, puppets and any other means you can think of to get your meaning across – see the section on presentation on pages 34 to 36. Your pupils are unlikely to have the opportunity to hear English all day so you should let them hear as much as possible while you have them in class. Keep your language simple but natural, and keep it at their level.

You will have to decide for yourself how much mother tongue language you use – it depends very largely on your own individual class. Remember that you can very often convey the meaning of what you are saying by your tone of voice and your body language – you don't always have to switch languages.

## *Questions and activities*

- 1 Think back to when you went to school and try to think about the teachers you liked best. Why did you like them? Try to make two lists under the headings **Abilities** and **Attitudes**. Do the same with the teachers you didn't like. If you are working with others, compare your lists.
- 2 What abilities do you have that will help you in your teaching? Can you play a musical instrument, sing, tell stories, etc.? Is there anything you would like to be able to do that is not on your list? Can you do anything about it?
- 3 Read through the section 'Helping the children to feel secure' on pages 10 and 11. Make two lists under the headings:  

<b>Do</b>	and	<b>Don't</b>
plan lessons		give pupils English names

Discuss your lists with a colleague if you can. Would you like to make any changes to the lists or add to them?
- 4 Make a list of tasks which pupils can do in your classroom, like changing the calendar.
- 5 Look back at the section on arranging the desks on pages 13 and 14. How would you like to arrange the desks in your classroom? Sketch a plan, leaving room for an English corner if you can. If you are thinking of a particular class, you can add the names of your pupils as well.
- 6 Let's say that you have a class of ten-year-old beginners. Which classroom phrases would you like them to be able to use at the end of the first two weeks? If you are using a textbook, look at the first lessons there and see what classroom language you think would be useful for these lessons.

+

4 мавзу: Бошлангич синфларда кўшиқ ва ўйинлардан самарали фойдаланиш усуллари.

(Using songs and games) (2 соат амалий машгулот)

Everyone likes songs -- you just put on a CD and press "play", don't you? All you'd then need would be a "fill-in-the-blanks" worksheet and you've got a dead-easy to prepare listening exercise... But, in fact, it's not quite as easy as all that, as CELTA course tutor at IH **Ellie Keegan** explains...

### Choosing a suitable song

"Probably the most important thing about choosing a song to do with a class is to make sure that the lyrics are **clear**," Ellie says. "It can be very frustrating for learners not to understand a word." Choose a singer with a nice clear voice, like Frank Sinatra, Ellie suggests.

The recording should also be a good one: a studio album is probably going to be better than a live version, if you have a choice. A CD will also give you much better sound than a cassette, obviously.

There's also the issue of whether or not the language is a suitable **level of difficulty**. And the language (and the subject matter!) itself should be suitable, we might add! The suitability of the subject matter is a particularly important issue if you are teaching young learners.

It's also a question of whether your students are going to **like** the song. "I've found that it's difficult to find songs they like which are actually useful language-wise," says Ellie. Because what you really want is a song with some **useful language** in it, of course.

Ellie gave us **Abba's Money Money** as an example of that -- one with both an interesting lexical field and the second conditional in it. Phrasal verbs tend to be plentiful in songs, if you are working on them -- **Kate Bush's Don't Give Up** was the example Ellie gave us.

### What do you do with a song?

Apart from just pressing "play" and doing a "fill-in-the-blanks" type exercise, what else can you do with a song?

"Well, you certainly don't want to do only that," says Ellie. "Doing a song is **not** just a question of pressing 'play'. It's a bit like doing any listening exercise -- in planning what you are going to do with a song you want to think about productive **pre-**, **during-** and **post-listening** tasks that are going to be language-rich."

"If anything," says Ellie, "the **build-up** to the listening is really the most important stage". The pre-listening activity, in other words. "You also want to consider whether or not you need to preteach some of the vocabulary, and how you are going to deal with it," Ellie adds.

When it comes to the "**during listening**" stage you could provide the lyrics but include in them either information that is wrong, which has to be corrected, or multiple-choice type answers.

If you do want to do "fill-in-the-blanks", note that you will find it a question of trial-and-error: some of the things you pick out will prove **impossible** for your learners to catch. Blanking out the words at the end of alternate lines, but not the words that they rhyme with, is one fun alternative.

You could also try giving them, say, 12 chunks of the song, and get them to do it (before listening) as a **"jigsaw reading"** exercise, which they could then confirm during listening.

Ellie has also used songs for **dictionary work**, and also used them as the basis for an exercise in getting her learners to teach each other vocabulary.

### **A song you can respond to in some way**

Songs that work best are almost invariably those that produce some sort of response to the music. There is the question of whether or not your class **like** the song -- but you really want something a bit more than just that.

Songs with a good story line make a good choice, apart from anything else because your students can then agree (and disagree) on what happened, and perhaps why it happened (and who was to blame). Examples would include a number of **Bruce Springsteen** songs, **Nebraska** and **Johnny 99**, for example.

A song which requires you to actually work out what is going on is also a good choice -- because then your learners can discuss that. Ellie suggested **You Don't Know My Name** (Alicia Keys) as an example of that.

"A song like **Coldplay's Shiver**, for instance," Ellie went on to say, "gets them not only to talk but also provides an opportunity to use modals and other language of speculation: what kind of woman is she, what does she look like?"

At a high level, of course, if your lyrics are more poetic, arguing about what the writer actually meant can sometimes work well. **Bob Dylan's She Belongs to Me** is an example (does he like her or hate her, we might ask).

### **Follow-up activities**

Ellie had a number of suggestions for follow-up activities for songs:

- planning a video for it
- actually making the video
- writing a letter (or a mobile phone message) from one of the characters in the song
- writing a diary entry

Having "done" a song with their classes, one of the things that the teachers in the English Department at IH Barcelona use, to round things off, is to have their learners use the Storyboard computer program to reconstruct the text.

## Other ideas

Two versions of same song can sometimes work well: Ellie suggested **Father and Son**, of which there are versions by both **Cat Stevens** and **Boyzone**. Which do you prefer? You could also use the different versions simply for the sake of variety (do your students really want to listen to the same recording of the same song **again**?!)

Doing **two** different songs on the same theme (growing up, or love, for example) can also work well.

If you can get hold of the **promotional video** that goes with many songs, that can also work well. Many have a storyline and you can stop the video and make up the dialogue, speculate about exactly what the story is, and so on.

On the wonderful **TeachingEnglish.org.uk** site you will find lots more **activities** for using songs.

## Finding and editing the lyrics

Song lyrics have got to be just about the easiest thing to find on the Internet, Tom Walton adds, as there are so many sites dedicated to them.

You might want to ensure that you have a pop-up blocker fully functional before you head off to Google, as lyrics sites tend to carry **lots** of advertising! We found **LyricsFreak** agreeably clean in that sense. **AllMusic** is quite good if you want a biography as well.

For other **lyrics sites**, see sidebar.

On Google (or any other search engine), type the following, for example, into the search box:

- lyrics Bruce Springsteen Paradise

You got them first time, right?

If you want to paste the lyrics into a Word-type document, you may find that -- rather than just copying and pasting -- you want to choose "Edit" from your menu and then "**paste special**" (not just "paste") from the dropdown menu, to avoid picking up formatting from the webpage.

## 5-Мавзу: Инглиз тили дарсларини кузатиш ва таҳлил қилиш (2 соат амалий машғулот. (Microteaching)

### Learning Outcome

By the end of the session participants will be aware of the purposes of and principles in giving feedback.

### Key Learning Points

The purpose of the feedback in teaching is to give and receive professional support.

The main principles in giving and receiving feedback are:

being non-judgemental: not too critical nor too complimentary but constructive  
agreeing on the focus of observation/feedback beforehand

Plan				
1	Outcome	Explaining the learning outcomes to participants	5 minutes	None
2	Two sides	Reflecting on teachers' own experiences of giving and receiving feedback.	20 minutes	Handouts 1 and 2
3	Why feedback?	Discussing the purpose of exchanging feedback	20 minutes	Handout 3
4	Principles	Exploring the principles in giving feedback	20 minutes	Handout 4
5	Reflection and action planning	Reflecting on workshop and selecting goals for development	10 minutes	None

### 1. Outcome

Objective: To help participants understand the outcomes of the session

Time: 5 minutes

Materials: None

Interaction: Individual, plenary

Procedure:

Explain the learning outcomes of the session to participants.

### 2. Two sides

Objective: to help participants to reflect on their own experiences of giving and receiving feedback

Time: 20 minutes

Materials: Handouts 1 and 2

Interaction: Plenary, group work

Procedure:

☺ Ask participants the following questions. Elicit responses in plenary.

Have you ever been observed while teaching?

How did you feel?

Was the observation helpful for you? Why/Why not?

Have you ever observed someone's lesson?

How did you feel?

Was the observation helpful for you? Why/Why not?

☺☺☺ Put participant in groups. Tell them that they will have to discuss the situation and questions in their handouts. Distribute Handout 1 some groups and Handout 2 to Groups 2, 4 and 6 to others.

☺ Ask each group to present their answers in plenary.

Answers may vary.

### 3. Why feedback?

Objective: To help participants understand the purposes for giving and receiving feedback

Time: 20 minutes

Materials: Handouts 3

Interaction: Pair work, individual

#### Procedure:

☺ Tell participants that the lesson they discussed in Activity 1 has just finished and the observer and the teacher want to talk about the lesson. Ask participants to do the task in Handout 3 individually. Distribute copies of the handout.

☺☺ When they finish ask participants to compare their answers with their partners.

#### Answer Key:

How did you feel while teaching? (Observer)

What do you think I could change next time? (Teacher)

Why couldn't pupils understand your instructions? (Observer/Teacher)

What do you want to focus in on my lesson? (Teacher)

What do you want me to focus in on your lessons? (Observer)

What would you do to make the instructions clearer if you were teaching this lesson? (Teacher)

How could you make your instructions clearer to your pupils? (Observer)

☺ Discuss answers in plenary. Ask participants to identify the questions which are typically asked before the lesson observation starts. Answer: questions 4 and 5.

☺☺ Ask participants to work in pairs and identify purposes for asking each of these questions.

☺ Discuss answers in plenary. Key:

To help the teacher to reflect on his/her own feelings as a teacher.

To ask for advice/suggestion.

To draw the teacher's attention on the reason for the problem.

To agree on the focus of the observation.

To agree on the focus of the observation.

Asking for advice/suggestion.

Inviting the teacher to think of the solutions to the problem.

Explain to participants that these are the questions asked during giving and receiving feedback and that they are asked to initiate the discussion and focus on the issues/areas the teacher and observer want to focus on. If necessary, explain that feedback is 'telling someone how he/she is doing and how he/she could improve'.

On the board write In general the purpose of the feedback in teaching is to...

☺☺ Ask participants to work in pairs and complete the sentence in their notebooks.

Elicit answers. Establish that the purpose of the feedback in teaching is to give and receive professional support.

### 4. Principles

Objective: to help participants explore the principles of giving and receiving feedback

Time: 20 minutes

Materials: Handout 4

Interaction: group work

#### Procedure:

☺☺☺ Put participants into groups of 3-4 and do the task in Handout 4. Distribute copies of



the handout.

Elicit responses from groups.

Answer key:

Two positive things: 'timing was good' and 'tasks were linked well with each other'

'...one more thing that is usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'

Mentioning positives can help the teacher to focus on the better sides of the lesson and make exchange of feedback less stressful. Giving suggestions are more effective than only pointing out the weaknesses as they provide solutions to the problems that a teacher needs to deal with.

