CHET TILI O'QITISH METODIKASINING ZAMONAVIY TENDENSIYALARI

2025

Saidova M.U.   filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent.

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

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

"CHET TILI O'QITISH METODIKASINING ZAMONAVIY TENDENSIYALARI"

MODULI BO'YICHA

O'QUV-USLUBIY MAJMUA

Filologiya va tillarni o'qitish: ingliz tili

Buxoro – 2025

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024 yil 27 dekabrdagi 485-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

Tuzuvchi: M.U.Saidova - filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent.

Taqrizchilar: Z.I.Rasulov - filologiya fanlari doktori, professor.
D.I.Khodjayeva - filologiya fanlari bo'yicha falsafa doktori, dotsent.

O`quv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan (2024 yil "27" dekabrdagi 5-sonli bayonnoma)

MUNDARIJA

I. ISHCHI DASTUR

Kirish

Ushbu dastur O'zbekiston Respublikasining 2020-yil 23-sentabrda tasdiqlangan "Ta'lim to'g'risida" Qonuni, O'zbekiston Respublikasi Prezidentining 2015-yil 12-iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish to'g'risida" PF-4732-son, 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida" PF-5789-son, 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-5847-son, 2020 yil 29 oktabrdagi "Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-6097-son, 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son, 2023-yil 25-yanvardagi "Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo'lga qo'yishga doir birinchi navbatdagi tashkiliy chora-tadbirlar to'g'risida" PF-14-son, O'zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi "O'zbekiston — 2030" strategiyasi to'g'risida" PF-158-son Farmonlari, shuningdek, O'zbekiston Respublikasi Prezidentining 2024 yil 21 iyundagi "Aholi va davlat xizmatchilarining korrupsiyaga qarshi kurashish sohasidagi bilimlarini uzluksiz oshirish tizimini joriy qilish chora-tadbirlari to'g'risida" PQ-228-son, O'zbekiston Respublikasi Prezidentining 2021 yil 17 fevraldagi "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to'g'risida" PQ-4996-son qarorlari va O'zbekiston Respublikasi Vazirlar Mahkamasining "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora- tadbirlar to'g'risida" 2019-yil 23-sentabrdagi 797-son hamda O'zbekiston Respublikasi Vazirlar Mahkamasining "Oliy ta'lim tashkilotlari rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini samarali tashkil qilish chora-tadbirlari to'g'risida" 2024-yil 11-iyuldagi 415-son Qarorlarida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Dastur doirasida berilayotgan mavzular ta'lim sohasi bo'yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari va o'quv rejalari asosida shakllantirilgan bo'lib, uning mazmuni "Chet tili o'qitish metodikasining zamonaviy tendensiyalari" bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" 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

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" 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.

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" 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 kompetentsiyalariga qo'yiladigan talablar

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" 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 metodlarnijihatlarini *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 chet tilini 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

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" moduli mazmuni o'quv rejadagi **"Pedagogning kasbiy kompetensiyalarini rivojlantirish"** o'quv moduli bilan uzviy bog'langan holda ingliz tili o'qituvchilarini chet tillarni o'qitishdagi zamonaviy tendensiyalar, yondashuvlar, pedogogik 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	
1.	Linguistic and Communicative competence in English language classes	2	2	2	-	-
2.	Managing the English Classroom	2	2	2	-	-
3.	Learning Strategies and Motivation in English language classes	2	2	2	-	-
4.	Teaching an effective English language lesson	2	2	2	-	-
5.	Creating an effective classroom learning environment	2	2	-	2	-
6.	Developing learner-centered teaching	2	2	-	2	-
7.	Classroom language and communication	2	2	-	2	-

8.	Cultural awareness in English language classes	2	2	-	2	-
	Жами: 16 соат	18	16	**8**	**8**	-

NAZARIY MASHG'ULOTLAR MAZMUNI

Session 1. 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.

Session 2: Managing the English 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 3: Learning Strategies and Motivation in English language classes

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

Session 4. Teaching an effective English language lesson

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

AMALIY MASHG'ULOTLAR MAZMUNI

Session 1: Creating an effective classroom learning environment

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

- different interaction patterns – advantages and disadvanteges

- fitness for purpose

Session 2: 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 3: Classroom language 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

Session 4: 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

**Amaliy mashg'ulotlarni tashkil etish bo'yicha
ko'rsatma va tavsiyalar**

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" 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.

