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Module 6.2.

METHODS OF TEACHING ENGLISH: APPROACHES AND PEDAGOGIC TECHNOLOGIES

Календарь-тематик реже

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1. LECTURE TEXTS

Topic 1. Methodological basis of teaching foreign languages (lecture 2 hours)

Plan of the lecture:

1. Identification of concepts
2. Approaches to language nature

Key words: approach, method, technique, linguists, structural view, functional view, interactional view,

1.Lecture text. When linguists and language specialists sought to improve the quality of language teaching they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, how language itself is structured. In an attempt to clarify a linguist Edward Anthony identified three levels of conceptualization and organization, which he termed approach, method and technique.

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural.

A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem [strætɪdʒəm-прием] or contrivance [kəntraɪvəns-затя, выдумка] used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well [6; 19].

At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching.

The first, and the most traditional of the three, is the *structural view*, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses, phrases, sentences), grammatical operations (e.g. adding, shifting, joining, or transforming elements), and lexical items (e.g., function words and structure words). The Audiolingual Method embodies this particular view of language, as do such methods as Total Physical Response and the Silent Way.

The second view of language is the *functional view*, the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. Wilkin's Notional Syllabuses (1976) is an attempt to spell out the implications of this view of language for syllabus design. A notional syllabus would include not only elements of grammar and lexis but also specify the topics, notions, and concepts the learner needs to communicate about. The English for Specific Purposes (ESP) movement likewise begins not from a structural theory of language but from a functional account of learner needs.

The third view of language can be called the *interactional view*. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis, and ethnomethodology. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors [6; 21].

"Interaction" has been central to theories of second language learning and pedagogy since the 1980s. Rivers [7; 10] defined the interactive perspective in language education: "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both). This is interaction [7: 4]. The notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. Carrel, Devine, and Eskey (1988) use the notion of "interactivity" to refer to the simultaneous use by effective readers of both top-down

and bottom-up processing in reading comprehension. It is also used to refer to the relationship between and writer who are viewed as engaged in a text-based conversation [2; 180]. Task-Based Language Teaching also draws on an interactional view of language, as to some extent do Whole Language, Neurolinguistic Programming, Cooperative Language Learning , and Content-Based Instruction. Despite this enthusiasm for “interactivity” as a defining notion in language teaching, a model of “Language as Interaction” has not been described in the same level of detail as those models that have been developed for structural and functional views of language theory.

Structural, functional, or interactional models of language (or variations on them) provide the axioms and theoretical framework that may motivate a particular teaching method, such as Audiolingualism. But in themselves they are incomplete and need to be complemented by theories of language learning.

Questions to the lecture:

1. What is approach, method and technique?
2. Who are the representatives of structural view?
3. What is functional view?
4. What do proponents of interactional view say about the nature of language?

Topic 2. Innovative methods in teaching foreign languages (lecture 2 hours)

Plan of the lecture:

1. **Learner-centered approach**
2. **Content-based approach**
3. **Task-based approach**

Key words: Learner-centered, content, task-based instruction, cooperative learning, communication, culture, connections,

1.LEARNER-CENTERED APPROACH

Learner-centered teaching is known, through research, to enhance effective learning. In these methods, learners play the key role in learning while teachers only

help them to develop the necessary knowledge and skills that will enable them handle life issues and tasks independently. Numerous research evidence associate learner-centered approach with the attainment of quality education, as compared with instructor-centered or teacher-centered approaches, where teaching is often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation, rather than on the facilitation of learning (Weimer, 2013 & Vavrus et al., 2011). Emphasis on what instructors do often leads to students who are passive learners and who do not take responsibility for their own learning. On the other hand, teaching approaches that allow students to use hands, eyes, ears and the mind enhance effective learning and student's achievement (Mills, 1991; Sogomo, 2001; Waihenya, 2000 cited in Wachanga and Mwangi, 2004). In learner-centered teaching, teachers do not employ a single teaching method but use different types of methods that shift the role of the instructors from givers of information to facilitators of student learning (Blumberg, 2008). Mitchell (1997) in Carmichael (2009) noted that teaching strategies that promote student involvement and which students find meaningful will hold students' interest. In addition, learner-centered teaching helps students to take responsibility for their learning, emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information. Learner-centered teaching such as cooperative learning (Wachanga & Mwangi, 2004) and inquiry approach produce higher learning achievement and higher motivation (Kim, 2005 in Li, 2012).

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. Because of the active involvement of the learner in the learning process, only meaningful learning, not rote learning, can lead to internalization of language systems. The learner, based on the data provided, is capable of forming, testing, and confirming hypotheses, a sequence of psychological processes that ultimately contribute to language development.

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills.

In a recent interpretation of the learning objectives of communicative language teaching, Savignon (2002, pp. 114–115) considers the five goal areas, (known as Five Cs: communication, cultures, connections, comparisons, and communities) agreed upon as National Standards for Foreign Language Learning in the United States as representing a holistic, communicative approach to language learning:

- 1) The *communication* goal area addresses the learner's ability to use the target language to communicate thoughts, feelings, and opinions in a variety of settings;

- 2) The *cultures* goal area addresses the learner's understanding of how the products and practices of a culture are reflected in the language;

- 3) the *connections* goal area addresses the necessity for learners to learn to use the language as a tool to access and process information in a diversity of contexts beyond the classroom;

- 4) the *comparisons* goal area designed to foster learner insight and understanding of the nature of language and culture through a comparison of the target language and culture with the languages and cultures already familiar to them;

- 5) and the *communities* goal area describes learners' lifelong use of the language, in communities and contexts both within and beyond the school setting itself.

These and other related measures recognize the importance of communicative abilities of negotiation, interpretation, and expression that are considered to be the essence of a learner-centered pedagogy. Such recognition also entailed a reconsideration of the role played by teachers and learners in a communicative classroom. Breen and Candlin (1980) identified two main roles for the “communicative” teacher.

- The first role is to facilitate the communicative process between all participants in the classroom, and between those participants and the various activities and texts.
- The second role is to act as an interdependent participant within the learning-teaching group. This latter role is closely related to the objective of the first role and it arises from it.

These roles imply a set of secondary roles for the teacher:

- first, as an organizer of resources and as a resource himself.
- Second, as a guide within the classroom procedures and activities. In this role the teacher endeavors to make clear to the learners what they need to do in order to achieve some specific activity or task, if they indicate that such guidance is necessary.

The learners have to take an active role too. Instead of merely repeating after the teacher or mindlessly memorizing dialogues, they have to learn to navigate the self, the learning process, and the learning objectives.

One of the most critical differences between student-centered learning and teacher-centered learning is in assessment. Student-centered learning typically involves more formative assessment and less summative assessment than teacher-centered learning. In student-centered learning, students participate in the evaluation of their learning. This means that students are involved in deciding how to demonstrate their learning. Developing assessment that supports learning and motivation is essential to the success of student-centered approaches.

Student-centered learning environments have been shown to be effective in higher education. They are characterised by innovative methods of teaching which aim to

promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking. The revised European Standards and Guidelines for Quality Assurance, due to be approved by the ministers of European higher education in May 2015, include the following passage on student-centred learning: "Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process and [should ensure] that the assessment of students reflects this approach."

Learner-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning*, *case-based instruction*, *problem-based learning*, *project-based learning*, *discovery learning*, and *just-in-time teaching*. Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of self-confidence in knowledge and skills.

A summary of the advantages learner-centered teaching has been made, according to Vavrus et al., (2013), by the American Psychological Association (APA). In total, APA has developed 14 learner-centered principles that highlight some of the benefits that are believed to result from high-quality learner-centered instruction in the classroom. The most relevant principles as concerns this paper include:

- a. The successful learner, over time and with support and instructional guidance, can create meaningful coherent representations of knowledge
- b. The successful learner can link new information with existing knowledge in meaningful ways
- c. The successful learner can create and use repertoire of thinking and reasoning strategies to achieve complex learning goals
- d. Higher-order strategies for selecting and monitoring mental operations facilitate creative and critical thinking
- e. The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control

Many educational researchers have noted that learner-centered pedagogy helps students to develop critical thinking and the ability to apply complex ideas in real-life situations.

Learner-centered approach in language instruction is founded on the concept that the learner is central in the learning process. Learners learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experiences, background knowledge, interests, and creative skills. Learners are active as opposed to passive recipients of knowledge. They may assume a decision-making role in the classroom, often deciding what is to be learned, through which activities, and at what pace. Learners can also produce materials and provide realia for the classroom. Teachers, on the other hand, are seen as facilitators, helpers, and resources with a decentralized role. The purpose of the learner-centered approach to language learning and teaching is to maximize language learning. The major goal is to provide a learning environment and process that focuses on the learner so that learner's needs are served. Teachers and students collaborate in the learning and teaching process. Students are involved in decisions on content selections, methodology, and evaluation (Nunan, 1989). In the process, first learners' needs must be assessed. Secondly, learners are allowed to choose

choices in their learning tasks (Nunan,1989; Richards, 1986; Tudor, 1996). Thus, teacher's roles are changed to develop learning and teaching through the tasks suitable for this approach such as project work, planners, counselors, and helpers.

2.CONTENT-BASED APPROACH

The use of content-based instructional approaches in language learning has increased dramatically during the past two decades and its benefits have been recorded on numerous occasions via studies conducted on successful programs within a wide range of educational environments. As examined in the bulk of literature on Content Based Instruction (CBI), CBI has been widely and consistently used in Western second language immersion settings, university foreign language programs, English for Academic Purposes programs, L1 and L2 educational settings, and bilingual programs (Mohan, 1986, 1990; Snow, Met, & Genesse, 1989; Tang, 1994; Adamson, 1991; Snow, 1991, 1998; Wesche, 1993). Content-Based Instruction (CBI), by providing both content and language, has been acknowledged as a key approach that can benefit English language learners and help them reach both their content and form goals. Krashen's [19; 70] distinction between 'learning' a language and 'acquiring' a language and argument that language is best acquired incidentally through extensive and natural exposure to comprehensible input in the target language supports the fundamental rationale of CBI approaches that language is best developed through a natural process of inputting content that is interesting and that makes sense to the learners. Although there exists controversy on whether comprehensible input is enough to assist language acquisition [35; 80], when one reviews literature on language and literacy development from the past several decades, one will find that hardly any scholar denies the importance of input that is comprehensible and therefore, interesting and meaningful to learners. CBI is capable of providing such good input [20; 56] to learners with its extensive supply of content materials that befit learner interests and needs. The Vygotskian emphasis on the importance of social interaction and negotiation, private speech, and student appropriation of learning tasks are notions applicable to CBI contexts as well.

Vygotsky, by stating the necessity to move learners from their present state of competence to a more advanced stage of potential development, recognized the importance of diverse types of interaction between the learner and people around the learner's environment [25; 80]. CBI based approaches very much abide by this principle by supplying ample opportunities to engage in various interactive communications, such as discussions, debates, and presentations. Freeman and Freeman [15; 30] talk about 'exploratory classrooms' as an optimal setting for exploratory learning as well as natural language and literacy development. They use the term 'exploratory' to emphasize the creativity and imagination of learners and their contribution to the learning process. In other words, exploratory involves a highly learner-centered approach to language and literacy acquisition by way of discovering new knowledge based on interesting, meaningful, and comprehensible experiences. Through exploration, they emphasize that learning should focus on understanding what is being learned and eventually becoming autonomous learners. CBI approaches use content to explore new ideas, knowledge, and language and therefore, can also be categorized as an exploratory method suitable for an exploratory class. The CBI approach to language teaching creates membership into the world of print materials and equips learners with abundance of information and knowledge, which can be channeled into a source of energy for further challenges in developing language and literacy competence. In this sense, CBI again stands as an exemplary approach for our learners, not only in acquiring English, but also in gaining confidence and reducing anxiety through membership into the world of English print materials.

Learner testimonials and research on good language learners evidence that good language learners acquire English through input that stimulates their interests, has meaning in their lives, and that makes sense to them. CBI approaches are designed to provide good input via rich and varied content materials containing appropriate language and thus, stimulate learner interest, lower anxiety, and foster knowledge acquisition as well as incidental language acquisition. Goodman [16; 82], forefather and harbinger of the concept of Whole Language Education, maintained that language should be learned from its whole (meaning) to its part

(form) in order for learners to naturally acquire it. CBI is representative of a whole-to-part approach in that it covers the content within the lessons and distinguishes discrete language skills embedded in the context only when necessary for better comprehension and review of the content material.

Some definitions of “content” used in the term Content- Based Instruction (CBI) are as follows. Crandall and Tucker [12; 80] referred to “content” as subject matter while Genesee (1994) stated that it need not be confined to academic subject matter, but can include any topic, theme or non-language issue of interest or importance to the learners. Chaput’s [11; 110] view of “content” was that of any topic of intellectual substance which contributes to the students’ understanding of language in general, and the target language in particular. More recently, Met [23; 10] introduced “content” to represent material that is cognitively engaging and demanding for the learner, and that extends beyond the target language or target culture. Despite the differences in term definitions, there is somewhat a consensus on the fact that however “content” is defined, it should include materials that create interest in the learners, are meaningful to the lives of learners, and provide messages comprehensible to the learners.

Despite diverse characteristics, there are largely two positions on a continuum onto which different content-based programs, models, and approaches can be placed. The two positions illustrate the role of content and language within different instructional experiences. Instructional experiences geared towards learning content over language is referred to as a “content-driven position”, whereas, those that are geared more towards meeting language needs over acquiring knowledge of specific content material are referred to as a “language-driven position” [23; 11]. Met (1991) places these two positions on a continuum and uses it to distinguish between content and language driven programs, models, and approaches. As stated in the continuum, content-driven instruction teaches content in the target language, considers content as its priority and language learning as its secondary objective, seeks to achieve content-based objectives, allows teachers to select language objectives, and evaluates learners based on content knowledge. Language-driven instruction, on the other hand, uses content to learn the target

language, considers language learning its primary objective and content as matter to be acquired incidentally, seeks to achieve language based objectives, evaluates learners on language learned through content and does not hold learners accountable for content material knowledge.

CBI is a teaching method that emphasizes the integration of content and language in language teaching [23; 12]. Its focus is mainly on the content of what is being learned with a sub-focus on the language used in learning the content. Within an ESL or EFL context, this would mean that the learners are focused on the content matter, subject matter, theme, topic, or task rather than the target language, English. CBI has been introduced into different educational settings using different nomenclature that carry different emphasis and cater to the diversity of needs and issues within particular learning environments. The following are three main models of content and language integration in postsecondary education: sheltered model, adjunct model, and theme-based model [7; 80]. Although all three models teach both content and language, their positions on the continuum of content and language driven instructional distinction are different.

(1) Sheltered type. The sheltered model is more content than language driven and is mostly seen in subject matter courses within university contexts. Usually, in a sheltered type of CBI program, non native speakers are placed in regular subject courses with native speaking learners. Content lessons are of priority and language secondary. Learners in a sheltered subject matter course will therefore, need to concentrate on understanding the subject matter and be responsible for exams consisting of subject matter knowledge. Language, being a secondary objective, is dealt with within content lessons according to student needs.

(2) Adjunct type. The adjunct model somewhat lies at the center of the content and language driven continuum as it serves both content and language goals. Therefore, adjunct models require a collaborative effort between one content teacher and one language teacher. The two teachers are responsible for coordinating lessons based on content material and language used within each task.