No. The Observer said 'I noticed...' which means she was focused on what was happening in the class. It is necessary not to be judgemental but focus on the class.

No. The Observer was not critical but not complimentary.

Establish that:

The main principles in giving and receiving feedback are

Being non-judgemental – this important because what is happening in the class is more important and can give answers to the sources of difficulties and problems

Neither too complimentary nor critical feedback is helpful. Too complimentary feedback will not cover the difficulties and the too critical feedback will prevent the teacher from thinking about the answers to the problems.

The observer and the teacher should agree on the focus of feedback beforehand. This will make the talk more focused and create a mutual trust between the observer and the teacher

## 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 decide on the goals for development

Time: 10 minutes

Materials: none

Interaction: individual, pair work

Procedure:

☺ Dictate the beginnings of two sentences and ask participants to complete them individually.

One thing I found interesting in the session is ...

One thing I will try in my giving and receiving feedback is ...

☺☺ Ask participants to get in pairs and discuss their answers.

Summarise the session by establishing that

The purpose of the feedback in teaching is to give and receive professional support.

The main principles in giving and receiving feedback are:

Being non-judgemental: not too critical nor too complimentary but constructive

Agreeing on the focus of observation/feedback beforehand

## Handout 1

Read the situation and discuss the questions below it.

Teacher:

Your colleague at school has just told you that she wants to come to your class in the

afternoon and observe it.

How do you feel?

What questions would you ask her before the lesson?

What questions would you ask her after the lesson?

What kind of comments do you expect from her?

Do you need these comments? Why?

✂ -----

## Handout 2

Read the situation and discuss the questions below it.

Observer:

You want to observe your colleague's class and you've just told him that you are going to do that this afternoon.

Why do you want to observe his class?

What will you focus on?

Think of at least three questions you will ask him before the lesson.

Think of at least three questions you will ask him after the lesson.

How will you give comments? Think of the phrases you will use.

## Handout 3

Below are the questions taken from the conversation between Teacher and Observer. Decide which questions belong to Teacher and which to Observer.

How did you feel while teaching?

What do you think I could change next time?

Why couldn't pupils understand the explanation?

What do you want to focus on my lesson?

What do you want me to focus on your lesson?

What would you do to make the instructions clearer if you were teaching this lesson?

How could you make your instructions clearer to your pupils?

## Handout 4

Read the conversation that Teacher and Observer had after the lesson and discuss the questions below it in your groups.

Teacher: So, shall we discuss the lesson?

Observer: All right. I liked your lesson and how did you feel while teaching?

Teacher: I was glad to see that the class was going according to my plan. The pupils managed to do all the activities I wanted them to do.

Observer: Yes, I noticed that your timing was good. You managed to do several tasks which were linked well with each other. Hmm... In the beginning of the activity with maps I noticed that some pupils started doing it differently from the way you asked them to do and later you had to help them. Why do you think this happened?

Teacher: I think they couldn't understand the instruction.

Observer: Oh, I see... How could you make your instructions clearer to your pupils?

Teacher: Well... I think I could demonstrate how to do the task first and only then ask pupils start doing it. And what would you do to make the instructions clearer if you were teaching this lesson?

Observer: I agree that a simple demonstration would be useful. But one more thing that is

usually effective is checking pupils' understanding of the task. Just by asking questions like 'What will you do with maps?'

What two positive things about the lesson did the Observer mention?

What suggestion did the Observer give?

How useful can the approach of two positives and one suggestion can be?

Was the Observer judgemental in giving feedback? Is it necessary to be judgemental?

Why/Why not?

Was the Observer polite or critical in each case? What is the balance between being complimentary and critical while giving and receiving feedback?

## *Slides and additional materials*

### Criteria of observing lesson

Slide-1

Teacher

Date

Class

- Knowledge of the teacher scientifically and practically on the topic;
  - Planning lesson correctly;
  - Connecting lesson with practice;
- Speech of the teacher;
- Using aims of the lesson correctly and working

Organizing lesson scientifically and practically

Slide-2

Involving pupils to the lesson

- ❖ Explaining a new topic to pupils;
- ❖ Continuously connecting of the lesson;
- ❖ Activity of the pupils on making conclusion;
- ❖ Experience of the teacher on developing pupils'

### 3.3 “Инглиз тили фанини ўқитишда педагогик технологиялар” модулининг ўқув дастури (22 соат)

#### 1- Мавзу: Инглиз тили бўйича коммуникатив ёндашув (2 соат маъруза)

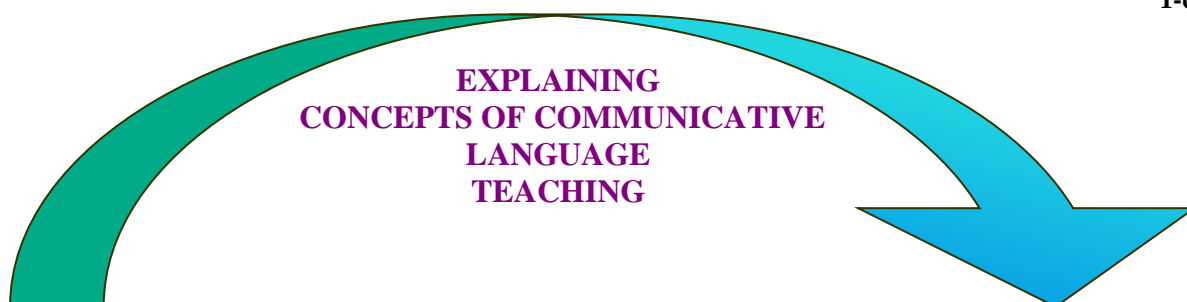
##### МАВЗУНИНГ ТЕХНОЛОГИК ХАРИТАСИ

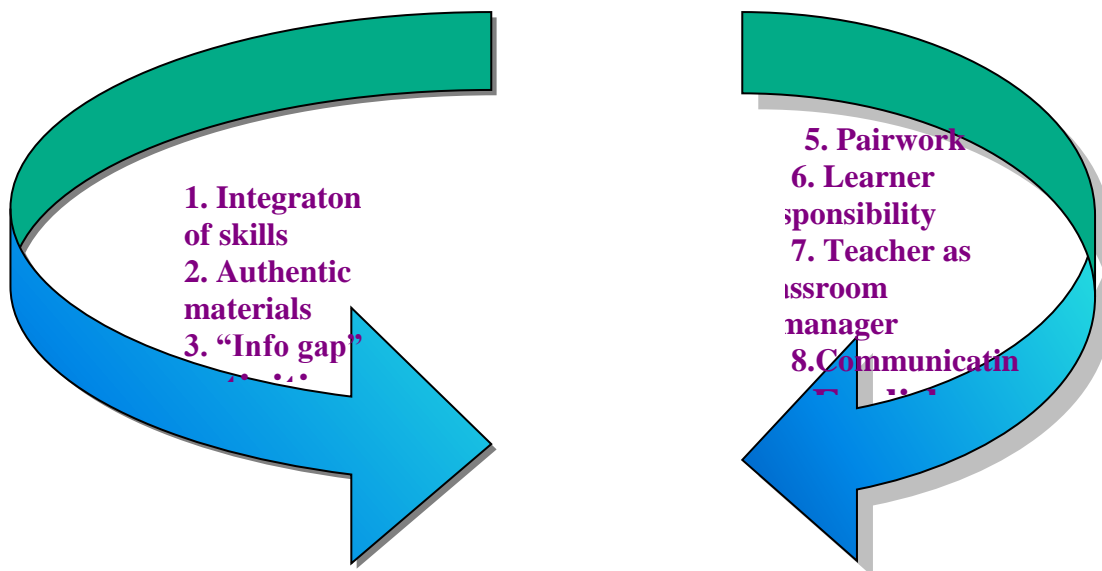
<b>Фан:</b> Инглиз тили назарияси ва ўқитиш методикаси <b>Аудитория:</b> Мактаб ўқитувчилари <b>Мавзу:</b> Инглиз тили бўйича коммуникатив тил ўқитиш концепцияси <b>Калит сўзлар:</b> Маҳорат турлари, тайёр маълумотли машқлар, жуфтликда ишлаш, гуруҳда ишлаш, ўрганувчи масъулияти, ўқитувчи синф менежери сифатида, коммуникация. <b>Соатлар сони:</b> 2 соат маъруза-суҳбат			
<b>Мавзунинг қисқача таърифи (Давлат талабларига мувофиқ)</b> Мустақил давлатимизда фан ва техникани ривожлантириш, илғор мамлакатлар қаторига чиқиб олиш йўлида хорижий тилларни ўрганиш республикамиз аҳолисининг замонавий турмуш тақозосига айланиб бориши. Хорижий тилларда эркин мулоқотга ўргатиш, ҳозирги куннинг энг муҳим вазифаларидан бири эканлиги, педагог фаолияти биринчи навбатда шахс имкониятларини рўёбга чиқаришдан иборатлиги, унинг билим ва тараққиёти учун йўналтиришга қаратилиши. Инглиз тили фанини ўргатиш бўйича билим ва тажрибаларни ошириш, тил ўрганиш ва ўргатиш қоидаларига амал қилиш.			
<b>Ўқув жараёнини амалга ошириш технологияси</b> <b>Метод:</b> Оғзаки баён қилиш, «Ақлий ҳужум» методи, давра суҳбати, ўзаро тажриба алмашиш <b>Воситалар (техник ва дидактик):</b> Таркатма материаллар, анкета, тест саволлари, маъруза асосида тайёрланган презентация слайдлари, скоч, маркер, флипчарт, проектор. <b>Назорат:</b> Оғзаки назорат, ўз-ўзини назорат қилиш, савол-жавоб, тақдимот. <b>Баҳолаш:</b> Рағбатлантириш <b>Форма:</b> Маъруза, суҳбат, савол-жавоб, индивидуал ва жамоавий ишлаш, кичик гуруҳларда ишлаш			
<b>Дарс /кичик маърузанинг мақсад ва вазифалари:</b>			
<b>Мақсадлар:</b> <b>Таълимий:</b> Инглиз тили фани бўйича коммуникатив тил ўқитиш концепцияси ҳақида умумий фикр юритиш. <b>Тарбиявий:</b> Ўқитувчининг дарсдаги роли. Ўқитувчи дарс менежери сифатида. Инглиз тили ўқитиш масалалари. <b>Ривожлантирувчи:</b> Тил ўқитишнинг жиҳатлари ҳақидаги тушунчаларни такомиллаштириш.		<b>Вазифалар:</b> <b>Таълимий савол:</b> Коммуникатив тил ўқитиш концепцияси нималардан иборат? <b>Тарбиявий савол:</b> Ўқитувчининг дарсдаги роли деганда нимани тушунасан? <b>Ривожлантирувчи савол:</b> Хорижий тил ўқитишда энг аввало нималарга эътибор бериш керак?	
<b>Қўйилган натижалар:</b>			
<b>Дарс/маъруза/ якунида тингловчи билади (Билим):</b> Коммуникатив тил ўқитиш концепцияси билан таништириш.		<b>Қайси саволлар берилади:</b> Коммуникатив тил ўқитиш концепциясига нималар қиради?	
<b>Дарс/маъруза/ якунида тингловчи тушунади (Қўникма):</b> Тил ўқитиш борасида турли услубларни қўллаш қўникмалари шакллантирилади.		<b>Қайси саволлар берилади:</b> Коммуникатив тил ўқитиш концепцияси қандай амалага оширилади?	
<b>Дарс/маъруза/ якунида тингловчи бажара олади (Малака):</b> Тил ўқитиш борасида тажрибалар ортади.		<b>Қандай топшириқлар берилади:</b> Коммуникатив тил ўқитиш концепцияси талаблари қандай фарқланади? 1. Integraton of skills 2. Authentic materials 3. “Info gap” activities 4. Groupwork 5. Pairwork 6. Learner responsibility 7. Teacher as classroom manager Communicating in English	
<b>Дарс жараёни ва унинг босқичлари:</b>			
<b>Ишнинг номи</b>	<b>Бажариладиган иш мазмуни</b>	<b>Метод</b>	<b>Вақт (дақиқа)</b>
<b>1-босқич: Ташкилий қисм.</b>	Давоматни аниқлаш	Қайд этиш	5
<b>2-босқич: Рефлексия. Эҳтиёжларни аниқлаш</b>	1-мавзунинг асосий тушунчаларини ёдга олиш, эҳтиёжларни аниқлаш	Савол-жавоб	10