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)	• кучли томонлари
W – (weakness)	• заиф, кучсиз томонлари
O – (opportunity)	• имкониятлари
T – (threat)	• тўсиқлар

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 texnologiya-larga 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

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 ахборотлр билан тўлдирилади мавзу

"Keys-stadi" metodi

«Keys-stadi» - inglizcha so'z bo'lib, («case» – aniq vaziyat, hodisa, «study» – o'rganmoq, tahlil qilmoq) aniq vaziyatlarni o'rganish, tahlil qilish asosida o'qitishni amalga oshirishga qaratilgan metod hisoblanadi. Mazkur metod dastlab 1921 yil Garvard universitetida amaliy vaziyatlardan iqtisodiy boshqaruv fanlarini o'rganishda foydalanish tartibida qo'llanilgan.Keysda ochiq axborotlardan yoki aniq voqea-hodisadan vaziyat sifatida tahlil uchun foydalanish mumkin. Keys

harakatlari o'z 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 ta'minoti 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 o'quv topshirig'ni belgilash	individual va guruhda ishlash; muammolarni dolzarblik iyerarxiyasini aniqlash; asosiy muammoli vaziyatni belgilash
3-bosqich: Keysdagi asosiy muammoni tahlil etish orqali o'quv topshirig'ining yechimini izlash, hal etish yo'llarini ishlab chiqish	individual va guruhda ishlash; muqobil yechim yo'llarini ishlab chiqish; har bir yechimning imkoniyatlari va to'siqlarni tahlil qilish; 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.

"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 bildirlgan 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 yoziligan 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 fikirlarini 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 umumlashtirilib, xulosa qilinadi. O`qituvchi talabalar bilan birgalikda guruhlar faoliyatiga baho beradi, mashg`ulotga yakun yasaydi, talabalarning mashg`ulot haqidagi fkirlarini 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.
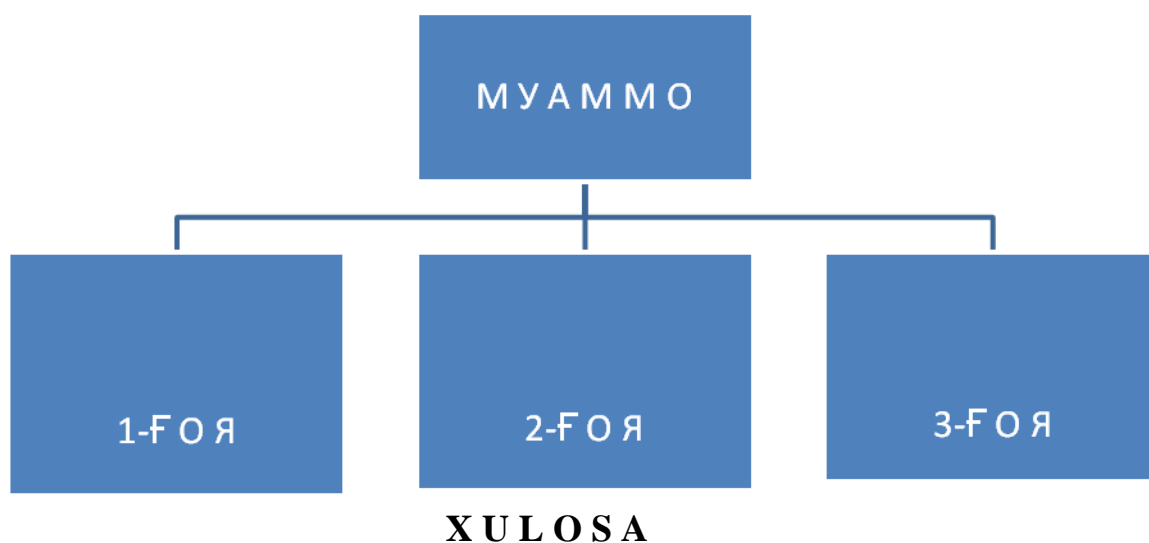
X U L O S A

"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 vaыt 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.

"KLASTER" METODI

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

"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.

TOPIC 1. LINGUISTIC AND COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE CLASSES

1. Definition of linguistic and communicative competence

2. Importance of these competencies in English language learning

3. Overview of approaches to developing these competencies

Key terms: Linguistic Competence, Communicative Competence, Grammatical Competence, Sociolinguistic Competence, Discourse Competence, Strategic Competence, Interaction Hypothesis, Pragmatics, Authentic Communication, Code-Switching, Fluency vs. Accuracy, Intercultural Communication

Linguistic Competence - Knowledge of syntax, morphology, phonology, semantics and lexis

Communicative Competence - Ability to use language effectively in different contexts

- Canale and Swain's model (1980) and its components:
  - **Grammatical competence** – Accuracy in syntax, vocabulary, and phonology
  - **Sociolinguistic competence** – Understanding of social norms, politeness, cultural appropriateness
  - **Discourse competence** – Coherence and cohesion in speech and writing
  - **Strategic competence** – Use of strategies to overcome communication breakdowns
- Importance of communicative competence in real-world interactions
- Methods to develop communicative competence: role-plays, debates, group discussions, and presentations

Teaching Methods and Approaches which can be tom improve linguistic as well as communicative competences:

- **Communicative Language Teaching (CLT)**
  - Focus on real-life communication
  - Activities: Information gap exercises, interactive dialogues, group discussions
- **Task-Based Language Teaching (TBLT)**
  - Learners complete meaningful tasks using language skills
  - Examples: Problem-solving tasks, real-world simulations
- **Content and Language Integrated Learning (CLIL)**
  - Teaching subjects (e.g., history, science) in English to enhance language skills
- **Grammar-Translation Method vs. Direct and Natural Approaches**
  - Comparison of traditional vs. modern teaching techniques

