

## **Abstract**

The present qualification paper is named “The function of using non-normative words in English language learning”. It shows that the usage of non normative words became the most significant factor to create an effective language learning environment to enable students do most of the talking in class. In many EFL classrooms a teacher is the one who does the most talking leaving very limited opportunities for students to talk, and most of the time they remain silent. Modern English, innovative techniques involves the actions that are taken to understand the users and discover their needs. Non- normative words include the discovery and some invention, as well as recording those bits of requirements information that customer representatives and subject matter experts (users) offer to the analyst. Non-normative words demand iteration. The participants in a normative and non-normative words discussion won't think of everything up front, and their thinking will change as the project continues. Requirements development is an exploratory activity. An interactional classroom situation is when students are engaged and actively participate in the lesson. Students' participation is more genuine if they are productive rather than quite receptive. However, in order for the students to participate actively, they need to be motivated to do so. This motivation can be achieved through many practical techniques and tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning. One way is to give clarification about target topic can be eliciting of information from students by asking different types of questions. Few skills that teachers learn seem more unnatural when you first do it and then more difficult to drop off.

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## INTRODUCTION

In today's competitive world, a broad knowledge is needed to succeed in any field, especially in learning languages. Nowadays greater parts of people are trying to learn languages because it is the key of our success. While learning the language we come across some skills such as Reading, Writing, Speaking, Listening and every skill has difficulties. It the fact that using the method is one of the deeply investigated fields of Methodology but most of students think that skills are boring and difficult to understand. So, sometimes learners do not pay attention and show their interests for some skills. This topic has been being interesting for the researcher for 3 years when the researcher has started her studying at university. At that time the researcher came across many difficulties in using modern and innovative methods, it was difficult for the researcher to carry techniques in mixed ability classes. Furthermore, researcher could not do the tasks connected to the one concrete skill. There were different strategies which were concentrated on development of all skills.

In this paper we will try to investigate Normative English is the English we use in grammar books and has nothing to do with accent (how we say something). Standard English is the grammar used by Americans, Canadians, Australians, British, Indians, Caribbean etc. Non-normative English is what most of us use and is all about the place we grew up in. It's about cultural identity, history and pride.

Non-normative English varieties: Cockney (London), American dialects, Australian, Geordie (Newcastle), West Country, East Midlands, West Midlands, Brummy (Birmingham), Scouse (Liverpool), Scottish, Creole, Jamaican etc, etc. Don't let anyone tell you your accent and English is not proper. Standard English only became the prestige 'dialect' in the 18th

Century because of the power base in London. There are a few key differences between normative and Non-normative English which will make a difference to your understanding of English and your confidence in the language.

### ***Normative English with Non-normative English***

In this work we're going to learn:

- the issues and implications of using Standard and Non- normative English for you;
- the differences between normative English and Non- normative grammar so you can 'switch' when appropriate;
- how using the appropriate language means you fit in with friends and family, and also 'switch' so you fit in with business and more formal situations.
- Non-standard use of Verbs is ubiquitous in English teachers' daily teaching discourse and it bears certain distribution patterns. And there is no significant difference between each two disciplines in terms of teachers' non-standard use of verbs, although there is little difference.
- Standard English classes and factors associated with code choice should be investigated. A comparison between teachers and students in the use of verbs as well as the effect of teachers' non-standard use of English verbs on students' language development is supposed to be involved on as the extension of this research.

## **I. LITERATURE REVIEW**

### **A. Short background of Non-normative words**

Normative English is the English we use in grammar books and has nothing to do with accent (how we say something). Standard English is the grammar used by Americans, Canadians, Australians, British, Indians, Caribbean etc. Non-normative English is what most of us use and is all about the place we grew up in. It's about cultural identity, history and pride.

Non-normative English varieties = Cockney (London), American dialects, Australian, Geordie (Newcastle), West Country, East Midlands, West Midlands, Brummy (Birmingham), Scouse (Liverpool), Scottish, Creole, Jamaican etc, etc. Don't let anyone tell you your accent and English is not proper. Standard English only became the prestige 'dialect' in the 18th Century because of the power base in London. There are a few key differences between normative and Non-normative English which will make a difference to your understanding of English and your confidence in the language.

#### ***Normative English with Non-normative English***

In this work we're going to learn:

- the issues and implications of using Standard and Non- normative English for you;
- the differences between normative English and Non- normative grammar so you can 'switch' when appropriate;
- how using the appropriate language means you fit in with friends and family, and also 'switch' so you fit in with business and more formal situations.

Since the 18th century there's been a snobbery about normative English and accents which is still with us today in the UK, for many young

native speakers they see normative English has the oppressor dialect why should they write and speak like they and they don't wanna. They're partly right why should they change the way they speak which is part of their identity.

BUT everyone needs to understand the importance of NE and know the difference between using standard and non- normative English.

According to the linguist David Crystal we need to learn NE grammar forms, especially when you write, if you want to be a part of the wider community' [12;56]. Check out what millionaire Eben Pagan says about the importance of really learning and understanding your language [7;45].

### **Keys to Success:**

According to millionaire entrepreneur Eben Pagan: the first core key skill to success is to understand your language. "Unfortunately, people aren't paying attention to how important it is to learn your language. Our language, English, is a very subtle and powerful language and the more you learn your language the better you become at using it to persuade and connect with people. You've got to learn your language. It's important to study the history of your language, study etymology ( where words come from), when you hear a word you don't know learn about it. So you can think better and connect better [8;98].

Definition of non-normative: not conforming to, based on, or employing norm : not normative non-normative expressions of gender

#### •Examples of non- normative usage

1. *I can do that **quicklier than** you*

In English a comparative is formed from an adjective by either adding "more" [difficult > more difficult] or adding the suffix "er" [fast > faster]. In

the case of "the quicker and the slower runner" the adjective would be "quick" and the comparative "quicker".

In the example above however the key word is not the adjective "quick" but the adverb "quickly." Adverbs take "more" never "er."

Whether we choose to add "more" or to add the suffix "er" to an adjective depends mainly on the length of the word - so the monosyllable "quick" becomes "quicker" while the polysyllable "difficult" takes "more difficult".

2. *Then he **jumped off** of the wall*

The "of" is redundant here although the use is common in some dialects. "jumped off" is a phrasal verb using a preposition to supplement the verb. "of" is possessive and is grammatically redundant.

3. *If he **hadn't've** gone to the match he wouldn't of been late*

There is confusion in some listeners who hear the contraction "'ve" (abbreviated from "have") and hear it as "of". This example shows the contraction with the first verb and the use of "of" in the second verb. However the first verb is made unnecessarily complex, as "if he had not gone" contracted to "if he hadn't gone" would be correct Standard English grammar.

4. *I **ain't never done nothin'** like that*

Multiple negations are not acceptable in Standard English but is common in Cockney and elsewhere and was common in the writing of Chaucer. Standard English speakers sometimes argue that multiple negation works on mathematical principles, so that two negatives create a positive, however dialect forms use multiple negation to intensify and enhance as in the example above. Standard English would be "I have done nothing ..." or "I have never done anything ..."



5. *How much **Easter eggs** do you have?*

While French uses "combien" for how much or how many, English distinguishes between countable and non countables. So "how much sugar" and "how many bags of sugar". Eggs are countable so take the word "many." This is a typical issue for non-native English speakers.

6. *That's the swing we **swinged on***

Two common ways of creating a simple past tense verb form are - adding an "ed" suffix and changing the central vowel. Older verbs may change the vowel eg swim > swam > swum or hang > hung but others simply add the suffix walk > walked or hang > hanged (referring specifically to an execution). In the example above the verb should be "swung".

7. *We're **waitin' of it comin'** in, pet*

The phrasal verb "waiting for" is part of Standard English but "waiting of" is common in Newcastle dialect. The meaning is the same.

8. ***You'ze lot 've got** a lot to learn*

Normative English has identical second person pronouns so in "you are guilty" we cannot tell whether the subject is singular or plural. However Geordie, Northern Irish, Scots and others do have a second person plural pronoun (yours). Here there is also an intensifier "lot" used for emphasis.

9. *James aged 3 **after poking** his ear. Look mummy. My itch is gone and I got a **wak out of it***

James has heard "wax" as the plural form of wak. By back formation he has created a new word. This is a "virtuous error" as it demonstrates that he has grammatical awareness (even though he was wrong in this case.)

10. *(Mother)- **Don't argue***

*(Hugh aged 3)- **I don't argue!***

Similar to the previous example. Hugh has heard "arg you" and has used his grammatical knowledge to generate what is logical to him.

### **Non- normative English**

Non- normative English, also written as non-standard English, refers to use of English, especially regarding grammar, but also including other aspects of language, that is considered by convention to be sub-standard or not "proper".

That, however, does not mean it is not or cannot be used. Everybody, even the most punctilious language pundit out there, will at some moment of the day or his/her life "slip" into non-standard English, depending on context and company. In fact, the vast majority of the English language which we use today would certainly have been considered non-standard or incorrect at some point during the evolution of the language, and, to the horror of today's purists, today's non-standard may well become the Queen's English of tomorrow.

Perfectly correct regional variations of English may be deemed non-standard by certain people using a subjective measure of what they, personally, and sometimes, in the case of those who consider themselves language pundits, vociferously, consider "correct".

#### **•Examples of non- normative British English:**

The verb "to be" is the most complex in English, but some non-standard usages seem to be attempting to regularise it: we was is used in place of "we were". Especially by footballers, as in "we was robbed." [1] if I was you is used in place of "If I were you". They was waiting for us is used in place of "they were waiting for us". Ain't is frequently used - even if in a jocular vein - instead of (be) not (and also (have) not) innit = isn't it? – It's cold today, in it? Be is used in place of "I am" in some regional dialects.

Gotten is not used in British English but is very common in American English. It is interesting that Oxford A-Z of English Usage somewhat snootily claims that "even there it is often regarded as non-standard"[2] while the American Merriam-Webster simply notes its existence.[3] don't for doesn't - as in The Beatles song "Ticket to Ride": "she's got a ticket to ride and she don't care."

