

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**

XORIJIY TILLAR FANINI O‘QITISHNING ZAMONAVIY METODLARI

2024

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falsafa doktori (PhD), dotsent.



**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI
OSHIRISH MINTAQAVIY MARKAZI**

**“XORIJIY TILLAR FANINI O‘QITISHNING
ZAMONAVIY METODLARI”**

MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Filologiya va tillarni o‘qitish: ingliz tili

Buxoro – 2024

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2023 yil 25 avgustdagi 391-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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**O`quv -uslubiy majmua Buxoro davlat universiteti Ilmiy
Kengashining qarori bilan nashrga tavsiya qilingan
(2023 yil "28" dekabrda 5-sonli bayonnoma)**

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I. ISHCHI DASTUR

Kirish

“Xorijiy tillar fanini o‘qitishning zamonaviy metodlari” Amaliy xorijiy tilni o‘qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini hozirgi kun talablari asosida tashkil etish metodikasini o‘zlashtirish. Amaliy xorijiy tilni o‘qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlari. Lingvistik va madaniyatlararo kompetensiyalarni baholash. Ta’lim jarayonida nutq kommunikatsiyasi elementlari, sotsiolingvistik elementlar, pragmatik elementlar, baholashning asosiy turlarini o‘zlashtirish. Mavzuga oid olimlar tomonidan bildirilgan fikrlarni tahlil qilish. Portfolio tuzish, CEFR tizimi bo‘yicha baholash, testlarni ishlab chiqish prinsiplari. O‘quv maqsadlari va kutilayotgan natijalarni to‘g‘ri belgilay olish, baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish. Xorijiy tillarni umumevropa standartlari talablari asosida o‘qitishning lingvistik aspektlari. Matn bilan ishlash malakalarini shakllantirish va matnni tahlil qilish. An’anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o‘zaro munosabatini aniqlash va tahlil o‘tkazish. Bilimlar tuzilmalari va axborotning aks ettirilishi yo‘llarini o‘rganishga qaratilgan kognitiv metodlari masalalarini qamraydi.

Modulning maqsadi va vazifalari

“Xorijiy tillar fanini o‘qitishning zamonaviy metodlari” modulining maqsadi xorijiy tilni o‘qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini hozirgi kun talablari asosida tashkil etish metodikasi, nutq kommunikatsiyasi elementlari, sotsiolingvistik elementlar, pragmatik elementlar, baholashning asosiy turlarini o‘zlashtirish, portfolio tuzish, CEFR tizimi bo‘yicha baholash, testlarni ishlab chiqish prinsiplari, matn bilan ishlash malakalarini shakllantirish va matnni tahlil qilish, an’anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o‘zaro munosabatini aniqlash hamda rivojlantirishdan iboratdir.

“Xorijiy tillar fanini o‘qitishning zamonaviy metodlari” modulining vazifalari lingvistik va madaniyatlararo kompetensiyalarni baholash, o‘quv

maqsadlari va kutilayotgan natijalarni to'g'ri belgilay olish, baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish, Bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlari kabi juda muhim bo'lgan masalalarni o'z ichiga oladi.

Modul bo'yicha tinglovchilarning bilimi, ko'nikmasi, malakasi va kompetensiyalariga qo'yiladigan talablar

“Xorijiy tillar fanini o'qitishning zamonaviy metodlari” modulini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida tinglovchilar:

- baholash turlari, tamoyillari va mezonlarini;
- amaliy xorijiy tilni o'qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini;
- lingvistik va madaniyatlararo kompetensiyalarni baholashni;
- ta'lim jarayonida nutq kommunikatsiyasi elementlari, sotsiolingvistik elementlar, pragmatik elementlar, baholashning asosiy turlarini;
- portfolio tuzish, CEFR tizimi bo'yicha baholash, testlarni ishlab chiqish prinsiplarini;
- xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlarini;
- bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlarni jihatlarini ***bilishi kerak***;
 - baholashning miqdor va sifat tahlilini amalga oshirish;
 - mavzuga oid olimlar tomonidan bildirilgan fikrlarni tahlil qilish;
 - matn bilan ishlash malakalarini shakllantirish va matnni tahlil qilish;
 - chet tili darslarida gramatikani matn asosida o'qitish;
 - ingliz tili darslarida baholash va baholash turlarini qo'llash;
 - bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlardan foydalanish ***ko'nikmalariga*** ega bo'lishi lozim;

- talabalarning o‘quv auditoriyadan tashqari faoliyatini baholash;
- talabalarning o‘quv auditoriyadan tashqari faoliyatini baholashda o‘quv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasidan samarali foydalanish;
- lingvistik va madaniyatlararo kompetensiyalarni baholash;
- amaliy xorijiy tilni o‘qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini hozirgi kun talablari asosida tashkil etish metodikasini o‘zlashtirish *malakalariga ega* bo‘lishi zarur;
- talabalarning ta’limiy (o‘quv predmetlari), tarbiyaviy (ma’naviy-ma’rifiy tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini baholash;
- o‘quv maqsadlari va kutilayotgan natijalarni to‘g‘ri belgilay olish, baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish;
- an’anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o‘zaro munosabatini aniqlash va tahlil o‘tkazish *kompetensiyalariga* ega bo‘lishi lozim.

Modulning o‘quv rejadagi boshqa modullar bilan bog‘liqligi va uzviyligi

“Xorijiy tillar fanini o‘qitishning zamonaviy metodlari” moduli mazmuni o‘quv rejadagi “Tillarni o‘qitish va o‘rgatishda til bilish darajasini oshirish mahoratlari” o‘quv moduli bilan uzviy bog‘langan holda ingliz tili o‘qituvchilarini xorijiy tillarni o‘qitishdagi zamonaviy yondashuvlar, pedagogik texnologiyalar va interaktiv uslublar bilan tanishtiradi.

Modulning oliy ta’limdagi o‘rni

Mazkur modul oliy ta’lim tizimida ingliz tili o‘qituvchilarini eng so‘nggi zamonaviy yondashuvlar va ilg‘or amaliy usullardan unumli foydalangan holda sifatli ta’lim berishlarida muhim hissa qo‘shadi.

Modul bo'yicha soatlar taqsimoti:

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat					
		Hammasi	Auditoriya o'quv yuklamasi				Mustaqil ta'lim
			Jami	Jumladan			
				Nazariy	Amaliy	Ko'chma mashg'ulo	
1.	Managing the Classroom	2	2	2	-	-	-
2.	Learning Strategies. Motivation	2	2	2	-	-	-
3.	Teaching an effective language lesson	2	2	2	-	-	-
4.	Linguistic and Communicative competence in English language classes	2	2	2	-	-	-
5.	Classroom observation in teaching practice	2	2	-	2	-	-
6.	Creating an effective classroom learning environment	2	2	-	2	-	-
7.	Developing learner-centered teaching	2	2	-	2	-	-
8.	Classroom discourse and communication	2	2	-	2	-	-
9.	Cultural awareness in English language classes	2	2	-	-	2	-
10.	Listening/Speaking instruction	2	2	-	-	2	-
11.	Reading/Writing instruction	2	2	-	-	2	-
12.	Vocabulary/Grammar/Pronunciation Instruction	2	2	-	-	2	-
13.	Assessing for Learners	2	2	-	-	2	-
14.	Material development	2	2	-	-	2	-
	Jami:	28	28	8	8	12	-

NAZARIY MASHG'ULOTLAR MAZMUNI

Session1: Managing the Classroom

to raise participants awareness of the classroom management;
to enable participants to identify their initial learning needs;
to give participants an opportunity to get know each other better and establish a positive atmosphere in the group;
to familiarize participants with the course content and its objectives;

Session 2: Learning Strategies. Motivation

To raise participants awareness of the importance of learning strategies and motivation in English language classes

Session 3. Teaching an effective language lesson

To raise the participants awareness of organizing and teaching an effective language lesson;

Session 4. Linguistic and Communicative competence in English language classes

To raise the participants awareness of the Linguistic and Communicative competence in English language classes, to inform about the pragmatic, sociolinguistic, strategic competences.

AMALIY MASHG'ULOTLAR MAZMUNI

Session 1: Classroom observation in teaching practice

to give participants an opportunity to learn and share their knowledge and experience about classroom observation and to be aware about observation stages

- observation and feedback
- factor influencing effective feedback
- observation tools and stages of observation
- role play

Session 2: Creating an effective classroom learning environment

to raise participants awareness of the creating an effective classroom learning environment

- different interaction patterns – advantages and disadvantages
- fitness for purpose

Session 3: Developing learner-centered teaching

to raise participants awareness of the developing learner-centered teaching to identify advantages and disadvantages of learner-centered and teacher-centered classes

- understanding learner-centeredness
- Why learner-centeredness?

Session 4: Classroom discourse and communication

to provide an opportunity to participants to explore classroom discourse and communication

- classroom language
- identifying the function of expressions
- recognizing the level of politeness

KO'CHMA MASHG'ULOTLAR MAZMUNI

Session 1: Cultural awareness in English language classes

to give participants an opportunity to observe and get informed about the cultural awareness and integration of language & culture in English language classes

Session 2: Listening/Speaking instruction

to give participants an opportunity to observe and get informed about improving the learners listening and speaking subskills

Session 3: Reading/Writing instruction

to give participants an opportunity to observe and get informed about improving the learners reading and writing subskills

Session 4: Vocabulary/ Grammar/ Pronunciation instruction

to give participants an opportunity to observe and get informed about teaching communicative vocabulary, grammar and pronunciation, reinforcing them in context

Session 5: Assessing for Learners

to give participants an opportunity to observe and get informed about assessment types, alternative ways of assessment (Portfolio)

Session 6: Material development

to give participants an opportunity to observe and get informed about selecting and

adapting materials considering different age groups and the level of learners

Amaliy mashg'ulotlarni tashkil etish bo'yicha

ko'rsatma va tavsiyalar

“Xorijiy tillar fanini o'qitishning zamonaviy metodlari” moduli doirasida amaliy mashg'ulotlarda tinglovchilar o'quv modul doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

Amaliy mashg'ulotlar zamonaviy ta'lim uslublari va innovatsion texnologiyalarga asoslangan holda o'tkaziladi. Bundan tashqari, mustaqil holda o'quv va ilmiy adabiyotlardan, elektron resurslardan, tarqatma materiallardan foydalanish tavsiya etiladi.

Ko'chma mashg'ulotlarni tashkil etish bo'yicha

ko'rsatma va tavsiyalar

“Xorijiy tillar fanini o'qitishning zamonaviy metodlari” moduli doirasida o'qituvchining innovatsion pedagogik faoliyati bo'yicha bilimlarni chuqurlashtirish imkoniyatlariga tinglovchilarda qiziqish uyg'otish, natijani mustaqil ravishda qo'lga kiritish imkoniyatini ta'minlash, nazariy-metodik jihatdan tayyorlash, ko'chma mashg'ulotlari nafaqat aniq mavzu bo'yicha bilimlarni oshirishadi balki amaliyotdagi tadbqiqini ham kuzatish imkoniga ega bo'lishadi.

Dasturning axborot-metodik ta'minoti

Modulni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli modulga mos bo'lgan ilmiy jurnallar, Internet resurslari, multimedia mahsulotlari va boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi.

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTREFAOL TA'LIM METODLARI

“SWOT-tahlil” metodi.

Metodning maqsadi: mavjud nazariy bilimlar va amaliy tajribalarni tahlil qilish, taqqoslash orqali muammoni hal etish yo'llarni topishga, bilimlarni mustahkamlash, takrorlash, baholashga, mustaqil, tanqidiy fikrlashni, nostandart tafakkurni shakllantirishga xizmat qiladi.

S – (strength)	• kuchli tomonlari
W – (weakness)	• zaif, kuchsiz tomonlari
O – (opportunity)	• imkoniyatlari
T – (threat)	• tўsiqlar

Namuna: Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi SWOT tahlilini ushbu jadvalga tushiring.

S	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchli tomonlari	Nanofizika va nanotexnologiy fanlarining hamkorligi
W	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchsiz tomonlari	Nanomateriallar yaratishning noyob xom-ashyolar va yangi texnologiyalarga ehtiyojining yuqori ekanligi
O	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini imkoniyatlari (ichki)	Innovatsion ishlab chiqarishning keng qo'llanishi va samaradorligi

T	To'siqlar (tashqi)	Nanomateriallar ishlab chiqarishda qo'shimcha xarajatlar paydo bo'lishi
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Xulosalash (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko'p tarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o'rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo'yicha bir xil axborot beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi. Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo'yicha o'rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o'quvchilarning mustaqil g'oyalari, fikrlarini yozma va og'zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. "Xulosalash" metodidan ma'ruza mashg'ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg'ulotlarida kichik guruhlardagi ish shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Методни амалга ошириш тартиби:



тренер-ўқитувчи иштирокчиларни 5-6 кишидан иборат кичик гуруҳларга ажратади;



тренинг мақсади, шартлари ва тартиби билан иштирокчиларни таништиргач, ҳар бир гуруҳга умумий муаммони таҳлил қилиниши зарур бўлган қисмлари туширилган тарқатма материалларни



ҳар бир гуруҳ ўзига берилган муаммони атрофлича таҳлил қилиб, ўз мулоҳазаларини тавсия этилаётган схема бўйича тарқатмага ёзма баён қилади;



навбатдаги босқичда барча гуруҳлар ўз тақдимотларини ўтказадилар. Шундан сўнг, тренер томонидан таҳлиллар умумлаштирилади, зарурий ахборотлар билан тўлдирилади мавзу

“Keys-stadi” metodi

«Keys-stadi» - inglizcha soʻz boʻlib, («case» – aniq vaziyat, hodisa, «study» – oʻrganmoq, tahlil qilmoq) aniq vaziyatlarni oʻrganish, tahlil qilish asosida oʻqitishni amalga oshirishga qaratilgan metod hisoblanadi. Mazkur metod dastlab 1921 yil Garvard universitetida amaliy vaziyatlardan iqtisodiy boshqaruv fanlarini oʻrganishda foydalanish tartibida qoʻllanilgan. Keysda ochiq axborotlardan yoki aniq voqea-hodisadan vaziyat sifatida tahlil uchun foydalanish mumkin. Keys harakatlari oʻz ichiga quyidagilarni qamrab oladi: Kim (Who), Qachon (When), Qayerda (Where), Nima uchun (Why), Qanday/Qanaqa (How), Nima-natija (What).

“Keys metodi” ni amalga oshirish bosqichlari

Ish bosqichlari	Faoliyat shakli va mazmuni
1-bosqich: Keys va uning axborot taʼminoti bilan tanishtirish	yakka tartibdagi audio-vizual ish; keys bilan tanishish(matnli, audio yoki media shaklda); axborotni umumlashtirish; axborot tahlili; muammolarni aniqlash
2-bosqich: Keysni aniqlashtirish va oʻquv topshirigʻni belgilash	individual va guruhda ishlash; muammolarni dolzarblik iyerarxiyasini aniqlash; asosiy muammoli vaziyatni belgilash
3-bosqich: Keysdagi asosiy muammoni tahlil etish orqali oʻquv topshirigʻining yechimini izlash, hal etish	individual va guruhda ishlash; muqobil yechim yoʻllarini ishlab chiqish; har bir yechimning imkoniyatlari va toʻsiqlarni tahlil qilish;

yo'llarini ishlab chiqish	muqobil yechimlarni tanlash
4-bosqich: Keys yechimini yechimini shakllantirish va asoslash, taqdimot.	yakka va guruhda ishlash; muqobil variantlarni amalda qo'llash imkoniyatlarini asoslash; ijodiy-loyiha taqdimotini tayyorlash; yakuniy xulosa va vaziyat yechimining amaliy aspektlarini yoritish

Keys. Kompozit material shakllantirish uchun komponentlar tanlandi. Ularni suyuq fazaga o'tkazib aralashtirishda suyuqlanish harorati harxilgi bo'yicha muammo kelib chiqdi. Kompozit olish uchun yangicha ilmiy yondashish talab etilmoqda.

Кейси бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг (индивидуал ва кичик гуруҳда).
- Мобил шловани ишга тушириш учун бажарилаётганига ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш).

“AQLIY HUJUM” METODI

“Aqliy hujum” metodi muayyan mavzu yuzasidan berilgan muammolarni hal etishda keng qo'llaniladigan metod hisoblanadi. Bu metod o'quvchilarni muammo xususida keng va har tomonlama fikr yuritish, shuningdek, o'z tasavvurlari va g'oyalaridan ijobiy foydalanish borasida ma'lum ko'nikma va malakalarni hosil qilishga rag'batlantiradi. Ushbu metod yordamida tashkil etilgan dars jarayonida ixtiyoriy muammolar yuzasidan bir necha original yechimlarni topish imkoniyati tug'iladi.

Ushbu metoddan samarali foydalanish maqsadida quyidagi qoidalarga amal qilish lozim:

Talabalarning o`zlarini erkin xis etishlariga sharoit yaratib berish;

G`oyalarni yozib borish uchun yozuv taxtasi yoki varaqlarni tayyorlab qo`yish;

Muammo (yoki mavzu)ni aniqlash;

Mashg`ulot jarayonida amal qilinishi lozim bo`lgan shartlarni belgilash;

Bildirilayotgan g`oyalarni ularning mualiflari tomonidan soslanishiga erishish va ularni yozib olish;

Qog`oz varaqlari g`oya bilan to`lgandan so`ng ularni yozuv taxtasiga osib qo`yish;

Bildirilgan fikrlarni yangi g`oyalar bilan boyitish asosida ularni quvvatlash;

Boshqalar tomonidan bildirilgan fikrlar ustidan kulishga, kinoyali sharxlarning bildirilishiga yo`l qo`ymaslik;

Yangi g`oyalarni bildirish davom etayotgan ekan, muammoning yagona to`g`ri yechimini e`lon qilishga shoshilmaslik.

“Aqliy hujum” metodlaridan fizikadagi har bir bobni takrorlashda foydalanish samarali natija beradi. Shuningdek, yangi mavzular bayonidan so`ng shu mavzuni mustahkamlash uchun ham ushbu metodni qo`llash tavsiya

“SCORE” interfaol uslubi

(umumiy o`rta maktab, O`MKHTM, OTM talabalar va talabalari hamda malaka oshirish va qayta kurslari tinlovchilari uchun)

Uslub maqsadi: talabalarga o`zgalar fikrini hurmat qilgan holda dalillash, ishontirish, asoslash; murosaga kelish va izlash qobilyatlarini rivojlantirish; muammoli vaziyatlarni oldindan ko`ra bilish, ularni hal qilish yo`llarini izlab topish, munozara olib borish mahorati, o`z fikrini boshqalarga o`tkaza olish, ta`sir eta olishga o`rgatish va bahslashish madaniyatini shakllantirish.

Uslubdan kutiladigan natija: talabalar mashg`ulot davomida nostandart vaziyatlarda o`zini va jamoani boshqara olish, muammoli vaziyatlarni tushuna bilish va ularning yechimini aniqlashda va o`z uslublarini topa bilish, o`z fikrlarini boshqalarga o`ztkaza olish, ta`sir eta olish usullariga hamda bahslashish

madaniyatiga o`rganadilar.

Mashg`ulotni o`tkazish tartibi: mashg`ulot belgilangan vaqtda talabalarning xonaga (mashg`ulot o`tkaziladigan joyga) kirib kelishidan boshlanadi. Talabalar xonaga kirib kelishar ekan, mashg`ulotdan oldin o`qituvchi tomonidan eshikning yonidagi stol ustiga tayyorlab qo`yilgan, ingliz tilida yozilgan xarflardan (S,C,O,R,E) bittasini olib, stol atrofiga joylashadilar (stollarga ham shu harflar qo`yilgan, har bir stol atrofida talabalar soni bir xil bo`lishi hisobga olinadi). Talabalar joylashib olishgach, o`qituvchi mashg`ulotni boshlaydi.

O`qituvchi mashg`ulotni o`tkazish tartibi bilan talabalarni tanishtirishdan boshlaydi. O`qituvchi shu kunning dolzarb muammolaridan kelib chiqqan holda, mashg`ulotga talabalar bilan birgalikda mavzu yoki muammo tanlaydi va guruhlardan ularning har biri tanlangan mavzu yoki muammoni bir tomonini o`rganishlarini (stollarga shu guruh tomonidan umumiy muammoning qaysi jihatlari haqida so`z yuritishlari kerakligini ko`rsatuvchi belgi yoki yozuvli material qo`yiladi), so`ngra, munozara yuritib, o`zlarining fikrlarini yozma (og`zaki) bayon qilishlari kerakligini tushuntiradi. Vazifa uchun vaqt belgilaydi. Guruhlarining ishlari tayyor bo`lgach, ular birin-ketin o`rtaga chiqib, ishlarini taqdimot qiladilar. Taqdimot avval muammoning –bedgisi (S), keyin uning – sababi (S), so`ngra –natijasi (O), manbai (R) va samarasi (Ye) tartibda olib boriladi. Boshqa guruh a`zolari taqdimot materiallari umumlishtirilib, xulosa qilinadi. O`qituvchi talabalar bilan birgalikda guruhlar faoliyatiga baho beradi, mashg`ulotga yakun yasaydi, talabalarning mashg`ulot haqidagi fikrlarini anilaydi.

“FIKRIY HUJUM” METODI

Ta`limning “Fikriy hujum” metodi o`quvchilarning dars jarayonida faolliklarini ta`minlash ularni bir xil standart tarzida fikrlashdan ozod qilish, erkin fikrlashga rag`batlantirish, muayyan mavzu yuzasidan turli- tuman g`oyalarni to`plash, ijodiy yondoshishga o`rnatish uchun xizmat qiladi.

“Fikriy hujum” metodining asosiy tamoili va sharti har bir o`quvchi tomonidan o`rtaga tashlanadigan fikrga nisbatan tanqidni mutlaqo taqiqlash, har

qanday luqma va hazil mutoibalarni rag`bantlantirishlan iborat. Bundan ko`zlangan maqsad o`quvchilarning dars jarayonidagi erkin ishtirokini ta`minlashdir.

Ta`lim jarayonida ushbu metoddan samarali va muvaffaqiyatli foydalanish o`qituvchilarning pedagogik mahorati taffakur ko`lamining kengligiga bog`liq bo`ladi.

“Fikriy hujum” metodidan foydalanish chog`ida o`quvchilarning soni 15 nafardan oshmasligi maqsadga muvofiqdir. Bu metoddan fizikaning ma`lum bobini takrorlash darslarida, laboratoriya ishi yakunida, ekskursiya darslarida samarali foydalanish mumkin.

“6 X 6” METODI

“6 x 6” metodi yordamida bir vaqtning o`zida 26 nafar o`quvchining muayyan faoliyatga jalb etish orqali ma`lum topshiriq yoki malakani xal etish, shuningdek, guruxlarning har bir a`zosi imkoniyatlarini aniqlash,ularning qarashlarini bilib olish mumkin.Bu metod asosida tashkil etilayotgan darsda har birida 6 nafardan ishtirokchi bo`lgan 6 ta guruh o`qituvchi tomonidan o`rtaga tashlangan muammoni muhokama qiladi.Belgilangan vaqt nihoyasiga yetgach,o`qituvchi 6 ta guruhni qaytadan tuzadi. Qaytadan shakllangan guruhlarning har birida avvalgi 6 ta guruhdan bittadan vakil bo`ladi.Yangi shakllangan guruh a`zolari o`z jamoadoshlariga avvalgi guruhitomonidan muammo yechimi sifatida taqdim etilgan xulosani bayon etib beradilar va mazkur yechimlarni birgalikda muhokama qiladilar.

“6 x 6”metodining afzallik jihatlari quyidagilardan iborat:

- guruhlarning har bir a`zosini faol bo`lishga undaydi;
- ular tomonidan shaxsiy qarashlarning ifoda etilishini ta`minlaydi;
- guruhning boshqa a`zolarining fikrlarini tinglay olish ko`nikmalarini hosil qilish;
- ilgari surilayotgan bir necha fikrni umumlashtira olish, shuningdek, o`z fikrini himoya qilishga o`rgatadi.