Some Challenges in Developing These Competencies:
- Lack of exposure to real-life communication
- Overemphasis on grammatical accuracy
- Cultural and pragmatic misunderstandings
- Limited availability of authentic materials in non-English speaking environments
- Teacher proficiency and training in communicative teaching methods

Suggested Strategies for Effective Teaching:
- Use of role-plays and simulations to mimic real-world interactions
- Incorporating authentic materials such as news articles, podcasts, and social media content
- Enhancing interaction through group activities and pair work
- Encouraging self-correction and peer feedback to improve fluency and confidence
- Using technology: Language learning apps, online discussion forums, AI-based pronunciation tools
- Immersion techniques: Study abroad programs, virtual exchange projects

Linguistic competence refers to the theoretical knowledge of a

language, including grammar, vocabulary, pronunciation, and syntax. Noam Chomsky introduced the term to highlight an individual's internalized understanding of language rules. It forms the foundation for language learning but does not necessarily involve the ability to use language in real-world interactions.

Communicative competence, on the other hand, was proposed by Dell Hymes as an extension of linguistic competence. It emphasizes not only knowing a language's structure but also the ability to apply it effectively in different social situations. Canale and Swain (1980) expanded this concept by categorizing communicative competence into four main components: grammatical, sociolinguistic, discourse, and strategic competence.

In English language teaching, different methodologies emphasize either linguistic or communicative competence. Traditional methods, such as the Grammar-Translation Method, focus more on linguistic accuracy, whereas modern approaches like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) prioritize real-world language use.

Developing these competencies requires a balanced approach. Teachers should integrate authentic materials, encourage interactive exercises, and expose learners to real-life communication scenarios to bridge the gap between theory and practice.

With the rise of digital learning, online tools like Duolingo, Grammarly, and AI chatbots offer additional opportunities for learners to develop both linguistic and communicative skills. Virtual exchange programs and online language forums provide real-world exposure, making communicative competence more accessible to learners worldwide.

Diagram 1: Canale & Swain's Communicative Competence Model (A Venn diagram showing the four components: Grammatical, Sociolinguistic, Discourse, and Strategic competence)

Table 1: Comparison of Linguistic vs. Communicative Competence

Aspect	Linguistic Competence	Communicative Competence
Focus	Structure, grammar, and vocabulary	Effective language use in context
Example	Knowing past tense rules	Using past tense naturally in conversation
Importance	Foundation of language	Application in real-world situations
Teaching Method	Grammar-Translation Method	Communicative Language Teaching
Learning Outcome	Accuracy in written language	Fluency in spoken and written communication

Linguistic competence, as proposed by Noam Chomsky (1965), refers to a speaker's implicit knowledge of the structure of their language. It involves the mental representation of grammatical rules that enable individuals to produce and understand an infinite number of sentences.

Theoretical Basis

- **Chomsky (1965) – "Aspects of the Theory of Syntax"**
  - Introduced the distinction between **competence** (knowledge of language) and **performance** (actual language use).
  - Competence includes knowledge of **phonology, morphology, syntax, and semantics**.

- **Saussure (1916) – "Cours de Linguistique Générale"**
  - Differentiated between **langue** (the structured system of language) and **parole** (individual speech acts).

- **Generative Grammar Approach**
  - Focuses on the underlying structure of language and the rules that govern sentence formation.

Components of Linguistic Competence

1. **Phonological Competence** – Understanding the sound system (e.g., distinguishing minimal pairs like "ship" vs. "sheep").
2. **Morphological Competence** – Recognizing how words are formed (e.g.,

understanding affixation: "unhappy" = "un-" + "happy").

3. **Syntactic Competence** – Applying grammatical rules (e.g., forming correct word order: "She eats apples" vs. "*Eats apples she").

4. **Semantic Competence** – Understanding meaning (e.g., recognizing synonymy: "big" vs. "large").

Examples of Linguistic Competence

- A native English speaker intuitively knows that "The cat is sleeping" is correct while "*Sleeping is cat the" is not, even if they have never been explicitly taught the rule.

- A Spanish speaker knows that adjectives usually come after nouns (e.g., "casa roja" instead of "*roja casa").

Communicative competence, introduced by Dell Hymes (1972), expands on linguistic competence by including the ability to use language appropriately in social contexts.

Theoretical Basis

- **Hymes (1972) – "On Communicative Competence"**
  - Criticized Chomsky's model for ignoring **contextual language use**.
  - Defined communicative competence as knowing **when, where, and how** to use language effectively.

- **Canale & Swain (1980) – "Theoretical Bases of Communicative Approaches"**
  - Proposed a model of communicative competence with four key components:

Components of Communicative Competence (Canale & Swain, 1980; Canale, 1983)

1. **Grammatical Competence** – Corresponds to Chomsky's linguistic competence (e.g., knowing grammar, vocabulary, phonetics).