(3) Theme-Based type. The theme-based model lies closer to the language-driven position. Thus, the primary goal of theme-based courses lies in developing

target language skills. Also, theme-based courses are taught not by a content teacher nor co-teachers, but a language teacher who has expertise in language education. Theme-based lessons emphasize themes taken usually from a diverse range of learner interests. The choice of a global theme allows instructors more freedom in introducing various content materials which in turn provides learners with more opportunities to engage in the matter being learned. Content is introduced in relation to each chosen theme and learners become involved in using a variety of language skills in relation to the content. A common theme can also act as a common thread in bringing learners together to create a dynamic learning atmosphere. Theme-based models have been most successful in EFL contexts with learners with intermediate to advanced levels of proficiency. Eskey [14; 8] referred to theme-based instruction as a “missing dimension” in traditional form-focused and rule-focused designs that makes up for the lack of interesting materials needed for real engagement in communicative situations. Similarly, Met [23; 11] states that integration of content and language provides several benefits to L2 learners. It helps learners succeed academically by ensuring that they learn the content within a given curriculum and it also provides learners with specific language skills, styles, strategies needed in their fields of expertise. Further, it engages learners in the matter being learned by providing interesting and therefore, comprehensible content materials. And last, but not least, it grants many opportunities to use language in meaningful and purposeful ways with topics selected from a diverse range of interests. Theme-based instruction, unlike content-driven instructions, is far more flexible in selecting the content to be taught within a program. As long as the content consists of topics or themes of interest to the learner, any type of content material can be introduced into the curriculum (Brinton, Snow, and Wesche, 1989; Eskey, 1997; Genesee, 1994).

The ‘Six-T’s Approach’ [34; 118] will be used to describe the essential elements of the CBI program in this paper. The ‘Six Ts’ include, Themes, Texts, Topics, Threads, Tasks, and Transitions as follows:

(1) Themes. Core ideas that pull together all materials learned within all the curricular units and that cater to learner interests, needs, expectations, and

comprehension. Usually global themes are chosen to foster greater opportunities for personalization of materials being learned.

(2) Texts. Materials, main or sub, that aroused within each lesson and throughout the whole curriculum. Texts need to contain content that is interesting, meaningful, and comprehensible to the learner for optimal acquisition of both content and language.

(3) Topics. Sub-themes in each unit being taught within the curriculum. Topics are organized and situated under particular themes to deal with more specific details of the themes that are being learned.

(4) Threads. Links that connect the different themes within the curriculum. By doing so, learners are able to relate all learned material with each other and gain a better wholistic picture of the overall learning experience. Diverse styles and usages of language are also acquired through this act of coherence.

(5) Tasks. Activities that are conducted within each day-to-day lesson. Tasks are planned based on the texts that carry interesting, meaningful, and comprehensible materials. Tasks are made to foster further understanding of the materials being learned via social interactive and communicative experiences with content and language.

(6) Transitions. Actions that create links across topics in each theme unit and across tasks within each topic at hand. In other words, each topic is followed by another that shares common characteristics; and each task is followed by another task relevant to the previous one. These six elements, when all present, create an optimal environment for conducting and developing CBI approaches and consequently reaping successful results in acquiring the target language.

1.2. Tasks designed for content-based teaching

Using content from other disciplines in language courses is not a new idea in the methodology of teaching foreign languages. For years, specialized language courses have included content relevant to a particular profession or academic discipline. So, for example, the content of a language course for economists is different from one for computer scientists. The special contribution of content-based

instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter. It has been observed that academic subjects provide natural content for language instruction. Such observations motivated the ‘language across the curriculum’ movement for native English speakers in England, which was launched in the 1970s to integrate the teaching of reading and writing into all other subject areas. Of course, when students study academic subjects in a non-native language, they will need a great deal of assistance in understanding subject matter texts; therefore, there must be clear language objectives as well as content learning objectives. Because the language objectives are dictated by the texts, content-based instruction rightfully fits in with the other methods in this chapter where the selection and sequence of language items arise from language items arise from communicative needs, not predetermined syllabi.

During our observations and investigations we have found different content-based lessons, which seemed to us very useful and interesting in learning and teaching foreign languages.

Let us step into the classroom, where a seventh grade class in a secondary school in Nukus is studying both geography and English through content-based instruction. Most of the students are karakalpak speakers. The teacher asks the students in English what a globe is. A few call out ‘world.’ Others make a circle with their arms. Others are silent. The teacher then reaches under her desk and takes out a globe. She puts the globe on her desk and asks the students what they know about it. They call out answers enthusiastically as she records their answers on the blackboard. When they have trouble explaining a concept, the teacher supplies the missing language. Next, she distributes a handout that she has prepared based on a video, ‘Understanding Globes.’ The top section on the handout is entitled “*Some vocabulary to know*”. Listed are some key geographical terms used in the video. The teacher asks the students to listen as she reads the ten words: *degree, distance, equator, globe, hemisphere, imaginary, latitude, longitude, model, parallel*.

Below this list is a modified cloze passage. The teacher tells the students to read the passage. They should fill in the blanks in the passage with the new vocabulary where they are able to do so. After they are finished, she shows them the video. As

they watch the video, they fill in the remaining blanks with certain of the vocabulary words that the teacher has read aloud.

The passage begins:

A _____ is a three-dimensional of the earth. Points of interest are located on a globe by using a system of lines. For instance, the equator is an imaginary line that divides the earth in half. Lines that are parallel to the equator are called lines of _____. Latitude is used to measure _____ on the earth north and south of the equator ...

After the video is over, the students pair up to check their answers.

Next, the teacher calls attention to a particular verb pattern in the cloze passage: *are located, are called, is used*, etc. She tells students that these are examples of the present passive, which they will be studying in this lesson and ones to come this week. She explains that the passive is used to defocus the agent or doer of an action. In fact, in descriptions of the sort that they have just read, the agent of the action is not mentioned at all.

The teacher then explains how latitude and longitude can be used to locate any place in the world. She gives them several examples. Then the students use latitude and longitude co-ordinates to locate cities in other countries. By stating 'This city is located at latitude 60° north and longitude 11° east,' the teacher integrates the present passive and the content focus at the same time. Hands go up. She calls on one girl to come to the front of the room to find the city. She correctly points to Oslo, Norway on the globe. The teacher provides a number of other examples.

Later, the students play a guessing game. In small groups, they think of the names of five cities. They then locate the city on the globe and write down the latitude and longitude co-ordinates. Later, they read the coordinates out loud and see if the other students can guess the name of the city. The first group says: 'This city is located at latitude 5° north and longitude 74° west.' After several misses by their classmates, group 4 gets the correct answer: Bogota. Group 4 then give the others new co-

ordinates: 'This city is located at 34° south latitude and 151° east longitude.' The answer: Sydney!

For homework, the students are given a map and a description of Australia. They have to read the description and label the major cities and points of interest on the map.

Now, let's analyse this content-based lesson. For this purpose we chose some teacher's and students' actions and tried to match them with the content-based principles. We numbered each action taken in the classroom and after the dash tried to give explanation to them in order to understand them according to the principles of content-based instruction.

1. The class is studying geography. The teacher asks the students what they know about a globe. - The principle of this action is that teaching should build on students' previous experience.
2. The students call out their answers enthusiastically as the teacher writes them on the blackboard. - When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.
3. The teacher supplies the missing language when the students have trouble in explaining a concept in the target language. - The teacher 'scaffolds' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students a complete utterance.
4. The teacher reads the new vocabulary and then the students watch a video entitled 'Understanding Globes. - Language is learned most effectively when it is used as a medium to convey informational content of interest to the students.
5. The students fill in the vocabulary words in the blanks in the modified cloze passage as they watch the video. - Vocabulary is easier to acquire when there are contextual clues to help convey meaning.

6. The teacher provides a number of examples using the present passive with latitude and longitude co-ordinates.- When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc.
7. The students are given the latitude and longitude coordinates, and they have to come to the front of the classroom to find the city on the globe. - Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.
8. For homework, the students are given a map, which they are to label based on a descriptive reading they have been given.- Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other

The lesson we have observed might be considered a form of language immersion, where academic subjects are learned through the medium of a foreign language. Snow has referred to content-based instruction as method with many faces. Another content-based instruction lessons we have observed usually on the method, where content and language instruction have been integrated, this method is called the adjunct model. In the adjunct model, students enroll in a regular academic course. In addition, they take a language course that is linked to the academic course. Then, during the language class, the language teacher's focus is on helping students process the language in order to understand the academic content presented by the subject teacher. The language teacher also helps students to complete academic tasks such as writing term papers, improving their note-taking abilities, and reading academic textbooks assigned by the content teacher. We also observed lessons build on sheltered-language instruction. For classes with non-native speakers, however, 'sheltered' instruction is geared to students' developing foreign language proficiency. Sheltered-language instructors support their students through the use of particular instructional techniques and materials.

It offers the significant advantage that foreign language students do not have to postpone their academic study until their language control reaches a high level. It follows that students are often highly motivated because they are learning content that is relevant to the academic requirements of the programs in which they are enrolled. Finally, it should be noted that the focus need not be academic for these same motivational benefits to be derived. For example, competency- based instruction, an effective form of content-based instruction for adults, offers students an opportunity to develop their second language skills at the same time that they are learning vital 'life-coping' or 'survival' skills such as filling out job applications or using the telephone.

In sum, what all lessons of content-based instruction have in common is learning both specific content and related language skills. 'In content- based language teaching, the claim in a sense is that students get "two for one"—both content knowledge and increased language proficiency' (Wesche 1993).

After observing the lessons we designed our own lessons on content-based learning and, we'd like to share with materials designed for the teenagers. It consists of content-based lesson ideas for teaching students at the intermediate level or in other words students of academic lyceums. In the work we seek to explain the advantages of implementing content based instruction in the language classroom and to provide a theoretical discussion of language teaching principles that are well served by the method. The suggested content-based lesson ideas are in two parts;

Throughout my studying at the institute and teaching practice at secondary school #37, I have been introduced to various language teaching methods, and inevitably contemplated which of these create a formula for successful English teaching, in order to develop my personal theory of practice. I have found that every method contains something of merit that can be used in language teaching. However, content-based instruction is a method which has opened up a clear and encouraging perspective on English for Specific Purposes (ESP) teaching for me.

Teacher education is in many ways a fascinating and diverse field of studies. One of the intriguing aspects about it is that student- teachers are studying something that

they have already had an experience of, i.e. we have all attended schools, lyceums and received instruction. Reminiscing about our own encounter with teaching methods and approaches helps us to form our own personal theory of practice, as we are bound to have an opinion on what kind of instruction resulted in successful learning – and also which methods did not work for us at all. Personal experiences of English instruction have been a topic of discussion between me and my fellow student teachers during our time at the lyceum. Unfortunately, most of us agree that the English instruction we received in lyceums was overall very teacher-and textbook-centred, monotonous and uninspiring. We agree that the emphasis was mainly on completing English workbooks and that grammar exercises were carried out in silence which excluded any real communication. The only way to work with literature seemed to be writing and handing in book reports. Our negative experiences of English instruction have encouraged us to do better in our practice as teachers and attempt to change the things we were not content with ourselves. The way in which we view language learning has advanced significantly over the last decades. As Hafðís Ingvarsdóttir states, “language is no longer seen as a set of grammar rules and decontextualized vocabulary to be learned by heart. Language is first and foremost seen as a tool for communication in the variety of social settings where language is used” [17:10].

Despite this change in attitude towards language learning and recommended approaches and methods in the National Curriculum, researches carried out in secondary schools and lyceums indicate that traditional grammar translation teaching methods are still dominant in the English classroom. The methods teachers use in classrooms are very teacher-directed without focus on communication skills; grammar exercises, workbook use, reading English books and listening exercises were the highest ranking activities mentioned. These findings are interesting in the light that very little seems to have changed in English teaching since me and my fellow students attended secondary schools and academic lyceums.

In my third year of education studies, I took the course Designing lesson plans, where one of the assignments was to design and plan a set of content based lesson plans around a topic of own choice. I particularly enjoyed working on the

assignment, because I realised the possibilities that such instruction could offer, and also because of the chance to transfer my own creativity into the classroom. On this occasion, our English teacher, who conducted this subject gave a lecture on her work with content-based teaching. She presented to us how English teaching can be completely independent from traditional workbook completion. She bases her teaching on various topics that are given a certain amount of time within the classroom, and she has gathered an extensive amount of material which she uses for every topic. She has had the courage to reject the traditional grammar-translation methods and use a learner-centred and highly motivating technique for teaching English. Her confidence in the theory of content-based instruction and enthusiasm for effective teaching was truly contagious and inspirational. As I listened to her in awe, everything became clear to me, and I knew what kind of English teacher I would like to become. Although her work mainly focused on younger learners of English, I thought that content-based teaching could just as easily be implemented with older learners, i.e. students at the intermediate level, so I used my teaching practice periods to experiment with a variety of content within that age group. Due to my firm certainty in the effectiveness of content-based teaching and experience with it in practice, I decided it was the most obvious choice for my final project towards a bachelor degree.

As stated above, I took the opportunity during my work to use content-based teaching with students of the academic lyceums. Luckily, my supervising teachers at the lyceum always gave me the freedom to plan and teach whatever I wanted to, so I was not restrained in any way by the workbooks that each class had to complete before the end of the year. Instead, I tried to come up with various topics for instruction and design suitable activities for each. Some of these were a great success, and inevitably, others were less of a triumph. I learned that in order to develop a good content-based set of lessons, the teacher must not hesitate to take risks. The key is to reflect upon which activities work and which are less effective, and use the experience to develop the lessons further. My supervising teachers were very content with how my lessons turned out. They told me the content-based lessons were a nice change from the workbook and grammar activities the students

were usually engaged in. I was honoured when some of them asked my permission to use my ideas and materials with their upcoming English learners. Content-based instruction is clearly an appealing teaching method for English teachers, but the pressure of having a certain amount of material covered by the end of the school year seems to prevent them from implementing it in the classroom. The lessons seemed to provide students with an enjoyable learning experience, as they were overall highly motivated and active during the lessons. I hope that English teachers will find my content-based lesson ideas featured in this final project helpful in their teaching. I hope the lesson ideas will inspire teachers to reduce the focus on traditional workbook teaching and rote learning and see how much they can do in the classroom by activating their own creativity – without lowering positive learning outcomes.

What should a content-based instruction lesson look like? There are many ways to approach creating a CBI lesson. This is one possible way.

- Preparation
 - Choose a subject of interest to students.
 - Find three or four suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.
- During the lesson
 - Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfil the task.
 - Then once they have done their research they form new groups with students that used other information sources and share and compare their information.
 - There should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

Following this principle, during my teaching practice, I designed some lesson plans and practiced them with my students. The first of them is about saving the water. I chose this topic because the topic has potential for the integration of

English and life Skills, to encourage students' critical thinking and allow them to express their personal views on relevant real life issue as they live in Aral Sea region. After choosing the topics to work with, I set out to come up with activities based on them. The activities are carefully chosen to ensure variety, allow for integration of the four language skills and to suit student's language level. The emphasis is on authentic language input and tasks which often rely on communication in English. It is hence very important that teachers themselves speak English in the classroom. The majority of the lesson ideas are based on activities that I have used successfully during my own teaching practice. Some of the ideas are adaptations of ideas received from various sources such as teaching handbooks, which are cited accordingly. Below is given the lesson plan

Save water!

Organization: whole class, groups

Aims: To identify ways of saving water in our everyday lives; to design a poster to encourage people to save water; to develop awareness of water as a precious resource; to collaborate with others.