Eng muhimi, har bir o`quvchi qisqa vaqt (15 – 20 minut) davomida ham

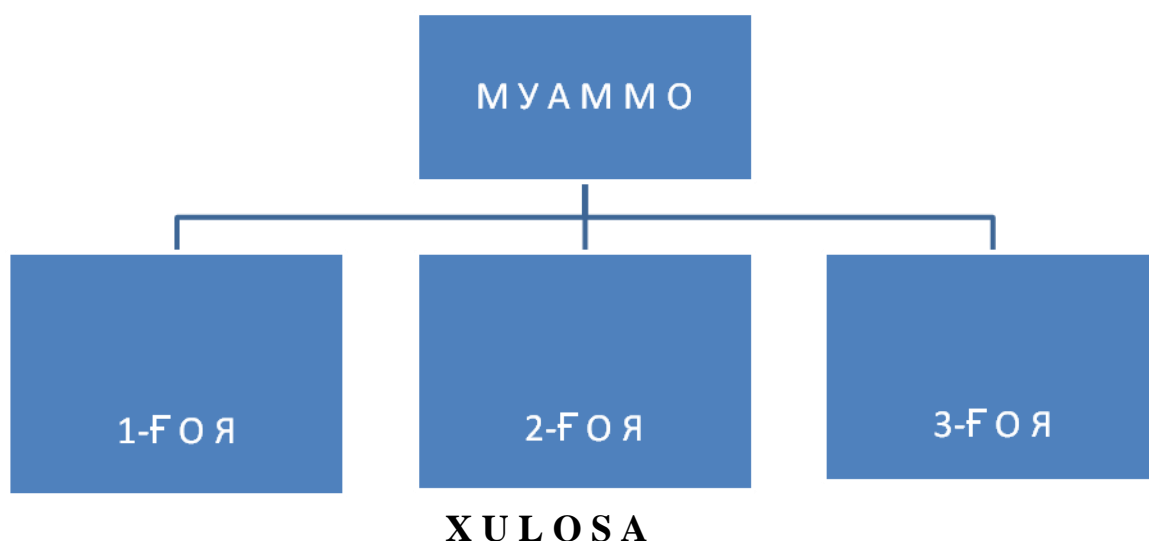
munozara qatnashchisi, ham ma'ruzachi sifatida faoliyat ko'rsatadi.

Ushbu metodni 4,5,7, 8 nafar o'quvchidan iborat bo'lgan bir necha guruhlarda ham qo'llash mumkin.

“XULOSALAR QABUL QILISH TEXNOLOGIYASI” METODI

Ushbu metod birmuncha murakkab mavzularni o'zlashtirish, ma'lum muammolarni har tomonlama, puxta tahlil qilish asosidaular yuzasidan muayyan xulosalarga kelish, bir muammo xususida bildirilayotgan bir necha xulosalar orasidan eng maqbul hamda to'g'risini topishga yo'naltirilgan texnik yonashuvdir.

“Xulosalar qabul qilish tenologiyasi” metodi, shuningdek, avvalgi vaziyatlarda qabul qilingan xulosalar mohiyatini yana bir bor tahlil qilish va uni mukammal tushunishga xizmat qiladi. Guruh talabalari ishtirokida qo'llaniladigan bu metod bir necha o'n nafar talabalarning bilimlari darajasini aniqlash, ularning fikrlarini jamlash va baholash imkonini beradi. Ta'lim jarayonida mazkur metodning qo'llanilishi muayyan muammo yuzasidan oqilona xulosaga kelishda talabalar tomonidan bildirilayotgan har bir variant, ularning maqbul hamda nomaqbul jihatlarini mufassal tahlil etish imkoniyatini yaratadi. Mashg'ulot jarayonida talabalar quyidagi chizma asosida tuzilgan jadvalni to'ldiradilar.



“Xulosalar qabul qilish texnologiyasi” metodi quyidagi shartlar asosida qo'llaniladi.

1.O'qituvchi mashg'ulot boshlanishidan oldin munozara, tahlil uchun

mavzuga oid biror muammoni belgilaydi. Guruhlar tomonidan qabul qilingan xulosalarni yozish uchun plakatlarni tayyorlaydi.

2.O`qituvchi talabalarni 4 yoki 6 nafar talabalardan iborat guruhlarga ajratadi. Muammoning hal etilishi, bu borada eng maqbul xulosaningqabul qilishi uchun muayyan vaqt belgilanadi.

3.Xulosani qabul qilish jarayonida guruhlarning har bir a`zosi tomonidan bildirilayotgan variantlarningmaqbullik hamda nomaqbullik darajalari batafsil muhokama qilinadi.

4.Munozara uchun ajratigan vaqt nihoyasiga yetgach, har bir guruh a`zolari o`z guruhining xulosasi borasida axborot beradilar.Agarda barcha guruhlar tomonidan muammo yuzasidan bir xil xulosaga kelingan bo`lsa,o`qituvchi buning sababini izohlaydi.

“ KLAUSTER” METODI

Ushbu metod talabalarga ixtiyoriy muammolar xususida erkin, ochiq o`ylash va shaxsiy fikrlarni bemaolol

“YALPI FIKRIY HUJUM” METODI

Bu metodni 30 – 40 nafar talabalardan iborat guruhlarda qo`llash Metod o`quvchilar tomonidan yangi g`oyalarning o`rtaga tashlanishi uchun sharoit yaratib berishga xizmat qiladi. Har biri 5 yoki 6 nafar talabalarni o`z ichiga olgan guruhlarga 15 minut ichida ijobiy hal etilishi lozim bo`lgan turli xil topshiriq yoki ijodiy ishlar beriladiyu Topshiriq yoki ijodiy ishlar belgilangan vaqt ichida ijobiy hal etilgach, bu haqida guruh a`zolaridan biri axborot beradi.

Guruh tomonidan berilgan axborot o`qituvchi va boshqa guruhlar a`zolari tomonidan muhokama qilinadi va unga baho beriladi. Dars yakunida o`qituvchi berilgan topshiriq yoki ijodiy vazifalarning yechimlari orasidan eng yaxshi va o`ziga xos deb topilgan javoblarni e`lon qiladi. Dars jarayonida guruh a`zolarining faoliyatlari ularning ishtiroklari darajasiga ko`ra baholab boriladi.

III. NAZARIY MA'LUMOTLAR

TOPIC 1. MANAGING THE CLASSROOM

- 1.1. Universal classroom management strategies for educators
- 1.2. Classroom management strategies for individual students
- 1.3. Classroom management strategies infographic

Key terms: Model ideal behavior, guidelines, Offer praise, Document rules, Encourage initiative, non-verbal communication, tangible rewards, open-ended projects, strategies infographic

1.1. Universal classroom management strategies for educators

These 20 classroom management techniques have shown to improve classroom behavior, build relationships for a better classroom community, and foster a positive classroom environment where student learning is the number one collective goal.

Try these effective classroom management strategies with your students to become a happier, more effective teacher.

1. Model ideal behavior

Make a habit of demonstrating behavior you want to see, as many studies show that modelling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an administrator, other teacher or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you

exemplified.

2. Let students help establish guidelines



Encourage all students to help you build classroom expectations and rules, **as you'll generate more buy-in than just telling them what they're not allowed to do.**

This is especially essential for new teachers. Near the start of the school year or during the first day of a semester, start a discussion by asking students what they believe should and shouldn't fly in terms of appropriate behavior.

At what points are phones okay and not okay? What are acceptable noise levels during lessons?

This may seem like you're setting yourself up for failure, but -- depending on the makeup of your class -- you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and -respected expectations for your classroom culture.

3. Document rules

Don't let your mutually-respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this

emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document.

You'll likely want to post these rules up in your classroom — if you haven't already — for occasional reference. If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information, too.

4. Avoid punishing the class

Address isolated discipline problems individually instead of punishing an entire class, as **the latter can hurt your relationships with students who are on-task** and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

- “Do you have a question?”, not “Stop talking and disrupting other students”
- “Do you need help focusing?”, not “Pay attention and stop fooling around while I’m talking”

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behavior.

5. Encourage initiative



Promote growth mindset, and inject variety into your lessons, by **allowing students to work ahead and deliver short presentations** to share take-away points. Almost inevitably, you'll have some eager learners in your classroom. You

can simply ask them if they'd like to get ahead from time-to-time.

For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so **improves academic and behavioral performance**, according to a recent research review and study.

When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication



Complement words with actions and visual aids to **improve content**

delivery, helping students focus and process lessons.

Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, **motivating them to keep it up.**

Even if it's just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you're holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

9. Give tangible rewards



Reward specific students at the end of each lesson, in front of the class, as another **motivational and behavior-reinforcement technique.**

Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student

did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls

Keep students happy in and out of class by **pleasantly surprising their parents**, making positive phone calls and sending complimentary letters home.

When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of culturally-responsive teaching.

11. Build excitement for content and lesson plans



This one works well no matter the grade level: elementary school, middle school or high school. Start lessons by previewing particularly-exciting parts, **hooking student interest from the get-go**.

As the bell rings and students settle, go through an agenda of the day's highlights for the whole class. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn

about:”

- How to talk like you’re a teacher (sentence structure)
- Why you don’t know anyone who’s won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

1.2. Classroom management strategies for individual students

16. Use EdTech that adjusts to each student

Give students who struggle to process your content opportunities to try **educational technology that adapts to their needs.**

There are many games and platforms that use adaptive learning principles to detect a given student’s skill deficits, serving them content to help overcome them.

For example, Prodigy Math adjusts its content to help students in grades 1 to 8 address their trouble spots. It also offers feedback to help them solve specific mistakes, as they answer questions that use words, charts, pictures and numbers.

17. Interview students

Interview students who aren’t academically engaged or displaying prosocial behavior to **learn how to better manage them.**

While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities
- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

18. Address inappropriate or off-task behavior quickly



Avoid hesitation when you must address inappropriate or off-task behavior, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings -- whether between students or you and a student -- won't fester. Failure to act can result in more poor behavior, leading to needlessly-difficult conversations.

But keep in mind: It's usually **best to talk to the student in private**. Research shows that punishing students in front of peers has "limited value."

19. Consider peer teaching

Use peer teaching as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading buddies, can be **especially beneficial for students who suffer from low confidence and poor interpersonal skills**.

Authoritative research states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize benefits because they can ask questions and receive immediate clarification. A later study of at-risk students echoes these advantages. Although you should spend time teaching peer tutors how to properly communicate with tutees, you'll likely find the benefits are worth the work.

20. Gamify personal learning plans



Motivate students on personal learning plans by gamifying those plans, as studies — such as recent research from South Korea — indicate this will **continuously engage and incentivize them**.

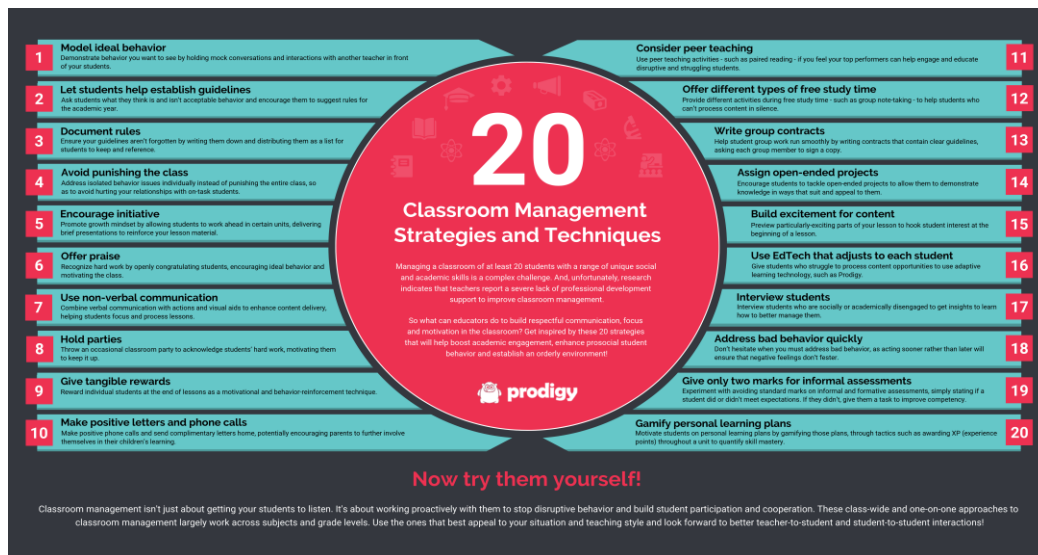
Consider gamification strategies such as:

- **Adjusting your scoring system** -- Give experience points (XP) -- along with traditional scores -- on tests and assignments, setting a goal for the student to reach a certain amount of XP per unit. For example, if a student scores 60% on a quiz, give him or her 6,000 XP. You can also award XP for completing extra assignments, participating in class or anything else that shows effort to learn.
- **Using stages** -- Refer to topics and units as stages. The former terms have clear connotations for you, but students may not see how they fit together. If they're gamers, they'll understand that reaching the next stage requires overcoming precursory challenges. Emphasize this by framing certain tasks as prerequisites to reach the next learning stage.

If these strategies work especially well for individual students, you should see similar success by using them as class-wide student management techniques.

1.2. Classroom management strategies infographic

Below is an infographic based on this article, helping you deploy these classroom management strategies at your own school!



Click to expand! Created by Vennage Infographics that recently launched its own [banner maker](#).

What is the best classroom management style?

According to Diana Baumrind's work, a clinical psychologist known for her research on parenting styles, some educators believe an authoritative classroom management style may be the best one. This type of high control, high involvement classroom management style is characterized by strong expectations of appropriate behavior, clear understandings of why certain behaviors are acceptable and others not acceptable, and warm student-teacher relationships.

However, there is no specific approach that has been proven to be the most effective. So you may wish to review [The Classroom Management Book](#) by Harry K. Wong and Rosemary T. Wong which includes a variety of solutions that can be easily implemented. Every group of students has varying needs and will likely need a unique approach to help every student bring his or her best self to the classroom and be ready-to-learn every single day.

What are the four components of classroom management?

Implementing the top four components of classroom management from the start will set you and your students up for success all year long. They are:

- **Classroom design** — be intentional about how you set up your desk, your students' desks, bulletin board displays, devices and other aspects of your classroom. Thoughtful classroom design can help create a safe and welcoming learning environment.
- **Rules/discipline** — to create a safe and caring school community, develop classroom rules your students understand and — hopefully — respect. While it may not be fun, be sure to communicate that breaking classroom rules will have concrete yet fair consequences.
- **Scheduling/organization** — being on time, keeping on task and staying organized will help set up your lessons (and your students' learning) up for success.
- **Instructional technique** — while you may not have the flexibility you'd like when it comes to content and curriculum, you should have the freedom to choose *how* you teach. For example, 8th grade students may prefer a lecture-style lesson with small group discussions while 3rd grade students may prefer learning math with a digital game-based learning platform. Observe how your students learn best and use the classroom management strategies and techniques to teach your lessons.

Why is classroom management so important?

When done effectively, classroom management is important for three main reasons. It:

1. Creates and sustains an orderly learning environment in the classroom
2. Improves meaningful academic learning and fosters social-emotional growth
3. Increases students' academic engagement and lowers negative classroom behavior

Final thoughts about these classroom management strategies

These class-wide and one-on-one approaches to classroom management largely work across subjects and grade levels. Implementable without admin and parent support, they should empower you to establish an orderly — yet friendly and

engaging — environment.

Glossary:

- **Classroom design** — be intentional about how you set up your desk, your students' desks, bulletin board displays, devices and other aspects of your classroom. Thoughtful classroom design can help create a safe and welcoming learning environment.
- **Rules/discipline** — to create a safe and caring school community, develop classroom rules your students understand and — hopefully — respect. While it may not be fun, be sure to communicate that breaking classroom rules will have concrete yet fair consequences.
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TOPIC 2. LEARNING STRATEGIES. MOTIVATION

- 1.1. Understand your students motivations
- 1.2. Providing a clear path of success
- 1.3. Using educational technology to engage students

Key terms: motivation, intrinsic motivation, prioritise pair and group work, students agency, giving feedback



Motivation plays a key role in all facets and types of learning. But it's perhaps most important in language learning, where progress can be difficult to see on a day-to-day basis. Learners with a positive attitude to their course and their studies are more likely to continue working hard and to keep going when times are tough. Although not everyone who is motivated to learn does eventually achieve their goal, many learners who do are frequently highly motivated individuals.

1.1. UNDERSTAND YOUR STUDENTS' MOTIVATIONS

In order for an educator to motivate a student, it's important that they understand the learner's motivation for learning languages in the first place. The extensive research investigating the link between language learning and motivation identifies two main types of motivation. Some learners have an **intrinsic motivation** for learning – they want to learn a language because of an internal force to do so. Usually they have an interest in the language or they just love learning or are perhaps more open to self-improvement.

On the other hand, **extrinsic motivation** is powered by an external source. Learners are studying a language for a particular purpose – to get a job, a

qualification, to travel or perhaps because a parent has sent them to language school to study!

Of course, people's motivation for learning frequently changes and their levels of motivation will also fluctuate – often seemingly on a class by class basis!

As Sevtap Karaoglu (2008) notes:

“Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting.”

2. PRIORITISE PAIR AND GROUP WORK

One of the most motivating ways to learn a language is through close collaboration and communication with other students, giving learners the opportunity to practice their communication skills. In turn, one of the quickest ways to demotivate a student is to minimise their participation and involvement.

Students learn best by speaking, listening, making, writing, creating and solving – ie. in the active learning mode instead of passive learning. Small-group activities and pair work facilitate these active learning opportunities and boosting self-confidence can also increase their motivation to learn. They also allow all students (even the quietest ones) to express their ideas and working cooperatively can also reduce behaviour incidents and build a mutually supportive classroom environment.

3. CREATE THE RIGHT CLASSROOM ENVIRONMENT



Creating a classroom environment that is conducive to learning and where students feel able to grow and succeed is clearly a key element in building students' motivation. Allowing students to personalise their learning space can also have a positive, motivational effect.

One key element to consider is where students sit and how the classroom is oriented. Wherever possible, try to create a layout which maximises eye contact, both between teacher and student and also between students. Linked to this, it's important that students are all physically included and that no-one is sitting alone or outside pairs / groups. The classroom also needs space for students to move from group to group, but not so much space that the atmosphere is quiet and there's little engagement in the lesson.

1.2. PROVIDE A CLEAR PATH OF SUCCESS

Professor Zoltán Dörnyei from Nottingham University is an expert in motivation studies. His work in the field has clearly identified that learners who are able to construct clear mental images of themselves as successful second language speakers tend to more often achieve their goals. Dörnyei explains that educators *“should take the perspective of trainers and cheerleaders, helping learners to imagine themselves in their ideal L2 personae and thus leverage their motivation to better their learning outcomes“*.

Perhaps the best way to do this is to provide a step-by-step plan that gives each

learner a clear and achievable route to achieving their goals. As such, ensuring that and showing how each lesson and activity clearly contributes to those targets is vital. Constantly reminding students of the objective they are working towards can also pay dividends.

5. PERSONALISE LEARNING AND GIVE STUDENTS AGENCY

When students are offered choice and flexibility in their learning, they are more clearly able to see and feel that it has been tailored and personalised to their individual learning styles. Students then feel that they have licence to say what they want to say and how they want to say it. Educators who offer this flexibility motivate learners to go the extra mile and make more than expected progress.

6. KEEP EVERYTHING RELEVANT AND USABLE IN REAL LIFE

Whatever their core motivation for learning a language, all students want to feel that the learning activities they undertake are interesting, meaningful and relevant. It is important that they are learning skills that are designed to be used and that they are not just learning for learning's sake.

Language educators who focus their efforts on teaching students the skills to communicate with native speakers of their target language in real-world situations are therefore powerfully able to motivate learners to progress. Particularly when they also deploy realia and other authentic content (e.g magazines, social media posts and film / TV content) so that students can immediately see the applicability of their learning in the real world.

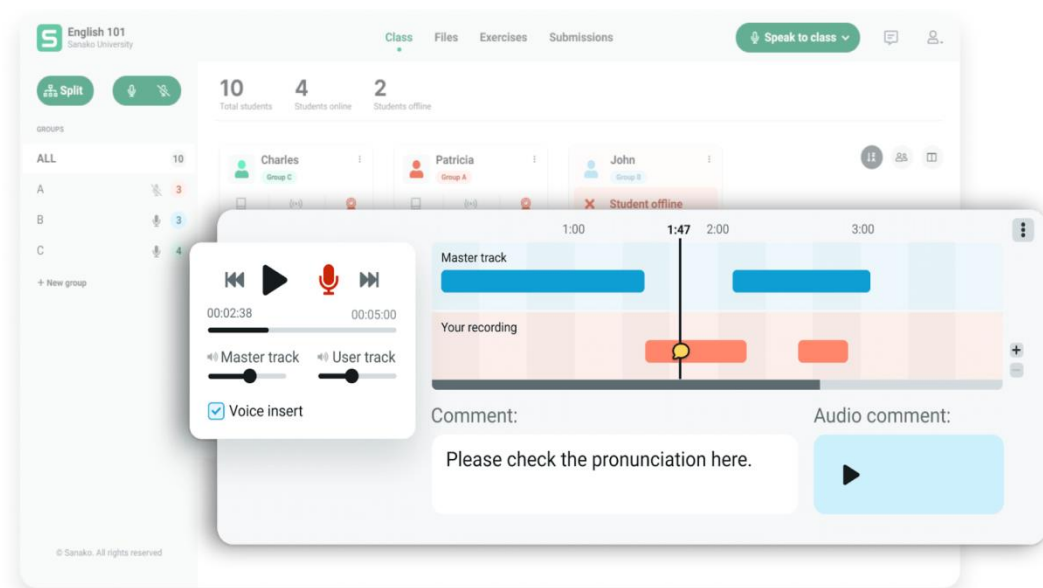
7. GIVE ALWAYS FEEDBACK

Most language learners want to succeed, so the careful use of praise and positive feedback can be powerful motivators to encourage their continued progress. As outlined at the beginning of this post, students can find it difficult to see the progress that they're making or where they need extra support / work. So there's an important role for language educators to play in providing that guide – marking assignments and detailing where improvement can be made is clearly a key part of this work.

Students who feel a sense of achievement will inevitably feel more self-confident, better able to lead their own learning and more motivated to succeed. Of course, it's a fine balance to ensure that your feedback doesn't slip into constant criticism of students who make mistakes. Students should feel that these are all part of the learning process and should be encouraged to take risks and stretch themselves beyond their current learning level.

1.3. BONUS STRATEGY: USE EDUCATIONAL TECHNOLOGY TO ENGAGE STUDENTS!

One additional way in which language educators can motivate students is by using engaging educational technology in their teaching.



Sanako's market-leading language teaching and learning tools for schools and universities include a wealth of unique features that help language educators to motivate students to keep learning. It's why the world's leading educational institutions choose Sanako as their preferred supplier to support online and in-classroom lesson delivery. Sanako solutions enable educators to:

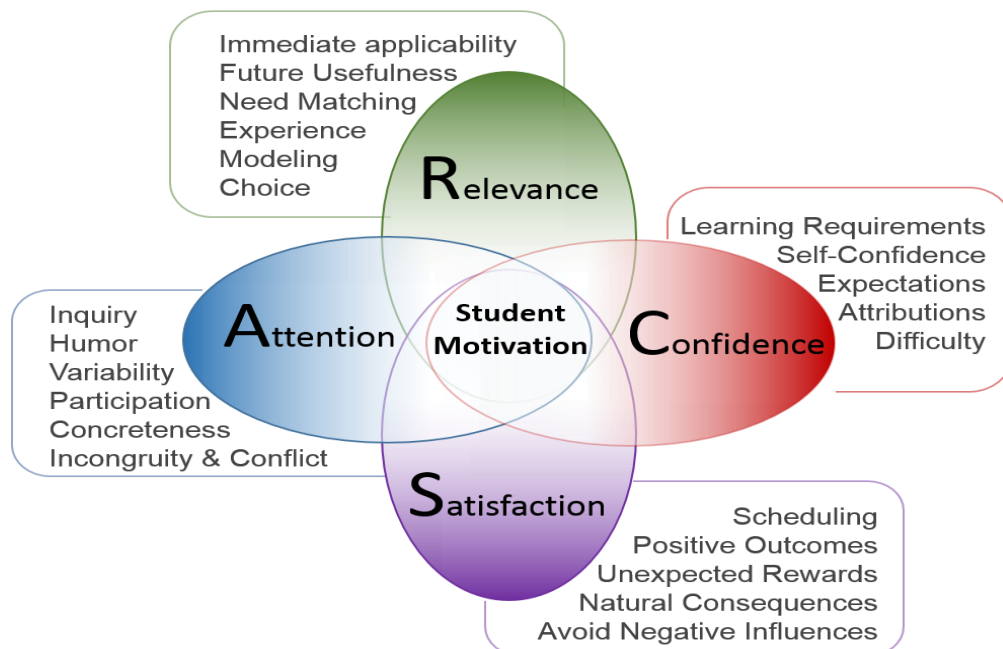
- Offer a wide range of opportunities to practice core language skills. In fact, Sanako Connect has been specifically designed to increase the time each student spends speaking and actively practicing conversations during classes whether you teach in the classroom or remotely.