2. **Sociolinguistic Competence** – Understanding the appropriateness of language in different social contexts (e.g., formal vs. informal speech).

3. **Discourse Competence** – Ability to construct coherent spoken and written texts (e.g., using cohesive devices like "however," "therefore").

4. **Strategic Competence** – Ability to compensate for communication breakdowns (e.g., using gestures, paraphrasing when vocabulary is limited).

Examples of Communicative Competence

- **Grammatical Competence**: A learner correctly conjugates verbs in French ("Je mange" instead of "*Je manges").

- **Sociolinguistic Competence**: A speaker switches from casual language with friends ("Hey, what's up?") to formal speech in a job interview ("Good afternoon, it's a pleasure to meet you").

- **Discourse Competence**: A student writes a well-structured essay with a clear introduction, body, and conclusion.

- **Strategic Competence**: A traveler in Japan, not knowing the word for "water," mimics drinking to get their message across.

Comparison of Linguistic vs. Communicative Competence

Feature	Linguistic Competence	Communicative Competence
Focus	Knowledge of language structure	Ability to use language effectively in context
Key Theorist(s)	Chomsky (1965)	Hymes (1972), Canale & Swain (1980)
Components	Phonology, morphology, syntax, semantics	Grammar, sociolinguistics, discourse, strategy
Example	Knowing that "goed" is incorrect	Knowing when to say "Can I have a drink?" vs. "Give me water!"

Linguistic competence is necessary but not sufficient for effective communication. While linguistic competence provides the foundation for understanding and forming correct sentences, communicative competence ensures that these sentences are used appropriately in real-life contexts. Language learners need both to become proficient speakers.

Linguistic Competence

Ability to create grammatically correct utterances

Sociolinguistic Competence

Ability to create sociolinguistically appropriate utterances

Communicative Competence

Discourse Competence

Ability to produce coherent and cohesive utterances

Strategic Competence

Ability to solve communication problems as they arise

mind, competence

linguistic competence

extra-linguistic competence

socio-pragmatic and (inter)cultural competence

mastery of abilities, knowing how to 'work' language

world, performance

knowing how to do things with language in communicative events

TOPIC 2. MANAGING THE ENGLISH 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 <u>many studies</u> 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 <u>culturally-responsive teaching</u>.

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 <u>gamification strategies</u> 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!
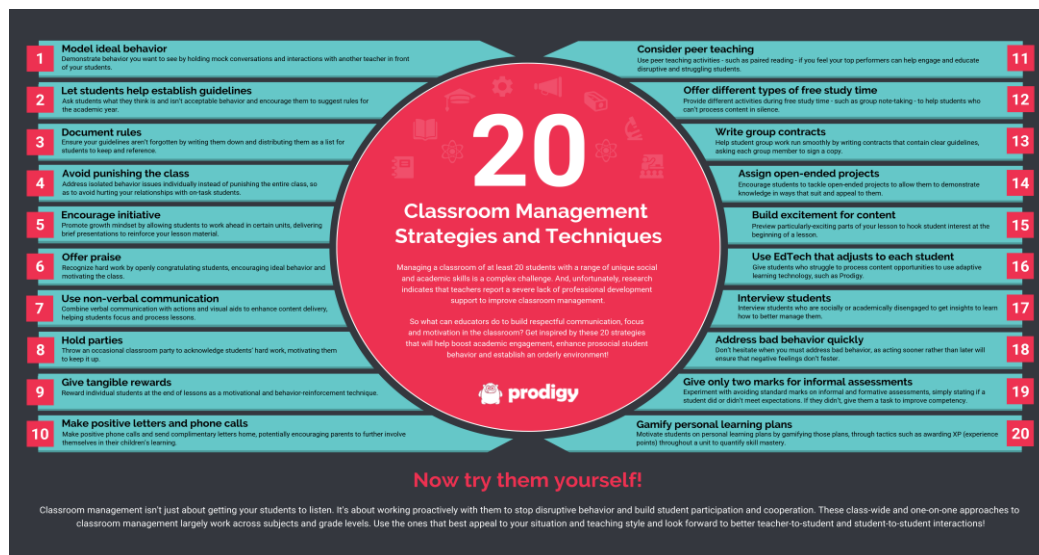
Click to expand! Created by Venngage Infographics that recently launched its own <u>banner maker.</u>

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 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 <u>across subjects and grade levels</u>. 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.
- **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.