Language focus: imperatives, use, everyday activities and routines

Materials: Essential - poster-size paper or card (one sheet per group), multi-coloured pens

Procedure:

- 1 Briefly talk about the importance of water in relation to your context, eg if there has been a drought recently.
- 2 Ask the children to identify all the ways we use water in our daily lives, eg to have a bath or shower, to wash our hands, to flush the toilet, to wash our clothes or use the washing machine, to clean the floors or windows, to make a cup of tea or coffee, to do the washing up or use the dishwasher, to water the plants or garden, to boil potatoes, rice, etc.
- 3 Ask the children if they think it is important to save water and listen to their ideas.
- 4 Divide the class into groups.
- 5 Ask them to think of as many ways as they can to save water and to note their ideas. Set a time limit for this, eg five minutes. Give an example to start them off by

saying you use 90 litres of water in a bath, but only 30 litres if you have a five-minute shower.

6 Ask the groups to take turns to report back one idea each. Be ready to help them express and formulate their ideas and note the suggestions on the board. Some possible ways to save water are:

- have showers and not baths
- turn the tap off when you clean your teeth– use a mug of water to rinse your mouth when you clean your teeth– use rain water only for plants
- use the washing machine or dish washer only when it's full
- turn the tap off when you do the washing up
- turn off all taps properly so they don't drip
- use only the water you need when you cook.

7 Count up and review all the children's ideas.

8 Give out poster-size paper or card and multi-coloured pens to each group. Ask the children to design a poster, including pictures and slogans, to encourage people to save water. Either set a time limit for this, eg 20–30 minutes, or organize the activity so that children make the poster as a mini-project to be done in shorter periods of time, eg after finishing other work, over several lessons.

9 At the end, children can present their posters and water-saving ideas to the rest of the class. You can also encourage children to notice and comment on the features included in each others' posters which give them impact and make them attractive.

10 The posters can then be displayed either in the classroom or elsewhere in the school.

- As the groups make the poster, it is advisable to get them to draft their slogans in their notebooks before writing them on the poster in final form.
- In order to ensure equal participation of everyone, you may find it best to get the children to work on one or two pictures and slogans individually, which they then stick on their group poster.

Group posters are particularly suitable for topics or issues which send a message, for example, ways to save energy, ways to save the environment or animals in danger or a poster about safety rules

Conducting this kind of lessons I witnessed that during the lesson students are focused on learning about something. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

Teachers can use any content that interests students, from a serious science subject to their favourite pop star or even a topical news story or film.

If we say about the advantages of this content-based lesson we can mention that:

- It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.

- Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.

- CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarising and extracting key information from texts.

- Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.

- The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

The next two tasks are designed for intermediate level learners. We chose the first text which concerns the achievements of technological science. Most male students are interested in this kind of texts and they can take advantage of them.

The Eiffel Tower in Paris

The 1,000-foot tower in Paris has become one of the best known of man's works. It was among the most outstanding technological achievements of an age which was itself remarkable for such achievements.

During the studies, it was established that as the base width of the piers increased in proportion to their height, the diagonal bracing connecting the vertical members, necessary for rigidity, became so long as to be subject to high flexural stresses from wind and columnar loading. To resist these stresses, the bracing required extremely large sections which greatly increased the surface of the structure exposed to the wind. The material of diagonal bracing was concentrated in the four corner columns of the Tower, and these verticals were connected only at two widely separated points by the deep bands of trussing which formed the first and second platforms. A slight curvature inward was given to the main piers to widen the base and increase the stability of the structure. The curve of the legs and the openings beneath the two lower platforms are primarily responsible for the Tower's graceful beauty as well as for its structural soundness.

Task 1. List the most outstanding technological achievements in the world. Share your findings with others. Add your classmates' versions to your list.

My findings	My classmates' versions

Technological achievements usually make people's life easier and comfortable. Look at your list of technological achievements and say how they solve the problems in life.

Choose one you consider the most important for mankind and prove your point.

Activity 2.

The Tower's Elevators

The interest shown in the tower's structural aspects was the interest in its mechanical organs. The most exceptional were the three separate elevator systems by which the upper levels were made accessible to the visitors. The design of the system involved problems far greater than had been encountered in previous elevator work anywhere in the world. The basis of these difficulties was the amplification of the two conditions that were the normal determinants in elevator design-passenger capacity and height of rise. In addition, there was the problem, totally new, of fitting elevator shafts to the curvature of the Tower's legs.

The curvature of the Tower's legs imposed a problem unique in elevator design. Since a vertical shaftway anywhere within the open area beneath the first platform was esthetically unthinkable, the elevators could be placed only in the inclined legs. The problem of reaching the first platform was not serious. The legs were wide enough and their curvature so slight in this lower portion as to permit them to contain a straight run of track, and the service could have been designed along the lines of an ordinary inclined railway. Two elevators were contracted for with no difficulty one to be placed in the east leg and one in the west.

To transport people to the second platform was an altogether different problem. Since there was to be a single run from the ground, it would have been necessary to form the elevator guides either with a constant curvature, approximating that of the legs, or with a series of straight chords connected by short segmental curves of small radius. Tracks of regular rail section replaced the guides because of the incline, and the double-decked cabin ran on small flanged wheels. Motive power was provided by hydraulic cylinder, set on an angle roughly equal to the incline of the lower section of run. Balancing the cabin's dead weight was a counterpoise carriage loaded with pig iron that traveled on a second set of rails beneath the main track.

The double car, traveling at 400 feet per minute, carried 40 persons, all seated because of the change of inclination. The main distributor that controlled the flow of water to and from the driving cylinder was operated from the car by cables. The hydraulic head necessary to produce pressure within the cylinder was obtained from a large open reservoir on the second platform. After being exhausted from the

cylinder, the water was pumped back up by two Girard pumps in the engine room at the base of the Tower's south leg.

Task 2. There are two ways of showing that the thing belongs to somebody or something:

- a) It can be done by adding ('s) or (') to the noun.
- b) It can be done with the help of “something of something (somebody)” structure

Read the statements and change their forms:

- a) Using 's or '
 - 1) This red hat belongs to my sister
 - 2) Metal constructions belonging to the Tower are marvellous
- b) Using “something of something (somebody)”
 - 1) The magazine's cover is attractive
 - 2) The room's wallpaper is out of fashion

Find from the text sentences with 's or ' and rewrite them using “something of something (somebody)” structure

(s) or (')	“something of something (somebody)”
Example: man's work	The work of man

Activity 3.




A great part of the Eiffel Tower's worth lays in the overwhelming visual power by which it was to symbolize to a world audience the scientific, artistic, and, above all, the technical achievements of the French Republic. Another consideration, in Eiffel's opinion, was its great potential value as a scientific observatory. At its summit grand experiments and observations would be possible in such fields as meteorology and astronomy. In this respect it was welcomed as a

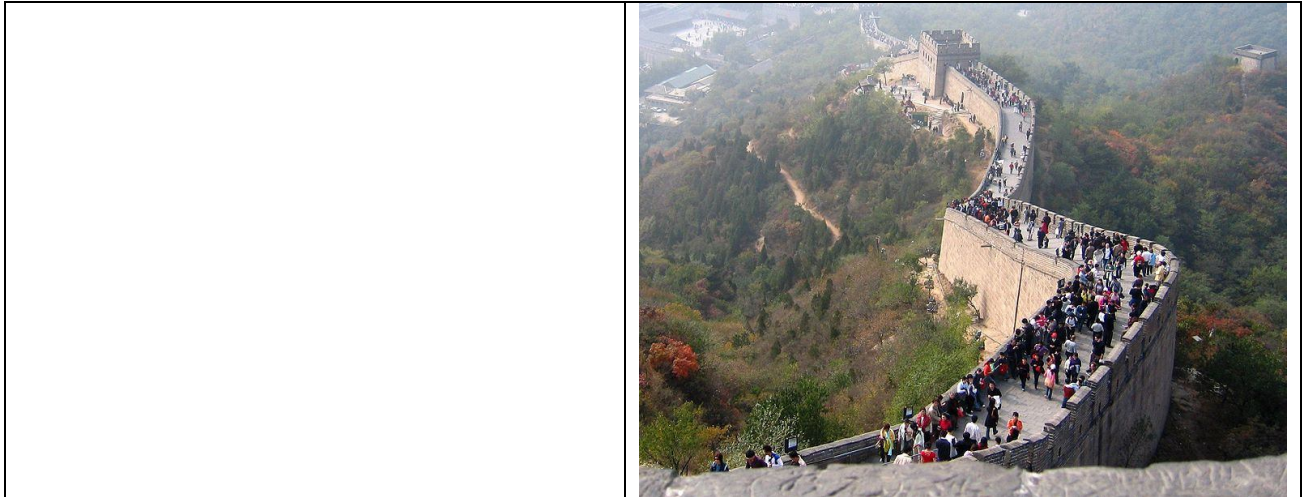
tremendous improvement over the balloon and steam winch that had been featured in this service at the 1878 Paris exposition. Experiments were also to be conducted on the electrical illumination of cities from great heights. The great strategic value of the Tower as an observation post also was recognized. But from the beginning, sight was never lost of the structure's great value as an unprecedented public attraction, and its systematic exploitation in this manner played a part in its planning, second perhaps only to the basic design.

Task 3.

Eiffel Tower is the symbol of France because of its huge size and unusual form.

There are a lot of countries (cities, towns) which are proud of their famous symbolic buildings. Can you name the countries and famous buildings which became the symbol of the country and tell why they became their symbols.

Country	Symbol
	
	
	



Share your points with others.

Imagine you have a chance to design the symbol of your town. How it would look like? Explain or draw the picture of it and present it to others.

After presentations of your classmates choose the most appropriate symbol for your town and say the reason of your choice

Text 3

The Largest Well in the World

Martin, the engineer in charge: "This well has been located on the south side of Lookout Hill, near the lake, and work was commenced upon it late in the season. After a careful consideration of various methods for sinking the well, it was decided to build the wall and then to excavate the material from within, trusting to the weight of the wall to force it down. Sixteen feet of the wall were laid securely bolted together, before the excavation was commenced. A derrick with a boom fifty-five feet in length was set up near the wall, so that the sweep of the boom commanded the interior of it. Iron buckets containing fourteen cubic feet each were obtained, and a six-horse power hoisting engine purchased. With these appliances the excavation was commenced, and carried on with slight interruption until the work was suspended on account of the frost."The well is now completed, and is one of the most important features of the Park. It is worthy to rank as a feat of engineering skill with, any of the great works of modern times.

The outer wall is fifty feet in diameter, two feet thick, and fifty-four feet high. The inner curb, or wall, is thirty-five feet in diameter and two feet thick, having a depth of ten feet. The masonry, as seen from the top of the structure, is a marvel of neatness and solidity. The water surface in the well is thirteen feet above high-tide level, and the depth of water in the well is fourteen feet. The pump foundations are entirely independent of the walls. This plan was adopted so as to obviate any possible difficulty which might arise from displacement. The pump is the Worthington patent, and, with a pressure of forty pounds, is capable of raising one million gallons of water every twenty-four hours a height of 176 feet, and is competent to a lift of 180 feet.

The boiler house is a neat, pressed-brick structure trimmed with Ohio stone, standing on the surface near the mouth of the well. The interior of the well is reached by a spiral stairway built in the wall, and commencing in the boiler house. In this way the engineer is able to reach the pump. It is a fact worthy of notice in connection with the construction of the wall, or rather the sinking of it, that the outer wall rests upon four feet of wooden cribwork, two feet thick, and having an iron shield. The inner wall is built upon a similar crib only two feet deep, also shielded with iron.

This well has more than the necessary capacity to supply the Park abundantly with water, yielding most when most is needed. This is established by the discovery that the time of drought from which the well is, or may be, likely to suffer, occurs in the Fall. Besides these facts, it further appears that in order to furnish the supply of water to the Park the Water Board would have to go through the process of pumping their water twice to convey it to the required elevation, equal to 225 feet from its original level.

The work of the well will be to supply the pools at an elevation of 133 feet. From the pools the water is conducted to the lake. Besides this, there is an independent connection with the lake by which, as necessity may suggest, the water can be directed to the lake, a lift of only seventy feet. The lake, when completed, will occupy an area of fifty acres, which will be kept continually supplied with fresh water, the arrangements being such, or to be such, as will insure a permanent change

of water, and prevent any of the evils that may arise from stagnancy. The well is fed from the earth, consisting of a circuit of two miles, with a fall of five feet to the mile. For this reason it does not appear easy to exhaust the supply, as when the water is pumped out to four or five feet from the surface of the well it is replaced at a rate equal to the demand. Every allowance has been made for evaporation from the lake and pools, and the supply is regarded as inexhaustible.

Another important fact here suggests itself; that is, that sufficient rain falls during the season in the area of two miles around the well to make the supply perennial.

Task 1

Make a list of details of the well which describe it?

--

Make a list of changes which were made to reserve the well?

--

Make a list of details of outer well of the well?

--

Based on the lists try to draw the well.

--

Task 2

Discuss in a group what makes this well unique? Have you such kind of unique, unusual things(phenomen) in your country?

Task 3.Collect and present information about unique (unusual)places, things, people in the world.

3.TASK-BASED APPROACH

Task- Based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents(Willis 1996) present it as a logical development of Communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s. For example:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

Tasks are proposed as useful vehicles for applying these principles. The role of tasks has received support from some researchers in second language acquisition, who are interested in developing pedagogical applications of second language acquisition theory [27; 83]. Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place. Language learning is believed to depend on immersing students not merely in “comprehensible input” but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication. The key assumptions of task-based instruction are summarized by Fees[17; 61] as:

- The focus is on process rather than product.

- Basic elements are purposeful activities and tasks that emphasized communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

Activities and tasks can be either:

- Those that learners might need to achieve in real life;
- Those that have a pedagogical purpose specific to the classroom.

Activities and tasks of a task-based syllabus are sequenced according to difficulty. The difficulty of tasks depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Task-Based Language Teaching proposes the notion of "task" as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a letter, or reading a set of instructions and assembling a toy:

Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching.

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model

of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

The advantages of TBL

Task-based learning has some clear advantages

- The students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.
- A natural context is developed from the students' experiences with the language that is personalised and relevant to them.

- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.
- It is a strong communicative approach where students spend a lot of time communicating. Just watch how much time the students spend communicating during a task-based lesson.
- It is enjoyable and motivating.

Task-Based Learning Models

Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. Task-based learning (TBL) is a method of language teaching which aims to increase the ability of the learner to communicate (more effectively and accurately) in the target language.

In Task Based Learning, tasks are always activities where the target language is used by the learner for a communicative purpose. The emphasis is on exchanging and communicating meanings rather than producing specific language forms. In gaming these examples may include compiling a list of objectives, features, or things that need doing under particular circumstances; identifying game rules, solving a problem or puzzle, instruction giving, etc. "One job of the course designer and the teacher is to select topics and tasks that will motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible." [5; 19].

Nunan considers a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" [17; 10]. Skehan sees task-based learning as "...activities which have meaning as their primary focus...A task-based approach sees the learning process as of learning through

doing ...it is by primarily engaging in meaning that the learner's system is encouraged to develop." [18; 5]

All the definitions given above share the idea that tasks are goal-oriented activities and meaning-centered; tasks are designed to facilitate students' participation in meaningful activities. Language involves communication and this communication occurs only when the environment offers the opportunity to exchange real and meaningful thoughts. Some of the differences rely on the fact that a task has many purposes depending on the student and teachers' needs.

There have been many task-based TBL models for class lessons.