- Create lessons that grab their attention, are creative and which make use of a wide variety of different stimulus materials. Connect makes it easy for teachers to upload a wide variety of learning material for students to use. Any number of interactive content, PDFs, presentations, YouTube videos and web pages can, for example, be easily attached to an online lesson plan and shared with students.
- Make lessons easy to access and resources easy to find. With Connect, students can flexibly participate in lessons from anywhere with an internet connection and can conveniently access all of the language lesson resources within a single application.
- Help demonstrate the progress students are making and simply provide feedback on areas for future development. This can be easily shared with students via Sanako Connect's feedback functionality, which allows educators to add time-coded feedback for student's speech and pronunciation recordings.
- Tailor their teaching to every student's needs. Connect helps language educators to identify student engagement with each lesson and each sub part. Connect notifies the teacher when, for example, students recorded their speaking practice or whether they opened the translation exercise. Teachers can clearly identify progress (or the lack of) and address areas for improvement with targeted lessons and resources.

Glossary:

- **Intrinsic motivation** is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.
- **Expectancy** refers to a student's expectation that they can actually succeed in the assigned task. It energizes students because they feel empowered to meet the learning objectives of the course.

- **Value** involves a student’s ability to perceive the importance of engaging in a particular task. This gives meaning to the assignment or activity because students are clear on why the task or behavior is valuable.
- **Cost** points to the barriers that impede a student’s ability to be successful on an assignment, activity and/or the course at large. Therefore, students might have success expectancies and perceive high task value, however, they might also be aware of obstacles to their engagement or a potential negative affect resulting in performance of the task, which could decrease their motivation.
- Arabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL achievement. *Applied Linguistics*, 37(3), 307-333.
- Arabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL achievement. *Applied Linguistics*, 37(3), 307-333.



TOPIC 3. TEACHING AN EFFECTIVE LANGUAGE LESSON

1.1 Strategies for Teaching English Language Learners

1.2 Different methods of teaching English language

1.3 Specific basic Approaches to Teaching English in Modern Times.

KEY TERMS:

Strategy, language acquisition, first and second language acquisition, language proficiency, language assessment, visual manipulate, collaborate, method, approach, grammar translation, natural method, audio lingual, Sugestopedia, humanistic approach, silent way method, total Physical response, Content and Language Integrated Learning(CLIL), Communicative Language Teaching, lexical syllabus, Project- based approach, task- based approach.

Classroom in the Middle East are highly diverse, students come from different cultures and not everyone has English as primary language. Educators must view themselves as language teachers to help English learners understand both content concepts and English simultaneously, all educators need to view themselves as language teachers.

1.1 Strategies for Teaching English Language Learners

Here are 10 tips for supporting ELs in general education classrooms

1. Know the language of your content

English has a number of words. A student may understand one meaning but doesn't know another meaning. These are called polysemantic words. You should review the vocabulary of your content area often and check it with English learners just to assure they know the words and possibly multiple meanings associated with those words.

2. Be aware of students needs

Your task as an educator doesn't stop from the walls of the classroom. You need to understand each student's family background and current circumstances they're in. When they have to take a jobs to support their families, you have to consider that homework assignments are not priority.

3. Know your students' background

You should be more aware of who your students are- background and educational experience. They may be literate in their native language. Understanding this may provide you with a better understanding of their educational needs and ways to support them.

4. SWRL

There are four domains of language acquisition namely Speaking, Writing, Reading, and Listening. They need to be equally exercised across content areas. These should all be covered and thus is essential to their English language development.

5. First and Second Language Acquisition

Second language acquisition are not required as part of teacher education programs. However, understanding these theories about language acquisition and the factors that affect language learning will definitely help you reach English learners effectively.

6. English language proficiency

Social English proficiency and academic English language proficiency are different terms. One student may be proficient in one vs the other. The level of academic English may be based on a higher level of basic interpersonal communication skills (BICS). For example, a student may be able to orally recall the main events from their favorite movie but struggle to recall the main events that led up to the Civil War.

7. Language Assessments

Find out how they assess how student's English language proficiency is assessed and what are the results of those assessments. It can provide with a wealth of information that aid in palling lessons that support both language acquisition and content knowledge.

8. Visual Manipulative

Have a diverse range of authentic resources like menus, bus schedules, post cards, photos and video clips. It can help a student grasp content concepts.

9. Language proficiency strategies

Know the level of English language proficiency at which your students are functioning in order to identify strategies to be used. Not all strategies are appropriate and not all learners can grasp something easily. Knowing which scaffold are most appropriate will take time but will support language learning more effectively.

10. Collaborate

Seek support from other teachers who also teach English learners. They can support in building content concepts. These are vital for student success.

1.2 Different methods of teaching English language

“Classroom”, a word that brings to our mind a setting wherein a teacher stands in front of a class of 30 to 40 students, delivering a lecture with a specific gravity in his/her voice. This is the method of teaching that was prevalent when we were in school some two decades ago. However, things have changed over the years, and though it was one of the most effective methods of teaching English to young students, it no longer considered the same now. This is due to various reasons, maybe because:

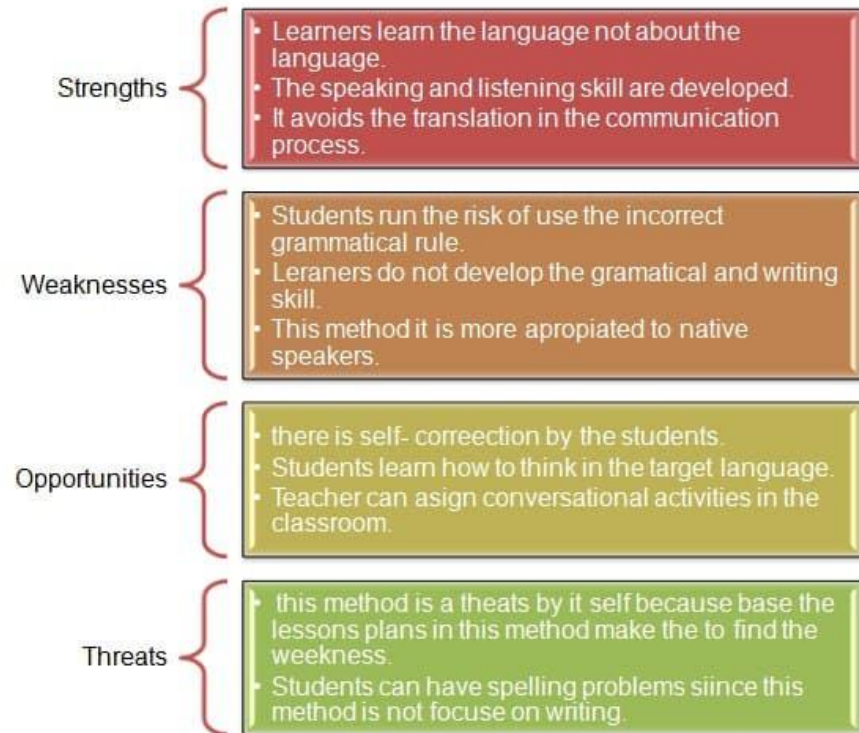
- the present generation gets exposure to the world through social media
- their knowledge base is augmenting by the information available on the internet
- the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process.

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays.

In general, everything you teach needs to be relevant to the students’ environment, as students are the focal point of the teaching and learning process.

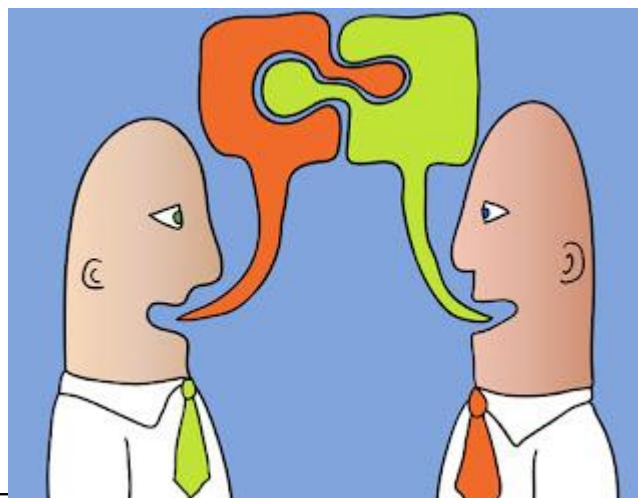
The English language is the language of the world, and English teachers have

changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.



Natural Method –

This method of teaching English, also known as the direct method, seems to be a response to the Grammar translation technique. In this process, the teacher who is aiming to teach English as a second language, asks the learner to think in English so that they can communicate in English.



Audio Lingual –

This method of teaching English was initially called ‘the Army Method,’ as it was

devised during the second world war when it became necessary for soldiers to learn the language of their opponents. It resembles a direct method in a way. This approach is based on thinking in the language and expressing thoughts in the same. And in the process, learning happens.

The Teaching process is based on Skinner's theory of behaviorism and his representative experiment of operant conditioning. According to which a positive reinforcement helps in learning new things.

In this approach, the student is supposed to learn the language's structure and everyday usage rather than emphasize understanding the words. Patterns of commonplace discussions are taught, and the learners repeat it, followed by testing. This process is carried on until the student answers correctly.

Humanistic Approach – During the 1970s, teaching and learning course underwent a radical change wherein the learner's innate potential and acquired skills were the focal point of the education process. A few teaching methods were devised based on this idea, and these were grouped under the title of the humanistic approach.

Some of the Methods of Teaching English under the Humanistic Approaches are:

Suggestopedia

The diagram illustrates the Suggestopedia method in three stages:

- Teacher**: prepares environment and experiences. The teacher is shown holding a stack of books and a palette with brushes, surrounded by musical notes.
- Learner**: play/act, resolves on multiple levels. The learner is shown with a lightbulb above their head, indicating unconscious and conscious thinking, and is surrounded by musical notes.
- Relaxed Review**: set to music. The learner is shown lying down, relaxed, with musical notes around them.

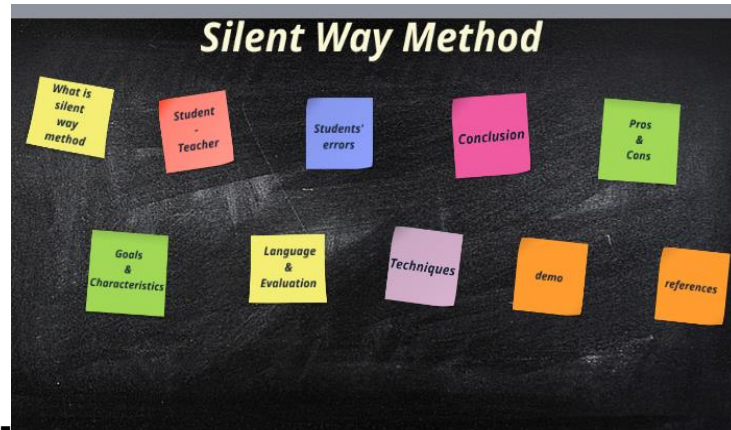
What do you think of the following statement?
"Learning is a matter of attitude, not aptitude."
Georgi Lozanov

Suggestopedia—

This method of teaching English is based on the fact that the mind has great

potential and can memorize information by suggestions. This method uses certain principles of memory to teach English as a second language.

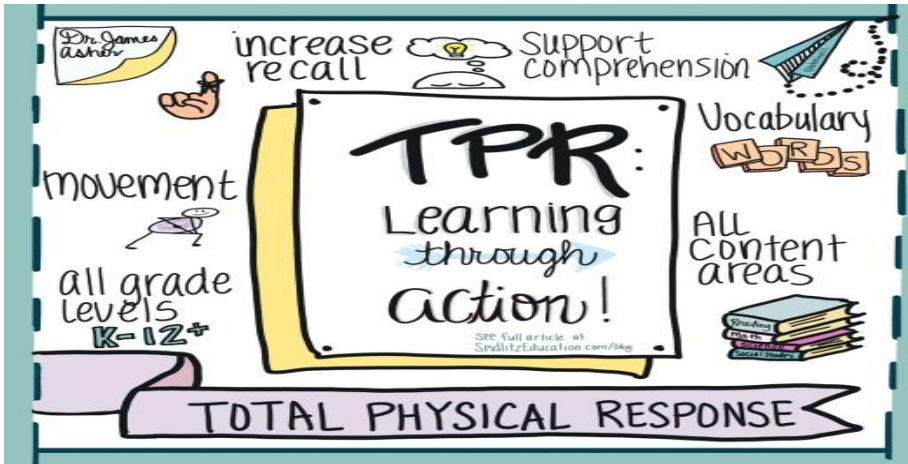
The learners are provided with chunks of new information in the original language (English in our case), and it is read aloud with classical music in its background. This activity is known as a concert reading.



Silent Way-

This method of teaching English, also known as the Natural approach, is based on the idea of how human beings learn to speak their mother tongue. Caleb Gattegno devised this method of language teaching. According to him, the teacher should be silent as much as possible, but the students should be motivated to speak the language. The silent way method uses elements such as color charts and the colored Cuisenaire rods, etc. Certain principles on which this method is based are: Learning happens when the learner learns to discover new things about the foreign language and is creative rather than repeating what is taught.

Total Physical Response-



This method involves acting out language rather than speaking. It can be through mimicry or only responding to audiovisual cues. Games like ‘Simon says...’ or the charades are classic examples of this method of teaching.

This method is a fun way of learning language and therefore is very useful.

Content and Language Integrated Learning (CLIL)-

This method applies to schools where most of the important subjects are taught in English. This is prevalent in modern classrooms. The focus is on the content, and the lessons are tailored to suit the student’s needs and preferences.

CLIL is effective in teaching students the real-life application of the English language as a means of expressing culturally.

Communicative Language Teaching-

This broad term is an accepted standard of teaching English in modern times. It does not focus on grammatical fluency. Instead, it emphasizes on communicating the meaning of the message; in other words, it focuses on how well a person (non-native speaker) can deliver in the English language.

The various characteristics of this method are:

1. Interaction in English language results is a proper understanding of the language.
2. Students are taught strategies to understand English.
3. The experiences of the students are focused on making up the content of the lessons.

4. Authentic text in English is used for teaching
5. Principled Eclecticism: This refers to the variety of teaching methods, depending on the aptitude of the learner. Different methods are put together to suit the requirement of the student.

Now let us Sum up Specific basic Approaches to Teaching English in Modern Times.

1. **Task-Based Approach** – This approach focuses on competencies the students want to develop and is based on the idea, why is English taught? Rather than what is shown. So here, the language is learned by doing certain activities and relating English to daily conversation. The tasks given range from ‘ordering in a restaurant’ to ‘reviewing a movie,’ and the grammar and vocabulary revolve around the job itself.
2. **Project-Based Approach** – as a teacher, you need to ask yourself why your students have come to learn English. Now keeping their requirements in mind, you need to devise a project which the learner works on. The project might be a role-play or a presentation.
3. **Lexical Syllabus** – In this approach, the teacher is supposed to develop the student’s vocabulary, which is specific to their needs. The word list, if found to be big, is categorized under different headings. For, e.g., the coronary syndrome is terms related to medicine, and so their word list will consist of these words.
4. **Usage of Smartphones in the Classroom** – Smartphones have become an inevitable part of our existence. It also provides many essential tools to students like a dictionary, reference apps, or grammar apps. The only thing is that we must guide students about how to use it.

In Conclusion

Teachers are the torch bearers of a civilized society. For ages, teachers have used different methods, approaches, and styles to suit the child’s requirements. Teaching English as a second language is a challenge as we can see that for non-native

speakers, various methods need to be devised. In India, English teaching is an exciting task, as we are multi-lingual and have a diverse socio-economic background. Still, general thinking identifies the English language as a mark of being literate. So teachers of this century put together all the methods to find the best one for our country. Although too much use of visual aids and gamification of education are still not widespread in our country.

Glossary

Strategy - a plan of action designed to achieve a long-term or overall aim.

Language acquisition - *the process by which humans acquire the capacity to perceive and comprehend language as well as to produce and use words*

First and second language acquisition- A first language is the mother tongue or native language of a person while a second language is a language a person learns in order to communicate with the native speaker of that language.

Language proficiency- *refers to one's competence in speaking a particular language.*

An effective teacher

1. Students are clearly motivated to come to his/her classes.
2. He/She creates a supportive classroom climate.
3. His/Her lessons are based on communicative task-based work.
4. His/Her students are constantly activated in class.
5. His/Her students learn English well.
6. His/Her lessons are orderly; students are consistently on-task.
7. He/She loves his/her students.

What is 'effective teaching'?

The following seven statements describe possible defining characteristics of an effective teacher.

How important is each?

Which would in your opinion be the most important, or 'key' criterion for effective teaching?

2

TOPIC 4. COMMUNICATIVE LANGUAGE TEACHING

- 1.1 Communicative language teaching (CLT) / communicative approach (CA)
- 1.2 Background of CLT
- 1.3 Classroom activities

KEY TERMS: role-play, interview, information gap, sharing opinion, group work, Scavenger hunt

Communicative language teaching (CLT) is an approach to language teaching and learning that focuses on communication as the primary goal. The main aim of this approach is to focus on developing the ability of learners to communicate in real-life situations. It focuses on the meaning and message rather than accuracy. (Richards and Rodgers, 2001)

Communicative language teaching (CLT), or the **communicative approach (CA)**, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority.

CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

Societal influences

The rise of CLT in the 1970s and the early 1980s was partly in response to the lack of success with traditional language teaching methods and partly by the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased number of people who needed to learn a foreign language for work or personal reasons. Meanwhile, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, with foreign-language study no longer confined to

the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children, rather than to the select few of the elite grammar schools, greatly increased the demand for language learning.

The increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn the language. Those methods assumed that students aimed to master the target language and were willing to study for years before expecting to use the language in real life. However, those assumptions were challenged by adult learners, who were busy with work, and by schoolchildren who were less academically gifted and so could not devote years to learning before they could use the language. Educators realized that to motivate those students an approach with a more immediate reward was necessary,^[5] and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.

Academic influences

Already in the late 19th Century, the American educator John Dewey was writing about learning by doing, and later that learning should be based on the learner's interests and experiences. In 1963, American psychologist David Ausubel released his book *The Psychology of Meaningful Verbal Learning* calling for a holistic approach to learners teaching through meaningful material. American educator Clifford Prator published a paper in 1965 calling for teachers to turn from an emphasis on manipulation (drills) towards communication where learners were free to choose their own words.^[9] In 1966, the sociolinguist Dell Hymes posited the concept of communicative competence considerably broadening out Noam Chomsky's syntactic concept of competence. Also, in 1966, American psychologist Jerome Bruner wrote that learners construct their own understanding of the world based on their experiences and prior knowledge, and teachers should provide scaffolding to promote this. Bruner appears to have been influenced by Lev Vygotsky, a Russian psychologist whose zone of proximal development is a

similar concept.

Later in the 1970's British linguist M.A.K. Halliday studied how language functions are expressed through grammar.

The development of communicative language teaching was bolstered by these academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching, a method that was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching, partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language then prevalent could not explain the variety that is found in real communication.^[12] In addition, applied linguists like Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In 1966, the linguist and anthropologist Dell Hymes developed the concept of communicative competence, which redefined what it meant to "know" a language. In addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains.^[3] That can be neatly summed up by Hymes's statement: "There are rules of use without which the rules of grammar would be useless."^[5] The idea of communicative competence stemmed from Chomsky's concept of the linguistic competence of an ideal native speaker. Hymes did not make a concrete formulation of communicative competence, but subsequent authors, notably Michael Canale, have tied the concept to language teaching. Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) refined the model by adding discourse competence, which contains the concepts of cohesion and coherence.

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method, which led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, which set out to provide a syllabus that would meet the needs of European immigrants. Among the studies that it used in designing the course was one by a British linguist, D. A. Wilkins, that defined language using "notions" and "functions," rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax but instead relied on real interaction. In the mid-1990s, the Dogme 95 manifesto influenced language teaching through the Dogme language teaching movement. It proposed that published materials stifle the communicative approach. As such, the aim of the Dogme approach to language teaching is to focus on real conversations about practical subjects in which communication is the engine of learning. The idea behind the Dogme approach is that communication can lead to explanation, which leads to further learning. That approach is the antithesis of situational language teaching, which emphasizes learning by text and prioritizes grammar over communication. A survey of communicative competence by Bachman (1990) divides competency into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence.^[15] Strategic competence is associated with the interlocutors' ability in using communication strategies.^[15]

Classroom activities

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target

language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.

Role-play

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.^[16]

Information gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.

Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students'

conversational skills, while talking about something they care about.

Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.^[17]

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

Since this activity is not as structured as some of the others, it is important for

instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

IV. AMALIY MASHG'ULOTLAR

TOPIC 5. CLASSROOM OBSERVATION IN TEACHING PRACTICE.

1. Classroom observation
2. Three types of Observation Checklists and What to Observe
3. Teacher Observation

Key words: classroom observation, analysis, analyze, teacher observation, student observation, check list

CLASSROOM OBSERVATION

When the teaching and learning of a foreign language takes place in a formal setting, it is necessary to observe and analyse systematically what is going on in order to understand such teaching and learning processes. Classroom observation has been used with different purposes: to compare teaching methods, to study the most efficient classroom techniques, to evaluate teachers and materials, etc. All these topics are fundamental components of classroom research. So, observation becomes one of the most important techniques to study what actually happens inside the classroom in a systematic way. In addition to direct observation, there are other procedures for classroom research. These include surveys and self-reports. Self-report data are obtained by conducting surveys, usually through interviews or written questionnaires. Even though questionnaires are not always filled out truthfully and their validity may be relative, the data obtained are important to form hypothesis that can be tested later on. Another problem with observation checklists and with surveys is that items have to be decided in advance and sometimes some irrelevant aspects are not included and no feedback is obtained. This problem can be solved with very open questions where the surveyed subjects can mention anything that seems relevant to them. This desire not to prejudge the importance of potential relevant events has led some researchers to explore the procedures and techniques of ethnography as a viable approach to classroom research (see van Lier 1988, Watson-Gegeo, 1988, Erickson 1981, Green and Walle 1981).

3 Types of Observation Checklists and What to Observe

Teacher Observation Checklist

A teacher observation checklist is used by school administrators to evaluate the performance of teachers to ensure that teaching practices are effective and meet school standards.

Here are the key areas to focus on when performing a teacher observation:

- **Effective Planning** – This encompasses the preparedness of the instructor in the subject matter (e.g Are assignments and group work planned according to instructional needs?) Does the instructor provide clearly thought out and stated directions? Are materials available and well organized?
- **Teaching Techniques** – This refers to the approach and delivery of the instructor to the subject matter (e.g Does the instructor: Make clear and practical demonstrations? Utilize guides and other available materials related to the lesson? Adjust their teaching method in accordance with student abilities?)
- **Student/ Teacher Relationships** – This pertains to how the instructor interacts with their students academically. (e.g Does the instructor use positive statements to students? Does he/ she graciously accept less than “right” responses with slow students? Does he/ she work to maintain a friendly and respectful teacher-student relationship with his/ her pupils?)

Student Observation Checklist

A student observation checklist is used by teachers to perform an individual or group evaluation on students regarding their behaviors and interactions within the classroom. Observation checks allow teachers to examine and adjust their teaching practices to cater to the learning needs of their students and determine ways to correct disruptive behaviors (if any).

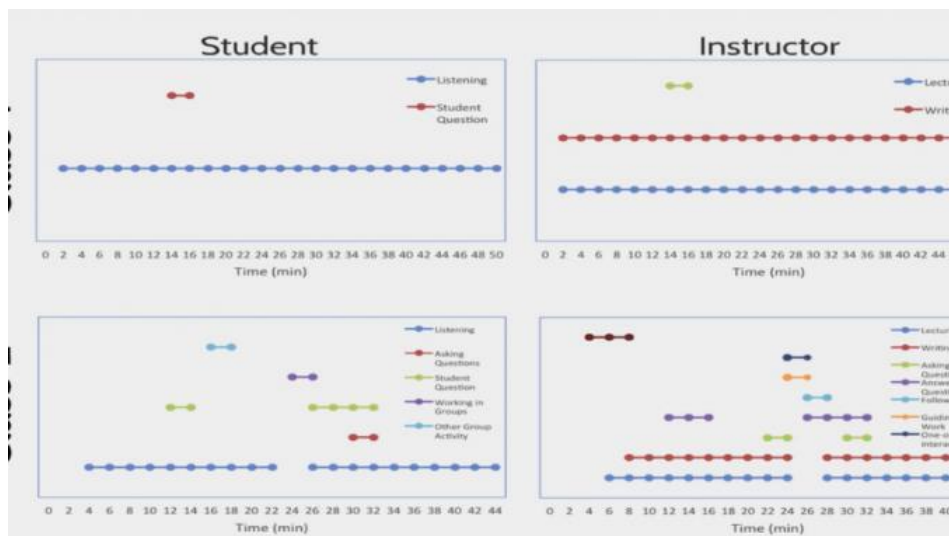
Key areas to observe in student observations are:

- **Academic / Instructional Behaviors** – This checks for the student’s working habits and organizational skills. (e.g Does the student work carefully and neatly? Does he/ she follow along with instructions and tasks? Is he/ she attentive to instructions and tasks?)