TOPIC 3. LEARNING STRATEGIES AND MOTIVATION IN ENGLISH LANGUAGE CLASSES

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, instrinsic 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. <u>His work in the field</u> 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.
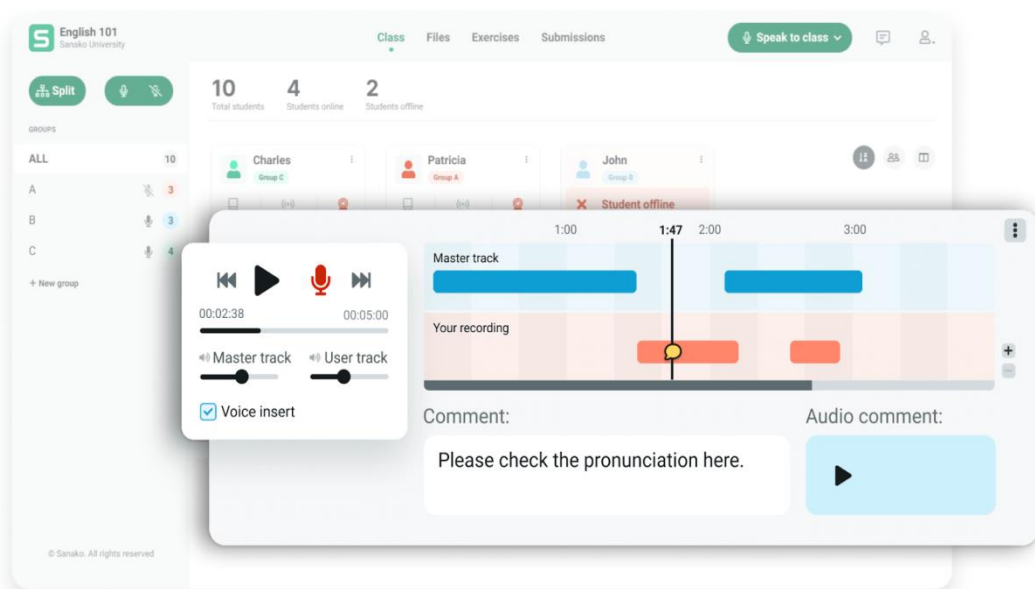
Sanako's market-leading language teaching and learning tools for schools and universities include a wealth of unique features that help language educators to motivate students to keep learning. It's why the world's leading educational institutions choose Sanako as their preferred supplier to support 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.

- Alrabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL

- achievement. Applied Linguistics, 37(3), 307-333.

- Alrabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL

- achievement. Applied Linguistics, 37(3), 307-333.
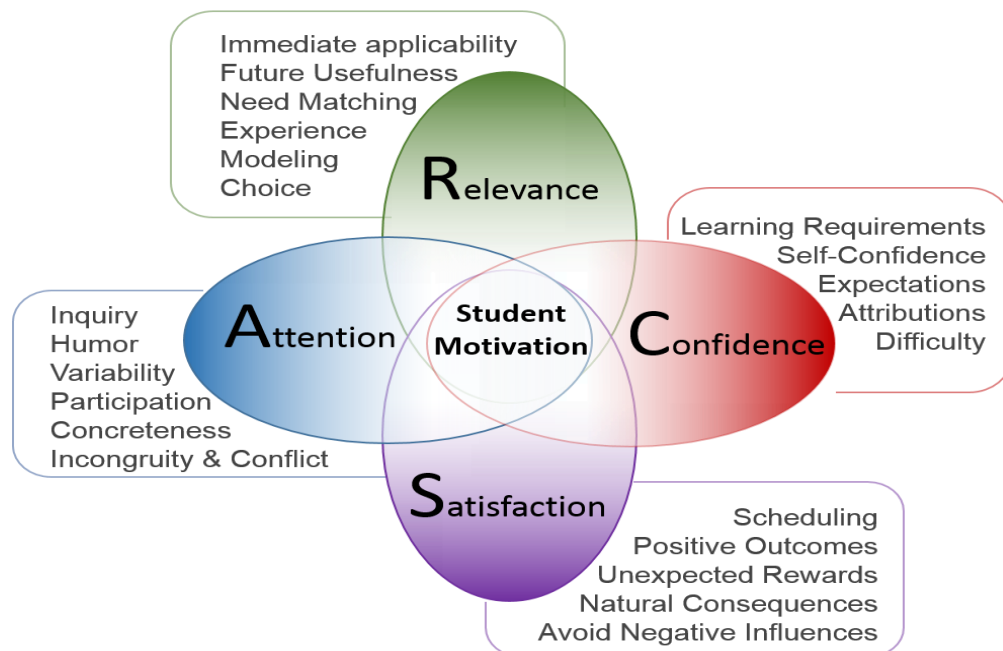
TOPIC 4. TEACHING AN EFFECTIVE ENGLISH LANGUAGE LESSON

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.