• *Register and "unrecognized" contractions*

Then there is the question of register and unrecognized contractions. While some contractions such as "isn't" are recognized and acceptable in speech and informal written registers, others are acceptable in speech but frowned on in all written forms of the language, some include:

gonna for (be) going to. First recorded in the OED in 1913  
gotta for have (got) to. First recorded in the OED in 1924  
outta for out of – Get outta here!  
sorta for sort of first recorded in the OED in 1790  
wanna for want to. First recorded in the OED in 1896  
y'all. A second-person plural pronoun used informally in the South of the United States.[6;123].

• *Slang*

One form of non-standard language is slang. It is especially common in pop, rock, jazz and rap music, as well as in films, all of which tend to have international audiences, and many foreign speakers who have learnt more formal registers are sometimes surprised when they hear expressions like: "I gotta go!" (I have to go now). In certain regions, certain dialects may have this non-standard language incorporated into "normal" speech.

C'mon! = Come on!  
cop = policeman  
cos = because (first recorded in the OED in 1828[4])  
cuppa = cup of tea  
don't = doesn't – He don't love me.  
dunno = don't know (first recorded in the OED in 1842[4])  
gimme =

give me – Gimme my bag!kinda = kind oflemme = let me – Lemme see that book!lil' = little – He's gotta nice lil' house in the country.lotta = a lot of – He's gotta lotta money!ma = mamaOK = all right. Originally a deliberate misspelling of "all correct" (oll korrekt).ol' = oldyeah = yeswotcha = What are you ...? – Wotcha gonna do when you get there?

It is also quite common to hear words finishing in /ɪ ŋ/ (written form -ing) pronounced /ɪ n/. The final g is substituted by an apostrophe. Examples include the upper class expression huntin', shootin' and fishin'.

### **B. Effectiveness of Non-standard Variety of language in Classroom Teaching**

A great many studies concerning Singapore Colloquial English (SCE) have been conducted, most of which are concerned with pronunciation, intonation and particles or some grammatical aspects. However, the prior studies are mainly performed from typological or sociological perspectives while the investigation on the distribution patterns of SCE in classroom discourse, with sound statistical evidence, is rarely seen [14;89].

Although Singapore Government has been advocating Singaporeans to speak Standard English and initiated the 'Speak Good English Movement' in 2000, SCE is still ubiquitous in Singapore classroom and many teachers regard it as a means to facilitate students' acquisition of Standard English [20;97]. The present study investigates one aspect of SCE, verb use, in Singapore classroom discourse by using the Singapore Corpus of Research in Education (Score) , which covers the annotated data of 120 Singapore classroom lessons concerning four curriculum disciplines (English, Mathematics, Social Studies and Science). The study will involve such salient features, with regard to verbs, as unconjugated verb use and omission of copula verbs and auxiliary verbs. With large quantities of cases

extracted from the corpus, this research accounts for the systematic patterns in terms of the typical verb use in Singapore classroom [15;213]. Statistical analysis is adopted to identify the patterns of informal verb use, to classify the cases, and to investigate their distributive properties between teachers and students across respective school subjects, and the effectiveness of this non-standard form of language will be explored on the basis of both quantitative and qualitative analysis. This study will help to raise teachers' awareness of their classroom interaction patterns and re-assess the impact these patterns have on classroom teaching.

#### **•SSE vs. SCE**

Singapore English, one variety of the New English's of the post-colonial world, has been the research interest to many studies in the literature. However, most prior studies on SCE have only made qualitative analysis on the use of SCE or provided detailed descriptions of the use of SCE among ordinary English-speaking Singaporeans but failed to offer a distribution of the use of SCE. In the present study a quantitative method is used to illustrate the use of SCE by teachers in Singapore schools to fill the gap.

Singapore Standard English (SSE) is locally established, and is not significantly different from other standard English. The most informal variety of Singapore English, Singapore Colloquial English, however is a variety of English so different from Standard English (StdE), especially in syntax, that it must be analyzed entirely on its own terms [18;99].

Classroom is a special place because teachers play a key role in reinforcing the correct usage of English. What the teachers should do is, by speaking and teaching good English, to create an environment in which speaking good English is the norm. Good English is defined as

grammatically correct, with ‘rules for constructing sentences-strictly adhered to and avoiding words and words from local dialects and Malay’[16;23]. The clarion call of the Speak Good English Movement alone is not enough to effect positive change, without people first being made aware of pervasive mistakes that have become second nature [11;56]. Therefore, it is of great necessity to find, classify and analyze the norms of the mistakes in SCE.

SSE has been acknowledged as one of the varieties of world English, however, the discussion on SCE has never stopped. It is inevitable to mention the discussion on what variety should be used in Singapore school classrooms, Singlish or Standard English, or a mixed one between SSE and SCE by code-switching? Many teachers, even educators are at a loss on where to go and the discussion has remained unsettled in spite of the government’s and experts’ call and effort to encourage Singaporeans use Standard English. However, SCE is still ubiquitous in Singapore classrooms, and the present study gives a detailed description of the non-standard use of verbs employed by teachers in classes. Like the discussion on whether Singaporeans should ‘Speak Good English’ or Singlish, the debate on whether SCE should be forbidden in classroom has lasted for years in media, academic publications but still remain unsettled.

As Rubdy points out, on the one hand, the use of SCE is viewed as an obstacle to the development of students’ literacy skills in Singapore standard English (SSE) and a national campaign, known as the Speak Good English Movement (SGEM), was launched in 2000 to promote the use of standard English and stem the spread of Singlish among Singaporeans [12;37]. On the one hand, Gupta (1998) describes Singapore as a diglossic society and believes that the school can be a place where Standard English

is learnt alongside SCE; the practice of classroom code-switching between the two varieties (SCE and SSE, also called high variety and low variety) is strongly discouraged and Rubdy also suggests exploring the possibility of considering the use of Singlish as a pedagogical resource rather than an impediment. To date, there is little research on teachers' and students' code-switching behavior in Singapore schools to help determine whether mixed code language use is truly detrimental to the acquisition of the standard as believed by the authorities. Therefore, SCE is still pervasive in Singapore school classrooms. The present paper will show a clear picture of verb forms teachers use in Singapore primary school classes.

### **C. Background of Singlish research in non-normative words**

Over the past years, a large amount of research regarding Singlish, Singapore Colloquial English (SCE), has been conducted, most of which is concerned with pronunciation, intonation and particles. As for research into the grammatical aspects of SCE, Lim gives a grammatical description of SCE concerning the misuse of nouns, verbal cluster, and reduplication and discourse particles. Bao and Wee analyses two forms of passive found in Singapore English: the kena passive that is derived from Malay, and the give passive that comes from Chinese. Kachru revisits issues in linguistic description, language variation, lexicography, and language education.

However, most of these prior studies put the focus on the analysis of SCE used by Singaporeans of all professions rather than on that of SCE used in schools used by teachers and students [15;132]. Furthermore, most of these studies mainly deal with the descriptive or typological analysis of SCE, and most of them employ qualitative analysis, and quantitative analysis is seldom utilized.

Lim, Lisa's corpus recordings are made of spontaneous speech in the speakers' natural environments, where interlocutors are all Singaporeans and have close network ties with each other, being family or friends while the natural conversations of the present study all occur between teachers and students in the Singapore classrooms. Lim provides the description of a corpus of Singapore English in combination with an insightful diachronic perspective, which clearly illustrate significant shifts in language use from a longitudinal perspective and departs in the extent and depth of structural analysis from previous accounts that mostly focus on issues of sociolinguistic nature.

In addition, prior studies tend to collect teachers' and students' responses to classroom Singlish who are Singapore-born and Singapore-grown-up, and more work should be done to examine those teachers' and students' opinions towards classroom Singlish who are not born in Singapore or transfer to Singapore schools from other countries because there are more and more foreign students in Singapore schools and this factor cannot be ignored..

### **•*Research Objectives***

A general description on the incorrect verb forms of SCE is always given in prior studies while a detailed depiction based on sufficient transcripts, a corpus-based look at the non-standard use of verbs, is needed and the present study will fill this gap. With large quantities of cases extracted from a large-scale corpus SCORE, this research accounts for the systematic patterns in terms of the non-standard use of verbs in SCE. Statistical analysis is adopted to identify the patterns of the incorrect verb use, to classify the cases, and to investigate their distributive properties across respective school disciplines. This quantitative study is an effective



supplement to the previous studies with regard to SCE and will facilitate researcher to make further studies regarding SCE. To supplement the previous studies of SCE, this paper explores the frequently-occurring non-standard use of verbs in Singapore classroom discourse by using the Singapore Corpus of Research in Education, which covers the annotated data of 92 Singapore classroom lessons concerning four curriculum disciplines (English, Mathematics, Social Studies and Science).

### **•Why Teacher Talk?**

Generally, it is still the teacher who orchestrates the talk in the classroom thus controlling the interaction patterns therein, independently of the methodological approach she/he may adopt. By analyzing teacher talk in class, researchers can find the interaction patterns between teachers and students. Like the discussion on whether Singaporeans should ‘Speak Good English’ or Singlish, the debate on whether SCE should be forbidden in classroom has also lasted for years in media, academic publications but still remain the hot topic for many researchers. What variety should be used in Singapore school classrooms, SCE or SSE, or a mixed one between SSE and SCE by code-switching? Does SCE have a negative effect on Students’ acquisition of StdE? Many teachers, even educators are at a loss facing these questions and the discussion has remained unsettled.

The purpose of this study is to provide an explicit description on how SCE is adopted by teachers with regard to verb forms. As for the strengths and weaknesses of SCE or the issue on whether the high or low variety of English should be used in class, they are not the foci of this paper and will not be discussed [14;216]. The present study will put its focus on the use of incorrect verb forms in Singapore primary school classes and its focus will be put on teachers’ non-standard use of verbs in Singapore primary and

secondary school classes and the findings will help teachers reconsider what they say in class.