- **Social Behaviors** – This refers to the interaction of the student with the people they’re surrounded within the school (including peers and adults). (e.g Is the student friendly and respectful towards adults and his/ her peers? Does he/ she interact appropriately with peers in an academic setting?)
- **General Behavior and Conduct** – This area pertains to the student’s overall behavior. (e.g Does the student engage in disruptive behaviors in class? How is his/ her attention span? What about his/ her activity level?)

What is the Advantage of Using an Observation Checklist?

The advantage of using an observation checklist is that it is a great guide in gathering useful information that can provide more objective insight on what can be improved in teaching methods, classroom setup, and student learning.



This is an evaluation guide.

What is it?

Classroom observation protocols support the collection and categorisation of observational data about what students are doing in relation to what their educator is doing, typically in large group settings. Several different kinds of protocol exist, broadly categorised as either open-ended and holistic or structured and segmented (Lund et al, 2015). This guide focuses on the kinds of structured, segmented protocols which characterise, but do not judge, teaching practices.

What can it tell me about teaching?

Structured observations give educators objective information about how they and their students are spending time in sessions. This information helps with reflecting on whether the teaching approaches are bringing about the kinds of behaviours associated with significant learning.

The generic behaviours coded in COPUS are as follows, using a grid or app.

min	1. Students doing													2. Instructor doing										Comments:			
	L	Ind	CG	WG	OG	AnQ	SQ	WC	Prd	SP	TQ	W	O	Lec	RtW	FUp	PQ	CQ	AnQ	MG	1o1	D/V	Adm		W	O	
0-2																											
2-4																											
4-6																											

Excerpt from the COPUS coding form (Smith et al, 2013)

Classroom Observation

Aims

Classroom observations are used to support teachers and other classroom staff and to monitor the quality of teaching and learning at Whitefield. Observation contributes to the school's self-evaluation, to the School Development Plan and to the professional development of classroom staff. It enables us to recognise and reinforce good practice, to identify ways of improving teaching and learning and to highlight practice which ought to be shared more widely. In all these ways it contributes directly to the quality of pupils' learning and experience in school.

Organisation

Observations are organised by the Head of each School. Every teacher is observed three times, for a maximum of three hours in total, during the academic year (unless they request or agree to further observations for a specific purpose or are the subject of capability procedures). Two observations are structured and graded according to OFSTED criteria. The third scheduled observation is ungraded and may be a peer observation, an advisory observation by a line manager or other colleague with particular expertise or an opportunity for a less experienced

colleague to develop professionally by observing practice. The nature of the third observation should reflect the teacher's development needs. All observations link to a teacher's performance management and at least one of the two OFSTED style observations should be carried out by the line manager responsible for that teacher's performance management.

Some observations each term will be carried out by two observers as a way of moderating judgements and promoting a consistent approach.

Preparation

It is the observer's responsibility to ensure that the person being observed is aware of the purpose of the observation and of any particular focus. This may be discussed informally or in a brief meeting in advance of the observation. Observers are expected to plan for the observation by reading any paperwork given in advance and familiarising themselves with the class to be observed.

It is the responsibility of the person being observed to ensure that all relevant paperwork (previous observations, Welcome File, planning for the lesson and pupils' IEPs) are readily accessible to the observer and that they have advised the observer on any issues which may adversely affect the lesson (for example, it may be unwise for the observer to approach a particular pupil, a key member of staff may be absent and replaced by a less experienced member of the supply team).

Evaluation, grading and recording

Specific pro formas are used to record OFSTED style, peer and professional development observations.

The pro formas for OFSTED style lessons are based on guidance in the OFSTED handbook and identify key criteria which contribute to the overall judgement. The final grade, however, is not the 'sum of the boxes ticked' but a 'best fit' of the grade descriptions on page 3. Observers and those being observed should note the conditions which mean that a lesson cannot be judged as satisfactory, however good other elements of the lesson might be.

Peer observations and professional development observations are based on the school's view of good practice. No overall grade is given.

Feedback

Verbal feedback should take place on the same day if possible and always within two working days of the observation. Written feedback should be given to the person observed within five working days and should take account of the comments made by the person being observed.

Teacher Observation

Learn all about teacher observation: what it means, how it's carried out, and why it's an important part of any teacher's development.

What is teacher observation?

Teacher observation describes the practice of sitting in on another teacher's class to **observe, learn and reflect**. Teacher observation is a **formal or informal** observation of teaching while it's taking place in a classroom or other learning environment. They're typically conducted by fellow teachers, administrators, or instructional specialists. They're often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. Various aspects of the class can be examined, such as routines, use of time, schedule, participation, teaching strategies, management strategies, learner interest, and much more. A teacher will naturally look for support on an issue that is difficult for them, but it's often a great method of being exposed to a new and different approach to teaching. Observation is important at every stage of a teacher's career, from NQTs to teachers that have a wealth of experience under their belts.

Teacher observations can also be called lesson observations, learning walks, **classroom observations**, walkthroughs, and many other things. They can be conducted for shorter or longer periods of time - anything from a few minutes to a full class period or school day. Educators can also use a wide variety of classroom-observation methods. Some might be nationally utilized models developed by educational experts, while others could be homegrown processes created by the educators using them.

What are the benefits of teacher observation?

Allowing another teacher into your classroom allows for sharing between both of you. It also allows for self-reflection by everyone involved. Best practices involve the sharing of resources, techniques and strategies. Teachers are responsible for their own growth and development, and observation is an excellent alternative to the traditional Professional Development seminars.

Benefits for the observer:

- Observe new techniques, strategies, ideas and resources.
- Gain insight into their own strategies and techniques.
- Observe student reactions from a different perspective.
- Help create a professional learning community with the best interests of the students in mind.
- Helps Personal Professional Development and growth.

Benefits for the observed:

- A chance to see the class through someone else' eyes.
- A chance to re-evaluate the classroom from a different perspective.
- Receive input (suggestions, ideas, resources) from a colleague.
- Creation of a professional learning community with the best interests of the students in mind.
- Helps Personal Professional Development and growth.

Glossary

classroom observation - an act of watching a teacher's performance in their classroom or learning environment.

analysis - detailed examination of the elements or structure of something.

analyze - examine (something) methodically and in detail, typically in order to explain and interpret it.

teacher observation - a formal or informal observation of teaching while it's taking place in a classroom or other learning environment.

Classroom Observation Record

Name of Teacher	Classroom	Date
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Use this observation sheet to support classroom observations between Greater Leadership Teams and/or peer visits.

Identify what is to be observed prior to the observation to ensure that it is focused on your development needs. This sheet is to be used to reflect on areas of professional development and to highlight areas of excellence.

Specific area of observation	Reason for observation
E.g. use of resources, meeting needs of pupils, inclusion/exclusion, assessment strategies, outdoor learning, development of their expertise	E.g. area of development, areas of excellence to be recognised

Description for Observer (Please state length of time observed)	Observer Name	Points for Discussion
<ul style="list-style-type: none"> • challenge and engagement • content • depth • progression • personalisation and choice • coherence • relevance 		

Peer Capabilities
Use this space to reflect on how you are encouraging others to develop...

Children's Individual	Effective Contributions	Responsible Citizens	Successful Learners

Classroom Observation Record

OFSTED, Standards	Observer Name	Points for Discussion
<p>Provision is safe and secure and promotes the all-round development of all learners while a strong emphasis is placed on the well-being and mental health of all learners.</p> <p>Staff are well equipped to meet the needs of all learners, including those with special educational needs, and ensure that all learners have the opportunity to succeed.</p> <p>Appropriate activities of the curriculum and assessment strategy.</p>		
OFSTED 4 Curriculum Objectives	Observer Name	Points for Discussion
<p>Ensure a consistent and coherent curriculum is delivered, which is appropriate to the needs of all learners.</p> <p>The purpose of learning is communicated and effective explanations are given for all lessons.</p> <p>Curriculum strategies enhance the learning experience and ensure that all learners have the opportunity to succeed.</p> <p>A wide range of resources and materials are used to support learning and teaching.</p>		

Classroom Observation Record

General Observations	Areas of Excellence	Areas for Development
<p>Give a brief overview of a lesson/lesson plan.</p> <ul style="list-style-type: none"> • shared learning intentions/ success criteria • effective differentiation • effective planning • management strategies and practicality of lesson 		

NQT Lesson Observation Guidance/ Observation Proforma

During a lesson observation, the observer is looking for the evidence of the following:

<p>Introduction</p> <ul style="list-style-type: none"> • Is it well paced? • Is the teacher organised? • Are the children engaged right from the start? • Are the children on task quickly? 	<p>Resources</p> <ul style="list-style-type: none"> • Are the resources easily accessible for the children and the teacher? • Are the most suitable resources being used?
<p>Pitch of the Lesson</p> <ul style="list-style-type: none"> • Is there enough challenge for the more able children? • Are the less able children getting the support they need? • Is the content of the lesson appropriate for the year group and range of abilities? 	<p>Classroom Management</p> <ul style="list-style-type: none"> • Are there opportunities for independent learning? • Do the children have strategies for when they are stuck? • Is there further learning opportunities available for children who have finished their work?
<p>Subject Knowledge</p> <ul style="list-style-type: none"> • Is new information and tasks explained clearly? • Is the input interactive? • Do the children understand what they have been doing? 	<p>Behaviour Management</p> <ul style="list-style-type: none"> • Are school procedures being followed/ reinforced? • Do the children know the expectations of their behaviour?

Lesson Observation

Date	Subject	Year
Time		
Number of class	Number of subjects	Stage/Year
Focus of observation	Observer	
Introduction	Resources	
Pitch of the lesson	Classroom management	
Subject knowledge	Behaviour management	
Awareness of needs	Priority	

Description	Characteristics of the lesson
Outstanding (1)	The lesson is at least good in all major respects and is exemplary in significant elements, as shown by the significant progress made by all of the learners.
Good (2)	<p>Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are well motivated.</p> <p>They work in a safe, secure and friendly environment.</p> <p>Teaching is based on secure subject knowledge with a well-structured range of stimulating tasks that engage the learners while. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular, consistent and promotes progress.</p>
Satisfactory (3)	The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.
Inadequate (4)	<p>A lesson cannot be adequate if:</p> <ul style="list-style-type: none"> • Most learners, or a significant specific minority of learners, make less than satisfactory progress • Learners' overall behaviour or attitudes are unsatisfactory, spiritual, moral, social and cultural development are neglected, and learners' overall personal development is poor • The health or safety of the learners is endangered • The teaching is unsatisfactory. Unsatisfactory teaching is likely to have one or more of the following: <ul style="list-style-type: none"> ○ Weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils ○ Work badly matched to the pupils' starting points ○ Ineffective classroom management of behaviour ○ Methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners ○ Inadequate use of resources, including assistants and the time available ○ Poor assessment

TOPIC 6. CREATING AN EFFECTIVE CLASSROOM LEARNING ENVIRONMENT

1. Creating an effective learning environment.

2. Classroom Organization

3. Classroom Management

Key words: effective learning, classroom management, classroom organization, individual work, group work, pair work

The days where teachers stood at the front of the classroom and the students copied down text off a blackboard or a textbook is long gone. To achieve an effective and successful learning experience, there should be a **focus on engaging students**. There are many ways that, as a teacher, you can improve the level of student engagement in your classroom.

Arranging Classrooms

Arranging your classroom to create an effective learning environment is the first step towards engaging your students. First of all, both teachers and students should have **easy access to all the materials** they will need in lessons. Think carefully about which materials you use regularly and what is only occasionally used when arranging the classroom.

Safety is also a primary concern when you are planning the room. Think about trip hazards and safe storage of any items that have the potential to cause harm to a child. Also, look at the room from a child's perspective and get down to their height. Where you have placed classroom furniture may look great to you, but it may be the right height for children to bump their heads on. The classroom should also **promote reflective learning**, as this will help them develop skills in analysis and critical thinking. Creating separate workspaces, questioning students, keeping learning journals, and allowing reflection time are all strategies to promote reflective learning.

The Student Perspective

When trying to create an effective learning environment, you must take into account the student's perspective. Giving them a **sense of ownership** is one way to encourage students to feel proud of their classroom. Displaying their work is one strategy to help them take pride in their classroom and respect space. Asking students for their thoughts on the classroom is another strategy that you can utilize.

An Effective Learning Environment

For a classroom to be effective, there must be an **engaging learning environment**. Many different elements contribute to making a classroom effectively, and it is important to take each of these elements into consideration.

Classroom Organization

The organization of your classroom is another element that will impact a positive learning environment. At the beginning of the school year, think carefully about what **resources and materials your students will need** as part of their lessons. It is important to review the materials throughout the school year and replace things that the students have used but still need for their lessons.

Storage and access are two further considerations. Everything needs a storage place to keep the classroom tidy, but students still need to access any resources they need. Take a look at the space you have available in the room and the different resources. This will help you to choose the best storage solutions for each item. You will also need to ensure that the students can get to the materials on their own when they are working independently. Similarly, materials should be stored so that students can return items they have finished using on their own.

Components and Importance of an Effective Learning Environment

Developing an engaging and positive learning environment for learners, especially in a particular course, is one of the most creative aspects of teaching. Typically, the focus is either on the physical learning environments (institutional) like lecture theaters, classrooms, or labs; or on different technologies that are used to develop online learning environments.

However, the learning environment is an expression that is a lot broader than these components. The term comprises of:

- Learners' characteristics;
- Learning and teaching goals;
- Activities that support learning;
- Assessment strategies that drive and measure learning;
- A culture that directly infuses a learning environment.

Typically, social, physical, psychological or cultural factors involved in a learning environment deeply affect the learners' learning capabilities. If the learning atmosphere is not conducive to gaining new knowledge or skills, it will be hard for learners to remain engrossed or interested.

For example, stress significantly affect the cognitive functioning. When you combine stress with learning processes, the negative thoughts outweighs the positive ones. Such learners find the learning environment more like a threat to their self-esteem than a platform to improve or learn new skills. To overcome this, the instructors hold the responsibility to incorporate an arsenal of strategies that would inoculate learners against the negative attitude by providing enough positive experiences.

What Are The Factors That Make A Positive Learning Environment?

Following are the prime factors that contribute to establishing an effective and positive learning environment. Let's discuss some of the most important factors.

Address Learners' Needs

Just like adults, learners also have some psychological needs for order and security, love and belonging, competence and personal power, novelty and freedom and even fun. It is important to meet these needs at all times and to help learners progress and be taught with a positive attitude.

Any learning environment, where instructors accommodate these intrinsic needs, learners tend to be happier and more engaging. There are less behavioral incidences than otherwise and this fulfilling learning atmosphere help learners in developing the right learning attitude while establishing positive relationships with peers.

Keep it Positive

Learners respond far better to praise than punitive measures. Appreciation is the key to motivation, unlike humiliation, which is highly discouraging. Learners appreciate the freedom to express their opinions; similarly, the opinions of their peers also play a crucial role in defining their learning attitude.

That is exactly why actions like harassment or teasing are the number one cause for learners to drop out from the course rather than labeled as ‘dull’ or ‘stupid’ in front of others. While it is important to express opinions, it is also vital to remain positive rather than assault.

Provide Feedback

Feedback is the great way to connect with learners, facilitate online training and to set learning efforts in the right direction. Feedback is vital for learners as it helps them in tracking their progress and in changing their learning strategy accordingly. It helps them recognize their weak areas while improving the developed skills.

A feedback informs the learners where they are missing the mark and what is needed to be done. A feedback is not only a key to motivate the learner but this timely and consistent feedback ensures an interactive learning environment. It keeps learners involved and allows them to keep going while mounting a feeling of purpose and belonging.

Celebrate Success

In addition to feedback and appreciation, another way to establish a positive and effective learning environment is to celebrate the learners’ success. This could be anything from a shout out to a big reward. When learners’ achievements are recognized and shared by the instructors with other learners, it creates a sense of achievement and fosters healthy learning behavior.

Instructors can easily take out some time on a weekly basis to recognize each student for any of the specific accomplishment. This could also be done in the form of group activities or collective assignments or projects. In addition to the celebration, it is also important to discuss the processes or strategies used by the learner to achieve the objective. This will also act as a guide for others to use the same learning strategy and to improve their performance in the same manner.

Employ Interactive Games and Activities

An effective online learning platform is the one that establishes strong interactions and promotes collaborative learning culture. This means that it is imperative for

instructors to maintain positive relationships with the learners while also ensuring healthy association among the learners.

This can be done by using the best way of encouraging group activities. Introduction of non-competitive games and activities break down the cliques within a learning environment. This also assists the new and shy students to have a sense of belonging.

Such activities promote communication and collaborative working environment and establish cooperative learning structures.

There are hundreds of proven group activities and games that can be introduced as classroom activities. These fun activities make learners interested in attending the class and help them learn and progress in a friendlier environment.

Classroom Management

Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. In the early 1970s classroom management was seen as separate from classroom instruction. Teachers' management decisions were viewed as precursors to instruction, and were treated in the literature as if they were content-free. The image was of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in the 1980s, however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex.

The interwoven nature of classroom management and classroom instruction is especially easy to see from a student perspective. Students have at least two cognitive demands on them at all times: academic task demands (understanding and working with content) and social task demands (interacting with others concerning that content). This means that students must simultaneously work at understanding the content and finding appropriate and effective ways to participate in order to demonstrate that understanding. The teacher must facilitate the learning of these academic and social tasks. Thus from the perspective of what students

need to know in order to be successful, management and instruction cannot be separated.

Motivational Climate

An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of *value* shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. *Effort* ties the time, energy, and creativity a student uses to develop the "work," to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate students to learn.

Maintaining a Learning Environment

A teacher's classroom management decisions do not stop after the planning and establishment that is crucial to beginning the school year. As the school year progresses, classroom management involves maintaining the learning environment through conscientious decision-making concerning students and the classroom.

Teachers in a classroom teach groups of children. Maintaining the learning environment, therefore, requires teachers to focus on group processes. Jacob Kounin's landmark findings from the late 1960s on the management of classroom groups identified that the means by which teachers prevent problems from occurring in the first place differentiated them as more effective managers. Kounin, whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the 1980s, identified several strategies that teachers use to elicit high levels of work involvement and low levels of misbehavior. These strategies are: (1) with-it-ness (communicating awareness of student behavior), (2) overlapping

(doing more than one thing at once),(3) smoothness and momentum (moving in and out of activities smoothly, with appropriately paced and sequenced instruction), and (4) group alerting (keeping all students attentive in a whole-group focus). These tools help teachers to maintain the flow of instruction. A significant stumbling block to the flow of instruction is in attention to transitions between activities, lessons, subjects, or class periods. It is here that teachers are likely to feel that they are less effective in maintaining the flow of instruction. Effective transitions are structured to move students from one activity to another, both physically and cognitively. The goal of smooth transitions is to ensure that all students have the materials and mind-sets they need for a new activity.

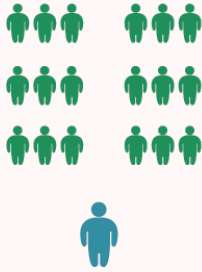
When Problems Occur

Though effective managers anticipate and monitor student behavior and learning, misbehavior and misunderstanding do occur. When inappropriate behavior occurs, effective managers handle it promptly to keep it from continuing and spreading. Though teachers can handle most misbehavior unobtrusively with techniques such as physical proximity or eye contact, more serious misbehavior requires more direct intervention. The success of intervention depends on orderly structures having been created and implemented at the beginning of the school year.

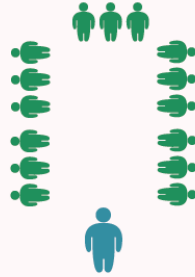
When students have misunderstandings about academic content or instruction effective managers look for ways to reteach content and to improve the clarity of their communication. In research studies teachers in classrooms that run smoothly score high on measures of instructional clarity. That is, they describe their objectives clearly, give precise instructions for assignments, and respond to student questions with understandable explanations. Classroom communication, teachers' clarity of instructions and understanding of students' needs, is particularly important in maintaining the interconnectedness of management and instruction. This communication is central as teacher and students make visible all of the aspects of the classroom that build a community. Maintenance of a learning environment combines a teacher's careful attention to group dynamics, individual student needs, and clear communication.

CLASSROOM LAYOUT

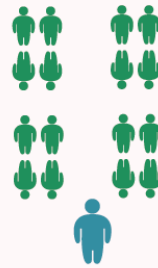
Theater



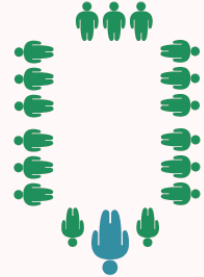
U-shape



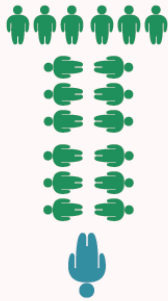
Clusters



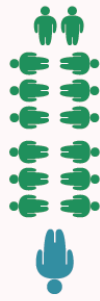
Rectangle



T-shape



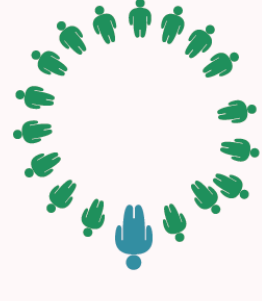
Conference



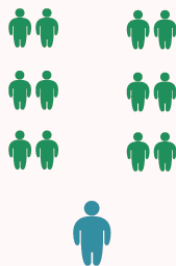
Round Clusters



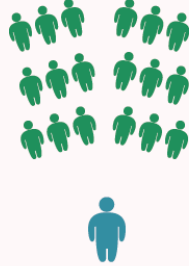
Circle



Classroom



Herringbone



Combination



What Is an Effective Learning Environment?

- Creating effective learning environments involves strategies that teachers use to maintain appropriate behavior and respond to misbehavior in the classroom.
- Keeping students interested and engaged and showing enthusiasm are important in preventing misbehavior.
- Creating an effective learning environment is a matter of knowing a set of techniques that teachers can learn and apply.

TEACH LIKE MIDDLEY PRESENTS

BEST LEARNING ENVIRONMENT

MUST HAVES FOR EVERY CLASSROOM

SPACE
STUDENTS NEED THEIR OWN SPACE IF THEY ARE TO FOCUS AND LEARN.

SUPPLIES
ANYTHING A STUDENT NEEDS TO FIND SUCCESS IN YOUR CLASSROOM SHOULD BE MADE AVAILABLE TO THEM.

ACCESSIBLE INFORMATION
STUDENTS NEED REGULAR ACCESS TO IMPORTANT INFORMATION.

VISIBILITY
STUDENTS NEED TO BE ABLE TO EASILY SEE WHAT'S HAPPENING AT ALL TIMES.

CLEAR COMMUNICATION
WRITE OUT INSTRUCTIONS FOR ALL TO SEE.

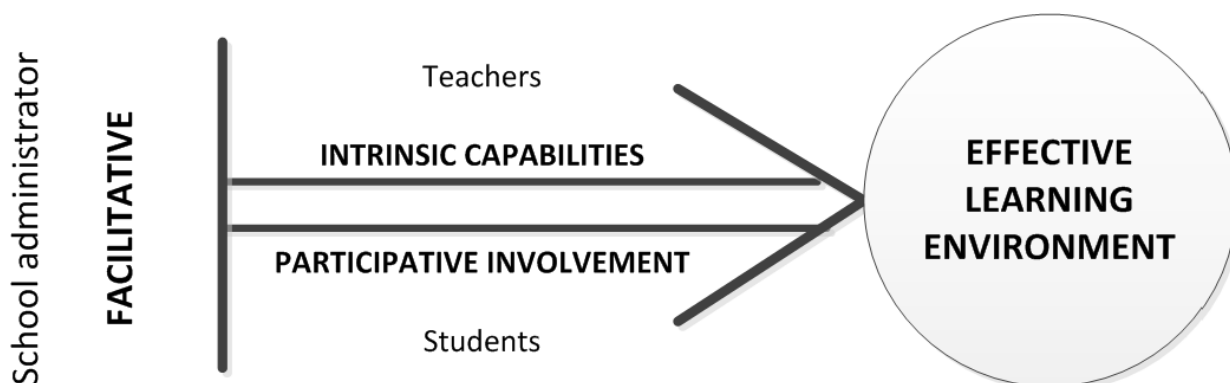
FOCUSED ENVIRONMENT
TAKE HIGH CUTSIEF BEYOND YOUR BOUNDARIES.