1.1Strategies 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.
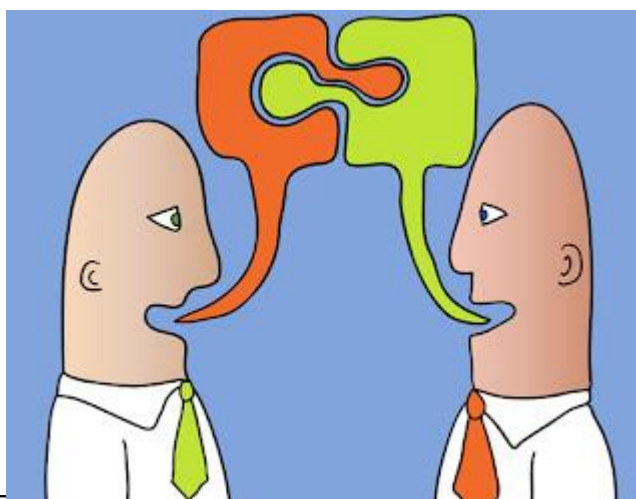
The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In

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:**
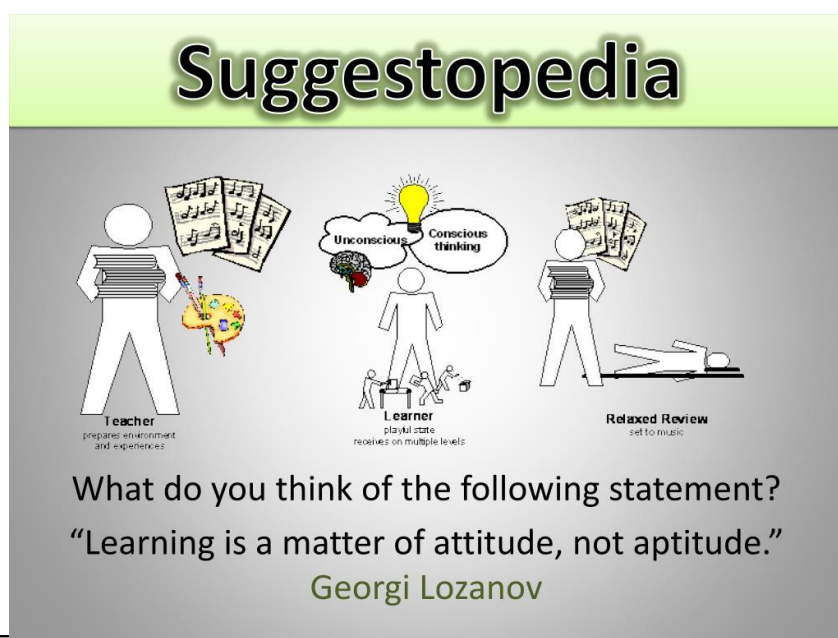
Suggestopedia–

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.
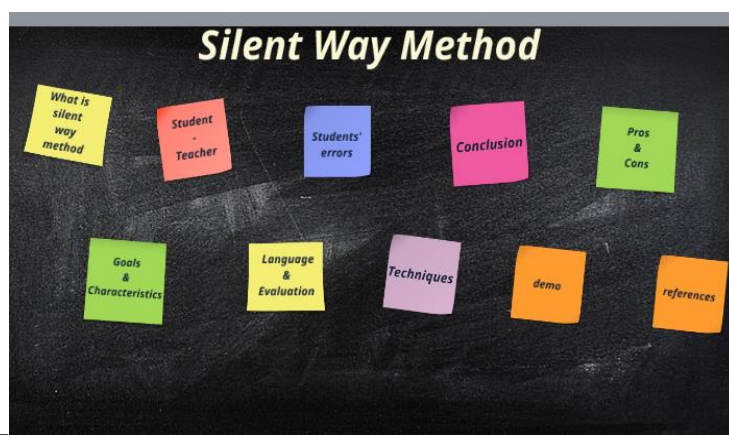
Silent Way-

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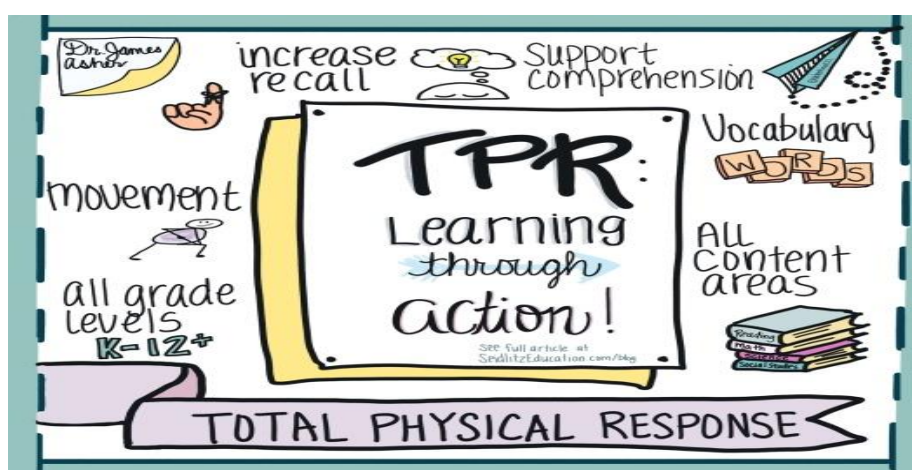
This method involves acting out language rather than speaking. It can be through mimicry or only responding to audiovisual cues. Games like 'Simon says…' or the charades are classic examples of this method of teaching.

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.