### **•Data Source and Methodology**

The corpus used for this research 100 transcripts primary and secondary classroom interactions were taken from the corpus SCORE, Singapore Corpus of Research in Education, under a research program with the Centre for Research in Pedagogy and Practice (CRPP), Nanyang Technological university, with a total of about 5 million running words and about 340,000 running words were involved in the present study.

The SCORE corpus radio/video recordings were taped and collected at more than 350 primary and secondary schools across Singapore. All class sessions were audio/video-recorded and transcribed, converted to some target formats and all texts were tagged and annotated into multilayered features. One of the main foci of the corpus is to provide a holistic description of what happens in about 900 classroom lessons in the core curriculum areas of English, mathematics, science and Social Studies and mother tongues [13; 39].

Although the introspective and retrospective qualitative analysis can provide good explanations and descriptions of the developing process and functionality of the structures, a quantitative analysis could supplement it with a better view of how these forms are distributed in today's usage and what patterns they have created in natural text.

### **•Feature Selection**

This part will describe the features of the non-standard use of verbs of SCE used by primary and secondary teachers, with all examples being extracted from the SCORE database. A salient feature of the verb in SCE is the apparent optionality of tense, number and person marking on the verb.

In this paper, unconjugated verb use is the most salient feature which characterizes SCE in terms of the use of verb forms, and besides unconjugated verb use, other features such as omission of some verb forms and the relationship between some adverbial words and certain verbal forms are also taken into consideration in this paper.

Teachers' non-standard use of verbs are classified into four main groups and further sub classified into nine specific categories for more detailed and close investigation.

### •*Omission*

Omission of Copula 'Be': Copular verbs (or copula) are used to associate some attribute, expressed by the subject predicative following the verb, with the subject of the clauses (SVPs pattern). The copula be is found in equative and attributive clauses, and in existential clauses. The copula be is not obligatory in these existential and equative constructions in SCE.

### •*Omission of Progressive Auxiliary 'Be'*

As an auxiliary verb, **be** has two distinct functions: marking progressive aspect and passive voice. Auxiliaries are the verbs that occur before the main verb in the verbal cluster. The auxiliary be can be omitted in both declarative and interrogative sentences in SCE.

The omission of other auxiliary verbs are not as salient as the omission of auxiliary "be" and will not be discussed in detail in this paper.

Okay. You already found out who discovered electricity, correct? Because I already told you, if you can not behave, you will not learn.

I already do it on the board. Why you bring this? How you do your work. Understand how it is done now? Lack of morphological marking. It has been pointed out by many researchers that SCE verbs often appear in an uninflected form. Semantically, both tense and aspect relate primarily to

time distinctions in the verb phrase. Tense refers primarily to past and present time orientation, whereas aspect relates to consideration such as the completion or lack of completion of events or states described by a verb. However in SCE, the use of time adverbials is preferred over the morphological marking of perfective aspect, e.g. ‘already’; However, as for the marking of progressive aspect, ‘-ing’ is seldom omitted, what is always omitted in progress aspect is auxiliary ‘be’ which is replaced by an adverbial ‘still’. For example: Lack of Past Tense Marking. In SCE, the verbs always appear in their uninflected form. The time or aspectual information that the verbal inflection in StdE carries, is instead often borne a time adverbial, e.g. yesterday in past tense, for example, - An the dinosaurs are born. And the dinosaurs were born. -Standard English

#### **•SV Agreement**

While the phenomenon of number agreement in English ostensibly involves both nouns and verbs, it is more typologically useful, as Anderson points out, “rules of agreement in most languages function to copy inherent or relational features from nouns onto other parts of the structure, rather than the other way around, and it is thus quite rare to find a situation in which nouns are marked for some features to agree with something else.” So we group Agreement into Verbal clusters.

The examples are as follows:

There is some changes ah, in Maths.

I think Ms Lim really need the visualizer.

Now, your two tunnels down here, is where your electric come out.

#### **•Other Forms of Non-standard Use of Verbs**

The features that belong to verbal clusters, e.g. reduplication, but can't be included in any subcategory of verbal clusters above will be classified into this type.

Okay go go go. wait wait wait wait wait. You either want do it on Monday.

I say you follow instruction, Aye, I say the group leaders keep it already, right?

The above analysis clearly tell that SCE is pervasive in Singapore schools. These teachers do so on account of several reasons and they can refer to much support from academic experts to common Singaporeans. According to them, SCE serves the following functions: to create a feeling of solidarity. Rani Rubdy sums up students' and teachers' perceptions towards the use of Singlish, based on the findings of a questionnaire survey and interviews. She concludes that students of weak and average ability were more accepting of Singlish, due mainly to their close familiarity with the Singlish language environment, and perhaps, because it provides a sort of comfort zone for them. As for teachers, when they resort to Singlish it is usually because they believe circumstances (students' ability, to aid comprehension, to explain difficult points, to establish rapport or inject humour, to concentrate on the message that is to be conveyed, to get the message across faster, ). She concludes that the use of Singlish in the classroom can facilitate students' acquisition of Standard English instead of adversely affecting students' literacy practices.

Non-normative/standard use of Verbs is ubiquitous in Singapore teachers' daily teaching discourse and it bears certain distribution patterns. And there is no significant difference between each two disciplines in terms of teachers' non-standard use of verbs, although there is little difference.

Standard English classes and factors associated with code choice should be investigated. A comparison between teachers and students in the use of verbs as well as the effect of teachers' non-standard use of English verbs on students' language development is supposed to be involved on as the extension of this research.

## **II. RESEARCH PLAN**

### **A. Statement of purpose**

#### **1. The Goal of the research**

The aim of my research paper concentrates on analyzing and investigating “non standard words” which is believed to be one of the most important features in EFL classroom. It mainly examines the ways in which teachers practice ways and techniques using different non-standard English language words that could create enough interaction.

One of the remarkably significant factors to create an effective language learning environment is to enable students to do most of the talking in class. Nonetheless, Rulf [20; 224] points out that in many EFL classrooms the teacher is the one who does the most talking leaving very limited opportunities to students to talk and most of the time they remain silent. An interactional classroom situation is when students are engaged and actively participate in the lesson. Also, students' participation is more genuine if they are productive rather than quite receptive. However, in order for the students to participate actively, they need to be motivated to do so. This motivation can be achieved through many practical techniques and tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning. One way is to use these words through information by asking different types of questions from students. This research is designed to investigate to what extent teachers use information, to classify the type of questions used for this purpose and to discuss its role in the learning process.

An important tool used for involving students in a lesson and facilitating student participation is elicitation or the art of thought provoking

questions. It is considered as one of the most important features of second language classroom written skill and discourse. Using of non standard words means to use them as 'strategies used by teachers to get learners to respond'. In other words, they are techniques used by teacher during the lesson to get information about what students already know and need to know. It involves learners in the process of understanding and discovering language. In addition, there are many techniques a teacher may use to clarify information. For example, questioning, strategic pausing, student-directed activities, using visuals, etc. Also, anything in the lesson can be studied: vocabulary, grammar, experiences and ideas.

## **2. The Objectives of the research**

Teacher questions are categorized into: open and closed questions, display and referential questions and lastly yes/no questions. This declares that the classification of the question can be decided through the kind of respond it gives information whether student knows standard and non standard words in English. Eliciting is a technique that EFL teachers can use to get information about what the students know and don't know. This means that the teacher becomes more capable and doesn't waste time rehashing the students' existing knowledge. Eliciting answers helps teachers to know the level of students' and creates a learner-centred environment and is very thought-provoking for them.

The objective of using techniques allow the learners the chance to participate in the learning process by letting them express their acquired or intuitive knowledge, and through critical thinking which will enhance their language abilities by adding to what they already know. To implement target topic here can be used a great deal of things such as eliciting vocabulary, grammar, synonyms, antonyms, background information,



language forms and rules, general knowledge, opinions, feelings, contexts, meanings, memories, associations, ideas, situations, questions and answers. Eliciting gets students involved in the lesson, because they are actively producing speech and giving information. The students become active learners, rather than just listening to the teacher give information. The teacher can assess the students' knowledge and in-turn adapt the lesson to the students' needs. There is a great deal of collective knowledge in a group of students and utilizing this knowledge makes the teaching of new knowledge more memorable.

### **B. Methods and techniques used during the lesson**

There are many techniques EFL teachers can use to implement new topic “ Non standard words in English ” for students, depending on what the teacher wants to gain. However, there needs to be input or stimulus from the teacher in order to start the process of accessing the students' knowledge. Beware of cultural differences when speaking about non standard words and try to nominate students to answer. Give students time to think about what they are going to say and ask questions with no right or wrong answer. If you find there is little response from the class, try giving them more input to help direct them. *Below are some techniques for implementing topic of non standard words.*

***Eliciting Vocabulary:*** is used when we want the student to come up with a word on their own. This may be because you have taught the word already and you want to review it. There are many ways this can be achieved. An easy way to elicit vocabulary is by giving definitions. Provide the students with a definition and see if the students can supply the correct word. You can use a dictionary as they normally contain clear definitions that are easy for students to understand. We can also use synonyms to elicit

vocabulary. When you use this technique, make a statement and ask the students to paraphrase it by using a synonym. Using opposites (antonyms) is also useful when we want to elicit a word from a student. Furthermore, you could pretend you have forgotten the word you are trying to elicit. This happens regularly in natural conversation and is a great way to elicit vocabulary. You can ask the students questions to try to elicit the vocabulary you pretend you can't remember.

For young or visual learners, it is useful to use flashcards or pictures to elicit vocabulary from the students. Mind maps or word clusters work better with older students and can also help to elicit vocabulary. Simply start by writing a general topic in the centre of the board and have the students add words that relate to the topic. Students often pick up new words quickly. The problem comes when the students are not given the opportunity to use the words they have learned. This leads them to forgetting vocabulary, so try to find ways to regularly practice the words you teach in class and use them in contexts the students will remember.