BOUNDARIES
MAKE SURE STUDENTS KNOW WHAT AREAS ARE OFF LIMITS.

PROCEDURES
PROCEDURES ARE THE BACKBONE TO ANY EFFECTIVE LEARNING ENVIRONMENT.

TRUST & RESPECT
EVERY STUDENT NEEDS TO FEEL THAT YOU CARE THEM AND ARE THEIR CHALLENGERS TO SUCCESS.

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TOPIC 7. LEARNER-CENTRED TEACHING

- 1.1. What is a learner-centred approach?
- 1.2. Learner-centered approach activities
- 1.3. Learner-centred pedagogy in the era of technology and social media

Key terms: learner-centred approach, Foster collaboration, Stage presentations, gamify learning, practice the soft skills , Five Domains of Learner-Centered Teaching, Social Media and Blogging as Tools

When gearing up to plan a learning and development program, it's a good time to look at how your training is delivered and see where you can adopt a more learner-centered approach in your sessions.

Whether you deliver your training face-to-face or through an LMS, taking a learner-centered approach has a dramatic impact on how much of the training information your employees will retain.

1.1. What is a learner-centered approach?

A learner-centered approach views learners as active agents. They bring their own knowledge, past experiences, education, and ideas – and this impacts how they take on board new information and learn.

It differs significantly from a traditional instructor-centered approach. Traditional learning approaches were informed by behaviorism, which sees learners as 'blank slates' and instructors as experts who must impart all the relevant information. This

approach sees learners as respondents to external stimuli.

University lecturer Martha Kennedy defined it as:

“...a classroom dynamic in which the students participate actively while the teacher might take a (seemingly) more passive role. It boils down to group work, one-on-one tutoring in the classroom between student and teacher, student presentations...To learn a skill, students must be directly involved. No teacher can stand there and tell the students how to do something and expect the students to leave the classroom able to do it.”

This is the principle that underpins both Cognitive Learning Theory and Constructivist Learning Theory, and is also featured in Adult Learning Theory.

Why take a learner-centered approach?

Each learning theory has its own school of thought, but one point seems to crop up again and again: the more engaged employees are in the learning process, the more they will retain when they get back to work.

1.2. Learner-centered approach activities

Here are some practical ideas for incorporating learner-centered activities into your corporate training:

1. Foster collaboration with group projects

Think of yourself as a coach on the sideline of a sports game. You're offering advice and encouragement where necessary, rather than a lecturer delivering a monologue to learners.

2. Let learners develop content

Start a forum within your LMS or upload podcasts or videos for your learners and let them work individually or in groups to contribute to it. Let them know what topics should be covered and encourage them to research them. Over time, this channel will become a valuable resource for everyone at the organization.

3. Stage presentations

Or, instead of using their research to create different types of media, ask your learners to develop presentations, which can be delivered in-person or via a live

webinar (particularly handy for remote teams). Not only does it help your learner learn the topic inside out, they also get a chance to develop another important workplace skill – presenting.

4. Hold a competition

A little healthy competition can really spur motivation in a group. You can even let the group decide what the nature of the competition will be, and what the prize will be – or if it's just for pride.

5. Hold a debate

Split the group in three and give them a motion. One group argues for the motion, one argues against it, and the final group judges. All groups have to stay fully engaged with the topic until the end, and should come out of the debate thoroughly informed on the issue. Again, this can be in-person or via a live training session held in your LMS.

6. Gamify learning

Games are a great way to add an element of fun to the learning environment. Gamification has been a huge trend in online learning in recent years. Any good LMS will have gamification features such as leaderboards, badges, points, and more that will encourage learner participation.

7. Pose a problem

Learner-centered approaches work best when your employees feel like they're solving real problems and learning skills they can put to work immediately. As such, you can pose real problems the company is facing and ask your learners to identify creative and innovative solutions. With a mix of different levels of experience and skill sets in each session, you will come up with solutions that are genuinely valuable to the company.

8. Do role-play

This is perfect for Sales and Customer Service training. Divide the learners into pairs and let them take turns in the role of the customer. Again this can be done face-to-face or through an ILT in your LMS. Letting them step into the shoes of your customers is likely to make them more empathetic when they're speaking to

them.

9. Brainstorm

Twelve heads are better than one. Not all training techniques need to be hi-tech and fancy; just choose a topic you want your learners to know more about and ask them to volunteer what they already know. As a group, the chances are they know a great deal – and you can fill in any gaps as necessary.

10. Do a demo

Whether you're training on something highly scientific or the ins and outs of new software, showing is often better than telling. Stage a demonstration to show exactly how it works. This can be achieved by uploading a step-by-step video to your LMS.

As well as learning about the topic at hand, learner-centered approaches give your employees ample opportunities to practice the soft skills they need to use every day at work; communication, collaboration, and problem-solving – among others.

It's an active approach to taking in new materials where learners are given a large degree of autonomy. And it's ideal for a corporate training environment where individuals are expected to be able to work both independently and in groups.

Do you take a learner-centered approach in your training sessions, or do you prefer a more traditional approach? Are you planning on implementing any of the suggestions we've made above?

TABLE

Teacher-Centered Versus Learner-Centered Pedagogy

Teacher Centered	Learner Centered
Focus is on the instructor	Focus is on both students and the instructor
Students work individually	Students work in groups or alone, depending on the activity
The instructor observes and corrects	The instructor provides feedback and

Teacher Centered	Learner Centered
students' responses	corrective action when needed
Only the instructor answers students' questions	Students may answer each other's questions and use the instructor as a resource
Only the instructor evaluates students' learning	Students evaluate their own learning, which is supported by the instructor

DOMAINS OF LEARNER-CENTERED PEDAGOGY

Student-centered learning can be implemented in several ways—as team projects, nontraditional writing assignments, role play, and service learning assignments, just to name a few. **Weimer (2002)** discusses five domains that need to be considered when transitioning to learner-centered teaching (**Table 1.2**). The role of a teacher should be to facilitate the learning process and allow shared decision making about learning with students. It is important to create the right environment for learning, and faculty must be aware of knowledge-building processes and incorporate them depending on the course and curriculum. Assessment processes should be used to promote learning and should include self-evaluation and peer-evaluation strategies. When the factors of learner-centered teaching are well balanced, learners are able to retain the knowledge and develop skills for lifelong learning.

TABLE 1.2

Five Domains of Learner-Centered Teaching

Factor	Learner-Centered Pedagogy	Example
Role of the teacher	Instructional action should focus on students' learning	Approaches that avoid the tendency to tell students what to learn: Not “reading the syllabus” to students

Factor	Learner-Centered Pedagogy	Example
		Providing “how-to” study advice
Balance of power	Faculty share decision making about learning with students	Assignment choices and policy setting
Function of content	Content should be used to build a knowledge base and develop learning skills and learner self-awareness	Approaches that do not separate learning strategies from content: End-of-class summaries Exam-review sessions
Responsibility of learning	Cocreate learning environments that motivate students to accept responsibility for learning	Student-driven activities to create constructive classroom climates and logical consequences
Process and purposes of evaluation	Evaluation activities should also be used to promote learning and develop self- and peer-assessment skills	Self- and peer-assessment Evaluation of participation

1.3. LEARNER-CENTERED PEDAGOGY IN THE ERA OF TECHNOLOGY AND SOCIAL MEDIA

Learner-centered pedagogy is gaining ground in the realm of online education, where the concept of a classroom without walls harnesses the power of technology. Current and future generations of students are being raised in an environment that straddles the transition from books to terabytes of information. These generations are “digital natives” (Essary, 2011, p. 50) who are hooked up, linked in, and better connected than any prior generation. Faculty need to meet this shift in order to remain current and relevant within education. In conjunction with this shift, the attitude and methodology of educators needs to adjust to ever-evolving technologies. Already the role of teachers at the K-12 education is being redefined (Johnson et al., 2014), and so should the role of health professions educators. Students enter health professions programs with a preexisting e-professional

profile and “netiquette” is ingrained (Kaczmaxczyk, 2013), which, impacts their behavior as students and their journey toward professionalism. We present techniques that we have successfully used to engage the new generation of digital natives: blogging, debate, and art.

Social Media and Blogging as Tools in Learner-Centered Pedagogy

Use of social media as a communication tool has become the norm in many industries. The evolution of technological industries has led to the advent and higher acceptance rate of such tools in education (see **Chapter 10** for more information). At our institution, we have used blogging as learning strategy in Professional Issues, a first-semester course in which students blog and self-reflect on a number of health care and ethical case studies.

The implementation of a student blog requires foresight and deliberative execution. The idea of the blog is twofold: to harness the student’s enthusiasm early and to create a living document of the student’s reflections as the student progresses. The student’s advisors are also given access to the blog, providing a way to foster the mentor–mentee relationship. The creation of the student blog begins prior to the arrival of the student on campus. As soon as the student has an institutional email account, his or her blog page is created. Invitations with a message about how the blog will be used in his or her education are sent out via email. Various postings are made on the student blog throughout the Professional Issues course. Blog topics include compassion and empathy, discussions of various aspects of being a physician assistant (PA), and analysis of an ethics case. An assignment called “Gray Paper,” which is the first post of the blog, provides a further example of implementation.

For the Gray Paper, students select from a variety of gray paint chips from a local hardware store and are asked to read their shade of gray and share with the class how they will embrace gray areas in health care as they navigate the upcoming year. On the paint chip they write one word that describes best how they balance the science and art of health care and then attach the paint chip next to the board in

front of the classroom as a constant reminder of this reflection. This in-class activity is followed by a blog-posting assignment.

In the Gray Paper blog, students are asked to reflect on how they feel at the beginning of their journey to becoming a clinician and how they will embrace the gray areas of medicine. Students ponder how and why they chose this profession and what in their past lives led them to this point. They are further asked to reflect on what they think constitutes professional versus unprofessional behavior. Questions used to prompt reflection include (a) What experiences have you had as a consumer of health care with relation to professionalism? (b) How did those experiences impact your notion of what is considered professional versus unprofessional behavior? (c) How will that experience impact your future practice as a health care provider? Our experience with this reflective activity and with blogging in general is that students begin to see the challenges and acknowledge the difficult journey they will all navigate together.

At the end of the first academic year the paint chips are removed and, one by one, students read their words and once again reflect on their progress and their journey. They rededicate their gray message to the next year of their learning journey. They reread their initial post from the beginning of the year and make one last post to the blog about the past year, reflecting on what they have learned and experienced—physically, academically, emotionally, and mentally. As illustrated by the Gray Paper assignment, blogging is a learner-centered activity that motivates and empowers students, which encourages self-reflection and collaboration.

STUDENT-CENTERED LEARNING

Postmodernism is a theory that questions grand narratives and objective truth. Instead, it focuses on how truth emerges through contextual and subjective circumstances.

DEFINITION

"Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively." (Collins & O'Brien, 2003)

EXAMPLES

- 1 Play-based learning
- 2 Inquiry-based learning
- 3 Project-based learning
- 4 classroom debate
- 5 Montessori classrooms
- 6 Student-led conferences

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TOPIC 8. CLASSROOM DISCOURSE AND COMMUNICATION.

1. What is Classroom discourse?
2. Refining Communication and Thinking Skills.
3. Teacher talk.
4. Teacher-student interaction; student-student interaction

Key words: Classroom discourse; classroom interaction; negotiation of meaning; teacher talk; teacher-student interaction; student-student interaction

What is Discourse, and Why is it Important?

Generally, classroom discourse encompasses different types of written and spoken communication that happen in the classroom. Today, that definition goes even deeper to include representing, thinking, interpreting, expressing, reflecting, agreeing and disagreeing, and even debating and arguing. As teachers recognize the importance of constructive discussion and interaction in the math learning process, this model of classroom discourse is showing up more and more in classrooms across the nation. The full guide provides further details on why classroom discourse is so important to learning. Introduction.

Classroom discourse offers students a way to express their ideas, reasoning, and thinking. Classroom discourse can be a central element of acquiring mathematical knowledge and understanding the nature of mathematics. As the notion that students need frequent and regular opportunities to express their thinking expands, it's time to rethink the current teaching model. Today, we know that students can benefit from tackling challenging problems, with regular opportunities to express their thinking.

Classroom discourse describes what happens in classroom. It is a form of discourse which falls within language classrooms specifically verbal routines in classroom.

Classroom discourse describes what happens in classroom. It is a form of discourse which falls within language classrooms specifically verbal routines in

classroom. Classroom discourse includes features, such as modes of interactions, teacher talk, and unequal power relations. Classroom discourse, according to Clark and Clark (2008), is an intricate sociocultural process that involves techniques of meaning construction in the development of students' social identities. Teachers in classroom have a dominant role as they control the learning objectives, styles and activities. This role of teachers affects short and/or long-term learning of students. Therefore, it is of major importance to consider the role and communication of teachers in classroom. Teachers' talk and roles are attached to classroom discourse as teachers modify and adjust functions and forms of language to enhance interactions and communications in classroom (Ellis, 2008).

Refining Communication and Thinking Skills

Facilitating productive struggle allows students to wrestle with mathematical ideas and think about how to approach a problem. Their thinking may result in a solution, or it may set the stage for them to be open to hearing someone else's strategy or solution, either another student's or the teacher's. The process of finding a path to an answer gives students the opportunity to communicate their thinking and reveal understandings or misunderstandings. When a student develops a strategy or approach based on sound mathematical understanding, communicating what he or she did can increase the likelihood that the student will be able to use or adapt that strategy in future situations. See the guide for more information about teaching processes (such as 'You-We-I' vs. 'I-We-You') and how these techniques and shifts can be beneficial in the classroom.

Teacher talk

Teacher talk is the main source of learner information and the key for controlling class and students' behavior (Guo et al., 2010). Also, teacher talk is the crucial chunk of teaching a language. It is a special language used by teachers when talking to class members within educational setting. Also, it is the source of language input and it has direct inspiration on outcomes. Teachers in classrooms may address whole class participants as an application of IRF model, teachers may also speak to an individual student for leading less guided exercises and finally

speaking to members of a group for organizing acts and evoking self-initiated language and collaboration (Rashid, 2016). It is believed that teacher talk is not only important in managing classrooms, it is also of major importance in the processes of learning. Within the course of teaching, teachers usually clarify and make their talk simpler by slowing pace of their talk, speaking louder than usual, using simple words and rules and repeating certain themes. According to Brown (2001), teacher talk in classroom bears direct and indirect impacts on students. Indirect impact is present through means by which teacher encouraging and praising students, using ideas of students, repeating students' words, telling jokes and asking questions.

On the other hand, direct impact is present through presenting new ideas and discourses, correcting without rejecting, offering guidance and giving directions. Shim (2007) puts forth that questioning, offering feedback and eliciting are the most common characteristics of teacher talk. Teacher talk in classroom demonstrates certain adjustments to suit objectives and effectively involving participants, such as exaggerating pronunciation, repeating self, pausing, low subordination degree and using statements and declaratives more frequently than questions. Xuewen (2006) categorizes such modifications in teacher talk to the following categories: firstly, at phonological level, modifications include: slow delivery rate, intonation is exaggerated, contraction is avoided, special noun's stresses, more pauses and stress, and releasing final stops. Secondly, at syntactic level, modifications include: repetition, more questions especially yes-no questions and infrequent wh-questions, well-formed utterances, reduced complex utterances, preference to present tense and use of canonical words order.

Thirdly, at semantic level, modification includes: nouns are preferred in comparison with reference pronouns, frequent use of nouns and verbs, infrequent use of idiomatic expressions and employment of concrete over dummy verbs like do. Such linguistic modifications are also acknowledged by Ferguson (1971), Henzl (1979), Long (1983), Kelch (1985). Teacher talk plays an important role in classroom interaction. Teachers initiate, guide, monitor and feedback interaction

among participants. Aspects of classroom Aspects of classroom interaction are going to be discussed in the section that follows.

Classroom interaction

Interaction in classroom is a practice which fosters the advancement of learners' listening and speaking abilities. The interaction process encompasses two parties. So, it is not only one-party practice, rather two or more members sending and receiving utterances to establish a communication practice. Classroom interaction is a "social process of meaning-making and interpreting, and the educational value of interaction grows out of developing and elaborating interaction as a social process" (Scarino & Liddicoat, 2009, p. 39). It is proven in literature that classroom interaction is fluid and dynamic (Seedhouse, 2011). Classroom talk and interaction are "the collection and representation of socio-interactive practices that portray the emergence of teaching and learning of a new language through teachers' and students' coconstruction of understanding and knowledge in and through the use of language-ininteraction" (Sert, 2015, p. 9).

Classroom interaction, according to Allwright and Bailey (1991), furnishes "input, practice opportunities, and receptivity" (p.25). Therefore, it is significant to learning and teaching. Teachers should be flexible and allowing possibilities of student-to-student and student-to-teacher interactions. Also, the teachers should not have a dominant role in class, they should actively engage student in classroom interaction (River, 1987). Classroom interactions offer students chances to integrate target language structure/s to talk they produce. Interactions awaken students' instinct to respond and participate in interactions whether or not proficiency is necessary for tasks or activities being negotiated. Therefore, the success of any event in classroom is highly dependent on construction of communication between and among teacher and student (Daniels, 2001). Wellington and Osborn (2001) mark language in classroom as most important and has many roles, such as aesthetic, mental, educational and communicative. Language plays an important role in verbal class interactions as well as allowing students to think, reason and

negotiate classroom content. Language boosts exchanges of talk and advances learners' competencies and performance. According to Walsh (2006b) interactions are "context shaped and context renewing" (p.50). In other words, participants in interaction depend on context and remodeling of context for invoking their identities and actions. Also, context here is considered "a product and a project of participants' actions"

Classroom social interaction according to Scarino and Liddicoat (2009) takes place between teacher and student and vice versa also among students themselves. Interaction actively engages students to comprehend and interpret fellow students. Students in interaction not only perform, but also analyze happenings in classroom activities and practices. In the following subsections, I will discuss types of classroom interactions, teacher – student(s) interaction and student(s) – student(s) interaction, in particular.

Teacher- student(s) interaction

Teacher- student(s) interaction occurs when the teacher talks with one or more students. The teacher negotiates content with students, asking questions, using pupil's thoughts, giving directions, lecturing, correcting or explaining talk made by the students. Students in this regard can imitate teacher on how well to practice interaction and negotiation effectively . In interacting with students, teachers should concentrate on type of language which students can comprehend i.e. output should address all students' levels and must be understood. Also, teachers should plan in advance what they are going to say since this language serves as a resource to students. Moreover, teachers need to be careful about the way they speak, for example, tone, speed, intonation and voice. Furthermore, teachers should choose interesting topics for talks and discussion as they serve initiation for elicitation (Khadidja, 2010). Acknowledging this, the role of teacher in classroom interaction is directly connected to students' output development.

Similar to the teacher – student(s) interactions, student(s) – student(s) interactions have significant role in the development of classroom interactions as well as language development. Student(s) – student(s) interaction in classroom is

going to be discussed in the following subsection.

Student(s) – student(s) interaction

Interaction among and between students is another form of classroom interaction. Such interactions are noticed in classroom as students share notes, ideas and gratefulness. Interaction among students actively construct skills and knowledge (Scrivener, 2005). Social relationships among participants will also be established in course of interaction. Therefore, teachers should hearten active participation in classroom interactional practices. Student interaction is “a powerful way to reinforce what have been learned” (Naegle, 2002, p.128). Student(s) – student(s) interaction arises in peer interaction or group interaction in order to exercise language input and getting feedback when they correct one another or when they ask questions (Mackey, 2007). According to Lynch (1996) “group work is more likely to lead to negotiation of meaning than interaction with the teacher” (p. 111). Group work in this sense allows feedback to arise from students as they correct and feedback one another. Student interactions improve development of classroom inclusiveness, for example, enabling and nurturing quiet and or shy students to take more part in classroom interaction.

Conclusion

Classroom interaction drives teaching and learning processes, it involves teacher-student(s) interaction and student(s)-student(s) interaction. Group and pair activities are useful for negotiation of meaning. Such activities give students active part in classroom interactive discourse, for example, initiating, responding to and ending dialogues. Interactions in second or foreign language classroom control opportunities of learning which students receive. Both students and teachers contribute to the students and teachers contribute to the management of classroom interaction as well a students and teachers contribute to the management of classroom interaction as well as management of opportunities to learn.

Quiz & Worksheet - Academic Discourse in the Classroom

1. What is academic discourse in the classroom?

- The discussion of a school subject matter
- The discussion of student grades
- The discussion between teachers and school board members
- The discussion between teachers and parents

2. In your classroom, how should you use questions in academic discourse?

- To test how much your students have learned
- To challenge your students with a problem that's just a bit too hard
- To try to understand how your students are thinking
- To ask them about their personal lives to understand them better

3. Why is academic discourse something that you should incorporate into your math classes?

- Academic discourse tests student knowledge
- Academic discourse prevents rowdiness in classrooms
- Academic discourse increases learning
- Academic discourse lets student destress

KO‘CHMA MASHG‘ULOTLAR MAZMUNI
TOPIC 9. CULTURAL AWARENESS IN ENGLISH LANGUAGE
CLASSES

Problems to be discussed:

- 12.1. Culture and Foreign Language Learning
- 12.2. Identity and Second Language Acquisition
- 12.3. Conclusion

KEY TERMS: competence, communicative competence, sociolinguistic competence, teacher education, competence-based teacher education.

12.1. INTRODUCTION

Culture refers to our way of life, including everything that is learned, shared, and passed from one generation to the next. Although culture endures over time, it is not static. Language, values, rules, beliefs are all part of one's culture. Culture is passed on from one generation to the next through the process of socialization. Although there are many aspects of everyday life that are shared by most members of society, there are different conceptions and definitions of culture within this general approach. The dominant culture of a society refers to the main culture in a society, which is shared, or at least accepted without opposition, by the majority of people. Identity is a process of identifying or non-identifying with a particular position in life and continually modifying this position and attitudes toward it (Crawshaw, 2001, p.101). It is about how individuals or groups see and define themselves, and how other individuals or groups see and define them. Identity is formed through the socialization process and the influence of social institutions like the family, the education system and the mass media. The concept of identity is an important one, as it is only through establishing our own identities and learning about the identities of other individuals and groups that we come to know what makes us similar to some people and different from others, and therefore form social connections with them. The identity of individuals and groups involves both elements of personal choice and the responses and attitudes of others. Individuals are not free to adopt any identity they like, and factors like their social class, their ethnic group and their sex are likely to influence how others see them. The identity that an individual wants to assert and which they may wish others to see them having may not be the one that others accept or recognise. Often, in foreign language classrooms, the teacher or curriculum pays little or no attention to identity of the student. A student enters the classroom with his own identity and culture. When learning a foreign language, it is necessary for the student to learn the culture of the foreign language, too (Spackman, 2009, p.2). This is where the

question of culture and identity influencing foreign language acquisition happens. In many ways students are representatives of the identity and culture of their first language and where they come from. In order for the students to learn the foreign language, they must feel that they are comfortable in the classroom and can express themselves freely. However, they tend to become confused when they are faced with the new culture of the foreign language. What they often try to do is to adapt that new culture, in their sense of their identity and their culture and this often leads to uncertainty. Additionally, it results in the students feeling unsure as to where they belong in the community.