<b>3-босқич:</b> <b>Янги мавзунинг баёни</b>	<b>Мавзуни режа асосида ёритиш:</b> 1. Хорижий тилларда эркин мулоқотга ўргатиш. 2. Педагог фаолиятнинг биринчи навбатда шахс имкониятларини рўёбга чиқаришдан иборатлиги. 3. Инглиз тили фанини ўргатиш бўйича билим ва тажрибаларни ошириш. 4. Тил ўрганиш ва ўргатиш қоидаларига амал қилиш.	Слайдлар асосида маъруза. Ақлий хужум  Сухбат  Сухбат Ўзаро тажриба алмашиш	15  5  5 5
<b>4-босқич:</b> <b>Мустаҳкамлаш</b>	Коммуникатив тил ўқитиш концепцияси талаблари ва унга амал қилиш.	Гуруҳларда ишлаш.	15
<b>5-босқич: Баҳолаш.</b> <b>Дарс якуни</b>	Гуруҳлар тақдироти таҳлили ва уларни баҳолаш. Хулоса (савол-жавоб, фикр- мулоҳазалар ва таклифлар)	Гуруҳларни баҳолаш Савол-жавоб	15  5
<b>6-босқич: Мустақил бажариш учун топшириқ (уйга вазифа)</b>	Берилган топшириқлар натижаларини жуфтликларда, сўнгра кичик гуруҳларда муҳокама қилиш ва энг муносибини танлаб олиш. 1. Муаммони жамоали тарзда ечимини топиш усул ва воситалари. 2. Муаммони жамоали тарзда ҳал этиш, уни ҳал этиш бўйича устивор ғояни баҳолаш.	Назорат учун савол-жавоблар	10
<b>Дарс/маъруза/нинг бориши:</b>			
<p><b>1-босқич:</b> Ўқитувчи мавзуни таништиради. Тингловчилар давомати кўриб чиқилади. Дарсга зарур бўлган жиҳозлар билан таъминланиш.</p> <p><b>2-босқич:</b> Тингловчиларнинг мавзуга оид билимлари ва эҳтиёжларини аниқлаш мақсадида оғзаки савол-жавоб ўтказилади:</p> <ol style="list-style-type: none"> <li>1. Коммуникатив тил ўқитиш концепцияси деганда нимани тушунасиз?</li> <li>2. Ўқитувчининг дарсадаги роли нималардан иборат?</li> <li>3. Ўрганувчи масъулиятига нималар қиради?</li> </ol> <p><b>3-босқич:</b> Мавзуни режа асосида ёритиш:  Слайдлар ёрдамида кичик маъруза. Маҳоратлар умумлашмаси ва унинг узвийлиги. Жуфтлик ва гуруҳларда ишлаш. Инглиз тилида мулоқотга ўргатиш.</p> <p><b>4-босқич:</b> Мустаҳкамлаш учун амалий машғулотлар:  Коммуникатив тил ўқитиш концепцияси бўйича гуруҳларга топшириқлар берилади. Тингловчилар ўз гуруҳларида берилган топшириқ бўйича вазифаларни бажарадилар. Улар ўз навбатида гуруҳ ишларини намойиш этадилар.</p> <p><b>5-босқич:</b> Гуруҳларнинг тақдироти ва ўқитувчининг мавзуни мустаҳкамлаш бўйича хулосаси баён қилинади</p> <p><b>6-босқич:</b> Мавзуни мустаҳкамлаш учун кичик гуруҳларда тингловчилар 10 дақиқа мобайнида мустақил тест ишлайди. Бунда ҳар бир гуруҳ кўшни гуруҳнинг тест натижаларини текширади. Ўқитувчи дарс якунида умумий хулосалар билдиради ва адабиётлар тавсия қилинади.</p>			

### МАВЗУГА ОИД СЛАЙДЛАР

1-слайд





## ЖУФТЛИКДА ИШЛАШ

2-слайд



3-слайд

## ЎҚИТУВЧИ СИНФ МЕНЕЖЕРИ



## Мавзу: Инглиз тили бўйича коммуникатив тил ўқитиш концепцияси

**Режа:** 1. Коммуникатив тил ўқитиш концепцияси.

2. Коммуникатив тил ўқитиш концепциясининг амалда қўлланиши.

Коммуникатив тил ўқитиш концепциясининг асосий мақсади ўқувчиларни хорижий тилни турли шакллари орқали муомала воситаси сифатида эгаллаши яъни сўзлашишнинг нутқий кўникмаларининг шаклланиши, эшитиш орқали тушуниш, ўқиш ва ёзишни ўрганишдан иборатдир.

Барча фанларни ўқитишдаги мақсадлар хорижий тилларга ҳам таъаллуқлидир. Ўқувчиларда тил ўрганиш билан бир қаторда дўстлик ва халқлар ўртасидаги ўзаро тушуниш туйғулари ривожланади. Ўз маданияти билан бир қаторда тили ўрганилаётган халқлар маданиятига ижобий муносабатда бўлиш, хорижий тилни ўрганиш муҳимлигини англаб етадилар. Тил ўрганиш билан бир қаторда ҳозиржавоблик, мустақиллигини шакллантириш, ўз билимини мустақил ошириш ва ҳақозо билимлар ошиб боради.

Коммуникатив тил ўқитиш концепцияси ўз ичига қуйидагиларни олади:

1. Integraton of skills
2. Authentic materials
3. “Info gap” activities
4. Group work
5. Pair work
6. Learner responsibility
7. Teacher as classroom manager
8. Communicating in English

**1.Integraton of skills** – бугунги кун хорижий тил ўқитишнинг асосий талабидир. Яратилган янги дарсликлар ҳам унга асослангандир. 4 та маҳорат турининг айнан бир даврда иштирок этишини таъминлаш асосий вазифадир. Унинг асосий мақсади узвийликни таъминлаш бўлиб, тилни мукаммал ўрганишга қаратилгандир. 4 маҳорат тури ҳар доим бир-бирини тўлдириб, бир даврда намоёниш этилиши мақсадга мувофиқдир.

Ўқувчида ҳар бир маҳорат турини тушуниб англаш, бир-биридан фарқлаш, ўз ўрнида қўллаш олиш кўникма ва малакаси мавжуд бўлиши керак. Бусиз ўқитувчи ўз мақсадига тўла етишди дейиш ноўриндир. Шу мақсадда дарсларда асосий эътибор юқоридагиларга қаратилиши мақсадга мувофиқдир.

**2. Authentic materials** – газета, журнал материаллари, аудио, видео материаллари, энциклопедия материаллари, тарихий фактлар ва ҳақозолардир. Улардан фойдаланиш қонун-қоидаларига амал қилиш талаб этилади.

**3. “Info gap” activities** - Кишилар бирор маълумотни олиш учун ёки билимга эга бўлиш учун бир-бирлари билан мулоқотда бўладилар. Масалан: бир ўқувчида иккинчи ўқувчида йўқ бўлган маълумот бор. Биринчи ўқувчида синфнинг расми бор, иккинчи ўқувчида эса айнан шу расмнинг нусхаси бўлиб унда баъзи элементлар тасвирланмаган. Улар бир-бирларига саволлар беришиб расмдаги фарқларни аниқлашга ҳаракат қиладилар. Шу ва шу каби машқлар “тайёр маълумотли” машқлар деб аталади. Бундай машқлар дарсликларда ҳам берилган.

**4.Group work** – 3 та дан 7 та қатнашувчигача бирга фаолият кўрсатадиган иш туридир. Унда турли топшириқлар бўйича ўқувчилар ўз фикрларини алмашадилар, берилган мавзу бўйича плакатлар тайёрлайдилар, фаолият ўзаро мулоқот асосида ўтказилади. Жараёнда ҳар бир қатнашувчи ўз фикрини айта олишимкониятига эга бўлади ва бу албатта эътиборга олинади, ҳеч ким четда қолмайди.

**5. Pair work** – 2 киши фаолият кўрсатадиган жараён. Қатнашувчилар муайян топшириқ асосида бир-бирлари билан мулоқотда бўладилар, фикр алмашадилар.

**6. Learner responsibility** – ўрганишга масъулликдир. Ҳар бир ўрганувчи оладиган билимга ўзи масъуллигини сезиши лозим. Агар ўрганувчи масъулликни ҳис қилмас ва нимани ўрганиши кераклигига бефарқ экан, у ҳеч қачон мақсадига эриша олмайди.

**7. Teacher as classroom manager** – албатта ўқитувчи синф менежеридир. Агарда ўқитувчининг синфда менежерлик роли кўринмаса, дарс жараёни кўнгилдагидек ўтиши амри маҳол. Ўқитувчи синфни бошқара олгандагина дарс самарали бўлиши мумкин.

**8. Communicating in English** – дарсининг инглиз тилида ўтилишига асосланишдир. Агар инглиз тили дарси инглиз тили мулоқотида асосланмас экан, бундай дарсни самарали деб бўлмайди. Шубҳасиз, айрим инглиз тили дарсларини она тили дарсидан фарқлаб бўлмайди. Бундай дарслар ўқувчида на қизиқиш уйғотади ва уни тил мулоқотида киргиза олади. Инглиз тили дарси инглиз тилида ўтилиши лозимдир. Албатта дарсларда она тилига керакли вазиятларда мурожаат этиш талаб этилади.

Юқоридагиларни тўлиқ ўрганган ҳолда амалда қўллаш хорижий тил ўрганиш

борасида самаралар бериши аниқдир. Бунинг учун тинмай ўрганиш ва изланиш талаб этилади. Дарсликлар, қўшимча материаллар, аудио, видео материаллари бу борада дастури амалдир.



Кишилар бирор маълумотни олиш учун ёки билимга эга бўлиш учун бир-бирлари билан мулоқотда бўладилар. Масалан: бир ўқувчида иккинчи ўқувчида йўқ бўлган маълумот бор. Биринчи ўқувчидаа синфнинг расми бор, иккинчи ўқувчида эса айнан шу расмнинг нусхаси бўлиб унда баъзи элементлар тасвирланмаган. Улар бир-бирларига саволлар беришиб расмдаги фарқларни аниқлашга ҳаракат қиладилар. Шу ва шу каби машқлар “тайёр маълумотли” машқлар деб аталади. Бундай машқлар дарсликларда ҳам берилган.