This task-based model was outlined by Willis [20; 38], who used the format of Pre-Task, Task Cycle and Language Focus. This model will be used for the lesson plan exemplified in this paper. The table clearly shows three stages: pre-task, task cycle and language focus. During the pre-task stage the teacher identifies and introduces the topic and learners feel motivated to perform the task. The teacher recalls and activates existing knowledge by exploring the topic and highlighting useful words and phrases which might be needed during task performance. The second stage, task cycle, gives learners the opportunity to perform real world tasks with the teacher's monitoring. It is advisable to have students work in pairs or in small groups at this stage. Also, while planning, the teacher should provide all the necessary input by acting as a facilitator. Learners plan how to present the outcome of their work, generally by exchanging and comparing final products. Students report the conclusions they have reached. The final stage, language focus, places emphasis on language features used during the two previous stages. The language focus provides opportunities for students to analyse and practice specific linguistic features arising from task. All in all, Task-Based Learning moves from fluency to accuracy and fluency again, which demonstrates that although form is important, it is not the central part of the task model.

Willis' three-stage task model does not clearly state the evaluation component. The teacher's monitoring during the task cycle is a kind of informal assessment since s/he provides indirect feedback. However, we would suggest a four stage called Assessment in the next task model.

Ellis [8;49] considers different issues related to task assessment. One of the considerations is that tasks have to be meaningful and show how and what the learning is. He proposes two kinds of assessment: first, formal assessment using rubrics and second, informal assessment using a self-evaluation format. Rubrics evaluate task performance. The rubric will consider sequence of tasks, group participation and outcome. The teacher will make this formal assessment by giving a score to each one of the important aspects when performing the task. Douglas considers target language use and task characteristics when assessing tasks. As a result, rubrics state the objective of the task, the procedures, the use of time for completing the task and the format, all aspects involving the use of a target language.

The best way to integrate a task-based approach is by going from topics to tasks. Topics are relevant to the students' lives and make a sequence of different tasks feasible.

Taxonomy of task types in Willis and Willis [21; 93]

#	Task types	Examples of specific tasks
1	Listing	1.Brainstorming 2.Fact-finding 3.Games based on listing: quizzes, memory and guessing
2.	Ordering and sorting	1.Sequencing 2.Ranking ordering 3.Classifying
3	Comparing and contrasting	1.Games finding similarities and differences 2.Graphic organizer
4	Problem solving tasks	Logic problem prediction
5	Projects and creative tasks	1.Newspapers 2.Posters 3.Survey phantasy
6	Sharing personal	1.Story telling

	experiences	2. Anecdotes 3. Reminiscences
7	Matching	Words and phrases to pictures

Willis and Willis say that "a good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible" [21; 70]. The teacher begins by choosing a topic, narrows it down and designs the different kinds of tasks; while developing the tasks there will be different language needs.

When we often use this kind of task-based lessons, learners are more motivated and engaged in the learning process. Learners make decisions according to their interest which ends in meaningful learning. For example, during the pre-task phase they talk about their own celebrations and ask about their classmate's which make them appropriate to learn with. Learners are more responsible for their own learning which will end in autonomy.

As a way of conclusion, Task-Based Learning offers more advantages than disadvantages. A TBL framework focuses on language acquisition and learning through different tasks that pursue a goal.

Questions to the lecture:

1. What innovative methods of teaching foreign languages do you know?
2. What is content-based learning?
3. How to design materials for content classes?
4. What task types have you been introduced?
5. What is the purpose of using task-based activities?

II. PRACTICAL CLASSES OF THE COURSE

Topic 3.Task-based approach (practical lesson 2 hours)

LESSON PLAN

Lesson 1. Topic: Famous people of the world	
Lesson type: Critical Reading	
Type of the course: Practical lesson	Time: 2 hours
Semester: 4	Date:
Number of students: 12	
Outline of the lesson	
<ol style="list-style-type: none"> 1. Lead-in activity. “Clustering” 2. Activity 1. Pre-reading. Reciprocal questioning 3. Activity 2. While-reading. Critical reading and integrating it with other skills 4. Activity 3. Post-reading. To prepare to write summary 5. Activity 4. Feedback and evaluation 	
The objectives of the lesson	The outcomes of the lesson
<ul style="list-style-type: none"> - to activate background knowledge around the topic; - to provide an opportunity to develop critical thinking skills; - to develop ability to deal with tasks; - to develop an ability to analyse native culture; -to provide opportunity to practice reading and integrating it with other skills; - to give learners an opportunity to express their ideas; - to prepare the learners to summary writing 	<ul style="list-style-type: none"> - Recalling background knowledge; - Ability to deal with different tasks; - ability to analyse native culture; - practice reading and integrating it with other skills; - opportunity to express their ideas; - practicing writing.
The materials and equipments used	
Board, marker, a map of Uzbekistan, slips of paper, handouts with text and tasks.	
Types of assessment	
Participation	Continuous assessment

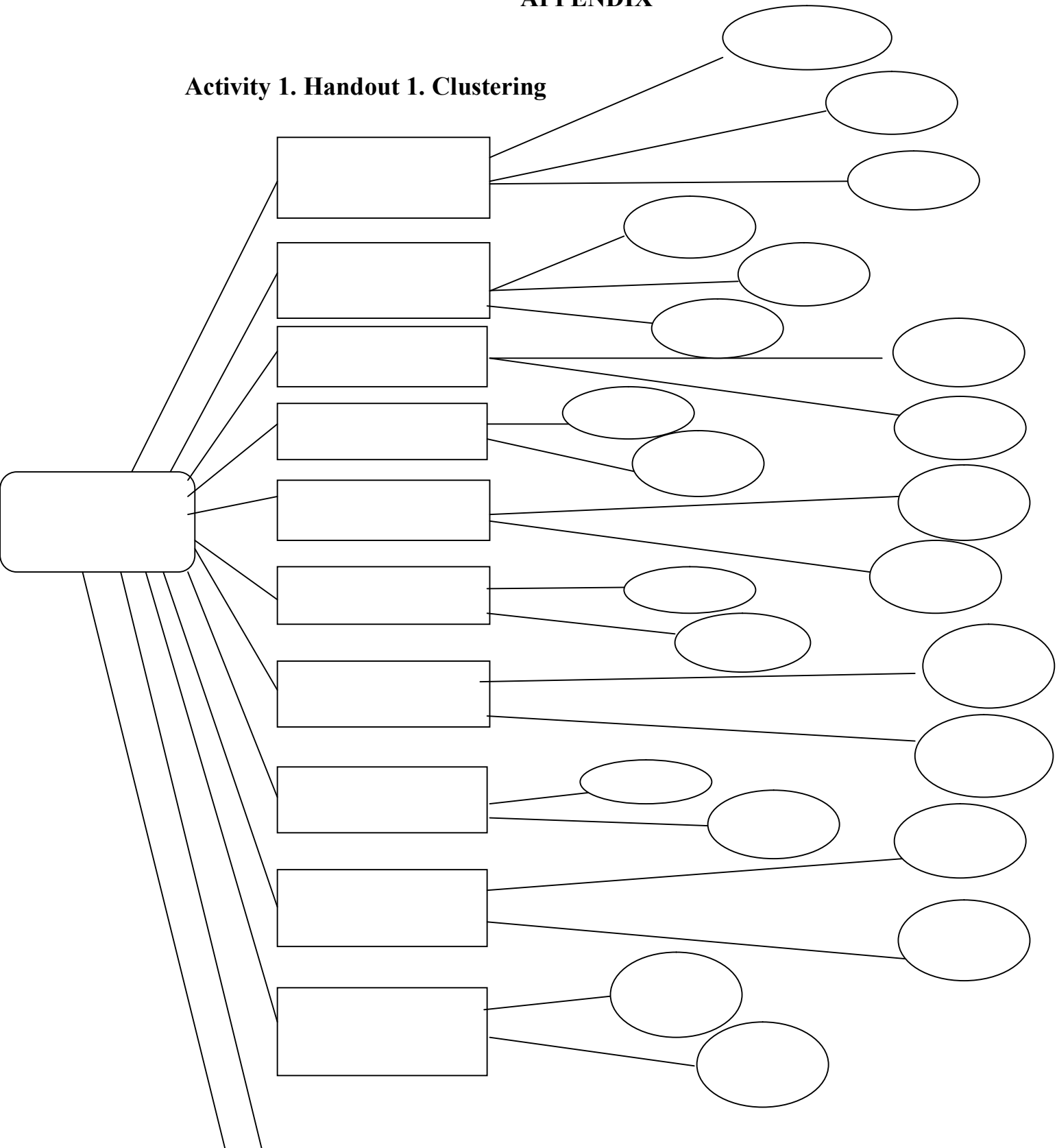
Task based works Writing summary		
Types of interaction		Lasting of the work (hours, days)
Whole class Group work		In class: 80 minutes
Model of teaching		Students will do:
Task based activities Developing reading and critical thinking skills		Group work Creating and analysing tasks
Procedure of the lesson		
Stages and time	Teacher's action	Students' action
Lead-in activity “Clustering” Time: 10 min	<ul style="list-style-type: none"> - T elicits from students the names of regions in Uzbekistan and names of towns and villages in these regions. - T. shows the map of Uzbekistan on the power point presentation and asks to find a small town Bagdad in Fergana region, between Margilan and Kokand. - T.asks why this town was named Bagdad? 	<ul style="list-style-type: none"> - Students call the names of regions in Uzbekistan and names of small towns and villages in them. - S. work with the map and find the town Bagdad. - S. try to find why this town was named Bagdad.
Activity 1. Pre-reading. Reciprocal questioning Time: 15 min	<ul style="list-style-type: none"> -Teacher divides students into groups explaining that it is easier and enjoyable to fulfill tasks working in a group. - T. writes the title of the text they are going to read on the blackboard and asks to predict what the text will be about. -T. asks students to prepare in their group two questions they think they can find answers from the text. -T.collects questions and reproduce them on the blackboard. 	<ul style="list-style-type: none"> -Students work in groups for doing tasks. -Students read the title of the text and predict its content. -In their groups students prepare two questions the think will be answered in the text and write them on slips of paper, give to the teacher
Activity 2. While-reading. Critical reading	-Teacher distributes handout 1 with the first part of the text and task 1. and asks them to	-Students work in groups, they read the first part of the text and answer the

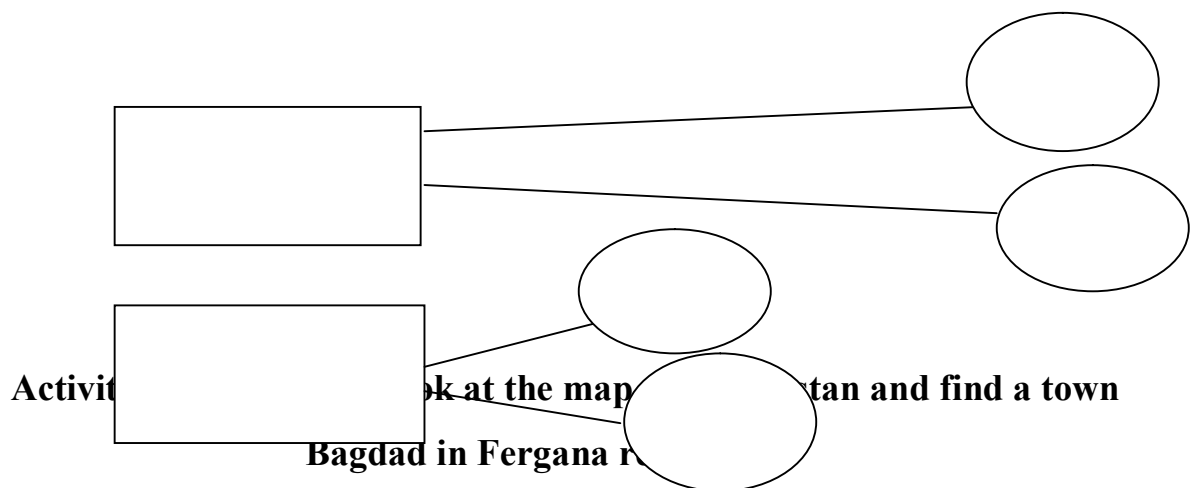
<p>integrating it with other skills</p> <p>Time: 30 min</p>	<p>follow the instruction and do the task. T. asks students to share their feelings and opinions.</p> <ul style="list-style-type: none"> -T.gives the second part of the text and set time to read and do the second task. -T.allows students to work with the third part and share their findings. -T.distributes the last part of the text and asks students views. 	<p>questions.</p> <ul style="list-style-type: none"> - students fill in the table after reading the second part of the text and share it with the class. -Students work with the third part reflecting the life of the uzbek nation and present their ideas to the class. - students share their feelings and opinions of the story.
<p>Activity 3. Post-reading. To prepare to write summary</p> <p>Time: 20 min .</p>	<p>-Teacher pays students attention to the questions written by them before reading the text and asks if they can find answers to them. If not why?</p> <ul style="list-style-type: none"> -Teacher explains that they are going to write a summary of the story following the guideline suggested by the teacher. - Teacher introduces the guideline which consists of the following points: <ul style="list-style-type: none"> 1) get the general meaning of the text, decide the aim of each part; 2) decide which details, opinions, facts you can ignore; 3)make notes of the important points in your own words and put them in a logical order; 4) write the first draft; 5) check for mistakes in spelling, punctuation and vocabulary; 6)check if you included all important information. -After writing summary teacher asks students to exchange them with other 	<p>Students try to find answers to their questions.</p> <ul style="list-style-type: none"> - Students work in groups and write their summary following the guideline. -Students exchange their writings and give feedback to other groups' work.

	groups and get feedback.	
Activity 5. Feedback and evaluation Time: 5 min.	-T. gives feedback and evaluates group participation.	-Students share their feelings on the lesson.

APPENDIX

Activity 1. Handout 1. Clustering





There is a small town of Bagdad in the Fergana region. Find this town on the map.
Where is it?

- Do you know why this town was named Bagdad?

Activity 2. Handout 3.

The legend about Navoi

Instruction 1. Read the first part of the text and do task 1.

The summer of 1469

A five hundred years ago there lived a mower named Mahkam in this area. He was a young sinewy fellow. He had no land of his own and worked as a hired worker for local lords. He worked as a ploughman, sower and harvester. However he was best at mowing. He was hard-working and had a lot of stamina. His wife was pregnant after several years of expectation. Their firstborn was due in autumn.

Task 1. Now, answer the following questions.

- How does the paragraph make you feel?
- What will be the problem in this story? What big issue is at stake? Why do you think so?

Instruction 2. As you read the text try to picture the scene in your mind in as much detail as possible. Be ready to fill in the table.

At that time two rich brothers Karabay and Kaltabay lived in the neighborhood. They owned a lot of land and enormous herds of livestock. As is usual for very rich people the more they had and the richer they grew, the stingier they were becoming. And, so, one day Mahkam was hired by the brothers to help them collect their harvest. The crop was truly excellent that season and Mahkam would take one tenth of the harvest as their wage. On the evening when Mahkam was taking the cartful of grain something stirred in the landowners' dark souls. "It's too much one tenth of the crop," thought Kalta and Kara.

Mahkam never came home, either in a week or in 10 days. No one had seen anything and those who might have seen did not say a word. However, the whole village understood everything. The human life appeared cheaper than a hundred sacks of grain.

Mahkam's wife Uzra asked for help and support wherever she could. But what could a poor lonely mournful woman in her ninth month do?

"Dod!" cried inconsolable Uzra. "Dod!"