Culture and Foreign Language Learning Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. This understanding of language sees language not simply as a body of knowledge to be learnt, but as a social practice in which to participate (Kramsch, 1993). It is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world (Svalberg, 2007). The role of language in learning cannot be over-emphasised. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning. In teaching languages, the target language is not simply a new code – new labels for the same concepts; rather, when it is effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world. Gunderson suitably describes language and culture: “Language and culture are inextricably linked. Unlike the Gordian knot, nothing comes from separating them because they have little or no meaning apart from each other. And English has become a world language, one that dominates business and science. In many respects it is hegemonic. To participate in the world

economy and to benefit from the advances of science, it is believed, one must know English” (Gunderson, 2000, p.694). It is suggested that social class can also affect identity in language learners. This is due to a particular aspect such as financial matters. For instance, if a language learner does not have similar financial access, he will be somewhat left out or feel like an outsider to an extent. He will feel that he is not socially equal to his colearners. Another aspect affecting identity may be the personal abilities of the student. A personal ability is the competence to do something well. Those two factors can harm the students' sense of belonging to a community (identity) and perhaps obstruct their learning. "Although identity is conditioned by social interaction and social structures, it conditions social interaction and social structures at the same time. It is, in short, constitutive of and constituted by the social environment" (Block, 2007, p. 866). On the other hand, being successful in school means that students must "surrender great parts of their language and culture" and that "culture is part of identity, and identity relates to how well a student does in school and in society" (Gunderson, 2000, p. 693). There are several factors to think about within culture, identity and language that indicate how they are mutually connected. This is due to the country and its people uniting through language. It is implied that language is a way of expressing one's culture and identity, among other things. An approach to language teaching that has intercultural language learning at its heart involves developing with students an understanding of their own culture, and the recognition of the same in others. It also involves understanding the way in which this recognition influences the process of communication within their own language and culture, and across languages and cultures. Through intercultural language learning, students engage with and learn to understand and interpret human communication and interaction in increasingly sophisticated ways. They do so both as participants in communication and as observers who notice, describe, analyse and interpret ideas, experiences and feelings shared when communicating with others. In doing so, they engage with interpreting their own and the meanings of others, with each one's experience of participation and reflection leading to a greater awareness of self in relation to

others. The ongoing interactive exchange of meanings, and the reflection on both, the meanings exchanged and the process of interaction is an integral part of life in our world. As such, intercultural language learning is best understood not as something to be added to teaching and learning but rather something that is integral to the interactions that already takes place in the classroom and beyond. Identity and Second Language Acquisition More often than not, the identity and culture of the first language are quite different from the culture of the foreign language. This may lead to the students' identity changing or leaving them feeling lonely and isolated. Some teachers are not aware of this effect and thus make the problem even bigger. The curriculum contains cultural components and the teacher transmits this either wittingly or not. Learning a foreign language will theoretically demand the learner to adapt his/her values and behaviour (Jund, 2010). This implies that there is a strong connection between the language and culture and that it is represented in the culture of the speakers. It includes aspects such as beliefs, values and needs. The sociolinguistic aspect of communication refers to the attributes of speech, which rely on social, pragmatic, and cultural elements. This is notable, as language and interaction might depend on the social status of the speaker or hearer, as well as on social factors. It is essential to develop an awareness of socio-cultural and sociolinguistic differences between the first language of the student and foreign language. Such awareness may help both the teacher and the student understand issues of accidental failure and difficulties of communication (Cakir, 2006, p.158). Additionally, it may result in the discovery of a suitable solution. When individuals face new social cultures, they find that their sense of identity is weakened and that they suffer and are somewhat confused until a balance is reached. A transformational phase happens in the identity of the learner. It is a notion regarding identity and the essential idea that it revolves around is uncertainty. The feeling of uncertainty comes from being a part of something and feeling apart from it. It is at the same time confirmation and withdrawal of these feelings. This issue is important as it can create an uncomfortable, unconfident learner, or if developed in the classroom, may result in

a 'positive', well-balanced identity in a foreign language learner. The classroom environment can play a crucial part in the development of a learner's foreign language identity. This idea focuses on the learner as an active participant in the language learning process, and by extension, identity construction (Van Lier, 2008). Identity construction happens whenever learners are cognitively, emotionally and physically engaged. Learners begin to understand the complexities of their own language through classroom study of the target language. They also begin to select and use functional language that supports their new communicative needs. The process of integrating a new language into one's cognitive and psychological base requires time. Although the foreign language classroom defines a boundary between itself and the target language community, learner interactions within this context still influence the development of their foreign language identity. The classroom itself is a rich environment where learners display evidence of academic and social orientations. Whether interested in earning a particular grade or preparing for interactions in the target culture, identity work is part of the foreign language classroom. So, the acquisition process is dialectical. The learner discovers, deconstructs and analyzes both the first and the foreign language at the same time. It can be said that most students learn a foreign language thinking about it as an advantage that will allow them to fit in and access certain parts of the community to which they wish to belong. This reflects on the practices of language teaching. In the process of learning a language, language is a method by which one can express himself and his identity. It is also a means to challenge this socially constructed identity, and express the learner's prejudices. Regarding language learning, it is important to take into consideration and understand how language is "constructive of social formations, communities, and individual identities" (Luke, 1996, p.9). This emphasises the importance of language learning when a student is trying to construct an identity while at the same time being influenced by external factors such as society and culture. McCarthy, Fischer & Penny conclude that it is crucial for teachers to realise and begin to discuss the issue of "cultural identity, cultural difference, and cultural

community" (McCarthy, 2003, p.445). In the meantime, it is crucial for curriculum to develop and become more effective, as well as to construct forms of instructional practice that accommodate and reflect images of self among foreign language learners. This should begin with the realisation and acceptance that the students' multilingual and multicultural backgrounds are important and admired as a necessary instrument of learning. Moreover, it may even include new abilities to understand what the curriculum should provide. As a suggestion, the role of the school in this context is to help, adapt and adjust the student population differences during the learning process. It should concentrate on using the learners' needs, motivation and affinities, among other things.

Conclusion For meaningful and successful communication, students need to be aware of both the subtle and obvious differences that exist between their first and foreign cultures. The importance of interpreting speech styles and speech acts appropriately to communicate effectively is a critical component of foreign language teaching and learning. Confusion related to the appropriate and correct interpretation of speech styles and speech acts in the foreign language can arise from differences between their native language and the language they are learning. Language-learner identity is socially and individually constructed. Learners place themselves in relation to the situation at hand and take an active role in seeing themselves and others around them. Identity work happens during the process of language acquisition, no matter what the context. Language develops along with cognitive and emotional development (Granger, 2004), and learning a foreign language gives learners a new sense of who they are and their place in the world. Various contexts provide models for learners to imitate, and, if they choose, appropriate. The informal meetings language learners have with other learners, whether they be experts or novices, help them to control their own linguistic development, evaluate their communicative competence and (re)define their identity within the context. Our understanding of sociolinguistics has influenced our thinking about the way we teach a foreign language by emphasising the importance of knowing the relationship and the purpose of the exchange between speakers (Canale, 1983;

Bachman, 1989) As teachers, we need to value not only our students' native culture and language, but also how and why their educational background might influence their foreign language interpretation, acquisition, and production. Teachers need to consider the social and affective aspects of learning and using a foreign language.

TOPIC 10. SPEAKING/ LISTENING INSTRUCTION

1.1. Ways of giving speaking and listening instruction

1.2. Effective speaking and listening instruction

1.3. The Victorian English curriculum

Key terms: Think-pair-share, Speaking and Listening, Oral language, Receptive language, Expressive language, Instructional Strategies.

1.1. Ways of giving speaking and listening instruction

Use Think-Pair-Share + cold-calling as often as possible.

For example: “Take ___ seconds (or minutes) to jot down your thoughts about _____. [Wait the allotted time.] Now, take one minute to tell your partner what you thought. Then look at me when you’re both ready to share with the class.” Use popsicle sticks to cold-call, to ensure that you’ll call on *everyone* eventually. Make it clear to students that you expect everyone to have something to say because they’ve all just written and talked about their ideas.

When asking students to share, you can increase the rigor (and strengthen listening skills) by asking them to report on what their *partners* said. Let’s face it: when invited to “share with a partner,” many students are simply waiting for the other person to stop talking so that they can say what they think. Their definition of listening, as my friend Katy Wischow once put it, involves “staring in silence.”

Having to report on their partners’ ideas forces students to listen more carefully. It also gives them valuable practice in paraphrasing and summarizing. *Note:* the first

few times you do this, be sure to warn them so that they are prepared.

2. Encourage students to *restate or paraphrase* – not repeat – what their peers say.

If you ask them to “repeat” what others say, you miss an opportunity for them to practice paraphrasing. Repeating requires no thought. Also, repetition is boring – we heard it the first time. Make sure students know how to paraphrase and *why* it’s important.

When teaching students the value of paraphrasing — a vital conversational skill as well as a key critical reading skill – you might try the approach that Heather Lattimer describes in *Thinking Through Genre*. Her colleague asks students to talk about how they responded to an excerpt from *Bad Boy*, by Walter Dean Myers.

Each time the first few students answer, Lattimer’s friend ignores what they said and instead tells her own reaction. The students become uneasy and reluctant to volunteer their thoughts. Then she calls on another student and paraphrases what he said before giving her own ideas. The students are surprised (and, quite frankly, relieved). Then she debriefs with the students on the different ways she conversed with students. They get the point: paraphrasing is a way to show that you are listening to the other person.

3. Move from paraphrasing to inference as much as you can, and ask students for *evidence* to back up their ideas or arguments.

For example: “What can you infer from what James just said? What evidence gave you that idea?” Teach students how to paraphrase and infer early in the year so that they can log many hours of practicing these skills.

Also, clarify the difference between argument and evidence. No matter what grade or subject you teach, even if the terms are not new to them, the review will establish a common language in the room. Posters can serve as handy reminders. The more students are invited to explain their ideas, the stronger their inference and comprehension skills will become.

4. Treat students as sleuths out to solve a mystery.

Tell them that they are the Detectives, and you are the Clue-Provider. My high school Latin teacher was a master at this. He knew that if we had to figure things out, we would not only remember them but also be able to explain them. In his class, in order to catch all of the clues, we had to listen *very* carefully.

5. Ask *why* as often as possible, to give students more opportunities to explain their ideas.

This will boost their inference skills. Even when they give the “correct” answer, ask them why because (1) they might have guessed and (2) their explanation will teach others in the room who might not have understood the material.

Note: The first few times you ask why, students who aren’t accustomed to being questioned might back away from their response or become defensive. I like to tell students, “I’m not asking why because I think you’re wrong; I’m asking why because I genuinely want to know how you think and because your explanation will help your classmates understand this better.”

6. Require students to respond with *complete* sentences.

This practice will enhance their fluency and comprehension. Explain why you have this expectation (which is for their benefit) to make it the *norm* in your class. Initially you might have to correct them a few times and model it or provide sentence starters, but students will quickly get the hang of it. I’ve taught sample lessons in classrooms where I made it the norm within five minutes. Set high standards for discourse in your room, and students will meet or exceed them.

7. Don’t repeat what students say.

Students are like cats who want more food in their bowl: they train us! If you allow students to train you to repeat what they say, then they won’t develop proper speaking or listening skills. When you repeat what students say, it sends the message that they should not to listen to one another. It also teaches them to mumble because they know you will amplify everything.

Another downside is that repeating unnecessarily lengthens class discussions and undermines the ratio of student cognitive work. *Teach Like a Champion* author Doug Lemov describes an array of methods for enhancing this

ratio, including unbundling (asking numerous questions to dissect a topic or problem), feigning ignorance, and batch-processing (instead of responding to every single comment, responding after several have been made), among others.

8. Use think-alouds to model how you think, including the questions you ask and the way you figure things out.

Then you can invite students to pair up and practice their own think-alouds. Making thinking *visible* in this way makes it more accessible for everyone, especially those students who might otherwise believe that “some people just ‘get it,’ and some people don’t.” They will see that in fact reading and thinking *require work*. Good readers *wrestle* with the text.

9. Invite students to ask questions as often as possible.

But this does *not* mean asking, “Does anyone have any questions?” for which the answer is almost invariably, “No.” Instead, ask, “What questions could we ask in this situation?” or “What questions can we ask about ____?” Then write their questions down on the board to show how much you value them. As a default, students need to know the utility of applying Five Ws and the H (who, what, when, where, why, and how) to pick apart texts.

10. When reading aloud, require students to listen with a purpose or question in mind.

Reading aloud mindlessly is boring. It’s an invitation to daydreaming at best and disruptive behavior at worst. But you can’t blame the students; if you fail to engage them, they will find *something* to do. Spare yourself the agony by hooking them with a great question. For instance, invite them to make predictions based on evidence from the text so far. Then: “OK, let’s see who’s right!” and read the next bit.

11. When lecturing or presenting new material, provide guided notes to keep students engaged.

In addition to keeping students actively involved, guided notes provide models of good note taking, another important skill. They also ensure that everyone walks away with the same basic information and a review sheet for later reference.

Whenever a difficult-to-pronounce word appears, engage the *entire* class in choral pronunciation of the word.

It's highly probable that if one student mispronounces a word, others in the room would make the same mistake. In fact, if you correct this one person and move on, chances are good that the word will pop up again and someone else will stumble over it. So, it's better to spare this first reader the embarrassment and instead send a positive message to the whole class, which is this: "This is an important word, and we *all* need to know how to pronounce it. So let's go."

Sample Choral Pronunciation Scenario

Student 1 (reading aloud): Some people advocated for "abol—?"

Teacher: Readers, this is an important word for us all to know and use. After me (*points to self*): *abolition!* (*Points to class.*)

Class: Abolition.

Teacher (*pointing to self*): *Abolition!*

Class: *Abolition!*

Teacher (*pointing to self*): *Abolition!*

Class: *Abolition!*

Speaking and Listening - The building blocks of reading and writing Remember the old saying "children should be seen and not heard"? Children who do not hear a lot of talk and who are not encouraged to talk themselves often have problems learning to read. Research tells us that for children to become readers, they should listen and talk a lot. "...Children must have a solid foundation in oral language. By talking, children encounter sounds, words and language uses that, together, make a natural bridge to sounding out words, understanding stories and writing to communicate." (NCEE, 2001, p.9) Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (1950), found that people listen 45 percent of the time they spend communicating,

is still widely cited (e.g., Martin, 1987; Strother, 1987). Wilt reported that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in 1928, (Rankin, 1928) that people spent 70 percent of their waking time communicating and that three-fourths of this time was spent listening and speaking.

Instructional Strategies. We have learned from several decades of research, that to become more skilled and confident readers over time, children need multiple opportunities to engage in speaking and listening activities. Literacy instruction in effective K-5 classrooms focuses on developing the speaking and listening abilities of all students. Some important teacher and student roles include developing personal relationships with each student and providing daily opportunities for language development including one-to-one conversations with students. Other instructional strategies are highlighted below. They are from the NCEE Speaking and Listening Standards for preschool through third grade, the NCEE Performance Standards for fourth and fifth grade and the Partnership for Reading (Armbruster, Lehr & Osborn, 2003). These teacher and student roles support language acquisition across the three major areas covered in the NCEE Speaking and Listening Standards: Habits, Kinds of Talk and Resulting Genres and Language Use and Conventions.

1.2. Effective speaking and listening instruction

The foundational role that oral language plays in learning to read and write has long been recognised (Castles et al., 2018; Dougherty, 2014; Lervag et al., 2018). As has the relationship between oral language ability and academic success (Hill, 2012; Resnick and Snow, 2009). In order to maximise students' literacy learning, teachers need to have solid understandings about oral language and its potential as an educative tool.

Oral language involves expressive and receptive skills.

Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections.

Receptive language is the understanding of language expressed by others.

Expressive and receptive oral language are often referred to as 'speaking and listening'.

1.3. The Victorian English curriculum

The curriculum

The Victorian Curriculum F - 10 recognises the importance of oral language as a communicative process, with speaking and listening receiving prominence in the English curriculum, alongside reading, viewing and writing. Speaking and listening in the classroom serves both a social and educative purpose as speaking and listening is a key aspect of forming relationships, as well as being a mode through which learning occurs. (Vygotsky, 1978).

Since speaking and listening is important for both social connection and learning oral language teaching should be planned for across the curriculum and explicitly taught. The Victorian English curriculum, speaking and listening provides guidelines about what should be taught. The other modes of the English curriculum (reading and viewing and writing), as well as other curriculum learning areas, all have knowledge, actions and skill development mediated by speaking and listening. At each level of the curriculum and across all disciplines, spoken texts are included with written and multimodal texts, to be explored, analysed and created.









Pair Work: Listen, draw, write (6)

Student A

- Go to Start : Write the language spoken in New Zealand
- Go 2 squares up : Write the name of most populous country in the world
- Go 1 square right : Draw a broken heart
- Go 3 squares down : Write the number of states in America
- Go 2 squares left : Draw an umbrella and some rain
- Go 1 square up : Write the of the highest mountain in the world
- Go 3 squares right : Draw the biggest land animal in the world
- Go 2 squares up : Write the name of the longest river in the world
- Go 3 squares left : Draw a baseball bat
- Go 1 square down : Write the name of the first man on the moon
- Go 1 square right : Draw a rain cloud
- Go 2 square down : Write the name of biggest country in the world
- Go 2 squares right : Draw the biggest animal in the world (it lives in the ocean)
- Go 2 squares up : Draw an animal without legs that eats rats and mice
- Go 1 square left : Draw a spider
- Go 1 square down : Write the language spoken in Argentina



Student B - Answer Key

	China		The Nile
Neil Armstrong			
Mount Everest	Start English	Finish Spanish	
	Russia	50	

Step

Activity

Step 1

Pre-listening activity

In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.

Step 2

First listen

As they are listening to the text, students underline or circle those words or phrases (including first language equivalents) that they have predicted correctly. They also write down new information they hear.

Step 3

Pair process-based discussion

In pairs, students compare what they have understood so far and explain how they arrive at the understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that require special attention in the second listen.

Step 4

Second listen

Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.

Step 5 Whole-class process-based discussion

The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using.

TOPIC 11. READING/ WRITING INSTRUCTION

1.1 Developing reading skills

1.2 Developing writing skills

1.3 Planning ideas logically

Key terms: reading skills, prediction, scanning, skimming, cohesive devices, writing skills, intensive reading, writing accurately, paragraphing

Be strategic to teach reading and writing skills-Nothing else!



1.1. Developing reading skills

Reading extensively inside and outside classrooms helps to improve the learners' reading skills. When preparing a lesson plan, teachers need to think that learners

want various skills at different ages and competency levels. Teachers should use learner-related contexts whenever possible, as this will help them motivate students to read. Some of your learners have complained that reading is boring and they do not want to read the texts you have given them - what should you do? Choose the same types of texts that learners enjoy reading outside the classroom and design motivating pre-reading and post-reading tasks to go with them. They would probably enjoy doing the reading task as they are acquainted with it already. After relieving their boredom, you could introduce academic reading comprehension, poetry or prose.

Basically reading can be of two types: extensive and intensive, and the idea is to impart some skills needed for both. Teaching reading skills could be easy when taught with nuances and strategies with continuous practice. Reading skills become boring for many when they are not given the correct strategies. In a classroom structure, students use reading for different purposes; it may be instructions, to do lists, course books, blogs, websites, newspapers and magazines. Here the question is how to develop their reading skill in the above structure? There are six strategies to be taught to the students for enhancing their reading capabilities in different contexts. The below six techniques are step by step procedures essential for effective reading

Prediction

Prediction is a preparation task by guessing the genre of the text before reading it. Use titles, subtitles and pictures to find out what the text is broadly about (using also previous knowledge and experience). The teacher could set up preparation tasks by setting up general questions to get acquainted with the lesson or passage to be worked with.

Skimming

Skimming is a fast reading process to get the general information of a passage. During skimming, ask your students to underline the nouns, starters and conjunctions in order to make it easy to pick out the general idea and concepts.

Scanning:

Scanning is done for grabbing the specific information of the passage. Here the students ought to be taught the nuances of picking up specific information to underline the text for picking up dates, years, names, important vocabulary etc. You read your marked highlights in the text to search for your answers. For example, If your learners are reading a museum website just in order to find out how much the entrance fee is, they could use this scanning strategy.

Cohesive devices

Look for connectors and starters like 'on the other hand',' in spite' and 'even though', where the writer wants to take the text in a different direction.

Guessing the meaning of vocabulary

Having read an article, your intermediate-level learners have found some words that they don't understand. In this situation, ask learners to think about the linguistic context of each word. Ask them to use the words or vocabulary before and after the text to get clues about the meaning of new words.

Intensive Reading

You take time to read a text carefully to find out the authors perspective, to search for abstract concepts, to find out hidden answers, and to synthesize the text as a whole. This type of reading comes easily after constant practice of all the above strategies put together.

1.2. Developing Writing skills

When you prepare writing activities, consider how to make them as meaningful as possible. You can do this by thinking about audience, context and purpose. This could be a task for young learners, such as writing a story, or for adult learners writing about their ambitions. Very often in the classroom, it's easy to ask learners to do a task from the syllabus or coursebook without thinking about the above three. Try making it a regular feature of any writing task in future - that you identify context, purpose and audience before they begin the task. You could identify them all together, or learners could even decide themselves. Whichever

way you try, it should make the writing more meaningful.

1. Writing can be fun - consider topics your learners enjoy.
2. Writing sometimes needs a lot of planning, and sometimes none at all.
3. Learners need opportunities to write freely without worrying about accuracy.
4. Writing can be varied - there are many different kinds of writing!

Generally to develop fluency in writing the writer has to concentrate and practice the various skills as follows;

1.3. Planning ideas logically

Planning carefully helps learners arrange text in a logical sequence, that flows well and is easy to read. The beginning should feel like the start of a text that gets readers interested. Each 'piece' of text should lead naturally into the next one. And of course the end should feel like it finishes it all.

Writing accurately

When writing is done concisely, it means the most effective words are being used. Writers often fill sentences with words that are poor choices and can be removed or replaced. By getting feedback, editing and revisiting their writing after a day or two, learners can develop skills to notice words that shouldn't be in the text.

Paragraphing

Using paragraphs effectively helps readers follow a piece of writing. In general, each paragraph should have its own idea. A big block of text without paragraphs can leave readers confused and annoyed. If sentences are thrown together without linking words or phrases, the paragraphs are difficult to read. As sentences need to be linked within paragraphs, paragraphs also need to be linked. When a reader moves from one paragraph to another, if the link is not obvious, words and phrases can be used to help with the transition.

There are many types of activities such as grammar, vocabulary, coherence and cohesion in framing sentences that you can do to help learners work on writing skills. Some activities may focus on the accuracy of their language, and some on helping them to communicate the meaning. Others may focus on the writing process itself - learning how to start a writing task, how to draft, edit and review it.

Write an Informative Narrative



An **informative narrative** tells how to do a certain task or project. Follow the instructions below to write your own informative narrative.

Choose a subject, then use this structure to write your narrative:

Introduction: A statement or question that introduces the main idea.

Materials: List everything you'll need to complete the project.

Order of Steps: Write all of the necessary steps in order. Use sequencing words, such as *first* and *then*, to make your instructions clear.

Conclusion: A closing sentence that sums up or concludes your instructions.

Example:

Do you know how to properly feed a goldfish? You'll need the right food and a careful eye. First, select a food especially for goldfish. You can find one at your neighborhood pet store. Next, drop a pinch of food into the water and watch for two minutes. The amount of food your fish eats within that time is the amount you should use for each feeding. Finally, don't feed your fish simply because it seems hungry. If given the chance, your goldfish will overeat! Follow these steps and you'll have a happy, healthy goldfish.

Introduction: _____

Materials: _____

Order of Steps: _____

Conclusion: _____

TOPIC 12. VOCABULARY/GRAMMAR/PRONUNCIATION

INSTRUCTIONS

- 1.1. Teaching strategies for vocabulary instruction
- 1.2. Effective vocabulary learning techniques
- 1.3. Using word-learning strategies

Key terms: effective vocabulary strategies, word instruction, wordplay activities , culturally- responsive approach, create vocabulary notebooks, semantic mapping, word cards, phonics, a word wall, paper flashcards, word fixes

Vocabulary skills are critical to each student's academic achievement. In and out of the classroom, student success depends on grasping reading comprehension and English language development. **Effective vocabulary strategies** help you educate children as they learn new words.

Developmental delays, reading difficulties and infrequent exposure to new words can cause setbacks in student progress. However, most teachers agree that passive learning isn't the best way to help students grow their vocabulary skills.

1.1. What teaching strategies should you use instead to streamline vocabulary instruction?

How is vocabulary knowledge developed?



Vocabulary is understanding **how to use words in relation to their meaning**. Developing new vocabulary involves more than just looking up words in a dictionary and using those words in sentences.