***Task-based approach:*** in recent years a gradual raise of interest of many English teachers toward the use of nontraditional ways of teaching has been observed mostly due to the main argument that it is more beneficial for learners to use materials that have been taken from the real life of native speakers than artificial texts. This type of learning proposes tasks as useful vehicles and instruction in LT. This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes. As learners work to complete a task, they have abundant opportunity to interact. That is why all my lessons are completely based on

interactive techniques such as ‘Creating Photo Essays’, ‘Letter to pen-friend’, ‘Sink-vein’, ‘Poems as Motivators to Write’, “Spelling Bee”, which are interconnected and directed on the development of writing skills.

When writing to express themselves, to communicate information of personal significance, to reflect upon their lives and voice their views, children should be affectively and cognitively engaged as young authors, not as scribes. This chapter focuses on teaching early writing creatively; it focuses primarily on developing the compositional skills of young writers aged 5–7 years. It highlights in particular the role of improvisation in early writing, the importance of play and imaginative engagement, as well as the teacher’s role as model writer [5,95]. In addition, the importance of fostering young writers’ authorial agency and independence is examined. This might be used as an ice breaker, or to consolidate vocabulary learnt in a previous lesson. It consists of giving a student a word and ask them to write an acrostic – a poem that spells out the original word with the first letter of each line.

***Background Knowledge and Ideas:*** when a lesson is topic based, it's always a good idea to get the students to give you their background knowledge of the topic and their ideas. Write up any vocabulary or information they give you that other students in the class might find useful. This collective knowledge will come in handy during the lesson. You can elicit this information by using a text, mind map or pictures. You could even tell a story or anecdote and ask for the student's reaction.

***Brainstorming:*** helps the students come up with ideas and information relating to the topic you are going to teach. The students can work in groups or together as a class to think of words and associations relating to the topic.

To understand what effective eliciting is, it will help to know what it is not. Eliciting is not asking, “What does \_\_\_\_\_ mean?” It is not a “you should know this” question similar to that used by a teacher in an academic setting. It is not a vague, trivia-based question in which the learner must provide some definition similar to a word game or puzzle. Eliciting draws out what the learners know through their relationship to the words they understand. But further than that, it allows the teacher to see what the learner knows, and so permits the teacher to add to their knowledge.

The key to successful eliciting lies in an artful interaction between the teacher and the learner. There is no special time for eliciting to occur during the lesson. It can be used as needed—during any of the engage, study and activate sections of the lesson.

- Collectively, students have a great deal of knowledge, both of the language and of the real world. This knowledge needs to be activated and used constructively.
- The teaching of new knowledge is often based on what the learners already know.
- Questioning assists in self-discovery, which makes information more memorable.

Techniques listed above help to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, sharing the information is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known.

## **1. The subjects of the research**

The subjects of the research were the school children of the 9-th grade studying at compulsory school. The pupils are often very active during the , but some of them were the passive learners. That is why some modern methods and techniques for the strengthening pupils' reading, writing, and speaking skills during the teaching process were used. The researcher decided to apply different techniques: such as – communicative approach, elicitation, task based approach to teach non standard words in English language and was eager to see the better results in learning foreign languages.

**Table 1. Pupils of the 3-form**

<b>№</b>	<b>Name</b>	<b>Age</b>	<b>Gender</b>	<b>Form</b>	<b>Area of interest</b>
<b>1.</b>	Raxmatilloeva Marjona	10	Female	Tajik	Reading Books
<b>2.</b>	Rashidova Rayxona	10	Male	Tajik	Reading detectives
<b>3.</b>	Safarov Baxron	10	Male	Tajik	Sports
<b>4.</b>	Salimova Marjona	10	Female	Tajik	Collecting
<b>5.</b>	Samatova Farangiz	10	Male	Tajik	Dreaming
<b>6.</b>	Sultonova Shaxnoza	10	Female	Tajik	M3deling
<b>7.</b>	Temurova Farizajon	10	Female	Tajik	Dancing
<b>8.</b>	Tilavova Moxinur	10	Female	Tajik	Singing

9.	Toxirov Odiljon	10	Male	Tajik	Sports
10.	Vosiyeva Zilola	10	Female	Tajik	Singing
11.	Xolmurodov Bobur	10	Male	Tajik	Football
12.	Yakubov Javoxir	9	Male	Tajik	Kurash
13.	Yusupova Rushana	10	Female	Tajik	Collecting Cards
14.	Shavkatxonova Shaxlo Muxammad	10	Female	Tajik	Singing
15.	Shamsiddinov Jaloliddin	10	Male	Tajik	Drawing
16.	Shamsiddinov Farrux	9	Female	Tajik	Sleeping

## 2. The Materials of the research

Materials of different type were used by the researcher in order to get the most reliable and practical data for the research. Almost all the materials for conducting the study were developed and adapted by the researcher. The materials of the research were the main book of school currently called “Fly High” and additional resources such as internet materials, e-books, authentic materials, cards, banners, crosswords, personal information forms, surveys, questionnaires, pre/post-tests, lesson plans and handouts. Moreover, the researcher used ICT appliances to show the presentations, as well as computers to make lessons more modern and attract pupils’ attention. These could really help and enhance the communicative skills of

the learners. The theoretical materials describing the usage of some techniques and methods mentioned in the reference list.

### **C. The procedures**

Language and ideas cannot be elicited without some input from the teacher, and text corpora in writing is certainly not an excuse for not presenting language in a clear context. Students also need prompts, associations and reminders in order to jog their memories.

#### ***1. Identify pupils' gaps in corpora on mastering non-standard words in English.***

This graduation paper is dedicated to the usage of non-standard words among learners at school. The researcher tried to identify children with gaps in mastering English. For this purpose certain materials were prepared, which include visuals, handouts, internet resources, videos, cards, banners, crosswords. The level of students is pre intermediate. The reason for the investigation is that some children come across with difficulties in all four skills in this level, so it is very important for teachers of English to use some innovative methods and techniques for correcting them.

#### ***2. Stages in the process of leading three lessons.***

**Stage 1.** The researcher is going to have tests for knowing pupils' abilities of asking the questions and responding, when working on the simple present for daily routines, for example, a picture or drawing of a house and a clock combined with mime can be used to clarify the level of vocabulary range. These tests help to identify children with understanding and reproducing problems and implement some activities improving these skills.

**Stage 2.** After identifying children understanding and reproducing gaps the researcher makes up a lesson plan. It should be made up

according to the school program but the researcher is to implement some activities directed on the development of understanding new vocabulary namely non-standard words with mixed abilities. Identified problems are mostly focused while choosing activities for the lesson. In our case these are grammar, vocabulary, listening, sentence construction, spelling of words and phrases.

**Stage 3.** The topic of the lesson is “ My Success”. The material is taken from the book ‘Fly High’. This lesson the researcher begins with the questions and associations, which is very important at the pre intermediate level. Pupils read and write negative suffixes and create sentences, play the games “Match the suffix”, “Role passages”.

**Stage 4.** Then the researcher explains the topic with the help of pictures and technique “clustering”. The essence of this technique is to collect words and determine words or to make sentence from given words (text from sentences, depending on the level of learners). Using pictures at the lesson, helps students to memorize vocabulary and create friendly atmosphere in class.

**Stage 5.** The researcher is going to have questionnaire for teachers in order to identify some issues connected with the oral and written vocabulary range lacks of children.

To conclude, it is necessary to point out that reaching above mentioned goals and objectives are the main way of solving urgent questions of the research. Drawbacks of the lessons were the following: First of all it was difficult for the researcher to choose the appropriate materials for learners, because they were of mixed level. In addition, while conducting the lesson, some of the pupils were active and some did not participate at all.