And when the son was born, she did not name him Yodgor – a usual name for boys, when one of the parents failed to see. She gave her son the name of Dod. This was the word, with which she expressed her pain and sorrow she had suffered during the long days and nights she had spent without Mahkam.

Task 2. . For Turkic people, a person's name is not just a beautiful abstract word selected from a longest list; in most cases it reflects the specific situation that arises in life. For example: Tursunoy, Ulmas which means "let him/her survive/withstand. In your group fill in the table with uzbek names and their meanings.

№	Uzbek names	The reason of naming

Instruction 3. Read until the next stop and while doing the task pay attention to the culture of the nation.

The spring of 1475

Six years passed. Alisher Navoi, a great vizier and the keeper of the seal, happened to go across this area with his escort consisting of local nobleman and guards. When he was travelled around the village, observing the life of the people, he heard a woman crying “Dod!”. Alisher Navoi was puzzled. It should have been a cry of help but it had neither fear nor terror in it. The great vizier directed his horse towards the cry. A few moments later he saw a woman, who stood at the threshold of a looted, her hands around her mouth. “Dod! Come home, quick! Where are you? May you not break your legs and arms! May Earth not swallow you, where have disappeared? Run home, quick. I have baked some bread for you”.

Task 4. Uzbek women are highly inventive, when they think of curses. At the same time, they are very careful and superstitious. Our women believe in the power of word, and scolding their children, they are very afraid of doing harm to them. So, what situations our women use curses and what do they mean?

Instruction 4. Read the last paragraph. Before reading can you predict how the story will end? What do you think is good about what is happening? What is bad? Why do you think so?

When she noticed a group of horsemen she disappeared behind the door. Navoi entered the court accompanied by his personal clerk. The vizier learnt from Mahkam’s father about the awful conjecture. Alisher Navoi ordered his guards to find those who could give any information on the things that had taken place six

years ago. They summoned those who served Karabay and Kaltabay at that time. When fragments of the remembrances of the events that had taken place on that terrible night narrated by a number of different people formed a single picture, Alisher Navoi sent his soldiers to the houses of the two rich men.

They were hard times. The enquiry methods quite corresponded with the spirit of the epoch. Karabay and Kaltabay soon confessed to all their wrongdoing. They told how they had murdered Mahkam in his sleep and showed the place they had buried him in.

They were hard times. Both murderers were put to death. All the land that had belonged to two landowners was transferred to Mahkam's widow. Alisher Navoi ordered that all the necessary official documents be executed confirming Uzra and her son Dod were the owners of the land. But Uzra decided to leave a plot for herself and her son just enough to support one family and to pass the rest of the land to the village community. A huge garden was organized on these lands. When the trees grew, the people named it Dod's Garden or Bog Dod in Uzbek. That was how the town of Bagdad sprang up midway between Margilan and Kokand.

Task 4. Does the story end as you thought it would? Can you find answers to your questions? If not, why? What would you change in the text in order to find answers to your questions?

Activity 3. Handout 4.

Read the guideline for writing a summary and follow it while working on a summary.

- 1) get the general meaning of the text, decide the aim of each part;
- 2) decide which details, opinions, facts you can ignore;
- 3) make notes of the important points in your own words and put them in a logical order;
- 4) write the first draft;
- 5) check for mistakes in spelling, punctuation and vocabulary;
- 6) check if you included all important information.

Topic 4. Teacher as a moderator (practical lesson 2 hours)

Plan of the lesson:

1. Identification of the concept.

2. Duties and responsibilities of a teacher

3. Roles of a teacher.

A teacher has been defined differently by many scholars. Although all scholars refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (TUKI 1981:201).

Moreover, a teacher has been defined as a person “who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain” [27;8].

Teaching is the special career as it gives rise to other professions. All other professions originate from the teaching profession as one cannot acquire knowledge and specific field skills without a teacher. The teaching profession is special in many aspects, some being that; a teacher is responsible for the provision of knowledge and skills in the society. The teacher is also responsible for nurturing human beings with different manners and attitudes so that they can live well in the society. He uses Educational psychology in creating behavioural change to the learners. Unlike an engineer who deals with the machines, a teacher uses Education psychology to determine the learning behaviours of children according to their age.

Also the teacher uses his knowledge of the curriculum to provide appropriate knowledge to the target learners. In addition to that, a teacher is a special person in that he is capable of interpreting education philosophy and policy into real life. If the teacher wrongly interprets the national educational philosophy and policy, the expected output will not be realized. The teaching profession should be handled with care so as to avoid putting the nation into a mess.

The only people to drive the society out of the pool of ignorance are the teachers. One education stakeholder made the following statement; “ A teacher is a ladder towards independent thinking” [23;9].

A teacher has knowledge and skills that other people do not have. It is only the teacher who can justify as to why he has taught this and not that, why children should be here and not there and why a certain pupil has understood and the other has not.” [27;31].

Duties and responsibilities of a teacher

The teacher has a key role to play while at school or at home. The following are some of the duties and responsibilities of a teacher:

- *To give knowledge and utilize potentials*

A teacher has a responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered the source of knowledge. In that matter, presentation of the material and identification of the pupils’ potentials are the vital roles of the teaching process. Presentation involves giving new knowledge which may not be available in the books because such knowledge may be environmental specific. There are important issues to be considered by all teachers regardless of teaching modality used. These issues include involving the pupils in the teaching and learning process, having time to reflect what has been taught and to motivate learners. This will help in creating confidence and making learners active members of society. A teacher is expected to teach things that are relevant to the society. The teacher should not regard learners as empty tins but she/he should know that learners know something. The teacher should give the learners knowledge and skills to enable them cope with the fast ever changing world. “The teacher plays a big role in moulding and shaping learners. The teacher normally nurtures the pupils from the early stages of learning to the highest stage. Teachers are expected to train learners to independent thinking and problem solving at the highest level.” [18;31].

- *To facilitate the teaching and learning process*

This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, he can also teach

effectively and efficiently. It is imperative for a teacher to update his lesson notes every now and then. This helps him to cope with the ever changing world.

- *Keeping class records*

A teacher is supposed to use his time while at school to check for pupil's attendance, to keep pupils' progress report and to make any other relevant follow-ups regarding his pupils. The way the teacher handles these matters reflects his preparedness in general. If a teacher has made preparation prior to teaching, he will find the teaching process easy and will have enough time to attend the pupils. The teacher is also responsible for keeping records related to pupils' conduct, pupil's personal history as well as academic progress

- *To maintain and build discipline/values to the pupils*

One of the most difficult responsibilities of teachers is to maintain discipline. One of the principles a teacher may use to maintain discipline in the class is to have class regulations. These regulations should be known to all the pupils and they should be displayed on the notice board together with their possible penalties. If the teacher is not fair enough, there is no point of having the regulations. The teacher is also supposed to build the attitude of patriotism to the country among pupils. Moreover, the teacher should train learners to develop a sense of solidarity, honesty and love to the nation.

Creative and researcher

A teacher is always a researcher. He uses most of his time conducting researches on his pupils. Through research the teacher can easily understand his pupils' learning abilities. In a research, a teacher identifies pupils' potentials and their relevance to the society. The teacher normally creates new teaching approaches. The teacher is also supposed to equip himself with changes so as to cope with science and technology. By updating his knowledge and skills, the teacher will be able to give relevant material to his pupils. In terms of creativity, a teacher is expected to be creative enough to make his lesson natural and interesting to the pupils. Also by being creative, the teacher will be able to encourage the pupils to participate effectively in the lesson.

- *The role model*

The importance of a teacher as a role model has been documented extensively. A teacher, like a medical doctor should set a good example so that the pupils can emulate from his teachings. Pupils tend to emulate from their teachers in the course of teaching and learning process. Also pupils tend to emulate teachers' attitudes towards different aspects of life.

A role model in good behavior as well as hard working spirit: Being facilitators in the learning process, teachers are expected to be the role model in the society. A good teacher is the one who involves his pupils during the teaching and learning process. Also a good teacher makes his lesson interesting to the pupils. The teacher should encourage class interaction and exchange of views with the pupils. The teacher should instill pupils with a sense of trust for what he is teaching. He should be a good example for the pupils. For example, a teacher who comes to class late will not be able to convince the pupils that late coming is improper. Also a teacher who preaches cleanliness cannot be trusted by the pupils if he is not clean. More over it does not make sense to prohibit the use of mobile phones in class while the same teacher uses a mobile phone regularly during class time. The teacher's personality plays a key role in the teaching and learning process.

- *A facilitator*

A teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays the orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a facilitator in the learning process. The participative teaching approach has changed the role of a teacher. The teaching approach today is based on the problem solving on the part of the pupils. Rather than being considered the source of knowledge, the teacher is nowadays considered as just a facilitator.

- *An evaluator*

To evaluate pupils' academic progress is one of the most important responsibilities of a teacher. Teachers are expected to effectively assess pupils' progress in the course of teaching and learning process. All the tasks assigned to the pupils should be evaluated. When making lesson preparation, a teacher should also determine how the lesson will be assessed to check whether or not the pupils have

been able to follow what has been taught. It is therefore vital for a teacher to set time for course evaluation. Evaluation helps a teacher to determine pupils' progress from one grade to another. Also evaluation helps a teacher to determine the readiness of the pupils in grasping the material in the class. Moreover, evaluation/assessment helps to determine pupils' potentials. However, it is easier to be a good teacher but to be a good course evaluator is something difficult.

- *Curriculum evaluator*

Teacher's responsibility is not only confined to preparing and executing education plans and evaluation of the plans of education. A teacher is also responsible for the assessment/evaluation of the existing curriculum. Planning and making evaluation on the best teaching is an important process in education. Evaluation, as an important process, is useful in a teaching profession because it guides the teachers in executing their responsibility efficiently.

- *Curriculum designer*

Teachers have a responsibility to plan and implement the curriculum. A teacher is responsible for lesson preparation as well as lesson development. The teacher should make his course material understandable. With this regard, the teacher should read widely and extensively. The teacher should determine the relevant learning material for his pupils as well as their needs. The teacher should determine relevant and appropriate teaching and learning facilities.

In curriculum planning and designing, teachers are given opportunity to give their views regarding the curriculum in question. Curriculum planning is one of the challenges teachers face. This is due to the fact that curriculum designing is a task that needs great experience, dedication and is time consuming. Giving guidelines on what is to be taught is another important responsibility of a teacher. The teacher should also prepare handouts so as to facilitate teaching process. S/he should also prepare lesson objectives, learning outcomes and other important material that pupils need to know.

- *The solicitor of knowledge*

The teacher should act as a solicitor of knowledge. Due to the development of information technology, finding information has now been easier. Pupils, nowadays,

are able to surf via internet for information they need. They therefore do not rely completely on the teacher. The responsibility of a teacher as a solicitor of information has essentially remained the same. The teacher normally solicits the relevant material to be used by learners.

- *Counselor and mentor*

Apart from teaching, the teacher also fulfills other duties in the society. Teachers are also consulted to solve different problems in the society. Teachers also participate in different development activities in the society. Because of their relatively big number, teachers play a key role in the society. In any social setting, teachers are given a priority of being leaders. For example, leaders of different committees, leaders of NGOs, chairpersons and secretaries of different civil associations, etc. Although these responsibilities cannot explicitly be seen, they are there as one of the day to day responsibilities of teachers.

MATERIALS FOR PRACTICAL LESSON

Warm up activity

1. 3 options are placed in different parts of the classroom. (Teacher is an actor, Teacher is an engine driver, Teacher is an architect). Sit on the table with the option you agree with. Then with your group mates discuss your options, and present it to the whole class.

2. Brainstorming

A teacher is...	An organizer
	Manager
	Actor
	Observer
	Facilitator
	Model
	Evaluator
	Mentor/counselor
	Solicitor of knowledge
	Materials designer/evaluator
	Researcher

Task 1: The qualities of a teacher

A. (i) Individually, look at the following list of qualities and pick out five that a good English teacher should have. You may add up to two more of your own if you wish.

- 1.Ability to listen actively
- 2.A loud and strong voice
- 3.Excellent English
- 4.A good knowledge of language acquisition theory
- 5.Empathy
6. Recent classroom experience
- 7.A good imagination
- 8.Open-mindedness
- 9.Ability to motivate others
- 10.Flexibility
- 11.A charismatic personality
- 12.Ability to manage learning effectively
- 13.A sound knowledge of pedagogy
- 14.Psychological awareness
- 15.....
- 16.....

(II) In groups compare your priorities and agree on your group's "top five". Present your list to the whole group.

B. Stay in the same group. Together, choose and carry out **one** of the following options:

1. Produce a poster with a visual representation (a picture, a cartoon etc.) of one or more of the qualities you have defined.
2. Devise and act out a short drama sketch in which you demonstrate one or more qualities you have identified.
3. Write a short story or poem to include and highlight one or more of the qualities you have identified.

Task 2: Teacherism

- Indifference
- Patronizing
- Favouritism
- Parrot teaching (echo teaching)
- Commentating (to use too many unnecessary words “I’ll clean the board. I’ll check you, we’ll do the next task”)
- Answering her own questions
- Distracting smb’s attention
- Offending easily

Task 3. Self-evaluation

Self –evaluation is the ability to think honestly about your own teaching and listening to others’ views about you and make conclusions, being self-critical to yourself.

How can we observe ourselves?

- By our actions, how these actions are accepted by others
- By the results of our work
- By observing other teachers’ lessons.
- Videotaping your own lesson
- Inviting other teachers to observe you and accepting their opinions.
- Testing learners.

How to be a good teacher? (Choose the options you agree with)

- Always arrive on time
- Try to be a role model
- Be patient
- Be polite
- Be attentive
- Be hard working
- Be Respectful
- Be a Creator
- Be a Good appreciator
- Be broad minded/open minded
- Be enthusiastic
- Love your job
- Prepare effective lessons
- Help learners to solve personal problems
- Find way out
- Create friendly atmosphere in class

- Learn constantly

Topic 5. Authentic materials and ways of using them (Practical lesson 2 hours)

Plan of the lesson:

1. Definitions of authentic materials

2. Types of Authentic materials

3. Selection of authentic materials

4. Exercise types

Key words: authenticity, newspaper articles, news broadcasts, songs, poems, films or videos , menus, bills.

In methodological and pedagogical literature the term “authentic material” is defined in various versions. Harmer (1991) defines authentic materials as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language (p. 146). Peacock (1997) describes authentic materials as materials that have been produced to fulfill some social purpose in the language community. Nunan and Miller (1995) define authentic materials as those which were not created or edited expressly for language learners. Written or spoken text which has been produced for native speakers, rather than for foreign learners of a language. (For & Against: S.Haines. 1995). And obviously all this terms have a main common idea which is “...exposure to real language and its use in its own community” (Widdowson, 1990).

Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes. Such texts have conventionalized formats and are produced to serve a number of communicative purposes. In short, "authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that's written for a native-English-speaking audience"(Sanderson, 1999).

If students are to use the language to communicate effectively in the real world, Rogers and Medley (1988) propose that students have to experience the language as it is used for real communication among native speakers. The main function of the second language classroom should be to provide learners with authentic materials (Ciccone, 1995).

Yet, a limitation of these texts is the lack of authenticity and that raises the issue of incorporating authentic materials into the classroom. A major difference between authentic materials and simplified ELT materials is that authentic materials are not designed specifically with the needs of language learners in mind. Materials such as newspaper articles, news broadcasts, songs, poems, films or videos or broadcast for native English speakers can be considered to be authentic materials. Authentic materials are more redundant than most texts prepared for language learners: the redundancy of these texts gives the students more clues to comprehension (Bacon, 1989; Gilman and Moody, 1984; Meyer, 1984; Schmidt-Rinehart, 1994). Nevertheless reduced and ungrammatical forms would be expected to hinder understanding (Wing, 1986).