Students' vocabulary grows throughout their lifetime through direct and indirect learning. You can adopt direct teaching methods such as:

- Introducing specific **word instruction** geared toward increased comprehension and vocabulary.
- Leading **wordplay activities** that build upon previously learned words.
- Encouraging students to **read often** to boost their word knowledge and language development.
- Using the dictionary to **teach word meanings** and asking students to use those words in sentences during class participation.
- Utilizing Cognate Awareness (ELL) to **teach kids similar words in English and other languages**, such as Spanish. Cognates are two words in different languages that have similarities including spelling, meaning, and pronunciation.
- Making **speaking skills a priority** when learning vocabulary.
- **Reading stories to your students.** It helps them to question and learn specific words. Books that contain pictures may help reinforce the 'bigger' words for your students.

Deepening vocabulary skills takes a lifetime. It's vital that students understand how to learn new words so that they don't feel singled out if they're struggling to enhance their vocabulary.

1.2. Effective vocabulary learning techniques



When teachers use word learning techniques and teaching strategies like dictionary use, morphemic analysis, cognate awareness and contextual analysis, students catch on quickly and can recall new words, synonyms and antonyms. Each of these

components builds on their prior knowledge of other words to create their own vocabulary library.

Effective teaching strategies include various methods you can use in the classroom today:

- Expose students to the same word many times to support learning
- Give students the definition of the word and ask them to write that word in a sentence
- Use graphic organizers to define new words
- Teaching kids to be independent and learn how to correct their own errors — it's ok to make mistakes!
- Bring technology into the classroom and use digital tools suited to teaching vocabulary.
- Let students practice often

Simple and effective vocabulary strategies help your students build an impressive vocabulary. But we have more tactics to share with you!

Be sure to have a look at the comprehensive list of targeted strategies to help you teach vocabulary to your students.

1. Take a student's perspective

You understand what it's like to grow your own vocabulary — you've been doing it for many years! With your higher education and experience in reading and writing, there is much wisdom you can pass onto your students.

Adjust lesson plans to accommodate any problems that students encounter as they learn new words. Show them how to take a word they've never heard of before, sound it out and show its use in a sentence or two. They'll pick up on its meaning through the sentences.

One way to level-up this language technique is to take a culturally-responsive approach. And you can do this by framing new words in examples that are familiar to your students whether it's geographically, culturally or socio-economically, for example.

2. Try using a word wall

A word wall encourages kids to focus on learning new words. Word walls are easy to create! Simply type or handwrite a list of words in large letters and hang them up on a bulletin board or a wall where students can see it every day. Be sure to add new words throughout the year so that your students deepen their knowledge of unknown words and their meaning.

Invite your students to take part in creating a bigger wall and add pictures, synonyms and antonyms to each word. If they're having trouble grasping the meaning of specific words, adding synonyms can help ease confusion.

Word walls provide a fun way to increase your students' vocabulary skills.

3. Create vocabulary notebooks



Vocabulary notebooks encourage students to expand their prior knowledge and boost their English language proficiency. Hand out notebooks so that they can jot down new words and their meanings. You can motivate students to think about writing synonyms and antonyms beside each new word.

To make vocabulary notebooks more fun, ask your students to draw pictures or create charts to show how they used a word in a few sentences. It gives them an opportunity to practice that word a few times and reinforce its definition.

And speaking of opportunities, a perfect time for students to practice their language with vocabulary notebooks is during writing periods.

A regular cadence of writing periods coupled with their vocabulary notebooks will encourage students to reflect on the words they've learned and to actively use them in their writing to get additional practice.

These vocabulary word books remind students of their advancement. It'll help them realize just how much they've progressed throughout the year.

4. Connect word meanings with semantic mapping

Semantic mapping is a type of graphic organizer that displays a relationship between specific words and phrases.

Select one student to draw a keyword on the chalkboard. Next, encourage students to participate in creating the map and write words that are connected to the keyword. For example, a student or teacher could write the keyword "farm" on the chalkboard. Your students would take turns writing words such as cow, barn, horse, hay and farmer.

Semantic maps help build students' vocabulary and reading comprehension. Teachers can add more challenging words each week. As students grow their vocabulary, they'll become confident in their reading and writing abilities.

5. Make word cards

Word cards help students to develop their ability to learn new words and highlight their meaning. There are a few ways you can get students to create their own word cards.

In this example, students can write single keywords on separate blank cards. They'll determine if that word is a noun, pronoun, adjective or verb. Make sure they write the definition below each word. Instruct them to use those words in a few sentences, or turn the word into a quick writing prompt.

Consider putting students into small groups of two to four kids. They can help each other to develop their vocabulary by introducing keywords to each other and asking them to use those words in a sentence.

Weekly word cards support English language development and enhance reading comprehension.

6. Encourage reading comprehension

It's crucial to every student's academic success to develop reading comprehension abilities. A variety of teaching methods, combined with consistent reading assignments, should help build comprehension and vocabulary development.

Below, you'll find a few tips to help strengthen your students' reading

comprehension skills:

- **Class discussion about books they're reading.** Talking about books helps students to remember the stories and promotes comprehension.
- **Phonics.** Practicing phonics is a fun way for kids to build their vocabulary skills. Phonics helps students master sounds and differentiate between letters that sound the same as "s" and "th".
- **Reading grade-appropriate books.** Give your students books suited for their grade level. Books should be easy enough for kids to understand the story's meaning but challenging enough to expand their vocabulary.
- **Read aloud.** Get students to take turns reading aloud to help them see words and to hear them, too. They can learn how to pronounce the words as they go. Be mindful of students who might find reading aloud in front of the whole class to be daunting. If any students come to mind, it can help them to read aloud to a partner, teacher, parent or small group.

7. Use visuals and situations

When possible, use meaningful visuals in your classroom. Flashcard tools like Vocabulary Cartoons help students connect words to fun cartoons through memory techniques. This program works well from the elementary grades through to high school.

Use the following visual vocabulary teaching strategies with your students:

- If you've created a word wall, ask your students to make **paper flashcards** with new words and their definitions. Display the flashcards for the entire class to look at every day. Make sure you change the words each week so that they continuously learn new words and phrases.
- Turn your students into **word detectives!** This fun activity gets kids to read books while searching for keywords. Hand them a list of keywords to find in the book. When they find the keywords used in sentences, encourage them to use those words in spoken and written sentences.

- Kids love art, so why not get them to create drawings to express their understanding of words? Students can form their own connections to new words through drawings, patterns, and other examples.

Make new words fun to learn! Combine visuals such as graphics and photos with auditory learning to cover a range of learning styles and make it easier for students to learn new words.

Using word-learning strategies

Word-learning strategies allow students to familiarize themselves with words and phrases. Instead of having partial knowledge, they'll learn the meaning of the word and any related words. Students can develop word consciousness with the help of quality reading materials and practical teaching methods.

Break down words into meaningful parts

Word parts are root words you can add a prefix or suffix to make a new word.

Allowing students to read keywords and add prefixes or suffixes helps them garner the meaning of those words based on how it's used in a sentence. Give your students opportunities to guess the meaning of word parts to support their vocabulary growth.

Word parts work best for students with a larger vocabulary.

Ask questions about a word

One way for students to learn words involves understanding the definition, how it works grammatically and its subtext. Motivate your students to ask questions such as:

1. Does the word have a masculine or feminine version similar to other languages?
2. How can I use the word in more than one sentence?
3. Does the word have several meanings? Homonyms such as "pen" can mean an instrument to write with, or an animal enclosure.

When students deepen their word knowledge, they'll gain confidence in their ability to strengthen their vocabulary.

Reflect and practice new words

Some words are easier to learn than others. Inspire your students to test their word knowledge and determine areas where they need help. They might require assistance in boosting their confidence to use those words in sentences or to speak them with confidence. Also consider that they may not fully understand the meaning of those words.

Encourage your students to reflect regularly on new words and use them in their everyday conversations. This is where vocabulary notebooks come in handy to build word knowledge!

Additional vocabulary activities. Bring words to life through vocabulary development activities! There are lots of fun things you can do in the classroom that encourage students to practice vocabulary.

Try these activities to boost kids' vocabulary skills:

- **Guided word sorting.** Give your students a list of words to sort into various categories, such as parts of speech (noun, verb, etc.), geography (cities, towns), or something they can relate to. Students develop an understanding of new words as they group them into categories. Turn word sorting into a fun game!
- **Word fixes** (on-purpose errors). Use a word incorrectly in a sentence and ask your students to correct the mistake. Choose one or more students to write the word correctly in a sentence and share it with the rest of the class.
- **Make mind maps.** Mind mapping involves the use of colored pencils and pens to create a graphic of how the keyword connects to other words, similar to the semantic map.

With these fun activities, vocabulary isn't just another spelling quiz — it's a core part of your instruction that supports everything else you teach.

Article: _____

Name: _____

Date: _____

Word Power

Directions: Pick four words from a *Storyworks* story or article, and fill in the information in the boxes below.

Definition	Synonym
Word	
Sentence	

Definition	Synonym
Word	
Sentence	

Definition	Synonym
Word	
Sentence	

Definition	Synonym
Word	
Sentence	

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1.1. The importance of teaching pronunciation

Indeed, we should teach pronunciation because words can have different meanings depending on how you say them. For example, there is a big difference between a pear and a bear, two sounds that are not easy for Spaniards! A teacher's first goal for their students is to achieve basic communication. However, that can fail if their

accent is so bad that no one can understand them. In addition, teaching pronunciation is necessary since it's embarrassing to ask someone to repeat themselves three times and still not understand them.

1.2. How not to Teach Pronunciation

When teachers decide to focus on pronunciation practise, many of them make the mistake of teaching pronunciation along with new vocabulary. This combination can work with students who have a 'good ear' or speak a related language. However, it can be hit and miss with students whose mother tongue has no relation to the target language.

This problem brings us back to whether pronunciation can be taught effectively at all? The answer is yes, of course, it can; it's just that the way many textbooks teach it is one of the least effective. Many books will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on spelling. Spelling is an important skill, especially in English with its many irregularities and exceptions. But, unfortunately, very few will start you and your students where you need to, at the phoneme level.

Start with Phonemes (but not necessarily phonetic script)

The dictionary defines 'phoneme' as 'any perceptually distinct units of sound in a specified language that distinguish one word from another. Examples are p, b, d, and t in the English words pad, pat, bad, and bat.' This definition highlights one reason language teachers start teaching pronunciation with phonemes. If a phoneme is a 'perceptually distinct unit of sound,' students first need to hear and recognise it. Thus in the first pronunciation exercises, students should listen and identify rather than speak.

Introduce your phonemes in contrasting pairs like /t/ and /d/. Repeat the phonemes in words and isolation and ask the students to identify them. In addition, you may want to draw pronunciation diagrams for each sound showing the placement of the tongue and lips. Diagrams can help students visualize the differences they are attempting to recognise.

Past tense endings

decide wash finish climb start
 ask repeat arrive miss talk carry jump
 clean phone stop worry mix listen
 travel open hate enjoy marry like reflect visit
 walk stream play look live need
 stay summarize

Past tense endings

Look at the words above and put each word in the appropriate column.

/d/

/t/

/ɪd/

--	--	--

Write 3 past tense questions and answers using the verbs above.

1A: _____

B: _____

2A: _____

B: _____

3A: _____

B: _____

TOPIC 13. ASSESSING FOR LEARNERS

- 1 What is assessment for learning?
- 2 What are the benefits of AFL?
- 3 Misconceptions about AFL
- 4 What are the challenges of AFL?
- 5 Introducing learners to self-assessment

What is assessment for learning? Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

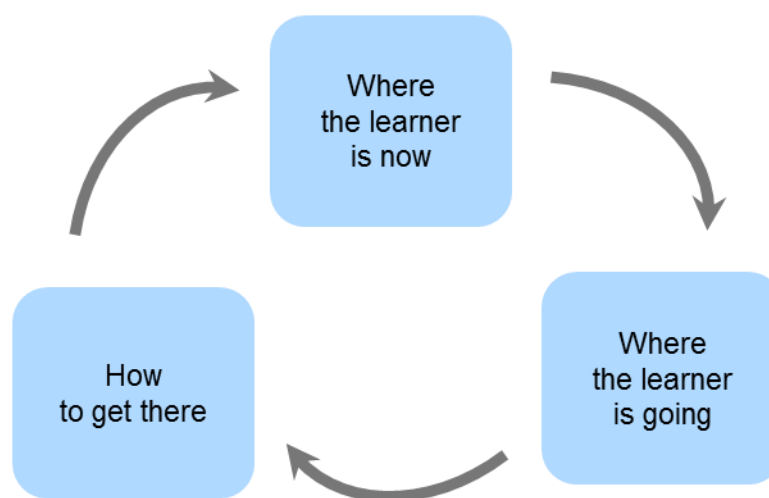


Assessment capable learners understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning. Educators who help their students become assessment capable learners have students who: know the learning target for a lesson, can describe where they are in relation to the criteria, and use that information to select learning strategies to improve their work.

14.1 What is assessment for learning?

Assessment for learning (AFL) is an approach to teaching and learning that

creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this. AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.



Effective teachers integrate AFL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AFL can be adapted to suit the age and ability of the learners involved. AFL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

AFL and the relationship with formative and summative assessment

Traditionally, AFL has been closely associated with formative assessment because practices such as questioning and providing feedback help 'form' or 'shape' student learning. This differs from summative assessment which typically is an attempt to measure student attainment at the end of a period of learning. The following table, based on the UK's National Foundation for Educational Research report (NFER 2007), classifies types of formative and summative

assessment as either formal or informal. It can be argued that all of the assessment strategies in this table support AFL if their ultimate use is to help the student progress in terms of their learning. A good example of using a summative assessment strategy in an AFL context is where a test or exam is used to identify a lack of understanding (e.g. in a particular area of the syllabus) and subsequently targets are set to rectify this.

"In AFL, it is the purpose of assessment, rather than the nature of it, that is important."

here are five main processes that take place in assessment for learning:

(i) Questioning enables a student, with the help of their teacher, to find out what level they are at.

(ii) The teacher provides feedback to each student about how to improve their learning.

(iii) Students understand what successful work looks like for each task they are doing.

(iv) Students become more independent in their learning, taking part in peer assessment and self-assessment.

(v) Summative assessments (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

In the rest of this unit, we will look at the basics of AFL in more detail. We will examine the theory behind AFL and some of the misconceptions that people often have. Then we will focus on some practical strategies you can use in the classroom. We will also hear from both learners and teachers about their experiences of AFL in the classroom. Throughout the unit, you will be encouraged to reflect upon AFL and to think about how you can integrate it into your own classroom practice. At the end of the unit there is a glossary of key words and phrases.

What is the theory behind AFL?

AFL helps in making understanding and knowledge, as John Hattie describes it, 'more visible'. AFL helps learners understand what excellence looks like and how they can develop their own work to reach that level. Feedback has a positive effect on learner achievement. In John Hattie's seminal work on educational effectiveness, Visible Learning for Teachers (2011), Hattie ranked feedback strategies 10th out of 150 factors that bring about significant improvements in learner outcomes. This was particularly true if the strategies involved feedback about the learner's own work. Black and William argue that if teachers use formative assessments as part of their teaching, students can learn at approximately double the rate. Hattie's research also shows that using formative assessment in the classroom brings about real-world differences in learner achievement. Attribution theory says that people explain their own successes or failures to themselves in different ways. Some factors that lead to success or failure are controllable and some are not. Examples of factors that a learner might feel able to control include how much effort they make and how interested they are in the subject. Non-controllable factors include luck or the amount of help the learner receives from the teacher. Learners who take part in self-assessment (as part of AFL) learn to attribute failures to controllable factors. For example, a learner doing badly on a homework assignment might realise that they focused on the wrong subject matter. Because the choice of subject matter was in their control, they can review, edit and improve the work. Being in control in this way will boost the learner's confidence and achievement.

Metacognition

Metacognition is a term used to describe 'thinking about thinking' and supports the idea of self-assessment. Metacognition suggests that all learners need to be able to reflect on their own learning, to understand how they learn best and to reinterpret any new knowledge, skills and conceptual understandings that they have acquired.

Learning happens when students are given opportunities to build upon previous knowledge and experiences. Research consistently shows that only telling learners what they need to know is much less effective than helping them construct meaning for themselves.

14.2 What are the benefits of AFL?

AFL improves learner outcomes. Research shows that effective formative assessment is one of the most important contributors to success in summative assessment. This is because learners have a clear idea of what good work looks like and what they need to do to reach this standard.

AFL increases confidence. AFL helps create a sense of self-efficacy (a learner's confidence in their ability to reach targets through hard work and determination). This is an essential quality for learners to develop. Self-efficacy will help them succeed throughout their life, both professionally and personally. A student who receives a poor grade for a test may withdraw from learning, preferring to be thought 'lazy' rather than 'stupid'. With an AFL approach, teachers give learners task-specific feedback that focuses on the work rather than ego-specific feedback that focuses on personal qualities of the learner. This encourages every learner to feel that they can improve. AFL techniques, such as peer feedback, can help more able learners to reinforce their learning by explaining ideas to less able classmates. Furthermore, peer feedback helps learners to develop diplomacy and communication skills that will be essential in many aspects of later life.

AFL increases independence. AFL enables learners to become less passive in the classroom, especially when combined with other methods that promote this type of approach, such as active learning techniques. Students will develop the ability to assess themselves and to take responsibility for their own learning. This supports the development of the Cambridge learner attributes which says that Cambridge learners are confident, responsible, reflective, innovative and engaged. An AFL approach also helps students to become enthusiastic life-long learners. AFL also helps teachers. When students are taking a more active role in their learning, teachers have more time to talk to them individually. In addition, teachers

have more time to reflect on what is going well in their lesson and what can be improved.

AFL changes the culture of the classroom. Carol Dweck argues that high-achieving learners avoid taking risks because they are afraid of making mistakes. This reduces the amount they can learn. An AFL approach helps to create a supportive and cooperative classroom. In this environment, everyone, including the teacher, should feel able to try new things without worrying that they might fail. If the teacher presents mistakes as an opportunity for learning, this will help every student to reach their full potential. Students will start to see that by learning from failure, they can improve outcomes in the future.

14.3 Misconceptions about AFL

‘Assessment and testing are the same thing’. There are lots of different ways to assess a learner. This includes formal testing. However, a teacher will use a variety of formal and informal assessment activities throughout the learning process. Any activity which checks how well a student is learning is assessing that student’s learning. Information from these assessment activities is used to adapt teaching and learning approaches, which leads to improvements in learner outcomes.

‘Teachers using AFL will lose control of their class’. AFL requires teachers to allow learners to discuss work between themselves in class. This will naturally involve some talking and, therefore, some noise. However, the teacher remains in control. The teacher decides when to let the class talk and when to ask them to be quiet. It is also often the case that behaviour usually improves when learners’ understanding improves.

‘Peer feedback means students chatting to each other’ rather than working on a task’. Peer feedback can only take place when learners have a clear idea about what they are discussing and the areas that they should (and should not) be giving feedback about. Learners should also think about, and understand, how they are judging each other’s work. The more learners engage with, and think deeply about, the success criteria, the more they are able to give useful feedback to their peers.

‘Examinations are the only type of assessment that matter’. Learners need to

take formal exams to get qualifications to progress through their education. Assessment for learning gives teachers more information throughout the year. One of the results of an AFL approach is that it helps students to do better in summative assessment. The two are linked and both inform future learning. **‘Assessment is a one-way process: teachers give students feedback about their work’.** The most effective feedback is a dialogue. Teachers can learn more about their learners’ progress when their learners take a more active role in assessing their own performance. For example, through self-assessment learners can identify what they need help with and then discuss this with their teacher. **‘Work should always be given a grade or mark’.** In some circumstances, a grade will be given as part of teacher feedback. However, research suggests that learners will often just read the grade and ignore the comments. Where teachers want to give a grade, it is often more effective for learners to read feedback and comments first, and then edit their work before they see a grade.

14.4 What are the challenges of AFL?

Misunderstanding

The word ‘assessment’ often leads to confusion, because it is usually used to refer to summative testing. AFL mainly focuses on the use of informal formative assessment to improve learning. Although teachers and learners can also learn from their work in formal summative test papers, this is not the main emphasis of AFL. **Training and time** Introducing AFL into a school or classroom takes time. It sometimes requires additional professional training, and it changes to the ways that teachers interact with their learners. **Fear of change** Teachers and learners may fear that the changes required in their classroom practice will not help them. High-achieving and diligent learners may find it hard to look for faults and mistakes in their work and thinking. They may feel that they do not want to show any sign of weakness or failure. **Getting it right** Giving feedback to learners about their work can have a negative effect as well as positive. A teacher must choose their words carefully when giving feedback. If the teacher gives the impression that only the teachers can provide the right answer, learners will find it hard to be

independent. **Culture** Sometimes teachers are judged solely on their ability to get good results in high-stakes summative assessments. Teachers may feel that they do not have time to do activities that do not seem directly linked to final examination grades. However, using feedback to modify instruction and help learners to better understand assessment objectives will improve exam results. **Assessment for learning in practice** AFL emphasises the creation of a learner-centred classroom with a supportive atmosphere, where students are not afraid to make mistakes and learn from them. We are going to look at some approaches or strategies that you can use in a lesson or programme of study. **Questioning** Questions are a quick and important way of finding out what your learner understands about a subject. You can use this information to plan their teaching. There are two main types of question: **closed** and **open**. A **closed** question requires a short answer, such as remembering a fact. The answer is usually right or wrong. For example, a Geography teacher might ask: ‘What is the capital of Peru?’ On average, teachers only wait 0.9 seconds after asking a question before taking an answer from a learner. Mary Rowe suggests that increasing ‘wait time’ to three seconds improves the quality of answers. One way to help increase ‘wait time’, and to ensure the whole class is actively engaged, is to ask your learners to write down the answer to a closed question on a piece of paper, mini whiteboard or tablet, and hold it up. This immediately gives you feedback about who understands, who does not, and therefore what the next steps in the learning might be. A good strategy to use if a learner gets the answer wrong is to make this into a positive event. You could say: *‘I’m glad you said that, as I’m sure lots of other students have the same misunderstanding.’* In an AFL classroom, finding out what learners do not know is as valuable as finding out what they do know. This knowledge will help you to see what material your learners need to spend extra time on to make sure that they all understand. Open questions need longer answers, and often require the learner to provide an opinion. E.g. A Physics teacher might ask: *‘What will happen to the flow of water through a hose pipe if a smaller nozzle is fitted to it? Explain how this relates to the study of*

voltage, current and resistance in a simple electric circuit.'

Open questions like this allow all learners to try to answer the question and be part of a discussion. You can then facilitate this discussion, asking questions to develop the discussion such as *'Tell me more about that'* and *'Why do you think that?'*

'Dialogic teaching' is a term that describes on-going talk between teachers and learners, which leads to effective learning. If you discuss ideas with your learners, you can get a clearer view of what understanding your learners have about a topic, and put right any misunderstandings.

Feedback

Feedback is the process in which learners come together with their teachers to discuss where they are in their learning, where they want to be in their learning, and how they are going to get there. It usually involves looking at a particular piece of work done by the learner. Feedback can be described as the 'bridge' between teaching and learning. The aims and objectives of any assignment must be clearly understood by both the teacher and the learner. You can help by providing 'success criteria' before your learners start work. Feedback might involve marking. However, a learner may only remember the mark/grade and not act on any comments to improve their work. In an AFL classroom, a teacher will give 'comment only' feedback on their learners' work. If you do want to add a grade, give this later on, so that the learners read the comments before they receive the grade. Effective feedback depends on task-focused comments, rather than ego-focused comments. Here is an example of ego-focused feedback: 'Great work Melanie, the best in the class.' This kind of feedback can make strong learners complacent, thinking that they do not have anything to do to improve. They might also be scared of trying something they find difficult in case they lose their high place. Weak learners can feel as if there is nothing they can do to get better. You should aim to provide feedback to each learner that praises task-focused aspects of their work, but also contains targets about how to improve their learning. E.g. 'Ali, you have written a good introduction to your story. Now, can you think

how you can make the description of the main character more striking?’

Reflection Think about a time when you gave feedback to a learner that could be described as more ego-specific than task specific. What might you have done differently?

Peer assessment or peer feedback Peer feedback, or peer assessment, is the process by which learners assess each other’s work and give each other feedback. This feedback is based on an understanding of what makes a successful piece of work. The teacher is vital to this process, as teachers know their learners and can help them to develop their critical and reflective thinking skills.

Giving learners independence is a great way for them to take responsibility for their own learning. Peer feedback also helps learners to develop their social skills and to use higher-level skills such as thinking critically and analytically. A successful peer feedback session requires learners to ‘think like a teacher’ for each other. Each learner will apply the success criteria to another learner’s work, and make value judgements based on these. The learner then has to give their partner ideas for how to improve the work. In doing this, they will both be increasing their own understanding of what makes a successful piece of work. At primary school level, the theory behind AFL is the same, but the tasks might be different, to reflect the different stages of the pupils’ cognitive development. For example, learners could use pictures to describe positive and negative aspects of the work.