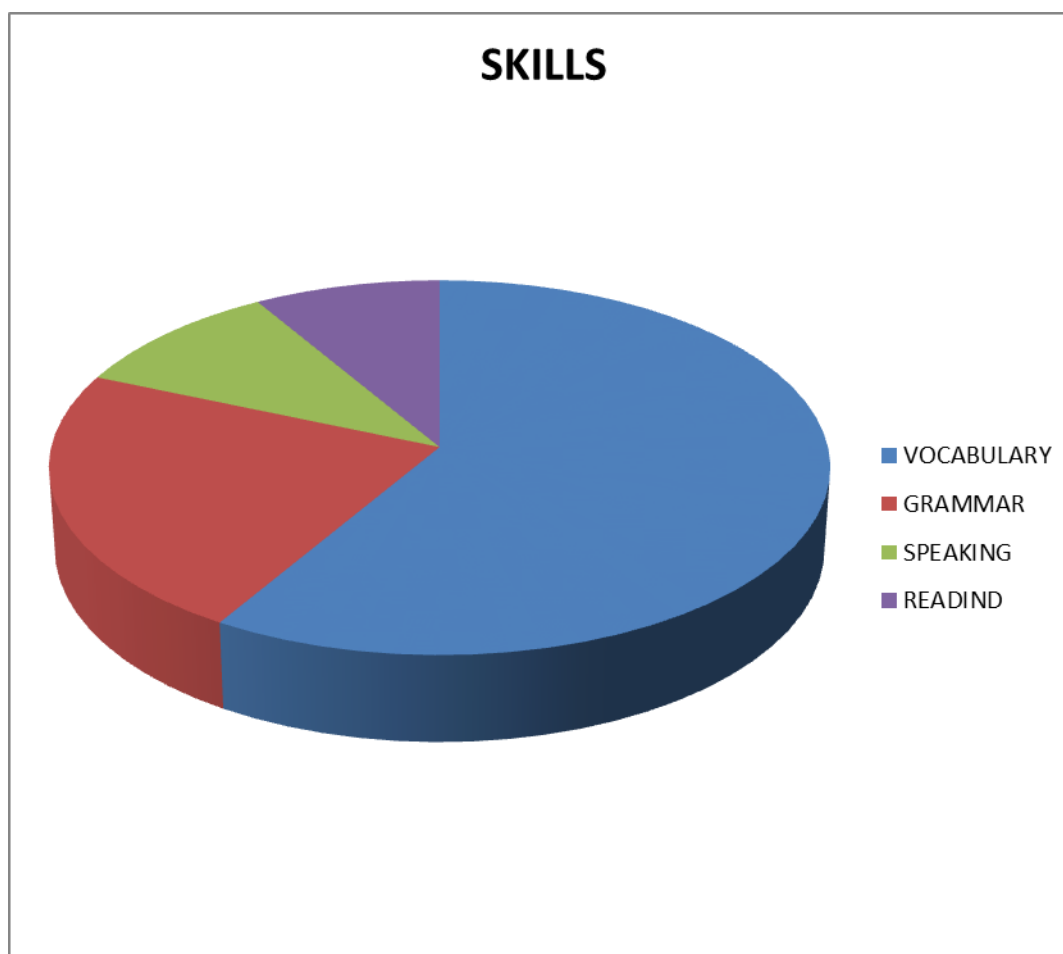


### **D. Data analysis**

From the analysis of the data it is clear that mentioned above methods, techniques and activities can improve vocabulary, writing skills and understanding of non standard words of middle school children. Students are encouraged to collect their own small sample of data and attend the first class ready to say something about it: e.g. to examine thematic links in the text and to analyse its structure and texture; to consider the construction and interpretation of meaning in the vocabulary and discourse (and to reflect on their role, as researcher, in interpreting the discourse); to discuss whether the discourse can be classified as belonging to a particular register or genre (and to examine how, for example, the interactional routines common to one type of discourse may be employed in other types for particular effect); to analyse writing in relation to assumptions made about the relationship between speaker/signer/writer and the recipient of the communicative message(s). Before conducting the lesson I tried to identify children's areas of problems in oral and written discourse and the level of knowledge of the whole group with the help of tests. There were some questions on writing words and letters, matching pictures with the words and collocations. For instance they were given jumble activity, where the task was to put non standard words, phrases or sentences in order to construct coherent text (or sentence in primary classes) as we see in the chart the most problematic point for pupils to ideas properly in the text, which requires enriching vocabulary and grammar.

**Table 2: The tests showed the following results:**

Table 2: The tests showed the following results:



Vocabulary should be risen to 8,2%; grammar to 3,2; speaking to 1,4%; and reading to 1,2%.

The range of topics and fields to which students might direct their knowledge of the language is very wide, ranging from critical appraisals of their ideas at one end of the scale, to issuing speaking in their daily oral speech within different situations. Basic fluency can always be channeled into specific directions at a later date, particularly through the acquisition of specialized vocabulary. Skill building exercises based on elicitation technique have been divided into three categories as follows:

*Eliciting Vocabulary* is used during the lesson, in order to come up with a word on their own. An easy way to elicit vocabulary of non standard words is by giving definitions. Provided the students with a definition and saw if the students could supply the correct word. We asked the students questions to try to elicit the vocabulary. Students often pick up new words quickly. The problem comes when the students are not given the opportunity to use the words they have learned. This leads them to forgetting vocabulary, so try to find ways to regularly practice the words you teach in class and use them in contexts the students will remember.

*Grammarian* here we could use a situational dialogue, a drawing or modelling. Created some kind of context for the students to understand the grammar point and then follow up with concept checked questions. They wanted to try telling the students the grammar point first and then asking them to give example sentences.

*Reading* predicting was used a lot when teaching reading. Normally, a headline or photos were used to elicit from the students. In this way, the teacher could get the students to predict the story, ideas, forms and language that are likely to be used.

*Background Knowledge and Ideas* are used in a lesson is topic based, it's ways a good idea to get the students to give their background knowledge of the topic and their ideas. Write up any vocabulary or information they give you that other students in the class might find useful. This collective knowledge will come in handy during the lesson. We can elicit this information by using a text, mind map or pictures.

Using non nominative words and background information also requires input. This may come from a teacher's anecdote or story, a text, pictures, or a video, and involves the sharing of knowledge between teacher

and learners. Information is often elicited onto a mind-map on the board, but it is important that all the students have a record of collective knowledge, and may find one of the many kinds of graphic organizer useful. Reading lessons often begin with a photo or headline from the text which serves a dual purpose in providing a stimulus for eliciting and a prompt for predicting content. KWL charts are ideal records of what students already Know, what they want to know, and what they have learnt by the end of the lesson, and point to the conclusion that eliciting can take place at any stage of a lesson and often indicates what should happen next.

*KWL chart*

KNOW	WANT TO KNOW	LEARNED

*Cultural considerations* clearly contributes to student involvement, it does not always produce the desired or expected results. Questions such as ‘Who can tell me something about....?’ may be greeted with stony silence. Students are wrongly labeled as lacking knowledge or being too shy when there are often cultural reasons for their reticence. In cultures where the group is more important than the individual it is unacceptable to stand out either as a successor as a failure. Even with constant encouragement, it is difficult to break down entrenched attitudes and beliefs, and certain strategies may be required:

- Nominate students rather than waiting for volunteers. The student is then not responsible for being made to stand out from the group.
- Give learners time to prepare an answer. Spontaneity may be ideal, but students will be more confident if they are given a moment to think about or even to write down an answer.

- Ensure that there is no right or wrong answer involved. General questions such as 'What's your favorite color?' or 'What kind of music do you listen to?' are more likely to produce answers than those requiring specific knowledge.

- Encourage rather than correct. When using non standard language, comments such as 'nearly right' and 'try again' are more constructive than 'no, does anyone else know the right answer?' Try not to correct when learners are volunteering background information about a topic - confidence-building, not accuracy is important here.

***Tips for enriching vocabulary:***

- Eliciting vocabulary using non standards' is a basic technique and should be used regularly, not only at the beginning of a lesson but whenever it is necessary and appropriate.

- Don't try to 'pull teeth'. Prolonged silence or incorrect answers suggest that input is required from the teacher.

- Don't ask students to repeat incorrect answers, but ask a variety of students to repeat a good answer.

- Acknowledge or give feedback to each answer with gestures or short comments.

- Provide sufficient context or information. Understanding differs from Socratic questioning in that it is designed to find out what the learners know rather than to lead them to a conclusion which only the teacher knows.

- Learners can learn and elicit from each other, particularly during brainstorming activities. This helps to build confidence and group cohesion as well as shifting the focus away from the teacher.

- At lower levels, more guided questioning is needed. Open-ended questions should be avoided as the learners are unlikely to have the language to answer them to their own satisfaction.

***Keys to Success using non standards’:***

According to millionaire entrepreneur Eben Pagan: the first core key skill to success is to understand your language. "Unfortunately, people aren't paying attention to how important it is to learn your language. Our language, English, is a very subtle and powerful language and the more you learn your language the better you become at using it to persuade and connect with people. You've got to learn your language. It's important to study the history of your language, study etymology where words come from, when you hear a word you don't know learn about it. So you can think better and connect better [8;98].

Definition of non-normative: not conforming to, based on, or employing norm : not normative non-normative expressions of gender

- An example of non- normative usage

1. *I can do that **quicker** than you*

As you see here in English a comparative is formed from an adjective by either adding "more" [difficult > more difficult] or adding the suffix "er" [fast > faster]. In the case of "the quicker and the slower runner" the adjective would be "quick" and the comparative "quicker".

In the example above however the key word is not the adjective "quick" but the adverb "quickly." Adverbs take "more" never "er." Whether we choose to add "more" or to add the suffix "er" to an adjective depends mainly on the length of the word - so the monosyllable "quick" becomes "quicker" while the polysyllable "difficult" takes "more difficult".

### III. DATA COLLECTION

#### A. Interview

In order to learn pupils to arrange ideas on using non standard words in everyday life the most important requirements for designing effective techniques based on tasks were used. The number of students were 16, but not all of them were active during the lesson. A majority of a class had deep psychological difficulties in conversing and rephrasing during the lesson. But after a couple of lessons those who were unconfident stated to communicate and were in touch the whole lesson. In the following pie-chart I have depicted the results of the interview:

**Table 3: The results of the interview**



#### B. Observation in the class

After having observed the procedure of the lesson, I may concern that some methods were greatly respected by the students. Especially those which had several stages of techniques on enriching the range of non standard words: pre-, while- and post- activities, as well as innovative

methods, clustering, eliciting ideas, KWL, descriptive patches depending on the grade. The aim of these activities is not only to teach pupils some communicative skills, but also to identify cases which create problems for learners either vice versa – stimulate them to memorize constructions or linguistic units while using them.

### **C. Short survey on the lessons**

**Lesson1.** For example, for warming up activity I have chosen “Associations” activity to shake up the minds of the students. Such kind of task has several aims- to introduce the topic of the lesson, to get children acquainted with grammar, enlarge their world-vision and general vocabulary. Children seem to have difficulties at the beginning but then after translating they even copied associations into their notebooks and decided to reproduce.

To introduce the topic about the preposition for grammar and vocabulary in English some questions were given to make pupils think over the topic and collect ideas to answer the given question. Generating ideas helped them to define the answer easily.

To check their answers on the making up sentences with the new words and structures, describing the destinations activity was suggested where pupils working in groups were to put the parts of pictures in order. Then groups explained rules of using prepositions. With the help of this activity they could determine themselves proper language style for their speech. As a result of the lesson at the end pupils could make a list of key words which can help us to communicate to someone. Home task was closely connected with the class work- pupils were to finish the sentences and make up their own story based on standard and non standard words and phrases.



The lesson was accepted successfully by the pupils although the level of material seemed difficult for them. Yet the mentor of the school underlined that the tasks more difficult for pupils make them to grow intellectually in order to fulfill the problem.