3

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 5. 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 <u>engaging and positive learning environment</u> 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
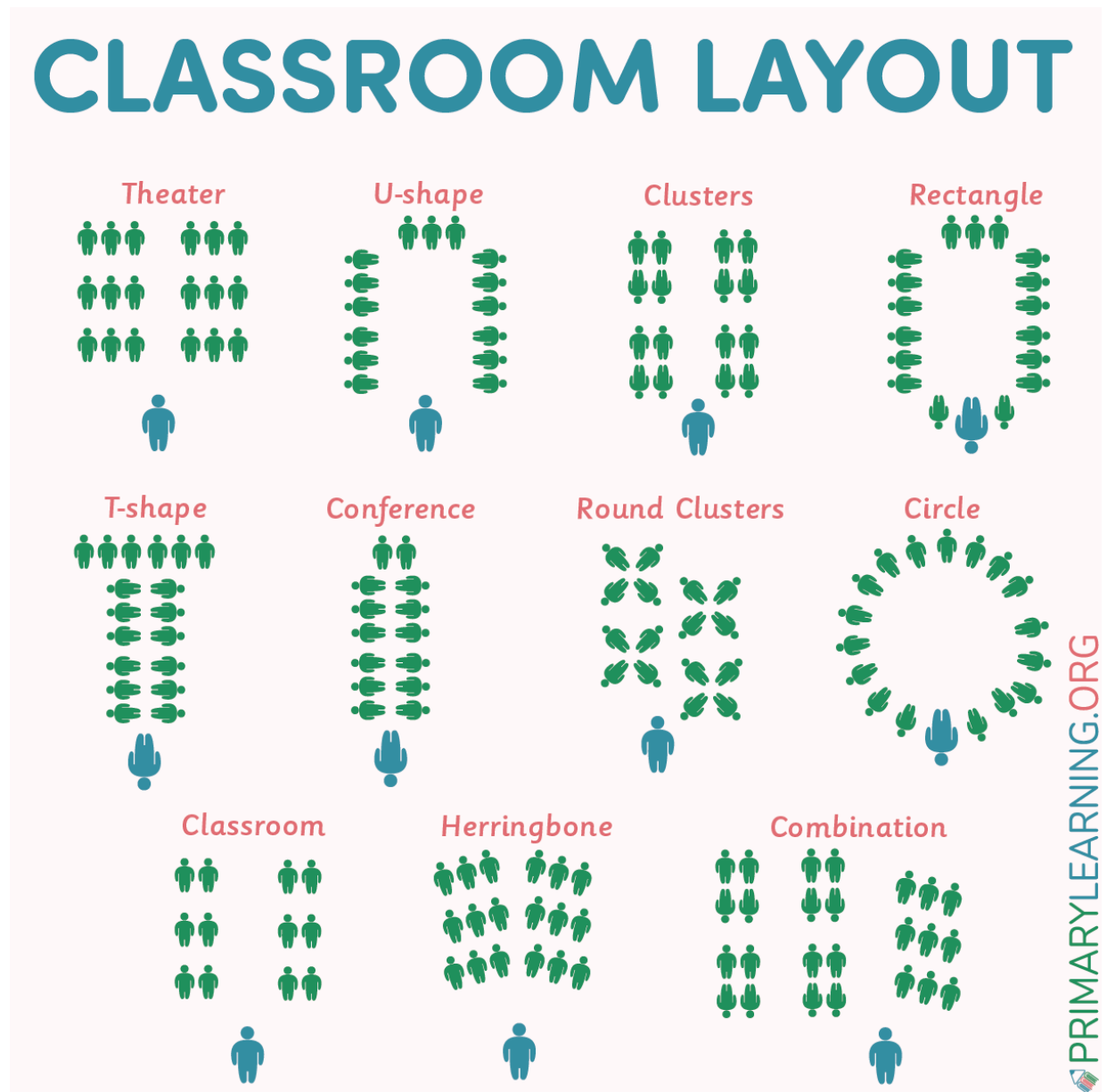
occurring in the first place differentiated them as more effective managers. Kounin, whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the 1980s, identified several strategies that teachers use to elicit high levels of work involvement and low levels of misbehavior. 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

PRIMARYLEARNING.ORG

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.