- \_\_\_ Мен коммуникатив тил ўқитиш концепцияси ҳақида билимимни жуда ҳам оширдим.
- \_\_\_ Мен коммуникатив тил ўқитиш концепцияси ҳақида қўшимча билим олдим.
- \_\_\_ Мен ўқувчилар билан ишлаганда ўзимни қандай тутишим кераклигини билдим.
- \_\_\_ Машғулот керак бўлган қийинлик даражасида бўлди.
- \_\_\_ Машғулот давомидаги менга энг ёққан томонлар қуйидагича:

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1- слайд

## *Integraton of skills*

Бугунги кун хорижий тил ўқитишнинг асосий талабидир. Яратилган янги дарсликлар ҳам унга асослангандир. 4 та маҳорат турининг айнан бир даврда иштирок этишини таъминлаш асосий вазифадир. Унинг асосий мақсади узвийликни таъминлаш бўлиб, тилни мукаммал ўрганишга қаратилгандир. 4 маҳорат тури ҳар доим бир-бирини тўлдириб, бир даврда намоиш этилиши мақсадга мувофиқдир.

Ўқувчида ҳар бир маҳорат турини тушуниб англаш, бир-биридан фарқлаш, ўз ўрнида қўллай олиш кўникма ва малакаси мавжуд бўлиши керак. Бусиз ўқитувчи ўз мақсадига тўла етишди дейиш ноўриндир. Шу мақсадда дарсларда асосий эътибор юқоридагиларга қаратилиши мақсадга мувофиқдир.

2-слайд

“Info gap”  
activities



## Authentic materials

3-слайд

Газета, журнал, аудио,  
видео, энциклопедия  
материаллари, тарихий  
фактлар  
ва ҳ.к.

4-слайд

## Group work

*3 та дан 7 та қатнашувчигача бирга фаолият кўрсатадиган иш туридир. Унда турли топшириқлар бўйича ўқувчилар ўз фикрларини алмашидилар, берилган мавзу бўйича плакатлар тайёрлайдилар, фаолият ўзаро мулоқот асосида ўтказилади. Жараёнда ҳар бир қатнашувчи ўз фикрини айта олиш имкониятига эга бўлади ва бу албатта эътиборга олинади*

## Pair work

5-слайд

*2 киши фаолият кўрсатадиган жараён. Қатнашувчилар муайян топшириқ асосида бир-бирлари билан мулоқотда бўладилар, фикр алмашидилар*

## *Learner responsibility*

*Ўрганишга масъулликдир. Ҳар бир ўрганувчи оладиган билимига ўзи масъуллигини сезиши лозим. Агар ўрганувчи масъулликни ҳис қилмас ва нимани ўрганиши кераклигига бефарқ экан, у ҳеч қачон мақсадига эриша олмайди*

## *Teacher as classroom manager*

*Албатта, ўқитувчи синф менежеридир. Агарда ўқитувчининг синфда менежерлик роли кўринмаса, дарс жараёни кўнгилдагидек ўтиши амри маҳол. Ўқитувчи синфни бошқара олгандагина дарс самарали бўлиши мумкин*

## *Communicating in English*

*Дарсинг инглиз тилида ўтилишига асосланишидир. Агар инглиз тили дарси инглиз тили мулоқотига асосланмас экан, бундай дарси самарали деб бўлмайди. Шубҳасиз, айрим инглиз тили дарсларини она тили дарсидан фарқлаб бўлмайди. Бундай дарслар ўқувчида на қизиқиш уйғотади ва уни тил мулоқотига киргиза олади. Инглиз тили дарси инглиз тилида ўтилиши лозимдир. Албатта, дарсларда она тилига керакли вазиятларда мурожаат этиш талаб этилади*

## 2-Мавзу: Муз ёрар методи ва ундан фойдаланиш методикаси. (Warm ups).

### Амалий машғулотнинг технологик харитаси

**1. Мавзуга доир таянч тушунча ва иборалар:** Warm ups, fillers, ice breakers, bring energy, Brainstorm, encourage, to fill a small block of time, to replace a lesson.

**2. Дарснинг мақсади:** Тингловчиларда замонавий таълим технологиялари ҳақида билимларини шакллантириш.

**3. Дарсдан кутиладиган натижа:** Замонавий таълим технологиялари моҳиятини тушунтириш; таълим технологияларини ўқув жараёнига жорий этишнинг долзарблигини асослаш; музёрар методини дарс жараёнига қўллашни ўрганади.

**4. Дарс тури:** Амалий

**5. Дарс босқичлари ва дарс тақсимоти:** 80 дақиқа.

I. Ташкилий қисм – 5 дақиқа.

II. Янги мавзуга доир тингловчилар билимини аниқлаш – 10 дақиқа.

III. Янги мавзу режаси ва баёни – 40 дақиқа.

IV. Дарсни мустаҳкамлаш – 20 дақиқа.

V. Дарсга якун ясаш – 5 дақиқа.

**6. Ўқув жараёнининг мазмуни:**

**Метод:** “Ақлий ҳужум”.

**Форма:** Кичик гуруҳ, индивидуал

**Жиҳоз:** Тарқатмалар, слайд, ватман қоғози, маркерлар.

**Усул:** Оғзаки, ёзма.

**Баҳолаш:** Рағбат.

**Уйга вазифа:** Кейинги ўтиладиган дарс мавзусига тайёрланиш. Мавзуга доир адабиётлар билан танишиш

**Дарс жараёни:**

**I. Ташкилий қисм – 5 дақиқа.**

1. Саломлашиш. 2. Давоматни текшириш. 3. Дарсни белгиланган талаблар асосида ташкил этиш.

**II. Мавзуга доир тингловчилар билимини аниқлаш – 10 дақиқа.**

**Метод:** “Ақлий ҳужум” ;

**Форма:** Жамоада;

**Жиҳоз:** Оқ қоғоз

**Усул:** Ёзма.

Тингловчилар кичик гуруҳларга ажратилади. Вазифа: 3 дақиқа ичида дарс бошида ишлатиладиган ўйинлар ва қизиқарли машқларни эсланг ва ғояларингизни қоғозга тушуриш. Гуруҳ сардорлари тақдирот қилишади. Ғоялар тинглангач музёрар методи ва унинг таснифи берилади.

**III. Янги мавзу режаси ва баёни – 40 дақиқа.**

Plan

1. Reasons why you may need to use warm ups

2. Warm-up Ideas

3. Ice Breakers

There are many reasons why you may need to use warm ups and time fillers while working as an English teacher:

- to focus or bring energy to each class in the first ten to fifteen minutes
- to break the ice with a new class of students
- to fill a small block of time when a lesson runs shorter than you planned
- to replace a lesson that students can't grasp or are bored with
- to have on hand for emergencies such as broken audio-visual equipment or photocopiers
- to use if you get called in last-minute to fill in for another teacher

Some teachers use short games and activities on a daily basis, and others use them only when the need arises. Print out some of the ideas, activities and worksheets and place them in a special file or notebook to keep with you at all times. You never know when you might need to pull something fun and new out of your teaching hat!

Warm-ups help your learners put aside their daily distractions and focus on English. If they haven't used English all day, they may take a little while to shift into it. Warm-ups also encourage whole-group participation which can build a sense of community within the group. For new groups, see the list of ice breakers further down.

### Warm-up Ideas

#### Brainstorm (any level, individual or group)

Give a topic and ask learners to think of anything related to it. Write the responses for all to see, or ask a volunteer to do the writing. You can use this to elicit vocabulary related to your lesson.

#### Question of the Day (intermediate-advanced, individual or group)

Ask 1-2 simple questions and give learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.

#### Yesterday (intermediate, group)

Have a learner stand in front of the group and make one statement about yesterday, such as "Yesterday I went shopping." Then let everyone else ask questions to learn more information, such as "Who did you go with?" "What did you buy?" "What time did you go?" etc. Try this with 1-2 different learners each day.

#### **Describe the Picture** (any level, group)

Show a picture and have learners take turns saying one descriptive thing about it. Beginners can make simple observations like "three cats" while advanced students can make up a story to go with the picture. They aren't allowed to repeat what someone else said, so they need to pay attention when each person speaks. Variation for individual: take turns with the teacher.

#### **Criss-Cross** (beginner-intermediate, large group)

Learners must be seated in organized rows at least 4x4. Have the front row of learners stand. Ask simple questions like "What day/time is it?" Learners raise their hands (or blurt out answers) and the first person to answer correctly may sit down. The last standing learner's line (front-to-back) must stand and the game continues until 3-4 rows/lines have played. You can use diagonal rows if the same person gets stuck standing each time. To end, ask a really simple question (e.g. "What's your name?") directly to the last student standing. Variation for small group: the whole group stands and may sit one by one as they raise their hands and answer questions.

#### **Show & Tell** (any level, individual or group)

A learner brings an item from home and talks about it in front of the group. Give learners enough advance notice to prepare and remind them again before their turn. Have a back up plan in case the learner forgets to bring an item. Beginners may only be able to share the name of an item and where they got it. Be sure to give beginners specific instructions about what information you want them to tell.

#### **Mystery Object** (advanced, group)

Bring an item that is so unusual that the learners are not likely to recognize what it is. Spend some time eliciting basic descriptions of the item and guesses about what it is and how it's used. If possible, pass the item around. This is an activity in observation and inference, so don't answer questions. Just write down descriptions and guesses until someone figures it out or you reveal the mystery.

#### **20 Questions**

One person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions! Example: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc...

If someone makes a mistake in forming the question, other club members can help turn it into a proper question.

#### **Can't Say Yes or No**

In this game everyone is given a certain number of coins or squares of paper (about 10). Everyone moves around the room starting conversations and asking each other questions. The only rule is that you cannot say the words YES or NO. If you accidentally say one of these words, you have to give a coin or square to the person who you said it to. Try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick your friends. Sometimes asking two quick questions in a row works well. (Especially tag questions: Are you new here? This is your first time in America, isn't it?). This game is a great way to practise using small talk and to add variety to your vocabulary. It also makes everyone laugh.

#### **Hot Seat**

In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point. Warning! This is a loud game because people tend to get excited and yell!

#### **Ice Breakers**

##### **Name Bingo** (beginner, large group)

Hand out a blank grid with enough squares for the number of people in your class. The grid should have the same number of squares across and down. Give the students a few minutes to circulate through the class and get everyone's name written on a square. Depending on the number of blank squares left over, you can have them write their own name on a square, or your name, or give them one 'free' square. When everyone is seated again, have each person give a short self-introduction. You can draw names randomly or go in seating order. With each introduction, that student's name square may be marked on everyone's grid, as in Bingo. Give a prize to the first 2-3 students to cross off a row.

##### **Similarities** (beginner-intermediate, group)

Give each person one or more colored shapes cut from construction paper. They need to find another person with a similar color, shape, or number of shapes and form pairs. Then they interview each other to find 1-2 similarities they have, such as working on a farm or having two children or being from Asia. They can share their findings with the class if there is time.

##### **Pair Interviews** (intermediate-advanced, group)

Pairs interview each other, using specified questions for intermediates and open format for advanced students.

Then they take turns introducing their partner to the whole class. Be sensitive to privacy when asking for personal information.

### **Snowball Fight** (any literate level, group)

Give learners a piece of white paper and ask them to write down their name, country of origin, and some trivial fact of your choice (such as a favorite fruit). Have everyone wad the pages into 'snowballs' and toss them around for a few minutes. On your signal, everyone should unwrap a snowball, find the person who wrote it, and ask 1-2 more trivial facts. Write the questions on the board so the students can refer to them. Remember that each learner will need to ask one person the questions and be asked questions by a third person, so leave enough time. Variation for small groups: learners can take turns introducing the person they interviewed.