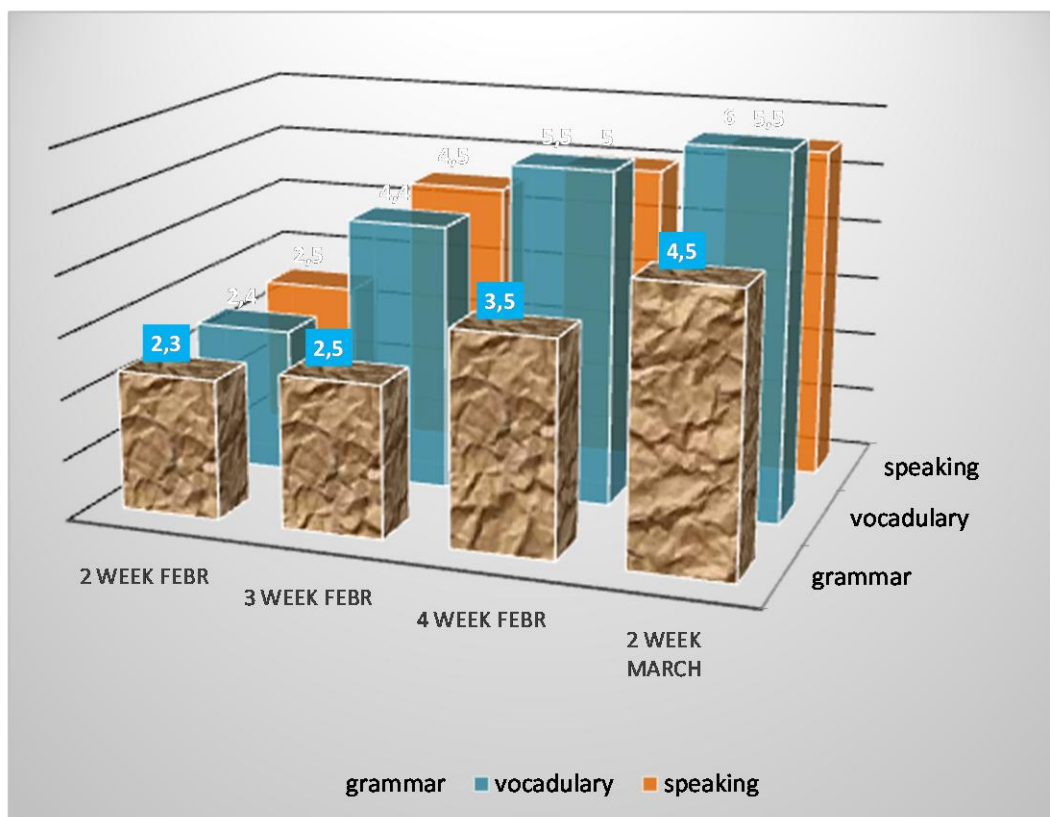
**Lesson2.** In this lesson I have used a variety of exercises focused on corpora technique, which at the same time were directed on developing critical and logical thinking, training memory and working collaboratively in groups. The task I aim of my research during this lesson was to see the effectiveness of some games for developing vocabulary, speaking, reading and writing skills for young aged learners, such as “clustering”, “chain game”, “captains” and “project work”.

The very first activity suggested for pupils was ranking. It was used to revise words from previous lessons (matching the preposition), to develop logical thinking. In addition to ask pupils used pictures of the holidays to match with the words. The rules of the activity “Captains” game was the following. Class was divided to teams. Each team chose a captain, who came to the teacher and chose a picture on different topics. Then they went back to the group to show the picture. With teacher’s signal pupils went to the blackboard in turn and write the words according the picture they had. The winner was a team who got most words. This game was very welcomed by pupils and they began to revise words faster in order to be winners. Another positive side was that everyone could participate in the game and give something his own.

In general the lesson was considered well passed, as all planned activities were successfully implemented and showed good results. According the pupils’ feedback they called the best activity of the lesson “project work”

In the following graph, we present information based on diagnostic test, which proved effectiveness of implemented activities.

***Table 4: The results of the test and survey on number of pupils with improvement of various language skills (based on elicitation technique) at the given period of time***



As graph demonstrates at the beginning of our research pupils had rather low knowledge of grammar, vocabulary and speaking of clarifying ideas in their speech. Every week they were given diagnostic test to check improvement in given areas. As a result, vocabulary and ability to create sentences rose rapidly every week, while grammar seemed to be most problematic area and improvement is gradual. It can be connected pupils desire to speak more rather than to deal with grammar exercises even if they have to.

### **D. Tests**

As every teacher, in order to check the level of perception and the level of the class I stated my practical course with the testing which was divided into several pools. Samples are presented below:

#### **Step1.**

1. Tomatoes are \_\_\_\_
2. The sky is \_\_\_\_
3. Clouds are \_\_\_\_
4. Grass is \_\_\_\_
5. Butter is \_\_\_\_
6. Eggplants are \_\_\_\_
7. Carrots are \_\_\_\_
8. Strawberry milkshakes are \_\_\_\_
9. Coffee is \_\_\_\_
10. Chocolate is usually \_\_\_\_

#### **Step2.**

1. Dark blue is sometimes called \_\_\_\_
2. What color comes after yellow in a rainbow?
3. Vermilion, crimson and scarlet are shades of \_\_\_\_
4. What color stands out the most?
5. The opposite of black is usually \_\_\_\_
6. How many colors are there in a rainbow?
7. Roses are red, violets are \_\_\_\_
8. How many primary colors are there?
9. Hazel eyes are light \_\_\_\_

#### **Step3.**

1. On a good day, the sky is usually \_\_\_\_ .

2. Lemons and bananas are usually \_\_\_\_.
3. Apples, strawberries and cherries are most often \_\_\_\_.
4. Traffic lights are red, yellow and \_\_\_\_.
5. A zebra is black and \_\_\_\_.
6. The American penny (one cent coin) is \_\_\_\_.
7. A wooden floor is usually \_\_\_\_.
8. Men going to funerals most often wear \_\_\_\_ suits.
9. At a wedding, the bride usually wears a \_\_\_\_ dress.
10. Grapes are usually green or \_\_\_\_.

Overall, last test proves effectiveness of using different activities aimed on improving understanding and listening which requires enriching vocabulary, following grammar rules and structure in oral speech.

### **E. Collecting data during the lessons**

As soon as the researcher made an experiment and collected the necessary data, she started to develop its analysis. The researcher analyzed all the findings according to certain steps.

Initially, pre-questionnaire was analyzed and based on the data, the researcher designed materials and lesson plans to meet the expectations and need of learners.

The researcher used statistical information, charts, diagrams, graphs, etc. to describe the results of all collected data. Moreover, the results were shown in numbers and percentages.

At the end of the analysis process, the results of the last questionnaire were calculated and shown in the diagram in the following section of the paper. In the next section of the current paper, so-called Data Collection, the process of collecting data will appear.

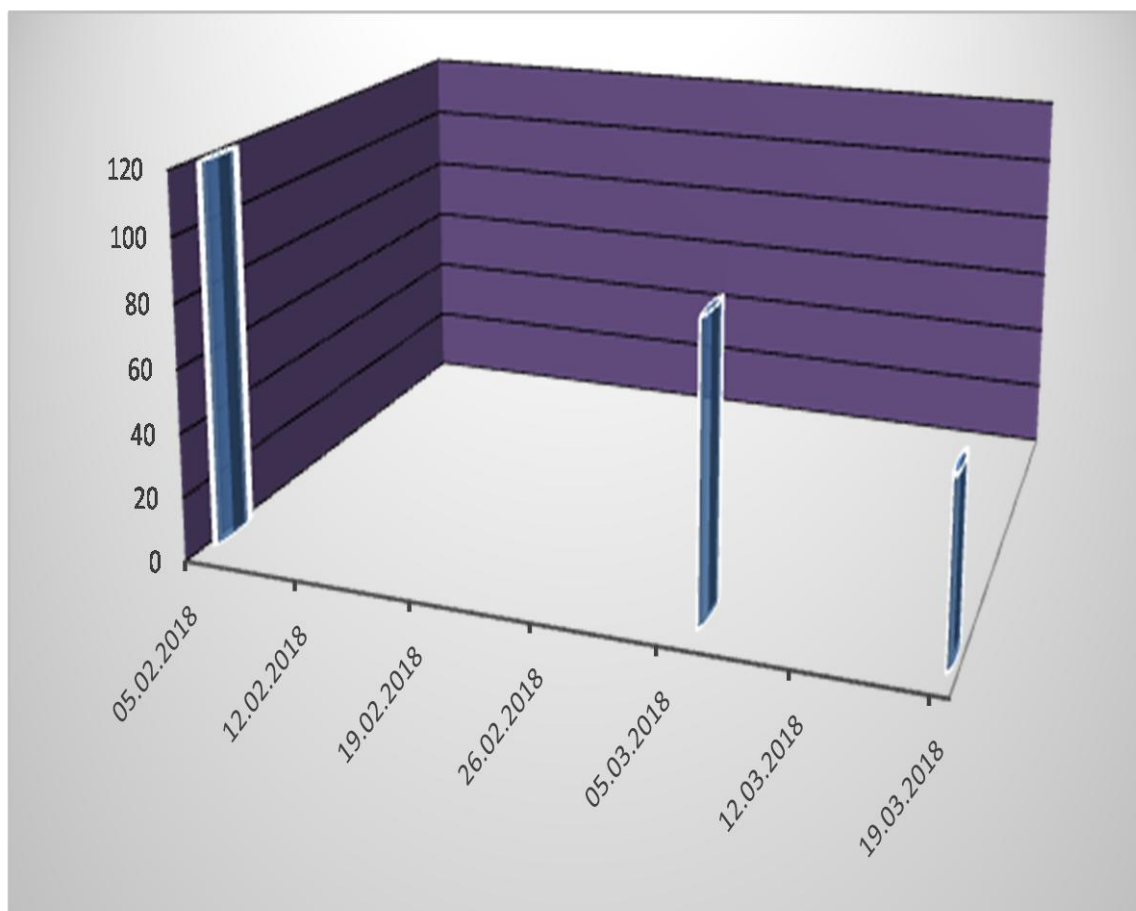
## **IV. RESULTS AND DISCUSSION**

### **A. Pre-Presentation Results**

Before doing the tests the teacher did not realize that there were school-children could have serious problems with all four skills. It was difficult for them to organize their ideas in oral and written form, consequently find out necessary word, synonyms, antonyms, define the word, construct phrases from words and sentences. Some pupils were very passive and did not take part in the lesson. Exercises from school textbooks were difficult for them to understand so it caused some problems in speaking, grammar and writing activities.