11-3

PEARSON
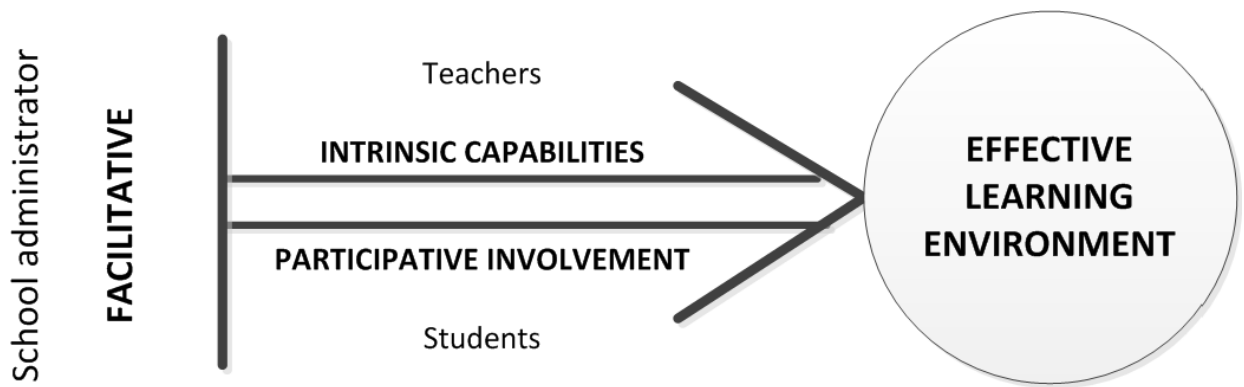
TOPIC 6. DEVELOPING LEARNER-CENTRED TEACHING

1.1. What is a learner-centred approach?

1.2. Learner-centered approach activities

1.3. Learner-centured 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

Learners' knowledge and experiences are validated

Learners gain skills applicable inside and outside the classroom

Content of instruction is relevant to the learners' needs and interests

Learner-Centered Instruction

Classroom tasks challenge learners and promote higher-order thinking skills

Learners make choices about course content and activities

Learners' first language and culture are viewed as a learning resource

Classroom interactions and tasks represent how language is used in the real word

TOPIC 7. CLASSROOM LANGUAGE AND COMMUNICATION.

1. What is Classroom Language?

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-interactional 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

TOPIC 8. 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.

VI. 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.

VI. ADABIYOTLAR RO'YXATI

1.   Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга қурамиз. – Т.: "Ўзбекистон", 2017. – 488 б.

2.   Мирзиёев Ш.М. Миллий тараққиёт йўлимизни қат'ият билан давом эттириб, янги босқичга кўтарамиз. 1-жилд. – Т.: "Ўзбекистон", 2017. – 592 б.

3.   Мирзиёев Ш.М. Халқимизнинг розилиги бизнинг фаолиятимизга берилган энг олий баҳодир. 2-жилд. Т.: "Ўзбекистон", 2018. – 507 б.

4.   Мирзиёев Ш.М. Нияти улуғ халқнинг иши ҳам улуғ, ҳаёти ёруғ ва келажаги фаровон бў лади. 3-жилд.– Т.: "Ўзбекистон", 2019. – 400 б.

5. O'zbekiston Respublikasining 2020-yil 23-sentabrda qabul qilingan "Ta'lim to'g'risida"gi Qonuni.

6. O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-son Farmoni.

7. Ackoff, Russell L., Scientific Method. - New York: John Wiley & Sons, 1962.

8. Barzun, Jacques & Graff. F. (1990). The Modern Researcher. - Harcourt, Brace Publication: New York.

9. David L.Chiesa (Ed), U.Azizov, S.Xan, K.Nazamutdinova, K.Tangirova. Re-conceptualizing Language Teaching: An-In-service Teacher Education course in Uzbekistan. 237, (forthcoming)

10. Gardener H. (1993) Multiple Intelligences: The Theory and Practice. - New York: Basic Books.

12. Jack Richards and Theodore S. Rodgers (2001) Approaches and Methods in Language Teaching. - Cambridge University Press

13. Common European framework of reference for languages: Learning, teaching, assessment. – Cambridge University Press. 2001

14. Jan Bell, Roger Gower. Expert Advanced with my Lab pack (Student`s Course book, CD, Resource book, Teachers book). - UK: Pearson Longman Великобритания (United Kingdom), 2014.

15. Lynch, Tony. Communication in the language classroom. - XVI, 174 p.: fig. -

Oxford; New York, 2001

16.   Mike Boyle, Lindsay Warwick. Skillful 4 Reading & Writing. - UK: Macmillan Education. Великобритания (United Kingdom), 2013.

17.   Michael McCarthy "English Vocabulary in Use". - Cambridge University Press, 1999, Presented by British Council.

18.   Patrick J. Schloss, Kristina M. Cragg. Organization and Administration in Higher Education 1st Edition. Routledge. Великобритания (United Kingdom), 2012.

19. Stanley Kubrick. A narrative and stylistic analysis. AN imprint of Greenwood Publishing Group, Inc. Великобритания (United Kingdom), 2001.

20. Stephen M. Alessi, Stanley R. Trollip. Multimedia for Learning: Methods and Development (3rd Edition). Pearson; 3 Edition (November 19, 2000), 580 pages, 2011.

21. Jack C. Richards, Willy A. Renandya. Methodology in Language Teaching: An anthology of current practice. - Cambridge university press. 2002.

22. Diane Larsen-Freeman, Marti Anderson. Techniques & Principles in Language Teaching (3rd edition). - Oxford University Press, 2011.

Elektron ta'lim resurslari

www.edu.uz.

www.aci.uz.

www.ictcouncil.gov.uz.

www.lib.bimm.uz

www. Ziyonet. Uz

www.sciencedirect.com

www.acs.org

www.nature.com