### **Beginning your lesson with a five-minute warm up**

Here are ten ice breakers that make great warm ups in lesson plans.

#### **A Few of My Favorite Things**

At the risk of having the song stuck in your collective classroom head all day, this ice breaker is a good one for customizing to any topic. Whether you've gathered to talk about math or literature, ask your students to share their top three favorite things about whatever it is you're there to discuss. If you have time, go back around for the flip side: what are their three least favorite things? This information will be even more helpful if you ask them to explain why. Will your time together help to solve any of these issues?

#### **Brainstorm Race**

Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up with in a given amount of time. Here's the kicker---they cannot speak. Each student must write his or her ideas on the board or paper you've provided.

#### **Expectations**

Expectations are powerful, especially when you're teaching adults. Understanding your students' expectations is key to your success. Use this ice breaker to find out what expectations your students have about the new topic.

#### **If You Had a Magic Wand**

Magic wands open up amazingly creative possibilities. Pass a magic wand around your classroom before you begin a new topic and ask your students what they would do with a magic wand. What would they want revealed? What would they hope to make easy? Which aspect of the topic would they want to fully understand? Your topic will determine the kinds of questions you can ask to get them started.

#### **If You Won the Lottery**

What would your students do to effect change in your given topic if money were no object? This warm up lends itself well to social and corporate topics, but be creative. You might be surprised by its usefulness in less tangible areas as well.

#### **Play-Doh Animals (or whatever)**

This warm up takes a significantly longer time, but depending on your topic, it just might be the magical experience people remember forever. It works especially well when you're teaching something that involves physical shapes, science for example. I know one teacher who used play-doh to teach plate tectonics. Have your students save their "warm up" models in baggies and modify them after the lesson to show their new understanding.

#### **The Power of Story**

Adults come to your classroom full of powerful personal experiences. When your topic is one that people are certain to have experienced in different ways, what could be a better introduction to a lesson than real-life examples. The only danger here is in controlling the time factor. If you're a good facilitator of time, this is a powerful warm up, and unique every single time.

#### **Super Powers**

Super Powers is a good warm up for topics that involve a lot of mystery. What do your students wish they could have overheard in an historical event? If they could become very small, where would they go to find an answer to their question? This might work especially well in medical classrooms.

#### **Three Words**

This is a fast warm up that's easily adaptable to any topic. Ask your students to come up with three words they associate with the new topic. The value in this for you, as a teacher, is that you'll discover very quickly where your students' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in your classroom.

#### **Time Machine**

This is an especially good warm up in history classrooms, of course, but it could be used very effectively for literature too, even math and science. In a corporate setting, it could be used to understand the causes of a current problem. If you could go back in time, or forward, where would you go and why? Who would you talk to? What are the burning questions?

## **IV. Дарсни мустаҳкамлаш – 20 дақиқа.**

**Метод:** Микродарс

**Форма:** Гуруҳда;

**Жихоз:** Йўқ

**Усул:** оғзаки.

**Мустаҳкамлаш учун топшириқ тури:** Тингловчилар гуруҳларга бўлиниб, музёраб ўйинлардан бирини қолган гуруҳ иштирокчилар билан ўтказиш яъни амалада қилиб кўради.

#### V. Дарсга яқин яшаш – 5 дақиқа.

**Ўқитувчи ва тингловчилар ҳамкорлигидаги хулоса:** Замонавий таълимни ташкил этишга қўйиладиган муҳим талаблардан бири ортиқча руҳий ва жисмоний куч сарф этмай, қисқа вақт ичида юксак натижаларга эришишдир. Қисқа вақт орасида муайян назарий билимларни ўқувчиларга етказиб бериш, уларда маълум фаолият юзасидан қуникма ва малакаларни ҳосил қилиш, шунингдек, ўқувчилар фаолиятини назорат қилиш, улар томонидан эгалланган билим, қўникма ҳамда малакалар даражасини баҳолаш ўқитувчидан юксак педагогик маҳорат ҳамда таълим жараёнига нисбатан янгича ёндашувни талаб этади. Музёраб методи ёрдамида юқорида санаб ўтилган натижага эришиш мумкин.

#### Conclusion

Beginning your lesson plans with a five-minute warm up or ice breaker can serve to focus your students on the topic, open up creative thinking, and help them to apply the learning in new ways. The feedback you get from students also gives you an instant reading on where their heads are.

Замонавий таълимни ташкил этишга қўйиладиган муҳим талаблардан бири ортиқча руҳий ва жисмоний куч сарф этмай, қисқа вақт ичида юксак натижаларга эришишдир. Қисқа вақт орасида муайян назарий билимларни ўқувчиларга етказиб бериш, уларда маълум фаолият юзасидан қуникма ва малакаларни ҳосил қилиш, шунингдек, ўқувчилар фаолиятини назорат қилиш, улар томонидан эгалланган билим, қўникма ҳамда малакалар даражасини баҳолаш ўқитувчидан юксак педагогик маҳорат ҳамда таълим жараёнига нисбатан янгича ёндашувни талаб этади.

Педагогик технология уз моҳиятига кўра субъектив хусусиятга эга, яъни, ҳар бир педагог таълим ва тарбия жараёнини ўз имконияти, касбий маҳоратидан келиб чиққан ҳолда ижодий ташкил этиши лозим. Қандай шакл, метод ва воситалар ёрдамида ташкил этилишидан катъий назар педагогик технологиялар:

- педагогик фаолият (таълим-тарбия жараёнининг) самарадорлигини ошириши;
- ўқитувчи ва ўқувчилар ўртасида узаро ҳамкорликни қарор топтириши;
- ўқувчилар томонидан ўқув предметлари бўйича пухта билимларнинг эгалланишини таъминлаши;
- ўқувчиларда мустақил, эркин ва ижодий фикрлаш қўникмаларини шакллантириши;
- ўқувчиларнинг ўз имкониятларини рўёбга чиқара олишлари учун зарур шарт-шароитларни яратиши;
- педагогик жараёнда демократик ва инсонпарварлик ғояларининг устуворлигига эришишни кафолатлаши зарур.

Педагогик технологиялардан мажбуран фойдаланиш мумкин эмас. Аксинча, тажрибали педагоглар томонидан асосланган ёки улар томонидан қўлланилаётган илғор технологиялардан мақсадга мувофиқ, фойдаланиш билан бирга, уларни ижодий ривожлантириш мақсадга мувофиқдир.

Бугунги кунда бир қатор ривожланган мамлакатларда ўқувчиларнинг ўқув ва ижодий фаолликларини оширувчи ҳамда таълим-тарбия жараёнининг самарадорлигини кафолатловчи педагогик технологияларни қўллаш борасида катта тажриба тўпланган бўлиб, ушбу тажриба асосларини ташкил этувчи методлар интерфаол методлар номи билан юритилмоқда. Бугунги дарсимизда таълим амалиётида фойдаланилаётган интерфаол методлардан “БББ” методи моҳияти ва ундан фойдаланиш ҳақида гапирамиз.

#### “Биламан. Билишни хоҳлайман. Билиб олдим” методи

Ушбу метод ўқувчиларга муайян мавзулар бўйича билимлари даражасини баҳолай олиш имконини беради. Методни қўллаш жараёнида ўқувчилар билан гуруҳли ёки оммавий ишлаш мумкин. Гуруҳ шаклида ишлашда машғулот якунида ҳар бир гуруҳ томонидан бажарилган фаолият таҳлил этилади. Гуруҳларнинг фаолиятлари қуйидаги кўринишда ташкил этилиши мумкин:

- 1) ҳар бир гуруҳ умумий схема асосида ўқитувчи томонидан берилган топшириқларни бажаради ва машғулот якунида гуруҳларнинг муносабатлари лойиҳа бандлари бўйича умумлаштирилади;
- 2) гуруҳлар умумий схеманинг алоҳида бандлари бўйича ўқитувчи томонидан берилган топшириқларни бажаради.

Ўқув фаолияти бевосита ёзув тахтаси ёки иш қоғозида ўз аксини топган қуйидаги схема асосида ташкил этилади:

Биламан	Билишни хоҳлайман	Билиб олдим

Методдан фойдаланиш уч босқич асосида амалга оширилади, яъни:

1. Ўқувчиларнинг ўрганилиши режалаштирилаётган мавзу бўйича тушунчаларга эгалик даражалари аниқланади.
2. Ўқувчиларнинг мавзу бўйича мавжуд билимларини бойитишга бўлган эҳтиёжлари ўрганилади.

3. Ўқувчилар мавзуга оид маълумотлар билан батафсил таништириладилар.  
Босқичлар бўйича амалга оширилган ҳаракатларнинг тўлиқ тафсилоти қуйидагича:

Синф ўқувчилари гуруҳларга бириктириладилар;  
Ўқувчиларнинг янги мавзу бўйича тушунчаларга эғалик даражаси ўрганилади;  
Ўқувчилар томонидан қайд этилган тушунчалар лойиҳанинг 1-бандига ёзиб борилади;  
Ўқувчиларнинг янги мавзу бўйича мавжуд билимларни бойитишга бўлган эҳтиёжлари сифатида баён этилган тушунчалар лойиҳанинг 2-бандига ёзилиб қўйилади;  
Ўқитувчи янги мавзуга оид умумий маълумотлари билан ўқувчиларни хабардор қилади;  
Ўқувчилар ўзлаштириган янги тушунчалар аниқланади;  
баён этилган янги тушунчалар лойиҳанинг 3-бандига ёзиб қўйилади;  
машғулот якунида ягона лойиҳа яратилади.

**Амалий босқич:** Тингловчи юқоридаги янги педагогик технологияни яхшироқ ўзлаштириши учун инглиз тили дарслигидан бирор мавзунини “БББ” методини қўллаб кўрсатиш керак.

Биз биламизки, 7 синф ўқув дастурига “Соғлиқ” мавзуси киритилган. Ушбу мавзу доирасида ўқувчига инсоннинг ташқи қиёфаси ва тана аъзолари ўргатилади. Аммо 5, 6 синфларда ўқувчилар инсоннинг баъзи тана аъзоларини ўрганган, бу ҳолатда ўқитувчи айнан қайси тана аъзоларини ўқувчи билади ва қайси тана аъзолари номларини инглиз тилида билмайди аниқлаб олиши даркор.

**Масалан:** Ўқитувчи ўқувчиларни 5 кишида иборат 3 гуруҳга ажратади ва 5 дақиқа давомида қуйидаги жадвалга “Тана аъзоларидан” билганларини инглиз тилида биринчи бандига, билмаганини яъни билишни хоҳлайман бандига она тилида ёзиш вазифаси берилади.

#### Тахминан

Биламан	Билишни хоҳлайман	Билиб олдим
<i>Head</i> <i>Face</i> <i>Hair</i> <i>Eyes</i> <i>Ear</i> <i>Mouth</i> <i>Lips</i> <i>Teeth</i>	<i>Қўл</i> <i>Оёқ</i> <i>Қорин</i> <i>Ички органлар</i> <i>Бармоқлар</i> <i>Оёқ бармоқлари</i> <i>Кафт</i> <i>билак</i>	

Ўқитувчи 5 дақиқадан сўнг гуруҳлар тўлдирган жадвалларни кўриб чиқади ёки гуруҳ сардорлари ўқиб эшиттиради. “Билишни хоҳлайман” бандига ёзилган она тилидаги сўзлар дарс давомида ўқувчиларга инглиз тилида ўргатилади ва дарсга хулоса ясаш босқичида гуруҳларга ўзлари тўлдирган жадвал қайтариб берилади.