### **B. Post - Presentation Results**

After doing the survey we came to conclusion that mentioned above innovative techniques can greatly increase the effectiveness of the lesson and make the class more active and fruitful. During the session all students were interested in making exercises, conversing, various kinds of activities and games. They all made some progress, especially children with problems in speaking and writing, in spelling words, constructing phrases and sentences not only in oral form, but also in written. Moreover, it was very useful for children to be familiar with the target topic, now about non standard words, make drills with them, and make their own project ideas. Furthermore, the implementation of modern techniques of teaching English at school can raise the knowledge of students and focus their attention on some difficulties in learning English. As statistics shows the results of learners' knowledge obviously different at the beginning of our research and at the end:



***Table 4: The results of the test and survey on number of pupils with speaking and vocabulary difficulties at the given period of time***

### **C. Results of Teachers' Questionnaire**

#### **1. How can teachers identify skills problems of school children?**

Teachers mostly stressed on traditional methods assignments mostly. Creative methods or techniques were rarely practiced in the classrooms. This factor caused forming automatic skills and feeble reaction on delivering individual perceptive tasks

**2. Do you use/have specific techniques and activities individually directed on the development of non- nominative vocabulary of school-children?**

As a result of previous answer teacher do not use any techniques for developing all four skills base on special technique as a part of their learning process.

**3. Do you think the learning and teaching non-nominative words should be implemented as a necessary topic/theme for EFL students?**

Nearly 45 % of teachers would like to have non-standard vocabulary as a necessary new topic/theme to use during the lessons to see the better results.

**4. Why do you think vocabulary, discourse and speaking are the most difficult aspects for learners to cope with?**

Almost all participants of the survey agreed that it is the most difficult aspect not only to learn, but also to teach as it demands knowledge of grammar, vocabulary, register, common world vision.

**5. What methods would you suggest for teaching non-nominative English?**

35 % of the teachers believe in the effectiveness of traditional program, while the rest majority would like to implement newly /freshly used varieties of English, in order to understand English slang and dialects which is used all over the world .

In addition there was an anonymous survey organized for pupils, the aim of which was to identify their opinion on the tasks that were suggested during the lessons. The results of the survey are given in the following table:

***Table6: Activities used in the research lessons and their effect on learners***

<b>Name of the activity</b>	<b>Liked</b>	<b>Disliked</b>	<b>Liked but was difficult</b>
<b>Brainstorming</b>	70 %	20%	10%
<b>Eliciting Vocabulary</b>	80%	10%	10%
<b>Ideas</b>	100%	0%	0%
<b>Eliciting Reading</b>	70 %	10%	20%
<b>KWL chart</b>	90%	5%	5%



## **V. FINAL REFLECTION**

In my work, the psychological and pedagogical foundations of the "Functions of non-normative words in English language learning" technology were considered, and the most appropriate topic through various methods of teaching English in the framework of this technology as a means of forming communicative technologies were identified.

In the course of the work, I fulfilled my tasks, namely: I considered the concept of using and conducting non-normative vocabulary, methods of teaching it within the framework of the innovative technologies under consideration. In the course of my research, I came to the following conclusions:

Implementing non-formatives' for the students can help in creating a more learner-centered classroom, getting the students more involved and engaged in the lesson. Rather than spoon-feeding the students, it makes them more active in the learning process. This vocabulary builds on the students' existing knowledge, linking old and new information. Being familiar with the variations of language can happen in many moments during a lesson, such as:

Vocabulary – in a receptive skills lesson (pre-teaching items before reading or listening to a text). Language focus – on specific features of meaning of non-standard words, form and pronunciation of the target language. General knowledge – finding out what students know about a topic during a lead in. This post focuses on the range of vocabulary during a pre-teaching stage of a receptive skills lesson. Clustering, elicitation, word gaming are techniques by which the teacher gets the learners to give information rather than giving it to them'. It sets out to examine, firstly, the EFL learners beliefs and perceptions toward the mobile phone assisted

listening activities, secondly, the practices that EFL students engage in as they complete listening course assignments on their phones. The present study is a case study research which involves both qualitative and quantitative data: Questionnaire, Interview and Lesson Observations. Results show that the majority of EFL learners, acknowledging the benefits of mobile phone assisted listening activities, think that mobile phones can help them enhance their listening skills.

As we know, each student has his own specific abilities for learning. The task of the teacher is to contribute to the development of the child and in no case to do no harm. Therefore, building my lessons taking into account the age and individual characteristics of children, I try to teach the children in interesting way. In addition to non-normative words, games, I give interesting assignments, according their age, knowledge of all four obligatory skills, level of preparation. In the process of the research I classified activities according the grades.

### **Grade 8**

- Make up the sentences of the story / dialogue;
- Write a dialogue / poem based on this support;
- Read the beginning of the sentence, come up with an end and write it down, put the sentences in a logical order;
- Compile a questionnaire to find out the information and remember it;
- Reproduce questions for interviews on a given topic and write them down;
- Describe the picture using keywords;
- Make up the menu and write it down;
- Elicit the answers;
- Put the words correctly;

- Fill in the blanks with words;
- Write a story on the model;
- Write the instruction.

### **Grade 9**

- Complete the sentences with;
- Be familiar with standard vocabulary;
- To implement new items of slang;
- Study non-standard words of English;
- Clarify the functions of the usage of specific vocabulary;
- Compose and write down the shopping list/ daily issues;
- Write an invitation for the holiday;
- Make up and write down the riddle;
- Compose and write down the instructions;
- Composite of the sentence story on the picture, add it and write it down;
- Fill in the questionnaire;
- Write a congratulation to a friend based on the sample of vocabulary;
- Reply to a friend on the (letter, mobile, question);
- Describe the picture;
- Compose and write advertising;
- Keep a weather diary.

Each teacher should think through any form of work. Therefore, in my work on implementing and observing the functions of non- normative words, I already worked out an algorithm:

1. Choose a theme.
2. Define the goals for the development of necessary skill.
3. Denote possible difficulties for students.

4. Formulate an oral/written task on the topic.
5. Choose 3-4 exercises that will prepare students for the performance of a TARGET TOPIC.
6. Plan a possible task for integration with oral speech.
7. Be sure to take a reflection to determine:
  - 1) Whether the task has a communicative purpose;
  - 2) Whether the final goal of the assignment is sufficiently clearly defined;
  - 3) Whether the preparatory tasks will help in achieving the range of vocabulary;
  - 4) Whether there is progression in the development of the skill;
  - 5) Whether the exercises are balanced in enriching non-standard vocabulary;
  - 6) Whether the instructions for completing tasks are clearly stated;
  - 7) Whether the format of the task is met;

All the above methods, games and tasks will help to enrich and purposefully design lessons on the formation of oral and written competences of students and increase the motivation for learning a foreign language. Learning English at the intermediate stage can be a fascinating and very effective process - it all depends on the imagination and the teacher's desire to teach as best as possible. Thus, the ability to speak and write in a foreign language is laid down at an elementary level in an elementary school, in the middle level this ability develops, so in the upper grades the skills are developed and for the exam the students should be able to communicate and understand target level.

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4. <http://www.teachingenglish.org.uk/try/tips/movies-english-classroom>

## APPENDIX

### Lesson Plan 1

#### Technologic map

<b>Date</b>		13.03.2018.
<b>Subject</b>		English
<b>Lesson</b>		9”A”
<b>Topic</b>		Success
<b>Length</b>		45 min
<b>Aims</b>	<b>Educational</b>	To improved pupils personal qualities like behavior as well as education.
	<b>Developing</b>	To develop pupils self-educational skills, personal skills.
	<b>Socio-cultural</b>	To develop pupils’ outlook about the importance of success, what’s more, able to find themselves key motivation to successes in their study life.
<b>Waited results</b>		Pupils should know how to use negative prefixes.
<b>Equipment</b> <b>Didactic materials</b>		Book, pictures, cards, handouts, blackboard
<b>Technical equipment</b>		Flash card
<b>Stages</b>	<b>Time</b>	Methods and activities
<b>1.Organising</b>	3 min.	Greeting; asking date, day,

<b>moment</b>		weather
<b>2.Checking the hometask</b>	5 min.	Checking pupils' copybooks
<b>3.Warming up</b>	5 min	Activity with new words
<b>4.Explaining a new theme.</b>	15 min.	Negative prefixes
<b>5.Practice of new material</b>	3 min.	Pupils do activity 1.
<b>6.Extra class activity</b>	5 min.	Pupils work with groups.
<b>7.Activity 2.</b>	5 min.	Pupils should put words into correct form.
<b>8.Hometask</b>	2 min.	Giving and explaining home task
<b>9.Evaluation</b>	2 min.	Putting marks to pupils
<b>10.Ending of the lesson</b>	1 min.	Saying "Good bye"

## Handout1





## Check your grammar: Adjectives

### 1. Circle the correct option.

1. Imaginable  
A) Inimaginable  
B) Unimaginable
2. Perfect  
A) Imperfect  
B) Inperfect
3. Expected  
A) Unexpected  
B) Inexpected
4. Different  
A) Undifferent  
B) Indifferent
5. Available  
A) Inavailable  
B) Unavailable

6. Clean  
A) Inclean  
B) Unclean
7. Believable  
A) Unbelievable  
B) Inbelievable
8. Fashionable  
A) Unfashionable  
B) Infashionable
9. Worthy  
A) Unworthy  
B) Inworthy
10. Safe  
A) Unsafe  
B) Insafe

**Answers:** 1-B, 2-A, 3-B, 4-A, 5-B, 6-A, 7-A, 8-A, 9-A, 10-A.

### Handout 2

**dis**

**stop**

**un**

**balance**

**im**

**rational**

**non**

**probable**



**2. Use on of the adjectives in the box with a negative prefix to complete the sentences.**

sensitive, expensive, regular, formal, comfortable, polite,  
friendly, patient, sincere, loyal

1. The teacher told her pupils to learn twenty \_\_\_\_\_ verbs.
2. Mrs. Brown is really \_\_\_\_\_. She never wants to talk to anyone.
3. Susan does not want to be \_\_\_\_\_ to her friends.
4. Adam is so \_\_\_\_\_. He never wants to explain things twice.
5. These window locks are \_\_\_\_\_ and effective.
6. John said, he was sorry, but they were sure that he was \_\_\_\_\_.
7. It is very \_\_\_\_\_ to tell people that you don't like their clothes.
8. These parties are almost always \_\_\_\_\_, there is no dress code.
9. They were sitting in a very \_\_\_\_\_ position.
10. Mr. Black thinks it is very \_\_\_\_\_ of Tom to think he can do just what he likes.