Advantages and Disadvantages of Authentic materials

As a result of the researches carried out and the surveys conducted, it has come out that there are many advantages in using the authentic materials. At the same time, there are a few disadvantages that teachers and students should be aware of when using different sources of authentic materials such as newspapers, TV programs, magazines, the internet, movies, songs, brochures, literature, etc. The main advantages of using authentic materials are (Philips and Shelttlesworth, 1978; Clarke, 1989; Peacock, 1997, as cited in Richards, 2001):

1. They have a positive effect on learner motivation
2. They provide authentic cultural information
3. They provide exposure to real language
4. They relate more closely to learner's needs

5. They support a more creative approach to teaching

Martinez (2000) summarized several benefits of using authentic materials. The first is that by using authentic materials students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea.

Second, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.

Thirdly, as language change is reflected in the materials so that students and teachers can keep abreast of such changes.

Fourth, reading texts are ideal to practice mini-skills such scanning e.g. students are given a news article and asked to look for specific information. Also teachers can have students practice some of the micro-skills of listening e.g. basically students listen to news reports and they are asked to identify the names of countries, famous people etc.

Fifth, different authentic materials such as books, articles, newspaper and so on contain a wide variety of text types and language styles not easily found in conventional teaching materials. Thus, it can help students extend their vocabulary and help memorize them in a number of meaningful recycling.

Lastly, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners especially if students are given the change to have a say about the topics of lines of authentic materials to be used in class.

All these excited up and willing to use authentic materials, but while using them it is inevitable that we face some problems. Richards(2001, p.253) points out that alongside with these advantages, authentic materials often contain difficult language unneeded vocabulary items and complex language structures, which causes a 'burden for the teacher in lower level classes. Martinez (2002) mentioned two other weaknesses of using authentic materials. One is that some authentic listening materials have so many different accents that it is very hard for the learner to understand. The other is that the materials can become outdated easily such as news in newspapers or magazines. The problem with authentic texts is that, they

have long been perceived as being too difficult for students to understand (Ciccone, 1995; Lund, 1990; Rogers and Medley, 1988; Ur, 1984). Gardner and Miller (1999) mentioned several disadvantages. The first is the complexity of the language. Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners.

The second is the learning burden. Authentic materials may contain items, particular vocabulary, which are of low frequency and of per-phrasal use to the learner and may never be encountered again.

The third is that in learning contexts where authentic target language materials are not readily available, obtaining them can be time consuming and frustrating. Due to these reasons, some teachers may be frustrated by selecting and preparing these authentic materials for their learners.

Considering the advantages and disadvantages of using authentic materials, there appears the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level? Guariento & Morley (2001) claim that at post-intermediate level, the use of authentic material is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Matsuata states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.

Sources and Types of Authentic Materials.

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. Although radio is easy to access, its aural texts are the most difficult for language learners to comprehend. Miller (2003) claims that, "In order to use radio programs with learners, teachers need to...decide on some global

listening tasks for the learners” (p. 16) due to the fact that all non-verbal information is missing. Unlike radio, TV and video allow learners to access paralinguistic features of the spoken text; as a result, TV and video may be easier for the students to comprehend.

Yet it is the internet that is considered the most useful source (Berardo, 2006). While printed materials date very quickly, the internet is continuously updated, is interactive, and provides visual stimulation. It provides easy access to endless amounts of different types of material (Berardo, 2006). Moreover, the internet can be the portal to other sources. For example, teachers can obtain articles, audio clips, and videos from the internet. There are different types of authentic materials which can be used in various ways in EFL teaching. In this part, we will tell about different kinds of authentic materials, which can be used as teaching materials: different prompts, movies, projects, audio materials, fiction, and newspapers and will give recommendations of the use of these materials.

Authentic materials can be broadly classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to. These can be grouped into three;

- First is television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports.
- The second group is radio programming including interviews, interactive talk shows, and radio advertisements.
- The third group involves taped conversations, including one-sided telephone conversations, meetings, short stories, poems and novels.

Functional writing texts that may benefit from these authentic materials include;

- advertisements,
- dialogues,
- news articles,
- weather forecast reports,
- interview schedules,

- agenda for meetings,
- minutes,
- short stories,
- plays,
- poems,
- novels.

Visual materials on the other hand are those that the learners can see. These include photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. Functional texts that can be illustrated by these materials include road signs, notices, directions, instructions, warnings, descriptions, expository texts, time tables, and X-ray reports.

The third type of authentic materials comprises the printed materials. These include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.).

Visual clips

Visual clips provide more opportunities for teaching. Video clips can serve various purposes. They can help students understand main ideas of communicative events, figure out the meaning of unknown words, and organize information extracted from linguistic input. Video can also function as an advance organizer for language learning activities. Students can watch videos and discuss similarities and differences between, say, a traditional folk music in their own country and in the target language community. The use of this kind of advance organizer will help to enhance their cultural awareness before they engage in role playing activities such as asking about musical preferences (Kitajima & Lyman-Hager, 1998, p.40). Visual clips are ideal for teaching culture, especially, in our EFL setting where most of the teachers are non-native speakers and exposure to the target culture is

very limited. By analyzing linguistic data students can enhance their awareness of the appropriate use of linguistic forms within the context of specific situations that they see in visual clips. Visual clues that they acquire from them can guide students to observe communicative situations and help them develop holistic scripts for the negotiation of meaning and probable communicative events (Kitajima & Lyman-Hager, 1998, p.40). In addition visual clips are good at activating emotional memory. Students can remember lexical or grammatical items by recalling emotions that he or she experienced in the same moment of perceiving the language data. Emotional memory can speed up, or slowdown, or even inhibit the process. So, teachers should pay close attention not only to students' progress in acquiring a language but also to emotional background behind which this data is being stored. Otherwise students can end up knowing everything but not willing to do anything. A careful selection of visual prompts is needed. There are tons of good inspiring visual clips in the Internet.

Movies

General, using movies is similar to using of visual clips. Watching movies, as well short visual clips, is a way to expose students to naturally occurring language. Good movies reveal habits, customs, worldview, and values of the native speakers of the target language, in our case, English. Since language is a part of culture, students should be exposed to the culture in order to acquire the language. The length of movies and the magnitude of covered events vary from visual clips. It might be difficult to watch the whole movie during one lesson. Teachers should plan ahead of time where to pause is good to be aware that there might be some pitfalls we can encounter while using movies. We will discuss three issues the teacher might face. According to Davis (1999), sometimes it is not easy to choose films that are culturally appropriate and that present language at a level that is accessible to the students we are teaching. Probably the best choice will be old classical movies that are time-proved as masterpieces. There are important things about life we can learn from movies. In this case the teacher is called to help students to develop a good taste, to look deeper into the very heart and essence of things. Our purpose determines how we plan our lesson and how we show the film.

We have to overcome students' belief that they have to understand every word they hear: an introduction to the story, characters, setting, genre, cultural context, themes, etc. This is very helpful for encouraging students not to give up when they have a hard time understanding the language. They can hear much better when they know what to expect to hear. Here are other suggestions for students not to get lost in the flow of new information: they should watch the body language, listen to the music, and pay attention to the visuals. Teacher has to teach the films rather than simply show them. He/She does not watch movies just for the sake of movies. Teacher shows them for specific purpose. How to teach them depends on the students' level and the purpose of our course. Movie lesson should be well-structured. Otherwise, students will not profit from the video session. Mari (2010) proposed three stages that each video lesson should have:

- Tune-in,
- While-watching,
- After-watching.

Firstly, by Tune-in we mean that students are gradually guided and involved in the plot, the characters, and the setting of the film. They can be led at this stage by prediction-based activities, brainstorming speculation patterns with the aid of visual materials, such as pictures, vocabulary banks with words and expressions from the story, or just through questions related to the main topic.

Secondly, at the While-watching stage, there is more thorough work on the plot and the characters. Students are exposed to a variety of activities such as problem-solving, filling blanks, multiple matching, ordering events, true and false or comprehension questions. The main aim at this stage is to exploit the film at its best, profiting from the wide variety of idiomatic expressions, collocations and slang that the students will encounter in real life.

Thirdly, the After-watching stage is considered to be the follow-up one where the film plot is used together with the lexical terms by making students either role-play the best parts or by organizing group debates based on the moral aspects of the plot.

Furthermore, a written homework assignment may be set asking students to describe their favorite character at lower levels or writing a film review as well as an article to be placed in the school magazine at higher ones.

Literature texts

The using fiction literature in the classroom, we have to define the word literature. According to Macmillan dictionary (2011) literature are stories, poems, and plays, especially those that are considered to have value as art and not just entertainment. They are cultural documents which offer a deeper understanding of a country or countries. And there are many good reasons for using literature in the classroom as authentic materials. Clandfield ()lists five reasons:

1. Firstly, all literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

2. Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.

3. Literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 quoted by Lazar 1993).

4. Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.

5. Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

When should authentic materials be introduced?

We think it is sometimes a problem for teachers when to introduce authentic material. Which level students should have in order to catch meaning of authentic

materials. That's why in this point we decided to learn the views concerning to this problem. Researchers as Kilickaya (2004) and Kim (2000) claim that authentic materials can be used with intermediate and advanced students only. These researchers believe that the use of authentic materials at lower levels causes students to feel frustrated and de-motivated since students at these level lack many lexical items and structures used in the target language. Kim (2000) argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition.

But McNeil (1994) and Miller (2005) claim that exposure to authentic materials should start in the earliest stages of language learning, asserting that an early exposure to such texts will help students develop useful strategies for more complex tasks later on. Bernhardt and Berkemeyer (1988, as citde in Otte, 2006) noted that all levels of students were able to manage using authentic materials. So their studies prove that less proficient students can benefit from authentic materials.

According to Van Lier (1996: 125), authenticity in the classroom relates to processes of self-actualization, intrinsic motivation, respect and moral integrity in interpersonal relations. The focus in learning a foreign language is to learn a language and be able to use it in the outside world. To be able to communicate naturally, learners should be involved in natural communicative language use in the classroom whereupon the classroom has to be authentic (Widdowson, 1990:44). Van Lier (1996:126) points out, it is easy to bring authenticity into the classroom by finding genuine material but to create authentic tasks and opportunities to use language in a classroom environment is a more problematic matter. He also adds that the concept of authenticity is by on means a simple issue: authenticating language lessons is hard work for both the teacher and the students.

1.4. Selection of authentic materials

Berardo (2006) provides three criteria for choosing authentic texts:

1. *suitability of content,*
2. *exploitability,*
3. *readability.*

Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Bacon and Finneman (1990) add that the texts should be culturally relevant to the experience of the students. In this vein, Lee (1995) states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (p.325). Meanwhile, exploitability refers to how the text can be used to develop the students’ competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

Lee (1995) states that the text must be compatible with the course objectives— i.e., it can improve the language skills educators want the learners to practice. In addition, teachers must consider the length of the text and their teaching approach. A variety of text types must be selected, such as articles, advertisements, weather forecasts, interviews, poems, radio talks, application forms, train timetables, and brochures.

So teachers need to reflect on the following questions before selection of the materials:

- Does this text help my students to get what they want? (Instrumental)
- Does this text inform my students on the rules that they might follow? (Regulatory)
- Does this text help my student to establish or maintain a personal relationship with someone? (Interactional)
- Does this text help my students to express their personal thoughts? (Personal)
- Does this text help my students to explore the world? (Heuristic)
- Does this text help my students to express or create for someone an
an
- imaginative world? (Imaginative)

- Does this text provide the information my students want or need?
(Informative)

2.MATERIALS FOR PRACTICAL PART

LESSON PLAN

Course title: Teacher training

Topic: Authentic materials

Level: Upper-Intermediate

Time: 80 min

Teacher: Tajieva Aliya,

Objectives:

- identify the value of using authentic materials in learning classes;
- recognize and apply a range of strategies for using authentic materials

Activity 1. Lead in activity

Objective:

-to brainstorm ideas about authentic materials

Procedure:

-teacher asks questions about authentic materials:

1. What do people usually read in real life?

- Newspapers, magazines, articles, novels, stories
- Advertisements,
- Letters, postcards, notes, sms, e-mails, charts,
- Timetables, maps
- Instructions, signs,
- Reports, statistics, diagrams,
- Menus, bills, tickets,
-

2. Why do people read them?

- To get information
- To communicate with each other
- For pleasure

3. What kind of materials are they?

These materials are taken from real life are not created for teaching/learning purposes.They can be written by and for native speakers. They can be written texts and also oral texts (Radio, TV programmes, films, cartoons).

4. Why is it necessary to use authentic materials in language classes?

- Real life language
- Real life situations
- Interesting/important content

- Sample of language
- Arouse learner motivation
- Involve learners in thinking about real problems and situations.

Activity 2. How to select authentic materials?

- Relevance to syllabus, learner needs
- Interesting topics which will encourage Ls to respond
- Cultural appropriateness
- Level of language difficulty
- Cognitive demands
- Length, legibility, audibility
- Quality (example of language, model for production)
- Exploitability

Work with handout 1. Group work for 5 minutes, then groups' presentation

HANDOUT 1

You teach a group of students of A2 level. This week you are discussing mass media.

What kind of authentic materials would you bring to the class?

You teach a group of students of A2 level. Most of the students are girls and they'd like to learn more about traditional foods of European countries and ways of cooking them.

What kind of authentic materials would you bring to the class?

You teach a group of students of A1 level. You'd like your students to communicate with abroad students by writing them about themselves, their school, country, interests and hobbies.

What kind of authentic materials would you bring to the class?

You teach a group of students of B1 level. This week you are discussing about how people should behave themselves in a foreign country. What kind of authentic materials would you bring to the class?

You teach a group of students of A2 level. You'd like your learners to be proud of their school, country, famous places and to tell the world about them in order to attract their attention to their place. What kind of authentic materials would you bring to the class?

Activity 2. How to design tasks

- Focus on meaning.

In reality we read/listen with a purpose. Why do we read TV guide, instruction for drugs, menu, timetable.

- Focus on language. (Vocabulary, structure, language as a model, input to another activity)
- Take the writer's intention. (letters. Articles, notes)

Exercise types:

- Expansion (add adjectives)
- Reduction
- Media transfer (into poem, diagram. table)
- Matching (with a title, picture)
- Selection (words)
- Comparison(similarity/differences of words, facts, ideas)
- Interpretation (personalization or asking the author questions about the events)
- Creating text
- Analysis (tense, structure,)
- Project work

Let's practice. Interpreting a short text

He never sent me flowers. He never wrote me letters. He never took me to restaurants. We met in parks. I don't remember what he said, but I remember how he said it. Most of it was silence anyway.

Task 1.Expansion. a) Add as more adjectives as possible . b) add sentences

Task 2. Reduction. Do not use repeated words.

Task 3. Media transfer. Write a letter to an advice column.

Task 4. Matching. Find title and match them with meaning (Neither flowers, nor restaurants/ Never, never/ Silent love/ to love or not to love)

Task 5. Selection. Find 3 words which sum up its meaning (He, never,)

Task 6. Interpretation. Take interview from a boy.