14.5 Introducing learners to self-assessment

‘Students need to learn for themselves how they move up to the next level ... they need to internalise the process. Learning cannot be done for them by the teachers.’ (Mary James, 1998) In self-assessment a learner evaluates their own work, and thinks about their own learning. This helps them to make sense of what the teacher says, relate it to previous learning and use this for new learning. Ultimately, self-assessment enables learners to set their own learning goals and be responsible for their own learning. However, be aware that learners cannot become reflective learners overnight. It takes time and practice to develop these skills, and the role of

the teacher is crucial in encouraging this.

When you introduce self-assessment to your learners, carefully guide the process. To start with, give learners a list of questions to ask themselves, and write down the answers. Starting a 'learning log' or 'reflective journal' is good practice. This is a notebook in which the learner documents their recent experiences, asking themselves questions such as:

'What made sense and what didn't?'
'How does this subject fit in with what I already know?'
'What did I do well and what could I have improved?'

Ideally, you will talk to each of your learners individually to guide their thinking until they feel comfortable with the process. Self-assessment is an activity which requires one-to-one tutorials to be fully successful. In these short sessions, you can ask questions to help your learners to reflect on their studies. Having thought about how their work could be improved, your learners can then set themselves targets to make their work better. These targets can cover any aspect of learning, from time management to asking more questions in class if they do not understand something.

Glossary

Assessing - evaluate or estimate the nature, ability, or quality of

Assessment - the action of assessing someone or something

Feedback- information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement

to associate-connect (someone or something) with something else in one's mind.

Formative-serving to form something, especially having a profound influence on a person's development

Peer feedback can help students to understand better how assessors use assessment criteria to judge different standards of academic work. Peer feedback enables students to better self-assess themselves, as well as exposing them to different ways of approaching a task

Peer feedback is peer-to-peer interaction that allows an individual to receive

constructive criticism on their work. It can help both the person giving peer feedback and the person receiving feedback learn from each other

Metacognition is an awareness of one's thought processes and an understanding of the patterns behind them. The term comes from the root word *meta*, meaning "beyond", or "on top of"

Self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity.

Summative assessment- the assessment of participants where the focus is on the outcome of a program.

To rectify- 1. put right; correct. 2. convert (alternating current) to direct current.

Attribution-the action of regarding something as being caused by a person or thing.

Conceptual-relating to or based on mental concepts.

Self-efficacy-an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments

TOPIC 14. MATERIAL DEVELOPMENT

1.1. What is materials development? Principles in Developing Materials

1.2. Using materials aimed at older students with younger students.

1.3. Using materials aimed at younger students with older students

Key terms: Materials development, characteristics, evaluation, principles in developing materials, materials development procedures.

1. Introduction

English language has been acknowledged by most countries in the world as an international language. Consequently, English has to be used in international communication both orally and in written communication, for general as well as specific needs. Therefore, people in countries where English is used as a second or

foreign language have to learn it, if they want to be able to communicate internationally.

English teachers usually teach their students by using available textbooks. However, such learning materials which are really suitable with the needs of the students are not always available. This condition should not discourage the teachers as far as they have the objective(s) of the teaching or are familiar with the need(s) of the students. By having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners.

A decade ago Tomlinson(1998) edited collection entitled 'Materials Development in Language Teaching' made little reference to the contribution of computers, apart from a discussion of corpus data and concordances and Alan Maley's observation that man stand on the threshold of a new generation of computerised materials for language teaching. The absence of a focus on computer-assisted language learning materials in that collection was remarked on (Johnson, 1999; Levy, 2006), as an indicator of the divide between CALL and the wider field of language teaching. In the decade since Tomlinson's book, opportunities for language learning and teaching have been further transformed by the rapid development of a wide range of technology mediated resources, materials, tasks and learning environments. The place of these developments in the field of language teaching has been the subject of debate. Coleman (2005), for example, argues that current research and practice in CALL has the potential to enhance our understanding of language learning and teaching, but that it remains in a relatively marginal position.

Language materials are those resources that can be used to facilitate language learning such as course books, videos, graded readers, flash cards, games and websites (Tomlinson, 2012). Materials can inform the learner about the target language; guide the learner in practicing the language (instructional function); provide the learner with experience of the language in use (experiential function), encourage the learner to use the language (eliciting function); and help the learner

to make discoveries about the language (exploratory function). Therefore materials development describes the processes through which materials are produced and/or used language learning including materials evaluation, adaptation, design, exploitation, and research. According to Tomlinson (2012), these processes should interact in the making of language-learning materials.

This paper aims at giving insightful ways for teachers to develop learning materials suitable for their student's difficulty level, needs and objective(s) of the teaching the teachers have designed. This paper includes the definition of materials development, the principles and procedure of materials development, characteristics of teaching materials and the concluding remarks.

1.1. Materials Development

Before discussing materials development as a field of study and the practical undertaking of it, I would like to make sure what is meant by materials in materials development? Materials are anything which has been used by teachers and learners to facilitate the learning of a language (Tomlinson, 2011). The defining characteristic of materials is that the materials designer builds in a pedagogic purpose. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied hand-out, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned (Tomlinson, 1998). These materials can be instructional, experiential, elicitive, or exploratory. The material is instructional when it informs the learners about the language. It is experiential when it provides exposure to the language in use, elicitive when it stimulates language use, and exploratory when it seeks discoveries about language use in natural settings.

What is materials development?

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research of language teaching materials. Tomlinson (2012); Dick and Carey (1990) suggest ten components of the systems approach model, that is, identify an instructional goal, conduct an

instructional analysis, identify entry behaviours and characteristics, write performance objectives, develop criterion-referenced test items, develop an instructional strategy, develop and/or select instructional materials, design and conduct the formative evaluation, revise instruction, and conduct summative evaluation. Each of these components is closely related to each other in the systems approach model.

To design/develop an accurate teaching material, each component in the systems has to be considered. In other words, suitable teaching/learning materials should be able to fulfil each of the other components in the system approach.

Materials design is a special case of the application of the sophisticated kind of thinking that expert teachers possess. Includes

- Analysing potential lesson content and identifying how to transform into teaching resource
- Identifying linguistic goals
- Developing instructional tasks as basis for the lesson

The teaching/learning materials already developed for specific target learners have to be implemented in the real learning/teaching situation. The implementation of the learning/teaching materials in the real situation in this step is meant to try out the teaching/learning materials whether they are suitable for the target learners. If not, then the learning/teaching materials have to be revised based on the data obtained from the try out to the target learners. This is called the evaluation step.

Language teaching has five important components: students, a teachers, materials, teaching methods, & evaluation. Nunan(1992) states that teaching materials are often the most substantial and observable component of pedagogy. In addition, Cunnings worth (Richards, 2003) summarized the role of materials particularly textbook, in language teaching as a resource for presentation materials; a source of activities for learners practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, source of stimulation and ideas for classroom activities; a syllabus; a support for less experienced teachers who have yet to gain in confidence.

Generally, teachers tend to use all guidance provided by a textbook. However, it is a fact that a textbook does not always meet the variety of conditions in a language class (Ur, 1996; Richards, 2003). Sometimes, teachers need to explore teaching materials outside textbooks and modify them in order to be relevant to the need and demands of particular group of students. Teacher's experiences and understanding of their students are very important in materials development, so that the students will be motivated in learning the target language. Then, what is materials development? According to Tomlinson (1998) materials development refers to anything which is done by writers, teachers or learners to provide sources of language input in ways which maximize the likelihood of intake. In doing so, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a textbook, design a student worksheet, read a poem or an article aloud. Therefore, whatever they do to provide input, they also take into account any related principle to make the learners able to learn the language effectively.

There are at least two things to be elaborated about materials development. It is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution (Tomlinson, 2001).

Materials Development as a Field of Study

As a field of study, materials development studies the principles and procedures of the design, implementation, and evaluation of language teaching materials.

Materials Development as a Practical Undertaking

As a practical undertaking materials development is anything where writers or learners provide sources of language input, and exploit it in ways that maximise the likelihood of intake and stimulates output.

Learning/teaching materials, in practice, can be developed / produced by

evaluating learning materials, adapting, supplementing and creating own materials (Pinter, 2006). Teachers usually use any textbook available to teach their students. What they can do is usually trying to evaluate the textbook they have to use to teach their students. In evaluating the textbook, teachers observe what works and what does not work and they add their own style/preference and interpretation to the textbook. If they think that the textbook is in line with the curriculum/syllabus, the textbook can be used to teach their students.

Teachers will evaluate and select textbooks according to how appropriate they seem for the given context. Well-designed textbooks can support inexperienced teachers a lot because they act as training materials. Textbooks can also be evaluated by exploring teachers and learners experiences and opinions about the textbooks as used in the classroom. This evaluation can result in the most effective textbooks which can be used in the classroom. This result, however, cannot be valid for different students and teachers and in different time.

Another thing to remember is that adapting teaching materials, especially from the authentic text, does not always work well. In adapting the authentic text to become learning materials, a teacher has to remember the English that the students have to learn from the adapted texts. Still, we have to allow the students to have an effort to cope with more challenges from the adapted texts.

A teacher has to be conscious that gradually the students will have to struggle themselves to face the authentic texts without having any adaptation.

Supplementing the existing textbooks used to teach is another effort to cover the weakness of the available textbooks that does not match with the syllabus/curriculum or objectives of the teaching/learning. The supplementary teaching/learning materials can vary according to the availability of the materials or the creativity of the teachers.

Creating own materials is the teachers last effort to develop learning materials instead of adapting or supplementing the existing textbooks or authentic texts. There should be fundamental bases in order to create own materials, among others, teaching objectives or instructional goals (Dick and Carey, 1990), student's needs,

and topic-based planning (Pinter, 2006).

Dick and Carey (1990) suggest a long procedure to develop instructional materials after identifying instructional goals. There are five steps between identifying instructional goal up to the instructional materials development: conducting instructional analysis, identifying entry behaviours and characteristics, writing performance objectives, developing criterion-referenced test items, and developing instructional strategy. The next step is developing and selecting instructional materials. With these steps Dick and Carey want to emphasize on the accuracy of all the components in the system approach of instructional design, including the accuracy of developing and selecting instructional materials.

A teacher can also develop learning materials on the basis of the student's needs (Pinter, 2006). This situation would happen when a teacher is facing new students. In order to meet the students' needs of English, an English teacher has to find out what English competence the students want to achieve. After knowing the English competence that the students want to achieve, the teacher develops the learning materials to help the learners achieve the English competence they want.

Creating own materials based on Topic-based planning means that the materials developed for the learning materials should be based on the topic already chosen and, therefore, all the activities in all areas of the curriculum should be related to that one broad topic.

3. Principles in Developing Materials

There are sixteen principles that Tomlinson (Richards, 2001) summarizes of what he thinks many Second Language Acquisition (SLA) researchers would agree to be the basic principles of SLA relevant to the materials development for the teaching of languages.

These principles are briefly outlined as follows:

- Material should achieve impacts, help learners to feel at ease and to develop confidence
- What is being taught should be perceived by learners as relevant and useful?

- Materials should require and facilitate learner self-investment, provide the learners with opportunities to use the target language to achieve communicative purposes.
- Materials should take into account that- positive effects of instruction are usually delayed, learners have different learning styles & differ in affective attitudes
- Materials should permit a silent period at the beginning of instruction, should not rely too much on controlled practice & should provide opportunities for outcome feedback

In addition, Crawford (Richards-Renandya2002) states that materials obviously reflect the writer's views of language & learning, and teachers (& students) will respond according to how well these match their own beliefs and expectations.

Thus, suggests some points to be considered in providing effective materials:

- Language - is functional and must be contextualized; should be realistic and authentic; requires learner engagement in purposeful use of language
- Classroom materials will usually seek to include an audio visual component
- Second language learners need to develop the ability to deal with written/spoken genres
- Materials need to be flexible enough to cater to individual and contextual differences

4. Materials Development Procedures

What is the role of teaching materials?

Material should facilitate learners' ability to study and self-investigate. This can be achieved if the material or course-ware helps the learners' to achieve this by facilitating grasp of the topic and by engaging in learner-centered discovery activities and tasks. Teaching materials are of many kinds: textbooks, audio and video cassettes, handouts, charts, teaching aids of various kinds which can all be used for different purposes by the teacher. Generally, most teaching situations depend on the textbook. Content is the medium which translates the objectives into learning outcomes. In other words the content reflects the objectives of the course.

For instance, if the aim of the course is to develop reading comprehension skills of the learners, the material will include abundant reading material to help impart comprehension ability. The reading material will be orchestrated to the learners' present level of competence and should revolve round the themes that hold the interest and motivate the target learners' group. In the same way, if the aim is to help the learner use the language as a second language in everyday situations, the content should include the situations and the language necessary for initiation, negotiation etc. Teachers cannot be effective in the classroom without teaching materials. The teaching materials are to be made available with the students as well. Many disciplinary problems will arise in case the learners are not bound by the "book" to follow in the classroom. Closely related to the roles of teachers and learners is the role of textbook materials. Any textbook is based on assumptions about learning, and the design of its activities implies certain roles for teachers and learners and assumes certain dispositions towards learning styles. In the early 1980s Allwright (1981) and O'Neill (1982) debated the role of learning materials in articles entitled respectively 'what do you want teaching materials for?' and 'why use textbooks?' Even the most enthusiastic and conscientious teacher rarely has time to produce whole courses or a substantial amount of personally created materials. It is therefore important that the criteria are established for choosing and designing the material as per the course content and syllabus. It is therefore important that teachers establish criteria for designing the appropriate materials as per the scope of the syllabus. Only through this process can teachers benefit from the syllabus and curriculum and supplement them with additional materials in the form of extra help.

Teachers, Learners and Materials: Relationship:

The materials are the tools which will be useful for both teachers and learners. Thus, the role of materials is that of an instrument serving the dual purpose. As with any tool or instrument, the effective utilization depends on the user and the tool itself. For this reason, while developing materials immense care should be taken to avoid all sorts of ambiguity. Utmost precision should be taken because

that will be the sample which consciously or unconsciously gets absorbed by the users/learners. In order to get the optimum advantage of the materials used, it is essential to know how to adapt, enrich and interpret. It is important to note the teaching material should include specific tasks for conducting in classroom. In selecting the materials for tasks, keep in mind: - Relevance; Authenticity; Focus on process; Potentiality for review and assessment; Feasibility; Learners' proficiency

Characteristics of Teaching Materials:

Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward- knowledge; teaching/learning; role and relationship of the teacher/student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. Clarke (1989) argues that communicative methodology is important & is based on authenticity, realism, context, & a focus on the learner. Most people associate the term teaching materials only with course books because that has been their main experience of using teaching materials. However, in fact, the term can be used to refer to anything which is used by teachers or learners to facilitate the learning of the language. Related to that, materials can divide into some types as follows:

- Printed materials: Textbook, student's worksheet, pictures, photographs, newspapers & magazines
- Audio materials: cassette & compact disc
- Audio visual: video compact disc, film
- Interactive teaching materials: web based learning materials, computer assisted instruction.
- Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that are not specially prepared for pedagogical purposes.
- Created materials refer to textbooks and other specially developed instructional resources.

Edge (1993) uses the term "teacher-produced materials" and "student materials" to

refer to how the materials are produced or used during the process of teaching/learning in the classroom. Teacher-produced materials play an important role to bridge the gap between the classroom and the world outside. In doing so, teachers might produce their own worksheets for their students.

Student-produced materials

Teachers can ask the students to produce simple maps that they know as the basis for an activity. In this way, students are then using their own knowledge & personal background to produce learning materials for their classmates.

Students as materials

When we see the learners as materials, we can also use our methods to make learning enjoyable. In doing so, teachers could, for instance: ask a student to close his/her eyes & describe what someone else is wearing; describe what someone else is wearing until the rest of us can recognize that person; divide the class into pairs and ask each pair to do one the above

Evaluation of Teaching Materials:

Tomlinson and Manuhara (2004) use the term “materials evaluation” is the activity which measures the value of a set of learning materials by making judgments about the effect of the materials on the people using them. It tries to measure, for example: appeals of the materials to the learners; materials validity/flexibility; materials ability to interest the learners; materials potential learning value; delivery & assessment.

Evaluating Textbook:

When teachers open a page in their textbook, they have to decide whether they should use the lesson on that page with their class. If the language, content and sequencing of the textbook are appropriate, the teacher might want to go ahead and use it. If, however, there is something wrong with the textbook, the teacher has to decide what to do next. Therefore, when evaluating the quality of a textbook’s exercises or activities, four key questions should be answered (Garnier, 2002):

- Do the exercises and activities in textbook contribute to student’s language acquisition?

- Are the exercises balanced in their format, containing both controlled and free practice?
- Are the exercises progressive as the students move through the textbook?
- Are the exercises varied and challenging?

1.2. Using materials aimed at older students with younger students

In the world of young learners we often find that students' linguistic ability is way beyond the typical course book that is designed for their age. Therefore some adaptation is often necessary. To give an example, I am currently teaching a group of 11-15 year olds on a First Certificate (upper-intermediate) level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. However, I knew that some of the students had recently gone to a concert and had been disappointed by the performance. So, using those students, we adapted the task together. I asked the students what had been disappointing about the show and we made a list. These points became the content of the task. The functional language of complaining was the same but the task became more alive as it was more personal and closer to the students' own experiences.

Speaking activities may often need adapting too. The job interview could become the interview to get onto a summer course or to help out at a scout camp.

Questions to consider when preparing your lessons:

- Will the students know anything about the topic?
- If not, how can I introduce the topic?
- Will the students be interested in the topic?
- If not, how can I make it more interesting and bring it to life?
- What support will the students need to tackle the task?

1.3. Using materials aimed at younger students with older students

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point.

Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practising by playing it, then most students tend to respond positively. Older students will quickly suss you out if you're just killing time and there's no real point to the activity. I recently played word formation bingo with a group of adults and was amazed that they got really excited and competitive and were all trying to win so they could become 'Bingo King' or 'Bingo Queen' for the next round. After a hard day at work I think they enjoyed the chance to revert to their childhood for twenty minutes!

Questions to consider when preparing your lessons:

- Is the activity appropriate for the age group?
- If not, how will I bridge the gap?
- What's the point of the activity?
- What will students be learning?
- Should I explain to the students why we're doing the activity?

The main thing to bear in mind with any adaptation of materials is how you can personalise the task and make it more relevant to the learner. If you are clear about

why you are using certain material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

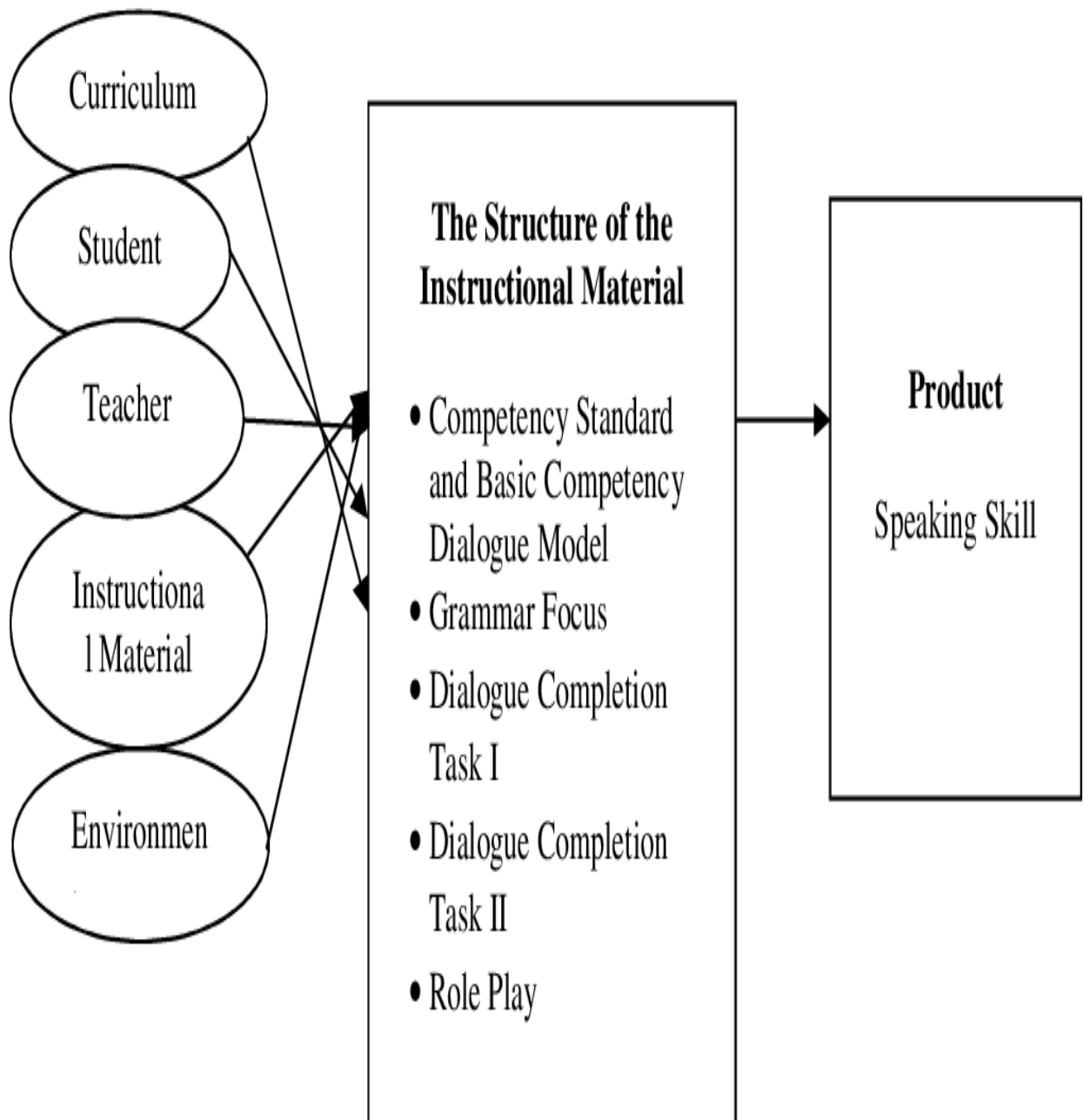


Figure 1 Model of the development of instructional materials

V. GLOSSARIY

Audiolingual teaching combined a learning theory based on ideas of habit-formation, and practice with a view of language as patterns and structures; it chiefly made students repeat sentences recorded on tape and practice structures in repetitive drills. Originating in the USA in the 1940s, its peak of popularity was probably the 1960s, though it was not much used in British-influenced EFL. (Note it is not usually abbreviated to ALM since these initials belong to a particular trade-marked method).

Audiovisual teaching presented visual images to show the meaning of spoken dialogues and believed in treating language as a whole rather than divided up into different aspects. Teaching relied on film-strips and taped dialogues for repetition. It emerged chiefly in France in the 1960s and 1970s and was highly influential in modern language teaching in England

Bilingual Method (Dodson (1967): this little-known method used in Wales depended on both languages being present in the classroom, in that meaning was conveyed by translation, not word by word but by gist.

Communicative teaching based language teaching on the functions that the second language had for the student and on the meanings they wanted to express, leading to teaching exercises that made the students communicate with each other in various ways. From the mid-1970s onwards this became the most influential way of teaching around the globe, not just for English.

Community Language Learning (CLL) is a teaching method in which students create conversations in the second language from the outset, using the teacher as a translation resource.

The Direct Method was the name for any method that relies on the second language throughout. I.e. it can be applied to almost all the language teaching methods recommended since the 1880s.

Grammar-translation method: this traditional academic style of teaching which placed heavy emphasis on grammar explanation, translation exercises and the use of literary texts.

Language maintenance and bilingual language teaching: teaching to maintain or extend the minority local language within its own group.

New Concurrent Method (Jacobson and Faltis, 1990): this required teachers to switch languages between L1 and L2 at carefully planned key points chosen by topic, function, etc.

Reciprocal language teaching is a teaching method in which pairs of students alternately teach each other their languages 'language of the day', to teach each other their own language.

Submersion teaching: sink-or-swim form of teaching in which minority language children are put in majority language classes.

Suggestopedia (Lozanov, 1978) is a teaching method aimed at avoiding the students' block about language learning through means such as listening to music.

Task-based learning is an approach that sees learning as arising from particular tasks the students do in the classroom and has been increasingly seen as a logical development from communicative language teaching.

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