**Вазифа:** Ушбу жадвални 2 дақиқа ичида “Билиб олдим” бандини бугунги дарсимиз давомида ўрганган янги сўзлар билан тўлдириш.

Ўқувчилар жадвални тўлдиргандан сўнг ўқитувчи “Билишни хоҳлайман” бандига ёзилган сўзларни инглизча ёза олдим ёки йўқми теширади вана тижасига қараб иш тутди.

#### IV. Ўрганилган метод асосида дарс ишланмаси тузиш – 30 дақиқа.

**Метод:** Тренинг

**Форма:** Жуфтликда;

**Жиҳоз:** Ватман қоғози;

**Усул:** Ёзма.

**Мустақкамлаш учун топшириқ тури:** Тингловчилар жуфтликларга бўлиниб, қайси мавзусини “БББ” методини қўллаб дарс ишланмаси ишлаб чиқиш мумкинлигини режалаштириладилар ва тузадилар. Ҳар бир жуфтликка 10 дақиқа берилади. Сўнг 5 дақиқадан ғояларини тақдимотини ўтказишади.

#### V. Дарсга якун ясаш – 5 дақиқа.

Ўқитувчи ва тингловчиларнинг ҳамкорликдаги хулосаси тингланади. Амалий машғулот давомида ўқитувчилар нималарни ўргандилар ва келажакда ўз устида ишлаш ва касбий маҳоратини ошириш учун нима чора тадбирларни режалаштиришгани ҳақида ҳамкасблари билан фикр алмашадилар.

The **Natural Approach** (Krashen and Terrell 1983) is designed to develop basic communication skill following the developmental stages of: Comprehension (pre-production), Early Production, and Speech Emergence. This approach to teaching language has been proven to be particularly effective with limited English proficient students.

### **STAGE 1: Comprehension (Pre-production)**

In order to maximize opportunities for comprehension experiences, Natural approach instructors (1) create activities designed to teach students to recognize the meaning of words used in meaningful contexts, and (2) teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

- Use Total Physical Response (see later) The teacher gives commands to which the students react with their bodies as well as their brains.
- Descriptions of pictures and persons Information is associated with class members. Teacher asks “Who has the \_\_\_\_\_?” “Who is wearing a \_\_\_\_\_?”
- Students respond with names, gestures, say yes/no in English, or point to an item or picture.
- Children do not initially make many attempts to communicate using words; they communicate non-verbally.

**Always use Visual Aids** (pictures, objects, gestures).

**Modify Your Speech.** To aid comprehension: speak more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, do not talk out of context.

**Keep Talking to Your Student.** It is normal for him/her to experience a “silent period” which may last days, weeks, or even months. If a child is reluctant to speak in English, do not force production.

### **STAGE 2: EARLY SPEECH**

**Student Responses** in early speech stage In non-threatening environments, students move voluntarily into

Stage 2. Stage 2 begins when students begin using English words to give:

- Yes/no answers
- One word answers
- Lists of words
- Two word strings and short phrases

**Teacher Questioning Techniques** to encourage the transition from

Stage 1 to Stage 2:

- Yes/no questions (Is Joan wearing a dress today?)
- Either/or questions (Is this a book or a pen?)
- single/two -word answers (What does the girl have in her hand? Book

Where is the book? Desk Who’s desk is this? Joan’s • Open-ended sentences to be answered with a list of words. (What do you see on the desk now?)

- Open sentence with pause for student response (Joe is wearing a green shirt, but John is wearing a \_\_\_\_\_ shirt.)

### **STAGE 3: Speech Emergence**

In speech emergence stage, speech production will normally improve in both quantity and quality. The sentences the students produce become longer and more complex. Students use a wider range of vocabulary. Finally, the number of errors will slowly decrease. Students need to be given the opportunity to use oral and written language whenever possible.

- games and recreational activities
- problem solving using charts, tables, graphs, maps
- advertisements and signs
- group discussions



- skits, finger plays, flannel boards puppets
- music, radio, television, film strips, slides
- writing exercises such as the language experience approach
- reading and culture activities

**Total Physical Response or TPR** is a systematized approach to the use of commands followed by physical responses by the students. It was developed by the psychologist James Asher (1960's, 1986) It is often used to introduce students to a foreign language and can be used with kindergarten through adult students. It increases the listening skills and helps the beginning student to respond through in a nonthreatening, low-anxiety, whole body way. Some ESL programs begin classes with five to ten minutes on listening and responding activities for beginning students every day. The activities help prepare students to understand the behavior required and the instructions they will hear in the mainstream classrooms, in the halls, on fire drills, on trips, and/or at assembly programs. In TPR, teachers give commands and the students demonstrate comprehension through physical response. The following sequence is recommended by Helena Curtain and Carol Pesola (1994)

1. Commands involving the entire body, largemotor skills:

- Point to your ear
- Put your right hand on your head and turn around two times
- Walk backwards to the front of the class and shake the teacher's hand
- Clap your hands for Mary. Good Work!

2. Commands involving interaction with concrete materials and manipulatives, beginning with classroom objects

- Take the red circle and place it in the wastebasket.
- Pick up your green crayon and lay it under your chair.
- Walk to the chalkboard, take a piece of yellow chalk, and draw a picture of the sun.

3. Commands relating to pictures, maps, numbers, and other indirect materials

- Go to the map and trace the outline of Mexico.
- Go to the picture of the bathroom and (pretend to) brush your teeth.
- Go to the wall chart and point to a food from the fruit and vegetables group.

Curtain and Pensola suggest when giving a command for the first time, the teacher model the desired behavior, removing the model after several repetitions of the same command. Then when students respond confidently to a single command, the teacher begins combining commands in original and unique ways to lead students into discovering that they can understand and respond to language expressed in ways never heard before. The creation of novel commands encourages careful and creative listening. TPR seeks to teach new concepts through the body by responding to the new language and its meaning.

**A sample lesson** presented in the *ESL Teacher's Activities Kit*, Elizabeth Claire, Prentice-Hall 1988, is as follows:

#### OBJECTIVES:

To develop listening skills, vocabulary, learn command forms of verbs, and English verb + object, English verb + prepositional phrases word order; to have fun and physical exercise.

#### PRESENTATION:

1. Gather materials needed for each drill.
2. Give the instruction to the entire class, modeling the performance expected.
3. Repeat, varying the order of instructions, and continue to model the performance.
4. Repeat the instructions a third time, without modeling, allowing students to copy other students. Praise the students generously.
5. Select small groups of students to go through the actions while the remainder of the class watches.
6. Call on individual volunteers to act out the instructions. The idea is to keep the anxiety level low with a "no failure" activity, yet still challenge the students with a swift pace and variety of modes, with humorous inclusions of impossible or silly tasks.

7. On the second day, review segments from previous lessons, combining them with new material, keeping a rapid pace.
8. Add whatever is appropriate to extend vocabulary in areas needed in your classroom and school.
9. Reading lessons may be based on the drills. Make enough copies for your class. Read each command and signal for the class to repeat after you. Call on volunteers to read individual sentences. Allow more able students to give all the commands as others act them out.
10. Create your own TPR drills to introduce or reinforce any new topic—adjectives, comparisons, clauses, compound sentences. “go to the tallest boy.” “Bring me the book with the most pages.”

### **TRP Lesson 1: STAND/SIT/RAISE/CLOSE/OPEN EYES/MOUTH/HANDS/BOOK<sub>1</sub>**

**MATERIALS NEEDED:** Book of any kind for each student.

Stand up. (Model each action as you

Sit down. give the command until most

Stand up. students participate without

Sit down. Hesitation.)

Raise your hand.

Put your hand down. (Repeat and review commands Stand up. after you add new ones. Then

Raise your hand. repeat the new ones, Put your hand down. recombining them before Sit down. adding more. Keep students Raise two hands. feeling successful.)

Put one hand down.

Put your other hand down.

Open your book.

Close your book.

Open your hands.

Close your hands.

Close your eyes.

Open your eyes.

Stand up.

Raise your hand.

Put your hand down.

Raise your book.

Put your book down.

Open your mouth.

Close your mouth.,

Close your book.

Sit down.

Open your mouth.

Close your mouth.

Shh., Be quite. (Put a finger to your lips; That’s very, very good. Hold students quite for 30 sec.) wonderful! (Applaud their accomplishment.)

**A level 2 Sample TPR Lesson<sub>1</sub>** as in *Help! They Don’t Speak English*, Eastern Stream Center for Resources and Training, Oreonta, NY, 1991.

**OBJECTIVES:** Children will recognize classroom objects and follow directions.

**ACTIVITY:** School Bag (Students should have already been introduced to most of the items in the school bag.)

**PROCEDURE:** Call students up one by one and ask them to choose an object from a school bag.

They name it if they can. If the object is new to the class, talk about and show its use and care briefly, and write its name or put a label in the pocket chart. Ask the student to take the object back to her/his seat. You can also play this in a circle on the floor. You can now do TPR with these objects. “Hold up, put down, touch, give . . .” You can also ask the class questions such as “Who

has the eraser? Do you/ does \_\_\_\_\_ have the eraser?” Bring in other vocabulary, especially color words, as you talk about the crayons and chalk.

When you sense the activity has gone on long enough, call the objects back in. Rather than calling on a student to return an object, you simply say, “I’d like/ please give the eraser.” See if that child responds. If not, perhaps classmates will prompt him/her to give it back. Make this into a game and move it quickly.

TEACHER’S NOTE: A rule of thumb—15 minutes to TPR is probably enough. Please remember another rule: 3 - 7 new words given at any time.

As a follow-up to this lesson, play either “Mystery Bag” or “What’s Missing?”

CORE VOCABULARY: Beginning: take a pencil color words touch the eraser pick up the paper please give me the book

put down the bag

give the crayon to \_\_\_\_\_

get a ruler who . . . ?

the scissors do you?

the/a pen does she?

the chalk yes / no

MATERIALS NEEDED: classroom objects listed above, labels for objects.

READING/WRITING SUPPORT : objects and labels; drawing and writing materials.

**Match the objects to the labels** or words you put in front of the class during the above activity.

Point to a word and ask the student with that object to hold it up.

**Fill in the missing letters:** Write some of the words on the board with one or two letters missing.

1. \_encil

2. School \_ag

3. \_ote\_ook

4. \_4a\_on

5. \_uler.

Ask children to come up and fill in the missing letters, say the word, and draw the object or point to it.

**Draw and Label:** Have students draw and label the object in their school bag. FOLLOW-UP

ACTIVITY MATERIALS: same objects; a bag to hold them, a towel or other covering; bingo, lotto, spinner games.

FOLLOW-UP ACTIVITIES:

**Mystery Bag:** Children close their eyes and reach into a bag, removing an object which they must try to name, or describe, without seeing it. Classmates remain silent until child has made a guess and opens his/her eyes or removes blindfold.

**What’s Missing?** You show the children 3-5 objects on a table in front of the class. They name them. Then cover the objects with something - a towel perhaps - and from under the cover remove one object, so children don’t see what you’ve taken away. You remove the cover and they must name the missing object.