Giving authentic materials to design tasks. Groups present their product

Topic 6. Developing independent study skills. (practical lesson 2 hours)

Lesson plan

Independent Study Skills

Objectives:

- to raise the participants' awareness of the place of the notion of independent study skills and learner autonomy
- **Lead-in.** Show the picture (*Handout with the picture of a taxi driver and a passenger*) and ask participants:
 - ~ What are the roles of the passenger and the driver in the picture? Which of the roles is active/passive?
 - ~ In a typical classroom situation in school, what role does a pupil have, passive or active? Why?
 - ~ Do you think the role of a pupil is different from a role of a student in HEI?



Possible answers:

~The driver's role is active because he chooses the route to the destination. The passenger has a rather passive role; he just accepts the decisions made by the driver.

~In a typical classroom situation the teacher usually makes all the decisions and students follow what has been said, so pupils are passive.

~In a HEI students are expected take more active part in their learning.

~Summarise the discussion by saying that the given picture shows a typical situation in schools, where pupils are usually very dependent on their teacher. They are often passengers rather than drivers. However in HEI students are expected to become more independent and responsible for their own learning.

Activity 1. Case study.

Part 1. Tell participants that now they will discuss some ways of developing autonomy in learners. Ask participants to read the case study and answer the questions below.

1. What is the problem that both teachers discuss?
2. Do you find this situation familiar? Explain why / why not.
3. What advice would you give to the teacher in the case study?

Handout 2.

Once I heard a conversation in the staff room between two of my colleagues who were complaining about their students being absolutely unable to make their own decisions about their learning.

One of the teachers complained that whenever he would ask his students to work in groups they wouldn't know what to do. He explained that it often happened that one group would find their way to complete the task very quickly but another one wouldn't be able to even to start without the teacher.

The other teacher agreed that she had a very similar situation and found out that her students didn't have any of the skills they need to work on their own. She said that when in class her students would ask many questions about the task and as soon as they left the classroom they seemed to forget everything! And according to the syllabus a certain number of hours was allocated for self-study! They both complained in the end that our schools don't help students to become autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.

This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous,

more independent. Is it possible at all to develop autonomy? If so, how?

Part 2. Ask participants to read another story. Tell them that this time it gives a different perspective i.e. the story is told from the point of view of a student.

Handout 3

I remembered myself as a learner at university and one of my favourite teachers. I must say that I am very grateful to my university teacher because he taught me how to become a good learner.

It all started when our teacher gave us a test which helped me to define my preferred learning style. That was the first time when I began to think about my learning and to pay attention to how I learn things better. Later our teacher shared a syllabus with us and asked us to choose the areas that we would most like to work on. Thus, I defined my own learning goals and objectives. From time to time our teacher asked us to revise our objectives and think about the ways of achieving them. I felt very proud of myself when I was able to put a tick against a goal in my learning plan.

I think the turning point in my attitude towards my own learning, however, was when our teacher asked us to evaluate our own work. After we completed one of the tasks our teacher asked us to put marks for our work and to justify it. At first I was very generous to myself and put a good mark realising however, that it wasn't a very careful assessment of my work. The next stage of the activity was to share our self-evaluations with our partners. It was only then that I realised that I had to look at my work in the light of certain criteria. Later, I used this technique every time I completed a task. I then realised that I could check my own progress even without waiting for a teacher to do it for me! I think this helped me in other subjects as well!

Tell participants to read the story and answer the questions below:

- ~ 1. How does the student feel about his experience as a learner in the language classroom?

- ~ 2. What strategies/activities did the teacher use to help his students develop autonomy?
- ~ 3. What other activities can help to develop autonomy in learners?
- 4. What is the learners and teacher's role in developing learner autonomy?

Activity 2. Examining the semantic field of “independent study”

Objective: to let participants reflect on to what extent their learners are independent

2.1. Handout with the study-related words. What does ‘independent study’ suggest to you?

Underline all the words you associate with the phrase ‘independent study’.

Freedom	failure	working without a teacher
maturity	<i>making success</i>	working in libraries
<i>free time</i>	working on my own	managing my time
responsibility	less help	
<i>working alone</i>		finding support
	working with a friend	
isolation		
	pursuing own interests	making choices

- Give *Handout with a box of study-related words* and ask learners to underline all the words they associate with the phrase “independent study” and add any other ideas.
- Ask volunteers to share their answers.
- Summarise the discussion by saying that independent study can be all the things they would like it to be. University learning expects students to take an active part in their own learning. Development of study skills will help them to make best use of their independent study.

2.2. Hand out and go through the list of necessary skills for successful independent study stopping and elaborating where necessary. Ask participants to discuss them.

Handout . A List of Necessary Skills for Successful Independent Study

Class Participation

Concentration

Daily Review

Learning and Memory

Listening

Note Taking

Oral Reports

dealing with tasks

Self-Management

self-assessment,

goal setting,

Time Management

Written Reports

Forward Planning

2.3. Put participants in groups and ask them to think about any of their learners who take an active role in their learning. Ask them give characteristics to them

Possible answers

-take responsibility for their own learning

~ evaluate their own learning

~are hardworking

~ are always well prepared

~are motivated

~ work independently

~ develop learning strategies

~ set their own learning goals

- ~ define the ways to achieve the goals
- ~ always seek for further information and study on their own
- ~ find different ways to improve their language skills

- Collect the ideas on the board. Establish that these are the characteristics of autonomous learners who define their own goals and ways to achieve those and who are responsible for their own learning and do not always depend on a teacher.
- Tell participants that if they look up the word ‘autonomous’ in a dictionary, they will find the following definition: An autonomous person is independent and able to make his/her own decisions.’ Ask participants to come up with their own definition of an autonomous learner and underline the key words in their definition.
- Distribute some definitions of autonomous learning/learners and ask them to compare their own definitions with the ones on the handout, paying attention to the key words.

Activity 3. Learner’s roles in the learning process

Objectives:

- to raise learners’ awareness of the respective roles of a teacher and a student

Tell learners that becoming an autonomous/independent learner is a gradual process and learners might need support and help at some stages. Teachers will help them learn how to make decisions about their learning.

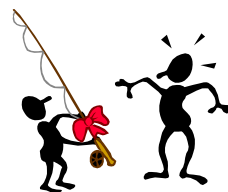
- Distribute the *Handout on examining the roles of teacher and students* to each pair. Invite learners to look at Worksheet 4 and identify the roles of a teacher and a student. Tell them to put ‘T’ for a Teacher’s role, ‘S’ for a Student’s role and ‘B’ if they think the role can be shared by both a student and a teacher in the columns *T*, *S* or *B*. Allow 5 minutes for them to complete the task.
- **NB!** Some roles in the Worksheet 4 may be difficult to understand, so make sure you walk around and observe learners at work. In case there is a

difficulty in understanding some words you might wish to help them either by explaining or translating these words into their native language.

- Invite learners to share their answers with the whole group. Go through 4-5 role items together and ask learners why they decided to put T /S or B. Encourage them to bring in examples.
- Establish that most of the roles in the learning process can be shared between a teacher and a student. Students are expected to take more responsibility for all the roles.

Handout on examining the roles of teacher and students

*Put 'T' for Teacher's role, 'S' for student's role and 'B' for both in the columns **T / S / B**. You can also add more roles to your lists.*



Roles in Learning	<i>T / S / B</i>
Asking and answering questions about language and learning when needed	
Giving and asking for feedback	
Assessing your level of English	
Evaluating and monitoring your progress	
Contributing to creating a friendly learning atmosphere	
Deciding on time and day to study	
Setting learning goals	
Finding a study partner/study-buddy	
Developing strategies that help you to learn	
Developing your study plan	
Making a decision about what learning materials to choose	
Providing language support when necessary	
Motivating learners	

Activity. Conclusion

Let's sequence the notions of knowledge, skill, and ability according to the difficulty of acquiring each?

- Knowledge can be acquired immediately with the information that carries it and is naturally passive.
- Ability is about the application of knowledge to practice after certain independent mental activity.
- Skill needs continuous practising before it can be said to have been completely acquired or mastered. Establish that as skill mastering can be achieved only with practice, the maximum of practice must be provided either during the session or as independent out-of-class activities.

Topic 7. Intercultural competence

Article: Tsarikova N. Issues in teaching 'culture' in Uzbekistan. IATEFL Voices 187. Oct-Nov

Lesson plan

Developing Intercultural Competence

Objectives:

- To experience some activities and activity design

Lead in (10 min):

Ask the following questions:

- Do you teach cultures of English speaking countries? Is it taught as a special course?
 - How do you teach culture in your classes?
- Is it necessary to teach culture? Why?

Activity 1.

Tell participants that they will read a case and identify:

- Was everything going well in the case?
- What was wrong? Why?

Activity 1 Handout 1. Read the following story. Would you have behaved in the same way as the author? How would you feel in his place? How would you deal with the problem? Present your case and explain your position to your colleague.

BEING A GUEST

I was staying with a host family in Namangan for a few days. They were really nice people but I found a lot of things very strange. First, they always followed me round the city and showed me a lot of things which I would have preferred to discover on my own. They always insisted that I ate with them and offered me a lot of food which I could not eat – it was too much and too heavy! They became even more attentive when they learned I was a professor, as if it would have made any difference. Every day the father of the family would try to take me to some of their relatives or to invite them over to meet me. I never understood why because every time we talked about the same things: my family life, my work and salary, their families and relatives. I tried to get some time for myself but it was difficult. Then I found all this attention quite embarrassing – they were simply doing too much for me, so in the end I felt I had to pay them more than we had agreed

Activity 1 Handout 1b . Read the following story. Would you have behaved in the same way as the author? How would you feel in his place? How would you deal with the problem? Present your case and explain your position to your colleague.

BEING A HOST

Once my family had a guest staying with us for a week. He was a quiet nice man, but a bit dull and cold. When we showed him round the city, he would always ask us not to worry about it. He wasn't interested in food, although we cooked him our national dishes. He often smiled, read some books and talked about the weather. And he never took his shoes off even inside. Only after three days we learned that he was a professor of history in a big university. My father was very proud that such an important person was staying with us and all our relatives wanted to meet him. We were trying to be warm and welcoming, but he always seemed distant and uninterested, although always polite. He even tried to pay my father for the food he ate with us. My father was quite offended, I think

Discuss findings. (e.g. accompanying a guest, making to eat, meeting with relatives, talking about families, being in his shoes, being distant, paying for food, etc.)

Now ask participants to give their idea/suggestions on :
What to do to avoid such cultural misunderstandings?

(Possible ideas):

- don't take initiative
- ask for help how to do smth
- observe what others do
- go beyond words (don't trust them)
- don't be prejudiced
- be patient
- respect different mood
- be careful about greetings
- learn different meanings of gestures
- careful with jokes/humor

2. Ask participants what other tasks could be given to students on the cases and why.
Elicit ideas.

Activity 2. How to behave in society (*adapted from Culture Awareness by Berry Tomalin and Susan Stemplesky*)

Distribute handout 1 and ask participants to discuss the given situations in small groups of 3-4 and complete the task sheet.

Now encourage students to have a big-group discussion focusing on the following questions:

- What would happen in similar situations in other countries?
- In which situations is behavior in the UK different from behavior in your own culture(s)?
- In which situations is behavior similar?
- What would you do in similar situations being in Britain?
- What, if anything, did you learn about behavior in the UK from this activity?
- What, if anything, did you learn about behavior in your own country?

Handout 1.

UK	My country
1. When people are invited to a party, they often take a bottle of wine or even bottles of beer.	
2. When invited to a dinner party, people usually arrive within fifteen minutes of the appointed time.	
3. At an informal party, people don't wait to be introduced. They introduce themselves.	
4. When people are being introduced, they try	

to make direct eye-contact with the other person.	
5. After a formal introduction, people often use titles until they are invited to use first names.	
6. People shake hands when they meet other people for the first time, but not every time they see them after that.	
7. Men and women friends may kiss each other on the cheek if they see each other after a long time, or even each time they meet.	
8. People often try to start a conversation with someone they don't know by making a comment about the weather.	
9. People may try to start a conversation by complementing the other person.	
10. During the 'farewell' stage of a conversation, people will often move away from each other little by little and decrease eye-contact.	

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Objective: to raise participants' awareness of the role of language in cross-cultural communication and its implications for learning and teaching English

Lead-in

Time: 5 min

Materials: none

► Procedure:

☺ (5 min) Remind participants about the previous session. Check if they have read the article by Tsarikova (2005) Issues in teaching 'culture' in Uzbekistan. Ask participants the following question:

~ What are the main ideas of the article?

Possible answers:

'Big C' culture vs. 'small c' culture. Tradition of ignoring 'small c' culture in ELT in Uzbekistan. Different behaviours and values as a source of misunderstanding between different cultures. Need for raising students' cultural awareness in English language classes.

- Discuss these ideas with participants. Say that in this session you would like to focus on the ways the English language is used to convey cultural meanings in different real life situations. Say that participants will explore linguistic issues that arise from different use and interpretation of certain words and phrases in context.

Activity 1 Thank you, спасибо and rahmat

Objective: to explore cultural differences in the use of polite forms.

Time: 16 min

Materials: handouts 1 and 2 to all participants.

► Procedure:

☺ (5 min) Tell participants that cultural differences in the use of language take place at all levels, even at the most elementary level. Ask them to consider the difference in the use of 'thank you' and its equivalent in their own language (спасибо or rahmat).

Distribute handout 1 and ask participants to work on their own for 4-5 minutes.

☺☺ (5 min) Ask participants to compare their answers in pairs or in groups of three.

☺ (5 min) Discuss the answers with the whole group (see handout 2 ☺). Ask participants the following questions and elicit a few random answers after each one:

~ How would speakers of English feel if the rules of using 'thank you' in this language were not followed?

~ What implications does it have for teaching English?

Possible answers:

1. As 'thank you' is used in English very often and in different situations compared to many other languages / cultures, many native speakers feel uncomfortable when non-native speakers of English do not use it when appropriate in the English-speaking context. This is often interpreted as being rude.

2. Students of English should be aware of the difference in the use of 'thank you' (and many other words) in English compared to their mother tongue from the early stages of learning English. Teachers should focus on this and other cases of cultural difference in the use of language.

☺ (1 min) Distribute handout 2 ☺ to all participants. Say that you would like to explore some more cases of cultural difference in the use of English.

Activity 2 Culturally inappropriate usage

Objective: to explore certain types of cultural mistakes in the use of English

Time: 32 min

Materials: handout 3 to all participants

► Procedure:

h ☺ (5 min) Tell participants that non-native speakers of English often make cultural mistakes in their use of English because they are influenced by their mother tongue and/or their own culture. Such mistakes are usually related to the culturally inappropriate use of a certain word or phrase and often cause confusion or even offence. Refer participants to the session on Phonology and Meaning 1 where Rod discussed the use of 'of course' by Russian / Uzbek speakers of English. Ask participants the following question:

~ What do Russian / Uzbek speakers of English usually mean by using 'of course' and how does a native speaker interpret it?

- If necessary, give the following example: '- Have you ever been abroad? – Yes, of course!'

Suggested answer:

Many Uzbek / Russian school textbooks teach 'yes, of course' as a standard positive response to general questions. This is also reinforced by the similar use of 'конечно' in Russian and 'bo'lmasachi' in Uzbek with the function of general

emphasis. However, in English such use of ‘of course’ with falling tone in such a context means ‘it goes without saying; what a stupid question to ask; it is obvious’ and may sound offensive. More appropriately it is used in such a context as: ‘May I take another biscuit, please?’ – ‘Of course, my dear! Take two!’

- Discuss the example. Ask participants if they know any other examples of culturally inappropriate use of words, phrases or intonation. Discuss them.