**Answers:** 1-irregular, 2-insincere, 3-unfriendly, 4-impatiant, 5-inexpensive, 6-disloyal, 7-impolite, 8-informal, 9-uncomfortable, 10-insensitive.

## Lesson Plan 2

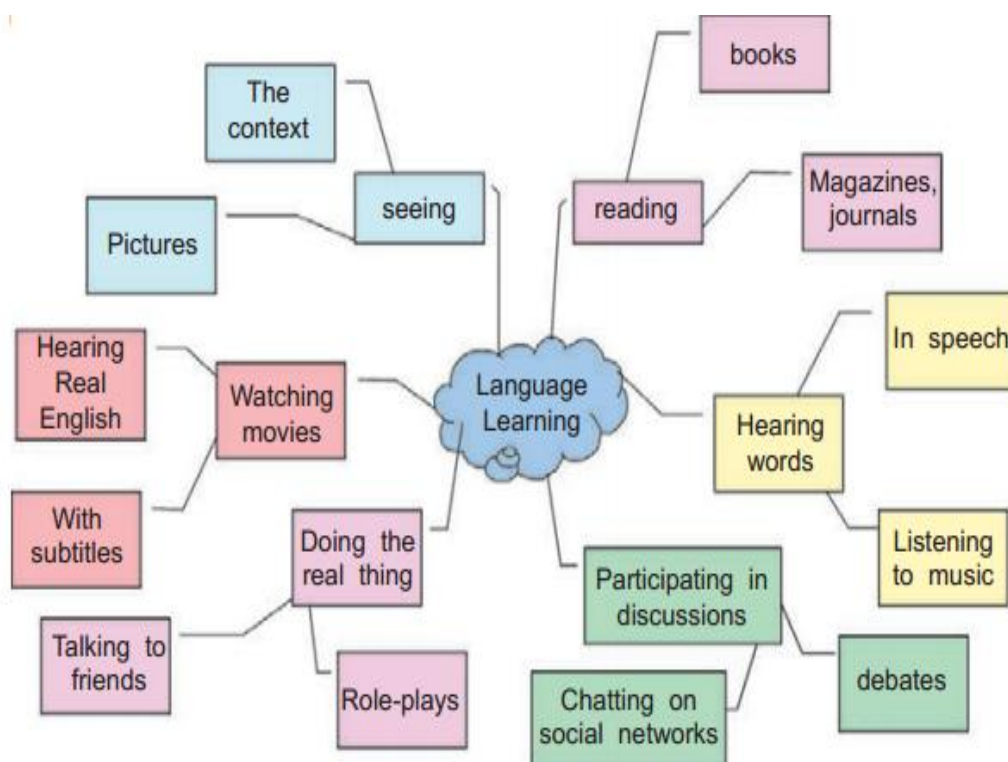
### Technologic map

<b>Date</b>		14.03.2018.
<b>Subject</b>		English
<b>Lesson</b>		9.A.
<b>Topic</b>		How smart are you?
<b>Length</b>		45 min
<b>Aims</b>	<b>Educational</b>	To improved pupils personal qualities like behavior as well as education.
	<b>Developing</b>	To develop pupils self-

		educational skills, personal skills.
	<b>Socio-cultural</b>	To develop pupils' outlook about the importance of language learning, what's more, able to find themselves key motivation to successes in their study life.
<b>Waited results</b>		Pupils should know about Language Learning
<b>Equipment</b> <b>Didactic materials</b>		Book, pictures, cards, handouts, blackboard
<b>Technical equipment</b>		Flash card
<b>Stages</b>	<b>Time</b>	Methods and activities
<b>1.Organising moment</b>	3 min.	Greeting; asking date, day, weather
<b>2.Checking the hometask</b>	5 min.	Checking pupils' copybooks
<b>3.Warming up</b>	5 min	Activity with new words
<b>4.Explaining a new theme.</b>	15 min.	Language Learning
<b>5.Practice of new material</b>	3 min.	Pupils do activity 1.
<b>6.Extra class activity</b>	5 min.	Pupils work with groups.
<b>7.Activity 2.</b>	5 min.	Pupils should do listening task.
<b>8.Hometask</b>	2 min.	Giving and explaining

		homework
<b>9.Evaluation</b>	2 min.	Putting marks to pupils
<b>10.Ending of the lesson</b>	1 min.	Saying “Good bye”

### Handout 3





## Handout 4



**1. Answer the questions of the quiz:**  
**“What kind of student are you?”**

	Mostly true	Sometimes true	Not true
I care about doing well at school			
I try my best at school each day			
I do my homework			
I understand things that I have read			
I have the things I need for class			
I get along well with my teachers			
I take good notes in the class			
I am good at taking tests			
I ask and answer questions in the class			
I am happy with my grades			

## Handout 5



**2. Look at the following words and match their synonyms.**

Actually	I think
Kind of	Many, much
In my opinion	Truly
Plenty of	Similar to
Spare	I'd love to
With pleasure	Free

Jack: Hi Lola, how are you doing? How are your \_\_\_\_\_?

Lola: Hi Jack, I'm doing \_\_\_\_\_. What about you? My studies are going well too.

Jack: Oh, nice to hear it. Actually I'm doing well too but there are some \_\_\_\_\_ with my studies.

Lola: Really? What kind of problems do you have? Can I help you?

Jack: I've got an exam soon, but in my \_\_\_\_\_ I'm not ready. I got a very low score in last semester's exam.

Lola: Why you didn't prepare well for it this \_\_\_\_\_. I think you had a plenty of time, right?

Jack: Yes I had but as you know I work and study at the \_\_\_\_\_ time. That's why I couldn't find spare time for revision.

Lola: Yes, yes I know about it. What subject is the exam in?

Jack: It's in \_\_\_\_\_.

Lola: Ok, it's no problem for me. I will help you with pleasure.

Jack: Thanks, you \_\_\_\_\_ my life.

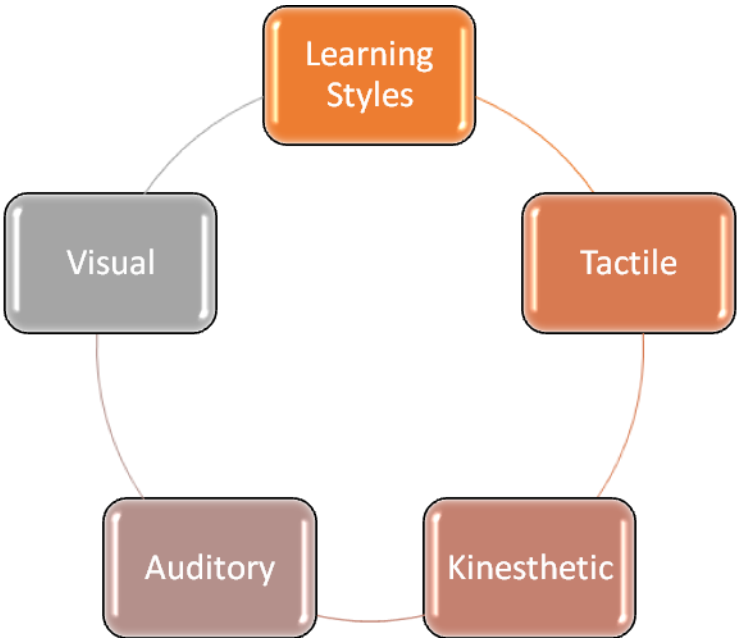
### Lesson Plan 3

#### Technologic map

<b>Date</b>		26.03.2018.
<b>Subject</b>		English
<b>Lesson</b>		9.A.
<b>Topic</b>		How good of you
<b>Length</b>		45 min
<b>Aims</b>	<b>Educational</b>	To improved pupils personal qualities like behavior as well as education.
	<b>Developing</b>	To develop pupils self-educational skills, personal skills.
	<b>Socio-cultural</b>	To develop pupils' outlook

		about the learning styles, what's more, able to find themselves their own learning style.
<b>Waited results</b>		Pupils should know about Learning styles
<b>Equipment</b> <b>Didactic materials</b>		Book, pictures, cards, handouts, blackboard
<b>Technical equipment</b>		Flash card
<b>Stages</b>	<b>Time</b>	Methods and activities
<b>1.Organising moment</b>	3 min.	Greeting; asking date, day, weather
<b>2.Checking the hometask</b>	5 min.	Checking pupils' copybooks
<b>3.Warming up</b>	5 min	Activity with new words
<b>4.Explaining a new theme.</b>	15 min.	Learning Styles
<b>5.Practice of new material</b>	3 min.	Pupils do activity 1.
<b>6.Extra class activity</b>	5 min.	Pupils work with groups.
<b>7.Activity 2.</b>	5 min.	Pupils should watch the video.
<b>8.Hometask</b>	2 min.	Giving and explaining home task
<b>9.Evaluation</b>	2 min.	Putting marks to pupils
<b>10.Ending of the lesson</b>	1 min.	Saying "Good bye"


Handout 6




There are 3 types of learning styles.




Handout 7



**Visual Learner:**  
Learns best by seeing



**Auditory Lerner:**  
Learns best by hearing



**Kinesthetic Learner:**  
Learns best by feeling or experiencing

name 1	name 2	name 3	Types of learning



### **7. Discuss in small groups.**

- a) When did you begin learning English?
- b) What kind of ways did you use to remember new words?
- c) What techniques of learning English do you know?
- d) What challenges do you come across while learning?

### **Handout 8**

**Objectives:** to present and practice new theme.

**Teacher:** You should watch this video and answer to my questions.