**Card Games:** such as bingo and lotto, review and extend this vocabulary nicely. A spinner game may also be used

#### 4- Мавзу: Инглиз тилида сўз ва ибораларини ўргатиш технологияси.

(2 соат амалий машгулот)

Remember speaking is the starting point for limited English proficient students who speak a language other than English in their home. Teach survival language sentences and vocabulary so language will meet the basic needs of the students. Constance Knop (1985) suggests teaching essential classroom language by using “passwords.” One may be taught each day and the students are then required to produce the password before leaving the class, etc..

**Passwords may be posted on the wall.** Examples are: May I go to the bathroom (office, drinking fountain, cloakroom, etc.? How do you say that? Can you help me?

I can't find my eraser (paper, book, homework, lunch ticket, etc.).  
 Give me a jump rope, please.  
 Please leave me alone.  
 I am almost finished.  
 May I get my coat (book, pencil, band instrument, etc.)?  
 I need paper.  
 I'll help you.  
 This is very nice of you.  
 Hello. How are you?  
 Close the door (window, desk, locker), please.  
 Please pull down the shade.  
 May I borrow that?  
 That is mine. (that belongs to me.)  
 Don't look at my paper.  
 I'll share that with you.,  
 My bus was late.  
 Sit down next to me.  
 He was sitting in my place.  
 What are we having to eat?  
 I was absent yesterday.  
 I don't know who to say that.  
 I can't say that.  
 \_\_\_\_\_ is absent today.  
 What time is it?  
 May I have a tissue?  
 These can be posted on the wall with accompanying visual cues, and sequenced or clustered to show their relationship and to assist the students in remembering their meaning.

## **SPECIFIC SUGGESTIONS FOR DIRECT TEACHING OF SPEAKING<sub>2</sub>**

1. *Teacher Repetition* – In an activity requiring the whole class to respond the student should not repeat a response with the students. This is the time to listen to hear the responses. 2. *Modeling* - Always model the language with natural speed and intonation.

3. *Backward buildup* - songs pass words, rhymes and dialogues should be simple enough for the children to understand and learn in complete utterances. If the utterance is longer than seven syllables, it may be necessary to teach the utterance part by part. Keep it in meaningful units. Such as "I wasn't able to get my homework done yesterday." Proceed as follows:

. . . yesterday.  
 . . .done yesterday.  
 . . . my homework done yesterday.  
 . . .to get my homework done yesterday.  
 . . .able to get my homework done yesterday.  
 . . .I wasn't able to get my homework done yesterday.

This should be used only in very specific situations where the phrase is very important to the rest of the lesson or to the children.

4. *Answer precedes question* - In some exchanges it is useful to teach the answer first, then the question. I.E. "It is three o'clock." Or "Today is Wednesday." Or My name is \_\_\_\_\_. Then teach "What time is it?" and the student responds with the answer.

## **READING<sub>2</sub>**

Students who have learned to read in another language transfer the skills they have acquired in one language to the other language. Data from standardized reading tests show that concentrating on isolated skills do not teach students to read. Also isolated fill in the blanks exercises in second-language reading do not provide meaningful reading experiences. In a communicative English as a

second language program, students need the opportunity to begin with success-building language and reading experiences.

According to Alma Flor Ada and Maria Pilar de Olave (1986), "by learning the mechanics of reading, one does not necessarily become a good reader. . . Success depends not on specific techniques but on high interest material." They recommend:

1. Learning to read and write should be an extension of the process of learning to speak.

2. Children should be motivated. They will grasp more easily what has meaning and interest for them.

3. Reading to children and telling them stories will make them better readers.

4. Reading materials should be written in the clear and simple language children are familiar with.

5. Teaching of reading and writing should be done simultaneously.

6. There is a correlation between children's oral language development and their reading ability.

7. Children learn to read more quickly and easily when there is a reason for doing so.

### **3- Мавзу: Тинглаб тушуниш кўникма ва малакаларни ривожлантириш методлари (2 соат амалий машгулот)**

Nobody spends a whole lesson listening, and we are not suggesting that any of the skills are taught or learned in isolation. The division into the four skills as chapter headings is simply a convenient and systematic way of presenting the teaching ideas in this book. What we are talking about in this chapter are activities which concentrate on the listening skill.

#### *Listening in the classroom*

- It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures.
- It is worth remembering too that once something has been said, then it disappears. If you're reading, you can go back and check, or you can re-read something you don't quite understand. This isn't possible when you are listening, so when we are talking and the children are listening, it's important to say things clearly, and to repeat them. When you are telling a story, for example, you don't have to tell it from beginning to end without breaks. You can re-tell it again and again as you go along:  
"This story starts on a nice, sunny Monday morning. Who's the story about? Who can we see in the picture? Yes, Fred and Sue. It's a nice, sunny Monday morning and Sue and Fred are . . . . Where are they? In the forest. Right. They're in the forest. And what are they doing? They're picking berries. So, it's a nice, sunny Monday morning, and Fred and Sue are in the forest picking berries. What happens next? Well . . . ." and so the story continues.

- Because the listeners can't re-listen in the same way that they can re-read, it means that if you are the listener, you can't decide how fast you work. Therefore, you have to concentrate very hard when you're listening. Young learners have a very short attention span. This is something which increases with age for most pupils, and you'll find that the eight to ten year olds can sit still and listen for longer periods. But it's important not to overload children when you're working on listening tasks.
- When we are talking to somebody who is saying something in everyday life, we usually understand what is being said and we say so – we nod, or we comment, or we show in some way that we know what the other person is saying. If we don't understand, then we usually say so at once. We very seldom wait until the end of a conversation or a story or an announcement and then start answering questions about what we have heard. The activities presented in this chapter try to ask for understanding as the children listen and not check for understanding only at the end of the exercise.
- Some listening activities will wake your pupils up, make them move about, create movement and/or noise. Others will calm them down, make them concentrate on what is in front of them, and create a peaceful atmosphere. Sometimes you want to have a nice quiet atmosphere and sometimes you want your children to move about, and you can use listening activities for both purposes.

### *'Listen and do' activities*

#### **Instructions**

The most obvious 'listen and do' activity which we can and should make use of from the moment we start the English lessons is giving genuine instructions. Most classroom language is a type of 'listen and do' activity. Communication is two-way, and you can see very easily if your pupils have understood the message or not.

#### **Moving about**

There are also lots of 'listen and do' exercises which you can do with your children where they have to physically move about. The younger your pupils, the more physical activities they need. Children need exercise and movement, and you should make use of this wherever possible. As well as the moving about activities

connected to doing ordinary things in the classroom, you can ask pupils to do all sorts of crazy things – ‘stand on your head by the door’ : ‘hop on your left foot five times’ – and the more language the pupils learn, the more you can ask them to do – ‘count up to ten and then walk to the blackboard and back’. The advantage with this type of activity is that you know at once if the children have understood. You can check classroom vocabulary, movement words, counting, spelling, etc. Pupils learn from each other. If they haven’t understood the first time, they’ll still be able to do the activity by watching the others. As pupils learn more and more language, you can let them take over the role of ‘instructor’ – they are very good at it!

### **Put up your hand**

You will almost certainly have to make use of the ‘put up your hand’ type exercise at some stage. For example, when the pupils are learning the sound system, you might ask them to put up their hands when they hear the sound /dʒ/. Or you might want them to put up their hands when they hear a certain word. Or, in order to calm them down a bit, whisper the numbers from one to twenty, and ask them to put up their hands when you miss out a number. There are all sorts of uses for the ‘put up your hand when’ type of exercise. Can you think of others?

### **Mime stories**

In a mime story the teacher tells the story and the pupils and the teacher do the actions. It again provides physical movement and gives the teacher a chance to play along with the pupils.

Here’s a very simple example of a mime story:

‘We’re sitting in a boat, a small rowing boat. Let’s row. We row and row. Now what’s that? A bird. A big bird flying over the water. Now it’s gone. We keep rowing. Can we see the bird? No, no bird. This is hard work. Row, row. We’re tired. We row slowly. There’s the shore. Let’s go home now. We’re so tired we’re dragging our feet. We’re tired. We want to go to sleep. We lie down on our beds. We close our eyes, and . . . . shhhh . . . . we’re asleep’.

### **Drawing**

‘Listen and draw’ is a favourite type of listening activity in almost all classes, but remember that drawing takes time, so

keep the pictures simple. In 'listen and draw' activities the teacher, or one of the pupils, tells the other pupils what to draw. You can make up a picture or describe a picture you have in front of you. This activity is particularly useful for checking object vocabulary, prepositions, colours and numbers. It is not so useful for actions, since drawing people doing things is quite difficult for most of us.

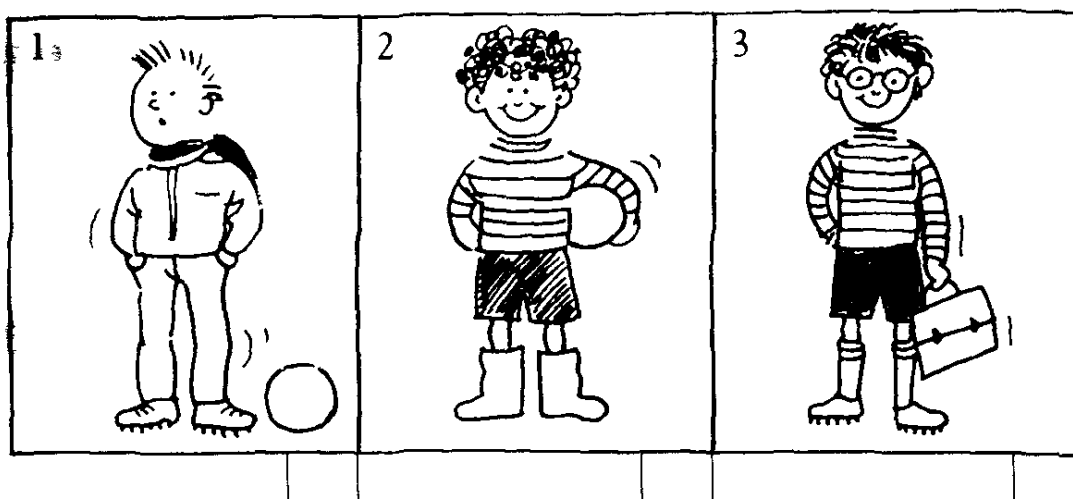
### *Listening for information*

'Listening for information' is really an umbrella heading which covers a very wide range of listening activities, and which could have been the title of this chapter. However, we are taking it to mean listening for detail, for specific information. These activities are often used to check what the pupils know, but they can also be used to give new information.

### **Identifying exercises**

You can make up very simple identifying exercises like this one:

"Has anyone seen this boy? He has dark hair and big ears. He is wearing rubber boots and carrying a football. He has a striped jersey and short trousers. Put a cross by the right picture."



### **Listen for the mistake**

You can use the picture in your book but make mistakes in the text you read, so that pupils have to listen for the mistakes. The same can be done using the correct text and the wrong picture, but this takes a bit more time to prepare.





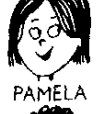



## Putting things in order

Pupils have a number of pictures which illustrate a text in front of them. The pictures are not in the right order. Pupils listen to the text and put the pictures in the order they think is right. An example of this type of picture series is given on page 45 in the chapter on oral work.

## Questionnaires

You can have a questionnaire type exercise which involves a little bit of writing or the filling in of numbers like this one, which is about how much television pupils watch:

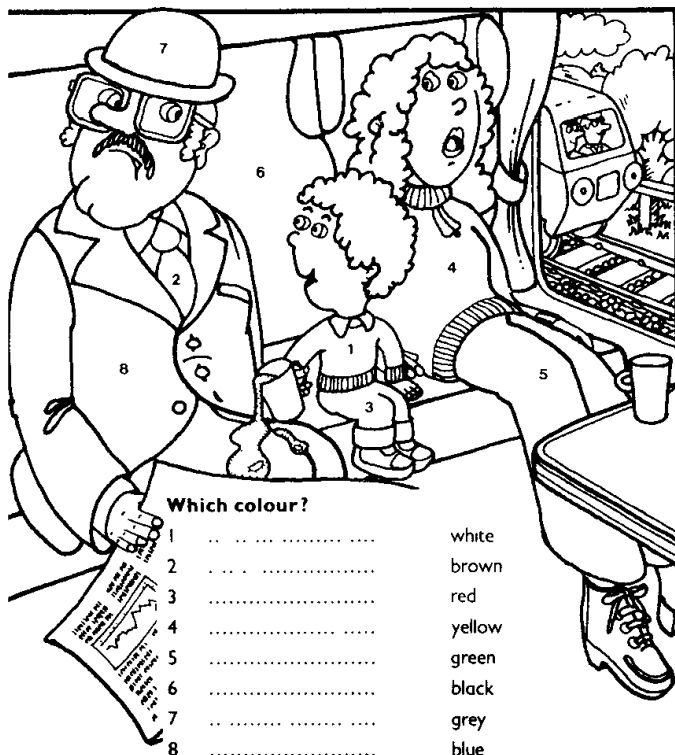
Name	How many evenings?	How many hours each evening?	Total number of hours a week
 RICHARD	5	2	10
 JANE			
 THOMAS			
 SUSAN			
 PAMELA			
 GEORGE			

Questionnaires are a very useful type of language exercise which we have taken up again in the chapter on oral work. See pages 47 and 48.

## Listen and colour

Children love colouring pictures and we can easily make this activity into a listening activity. We can use any picture which the pupils have in their workbook. Instead of just letting them colour it by themselves, make it into a language activity. Here is one which combines numbers and colours:

## 2 COLOUR BY NUMBERS



Tapescript:

The girl's trousers are brown, and she's wearing a yellow sweater. Her little boy has a white sweater and green trousers. The man reading the newspaper has a grey suit on, a blue tie and a black hat.

What colour is 6?

This example is from *Are You Listening?* by Wendy Scott.

## Filling in missing information

Pupils can fill in the missing words of a song or a text or a timetable, like this one:

## 36 TIM'S TIMETABLE

	1st lesson	2nd lesson	3rd lesson	4th lesson	5th lesson	6th lesson
Monday	Nature Study					
Tuesday			P.E.	Reading	Swimming	
Wednesday		Woodwork			Music	Nature Study
Thursday	P.E.				Games	
Friday	Cookery				Art	

The tape tells the pupils about Tim's school timetable, and they fill in the missing subjects on their worksheets.

This example is from *Are You Listening?* by Wendy Scott.

There are many, many different types of exercises which could be mentioned here. It is worth remembering that pupils are very good at making up this kind of exercise themselves. Getting pupils in one group to make up a listening task for the rest of the class or the members of another group is an excellent language activity. Make full use of the tape recorder and any other visual aids which you have available.

### *'Listen and repeat' activities*

'Listen and repeat' exercises are great fun and give the pupils the chance to get a feel for the language: the sounds, the stress and rhythm and the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between words and meaning.

### **Rhymes**

All children love rhymes and like to repeat them again and again. Here you can use either traditional rhymes or modern rhymes, and you really don't have to worry too much about the grading. Rhymes are repetitive, they have natural rhythm and they have an element of fun, of playing with the language. Children play with language in their mother tongue, so this is a familiar part of their world, and it has an important part to play in their learning process. How about these two for a rainy day?

Rain on the green grass,	Rain, rain go away,
And rain on the tree,	Come again another day.
Rain on the house-top,	Little Johnny wants to play.
But not on me.	

And this one about the dentist from Carolyn Graham's *Jazz Chants for Children* (Oxford University Press 1979):

I love coffee.  
I love tea.  
I hate the dentist  
and the dentist hates me.

This last one and lots of others in the same book lend themselves to playing with language – the type of playing with language which we mentioned on page 5. What would you like to put in there instead of 'dentist'? Our words were 'housework' and 'rain'.

## **Songs**

Songs are also a form of 'listen and repeat', and there are lots of books on the market with songs for children. We've included one or two of them in the booklist on page 32.

## **Exercises**

The most obvious 'listen and repeat' exercises are the ones where the teacher or one of the pupils says something and the others repeat what has been said – it may be a drill, it may be words with special sounds, it may be a short dialogue using puppets or toy figures, or it may be a message to give to someone else.

### *Listening to stories*

Listening to stories should be part of growing up for every child. Time and time again educationalists and psychologists have shown that stories have a vital role to play in the child's development, and, not least, in the development of language.

Make sure the children get the maximum benefit out of listening to stories in English by the creation of a friendly and secure atmosphere. Establish a story-telling routine which creates an atmosphere. Rearrange the seating so that you have eye contact – if you can, all sit together. Many teachers have their younger pupils sitting on the floor. It's important that children are comfortable. They don't have to sit up straight when they're listening to a story. If they're relaxed and comfortable, then they are more open to what they are about to hear, and they will benefit far more from the story-telling. You yourself might have a story-telling position. You might even have a beanbag chair to sit on. If you have the lights on in the classroom, turn at least some of them off.

Listening to stories allows children to form their own inner pictures. They have no problems with animals and objects which talk – they can identify with them, and the stories can help them to come to terms with their own feelings. The teacher should not moralise or explain the story, although, of course, discussion is very important.

The structure of stories helps children when they come to telling and writing their own stories. Many stories are full of repetition

in themselves, like the Turnip Story. Almost all stories are worth telling again and again. Stories also exclude all kinds of teacher talk.

## Telling stories

We have made a difference between telling stories and reading stories. We'll look at telling stories first. If you tell a story, then you don't have a book in front of you. Telling stories to children of all levels means that you can adapt the language to their level, you can go back and repeat, you can put in all sorts of gestures and facial expressions, and you can keep eye contact most of the time.

### *Traditional fairy tales*

Traditional fairy tales, like *Little Red Riding Hood* and *Goldilocks* make wonderful stories for telling. They have a clear structure, with a special type of beginning, middle and end. Any five year old will be able to tell you what is a proper fairy story and what isn't, even if they can't tell you why. They start off with a setting – when and where. The story is told in episodes – events which have consequences. One set of consequences leads to another event. There are goodies and baddies, and the goodies win. Most fairy tales have good story lines and you can either tell traditional stories from your own country or tales from other countries.

If you are going to tell traditional stories, then it is best that you go through the story first and write it down in sequence. For example, *Little Red Riding Hood*:

Setting: In a wood. Her grandmother's cottage.

Episodes: Little Red Riding Hood makes a lunch basket.  
She says goodbye to her mother.  
She skips and sings on the way.  
She meets a wolf.  
etc.

This will make it easier for you to remember the story as you tell it.

(Traditional fairy tales can, of course, be read aloud as well if you have a version which is simple enough.)

## **Creating stories**

Another exciting form of story telling which you can do from a very early stage is to create stories with the children, so that you tell their story. First, the setting : 'When did the story happen?' 'Once upon a time' – you must accept the first answer that comes, no censoring allowed. 'Okay. Once upon a time in . . .?' 'Egg.' 'Fine. Once upon a time in a country, town called Egg. . . .?' 'Town' 'Right. Once upon a time in a town called Egg, there was . . .?' And so on. This gives a real feeling of a shared story and you cannot tell how the story will end – but it does, usually rather unconventionally. Making up stories with the children at all stages helps them to put their thoughts into words, and gives them a starting point for their own writing. We come back to the creating of stories in the chapter on writing.

## **Reading stories**

Instead of telling a story, you can read aloud from a book. This is not the same as telling a story and in this case you should not change the story at all. Children like to have their favourite stories repeated, and they will very often be able to tell you the story word for word – they do not like changes being made. If children like learning stories off by heart, let them. There is sometimes a very narrow dividing line between learning a story off by heart and being able to read it.

Children of all ages love to be read to, and you should try to spend as much time as possible reading to the eight to ten year olds as well as to the younger group. For the older group it is often good to have a continuing story so that you read a bit of the book every time you see them.

## *Independent listening*

We talked in Chapter 2 about having an English corner where you have a comfortable place to sit, books to read, a notice board, etc. If at all possible, you should also have cassettes here too, so that the children can sit and listen in peace and quiet. There is a lot of English cassette material available both for young learners of English as a mother tongue, and for foreign language learners. These are usually cassettes which come along with books, like the Professor Boffin books in the Longman *Easy Readers* series, and there is no reason why

pupils shouldn't listen and follow the pictures before they can read the words. Young children need to have some sort of introduction to this type of material, and five to seven year olds in general should have listened to it first in class or with their group and the teacher.

Don't forget that sometimes we just want pupils to listen for the sake of listening – music and poetry or a short anecdote or story all have a role to play in the classroom. Try to introduce as many different voices into the classroom as you can, and remember that pupils need to hear many varieties of language. The more they hear, the better they will be able to speak and write.

### *Questions and activities*

- 1 Look back at the mime story on page 23. Underline the words which you would act out in this story.
- 2 Can you write another short mime story? If you are working with other teachers, you might like to tell them a mime story at their level.
- 3 Can you remember a favourite story from your childhood? Think about it now. Try to divide it up into sections as we started doing with *Little Red Riding Hood* on page 29. Find a key word for each section so that you can remember it, then tell it to an audience.
- 4 Can you think of a fairy story in your own language which you think would be appropriate to tell six year olds? What about ten year olds? Take one of these stories and practise telling it in English and then tell it to an audience.
- 5 Record yourself reading a story, and listen carefully to the result. See if there is any way in which you could improve your reading.
- 6 Look through all the activities in this chapter again. List them under the headings **Quiet activities** and **Noisy activities**.



## 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	<ol style="list-style-type: none"> <li>1. Research conducted by classroom teachers, often concurrent with their teaching.</li> <li>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.</li> </ol>
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	<p>An <i>instructional skill</i> where group members</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen to the speaker as if they are walking in their shoes</li> <li><input type="checkbox"/> listen with all their senses</li> <li><input type="checkbox"/> let the argument or presentation run its course without interruption</li> <li><input type="checkbox"/> encourage the speaker's train of thought</li> <li><input type="checkbox"/> actively respond to questions and directions</li> <li><input type="checkbox"/> use their body language to show they are listening.</li> </ul>
Activity setting	Context in which teaching occurs (home, softball field, classroom, etc.).
Assessment	<p>Assessment is the process of acquiring information and making judgements about students' learning. The purposes of assessment include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to assist student learning related to outcomes,</li> <li><input type="checkbox"/> to make judgements about students' achievements,</li> <li><input type="checkbox"/> to evaluate the effectiveness of teaching programs, and</li> <li><input type="checkbox"/> to inform decisions about students' future learning.</li> </ul> <p>Some people broadly distinguish between formative and summative assessment.</p>
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 <i>instructional tactic</i> 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 of 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 <i>Beyond the Information Given</i> (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 <a href="#">Bruner's concept attainment</a> .
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 <i>Essential Learnings</i> . 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 <i>The Teaching for Understanding Framework</i> , 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



## Foydalaniladigan adabiyotlar ro'yxati.

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