☺ ☺ ☺ (10 min) Tell participants that you would like them to examine a few more examples of culturally inappropriate use of English words or phrases and decide why they are inappropriate. Put participants in groups of four or five and distribute handout 3.

☺ (15 min) Ask spokespersons from each group to present their answers in turn. Discuss the answers with the whole group.

Guidelines for discussion:

1. In most contexts such an imperative would be inappropriate. In English requests are often signalled with ‘please’ at the end of the sentence. (see Tsarikova, 2005)
2. First language influence: ‘accurate’ means ‘punctual’, while in Russian ‘аккуратный’ means ‘neat, tidy’. Such confusing pairs are known as ‘translator’s false friends’ or ‘false cognates’.
3. ‘Back side’, especially in BrE, means your bottom, so the correct phrase is ‘the back cover of the book’. This mistake may also be caused by first language influence: in Russian it’s ‘задняя сторона’.
4. The phrase is contrived and too formal for the context, where ‘A pint of lager, please’ would do.
5. ‘What do you mean?’ is not a clarification of meaning of the word ‘exhausted’, but a challenge: ‘How dare you say that you’re exhausted? Walk on!’ To find out the meaning, one can simply ask ‘What does “exhausted” mean?’ or ‘What is the meaning of the word ‘exhausted’?’
6. ‘Chips’ in BrE is a meal normally served on a plate, known in AmE as ‘French fries’. What Americans call ‘chips’ (and Russian / Uzbek speakers ‘чипсы’) are known in the UK as ‘crisps’.
7. In Russian ‘мы с Павлом’ means two people, which can be expressed in English as ‘we’ or ‘Paul and I’. ‘We with Paul’ means a group of people AND Paul.
8. Certain names referring to nationalities commonly used in the past, are now perceived to be non-‘politically correct’ and should be avoided. The better alternative is ‘I never knew he’s Jewish’. Other names to be generally avoided include: Negro (use ‘Afro-Caribbean’), Gypsy (refer to ‘Roma’), Eskimo (better: ‘Inuit’), Red Indian (‘native American’) and Aborigine (‘native Australian’).

☺ (2 min) Say that such mistakes often happen when non-native speakers of English automatically apply rules and conventions of their own languages to English (e.g. 1, 7), or become confused by words and phrases that look familiar (e.g. 2, 3). Sometimes speakers get confused about different varieties of English (e.g. 6). Inappropriateness may also be caused by desire to sound polite (e.g. 4) or when speakers lack the awareness of cultural conventions in English (e.g. 5, 8).

h Establish that the former types of mistakes are linked with the proficiency level and tend to disappear along with the learner’s progress. However, lack of awareness of cultural conventions in English, or of types of discourse is not directly linked to

the development of skills and acquisition of knowledge. Say that you would like to explore certain features of English language discourse.

Activity 3 English language discourse

Objective: to explore cultural differences in the use of polite forms

► Procedure:

☺ (2 min) Tell participants that speakers of all languages use language according to context, e.g. informal social event; business presentation; small talk in a supermarket; and so on. However, each language reflects certain aspects of 'small c' culture of its speakers.

Say that learning a foreign language we automatically bring our own principle of discourse into the way we use this language. Remind participants of the previous session on Cultural Awareness and the session on Phonology and Meaning. Say that now you would like to explore some features of the way the English use their language.

Distribute handout 4☺.

h ☺ ☺ ☺ (15 min) Allow 5 to 10 minutes of individual reading and 5 to 10 minutes of pair work.

Key:

1. No. 2. Yes. 3. Yes. 4. No. 5. No.
6. Yes. 7. Yes. 8. No. 9. Yes 10. No.

h ☺ (10 min) Check answers with the whole group and discuss them. Identify the sentences in the article that give answers to the questions.

Summary

Reiterate the main points of the sessions on language and culture:

- ~ English language and culture are closely linked to each other;
- ~ language and cultural awareness are important for successful communication;
- ~ the cultural dimension in the use of English is not sufficiently explored in English language classes;
- ~ teachers should use different activities to raise their students' awareness of the cultural dimension in the use of English.

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 1, Handout 1

On your own consider the difference in the use of 'thank you' in English and спасибо or rahmat in Russian / Uzbek. Fill in the following table and compare your answers with others.

THANK YOU СПАСИБО/ RAHMAT

1. How often is this word used in everyday life?
2. When is it used most often and in what situations?
3. In what situations is it obligatory to use this word?
4. Do different groups of people (e.g. children, women, authorities etc.) use it in the same way?

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 2, Handout 3

In your groups examine some examples of culturally inappropriate use of certain English words or phrases and answer the following questions:

- What is inappropriate in each example?

- What is the intended and what is the perceived meaning of this word or phrase?
- What would be the correct way to say this?

1. Give me your pen.
2. John is very accurate, he always wears a shirt and a tie.
3. Look! He's written something on the back side of the book.
4. Barman, could you pour me some amount of beer, if you don't mind.
5. -Wow! I'm really exhausted.
- What do you mean, 'exhausted'?
6. -A pack of chips, please.
- A pack? Do you mean a portion of chips?
7. When we went to Paris with Paul, I had to look after him all the time!
8. Daniel? I never knew he's a Jew!

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 1, Handout 2

1. In English, in particular in British English, 'thank you' is generally used more often than its equivalent in other languages and in a wider range of contexts.
2. People say 'thank you' or more informally, 'thanks', to acknowledge a service (e.g. when paying money in a shop), a request granted (e.g. 'Could you pass me salt, please? Thanks. '), a service performed (e.g. a shop assistant to customer), understanding or agreement (e.g. 'So you're coming at 6pm? Thank you. '), the end of a process (e.g. teacher to students: 'The time is up. Thank you. Now give me your papers, please. '), and so on. It is common to acknowledge even the most elementary service or help from strangers and friends alike, unlike in Uzbek, Russian and some other cultures, where expressions of gratitude are often reserved for more formal or significant occasions.
3. Apart from the above contexts, in English 'thank you' is a must when delivering a service (e.g. shop assistant to customer: 'Here's your tea and your change. Thank you. ') As the customer will normally thank the shop assistant in return, the dialogue between them may sound like a chain of reciprocal 'thanks' and 'thank you's'. This is very uncommon in Russian / Uzbek culture.
4. In English 'thank you' and other polite verbal forms (e.g. 'please', excuse me') are normally used by all population groups in the same way. It may be less common with youngsters and in informal context (especially between men) it may be replaced by other phrases (e.g. 'Cheers', 'Cheers, mate', 'Cool' etc.). In Uzbek / Russian and some other cultures such forms of politeness are more strongly linked with the position of authority. For example, it is expected that children must be polite to their parents and elders, while the opposite is often not true. Similarly, employees must be polite to their managers, while top administrators often use only imperative language with their subordinates. Also, in some groups (especially male), the frequent use of 'спасибо' or 'rahmat' may be interpreted as a sign of 'weakness' or desire to put some distance between people.

Note that the response to 'thank you' is usually different in American and British English.

'You are welcome' is more common in the USA, while in the UK "there is no accepted answer, but 'That's all right', 'Not at all' and 'Don't mention it' are all available" (Longman Guide to English Usage, 1988:704)

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 3, Handout 4

Read the following article and answer the questions below.

HOW THE ENGLISH USE THEIR LANGUAGE

Alex Ulko

Every nation treats its native language as one of the most important parts of its culture. People's attitudes to their language reveal a lot about the culture of the nation, about its values, attitudes and beliefs. In France, for example, the Academie Francaise maintains the status of 'correct' French and officially prohibits borrowings from other languages. There are no such bodies in the UK or the USA, where nobody 'watches over' the way people use English. This says a lot about French and English public culture. Unlike the French, the English are very tolerant to those who don't know their language well. However, the better your command of English, the more is expected from you in terms of appropriate discourse, i.e. meaningful use of language in speech and writing according to the context.

Languages have different intellectual traditions as well. German, which is split into numerous and quite different dialects, in general tends to be serious, intellectual, full of long-winded sentences. Unlike the German or French, the English are less explicitly intellectual and heavy, but more practical and brief in style. The use of language often reflects different types of social hierarchy. Thus, in Japanese and Chinese the rules of discourse for men and women are very different, and the language bosses use while speaking to their subordinates may be very different from the way subordinates address their superiors. In these and many other cultures your language depends on how much power you have. In the UK, generally speaking, even most assertive bosses or teachers use more or less the same language as their subordinates or students. However, in Britain English still has a very strong social dimension. A classic, although very much dated example is G.B. Shaw's *Pygmalion*. Even now the use of words, idiomatic phrases and your accent allow most people to place you on a social ladder.

The English like to think of themselves as straightforward people, not bound by social regulations to avoid talking about 'bad' things. However, there is a delicate balance between straightforwardness and understatement. As a German manager put it, 'it took me a year to understand that when a British engineer says: "I'm afraid we've got a little problem", it may well mean that our plant has burned down.' Emotions may sometimes be explicit, e.g. in a football match, but otherwise strong opinions and judgements are seldom expressed bluntly. The common misperception of the English (that owes much to the Victorian stereotype of a 'perfect gentleman') is that they are always formal and well-mannered; they are all 'ladies and gentlemen', in full control of their language and behaviour. Not really so.

On the contrary, they are often quite informal, proud of their regional dialect, ironic and capable of laughing at themselves. In fact, this latter quality makes them so different from other Europeans and even Americans, who treat themselves so much more seriously. This also partly explains English humour, which tends to be spontaneous and often self-directed.

Boasting is bad taste; you reserve your praise for others: 'Betty's French is perfect; Campbell is an expert in Medieval History; she is so talented', but never 'my French is perfect; I'm an expert; I'm talented'. You may have known a person for years but never suspect that he's written a couple of books on your subject. People seldom

talk about their achievements or successes; their professional status seldom or never applies to anything but their professional life. Compare it with Switzerland, where a doctor's wife is often referred to as 'Frau Doktor' ('Mrs Doctor').

Finally, there is this invention of the Anglo-Saxons, 'political correctness' or 'pc', which, on the one hand, developed from the 19th century's linguistic taboos and on the other, from the feeling of 'fairness', so deeply ingrained in the English. The most well-known examples of pc are related to the early human rights issues: you don't call Black people

'Negroes' but 'Afro-Americans' or 'Black British'; you cannot say 'each student must submit his paper by Friday' unless they are all male (it should be 'his or her paper' or even 'their paper'); a meeting is declared open not by a chairman, but a chairperson; you don't call people mad, crazy or an idiot unless they are definitely not so, instead you say 'mentally challenged' and so on. As the result, the English seldom talk about such sensitive issues like politics, race, religion and so on, especially with strangers. Most of them still don't really talk to strangers and the weather remains as safe a conversation topic as ever.

Of course, the above observations are only sweeping and superficial generalisations; however, they highlight some important features of the way the English use their language.

In fact, dozens of books have been written on this subject, so for further reading please refer to *How to be an Alien* by George Mikes; *Mother Tongue* by Bill Bryson; *The English* by Jeremy Paxman; *The Official Sloane Ranger Handbook* by Ann Barr and Peter York; and many others.

In pairs decide which qualities or features are typical of the way the English use their language. Put a tick in appropriate boxes.

TYPICAL FEATURES OF ENGLISH DISCOURSE

1. Yes ...No ...Highly intellectual, serious and philosophical.
2. Yes ...No ...Sensitive topics, e.g. politics, religion, national feelings etc. are avoided.
3. Yes ...No ...A sense of humour is highly valued.
4. Yes ...No ...Emotions and personal opinions are expressed freely.
5. Yes ...No ...Polite and formal; language and behaviour are completely under control.
6. Yes ...No ...Things are expressed but often understated or hinted at.
7. Yes ...No ...Self-assertiveness is taken with caution; self-irony is encouraged.
8. Yes ...No ...Language mistakes, dialects and swear words are not tolerated.
9. Yes ...No ...Your social background is identifiable from the way you speak.
10. Yes ...No ...Your choice of language depends on how much authority you have

Topic 8. Teaching reading: principles and techniques (4 hours)

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. It is one of the main skills in language. Reading consists of two related processes; word recognition and comprehension.

Word recognition refers to the perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Reading also enables us to gain further knowledge and helps us to take our place in society. It not only improves our ways of thinking but stimulates the development of an inquiring mind. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

It is reading that opens the gates of knowledge for us and enriches our experiences. Thus in any language learning program, development of reading skills occupies a very important place.

Reasons for reading

The reasons why people read are no less important. People read for a number reasons whether they are conscious of this or not and their reasons generally come under the headings of reading for information, interest and pleasure. When confronted with warning signs, for instance, people are reading involuntarily. The signs are put there to make them stop and draw attention to some kind of danger. With timetables, however, people normally just scan them for particular information.

Another example is the local newspaper column rather than reading in detail, many people just pick out things that interest them whilst others go through it more throughout if they are looking for something in a particular. With regard to the articles themselves, some people just read the headlines and select only a few articles to read in detail, depending on a variety of factors, mainly dictated by tastes and interests. Yet when reading a novel, unless it is also for study purpose, the reader does so for pleasure and tends to read fairly rapidly. Realizing that reading should have its purpose is the first step that all readers should take. (Wallace, 1980, p. 9) In other words, the aim of reading should be present on readers' minds. Harmer, similarly to Wallace, summarizes that the more readers realize why to read a text, the better they can measure the results of reading. (Harmer, 2001, p. 208)

Reasons for reading can be divided into two broad categories.

Reading for information (Grellet, 1991, p. 4) is done in order to find (and use in the future) some piece of information. Harmer, instead of reading for information uses “instrumental reading”, but the purpose is the same. (Harmer, 2001, p. 200)

Reading for pleasure is the second category. (Harmer, 2001, p. 200; Grellet, 1991, p. 4) The word “pleasure” itself hints that the purpose of it is in enjoying reading of any piece of a text such as illustrated cartoons, various magazines or poetry, simply reading that brings pleasant feelings to readers. (Harmer, 2001, p. 200) Moreover, between these two categories can exist a “crossover”. This means that readers interested in areas such as history can read history books for their own pleasurable purposes and at the same time in order to seek some facts that can be useful. (Harmer, 2001, p. 200-201)

Reading for pleasure means that we choose what we want to read. For example we choose to read a magazine or a book by your favorite author in our free time. This does not however mean that you are not learning from this type of reading. Reading in any form informs us about society and culture and the world in general, whether it is through fiction (creative writing) or non-fiction (fact).

Reading for a specific purpose more goal-orientated. In other words we are reading to achieve a specific outcome, e.g. to pass a test or to research for an essay. This type of reading is common in the life of any student.

As we can see there are many reasons why people read and differences in the process of reading are largely dependent on the motives the reader has the effective reader adapts to each type and does not read slowly.

1.2. Kinds of Reading

There are two kinds of reading are involved in the process of reading:

- 1) reading aloud
- 2) reading silently.

In the initial stages reading has to be loud and towards the end of the third stage the learner is introduced to silent reading.

Reading aloud is a very effective means of teaching and improving the subskills of pronunciation, enunciation, intonation and reading with expression.

A teacher should be able to do his/her learners to pronounce correctly all the words they find in their books as they go from class to class. He can do it only through reading aloud and also test their attainment by making learners read aloud. Apart from pronunciation, reading aloud also helps the learner in learning the habits of correct enunciation. Many times learners mumble words, as they are not certain of themselves. Through reading aloud, such lapses can be detected.

Teacher must, therefore, insist on clear and distinct loud reading as this would leave no doubt whether what is said is right or wrong. Although it is good to read fluently, teacher should not insist on speed, if accuracy of pronunciation or enunciation is going to be satisfied. Reading must be slow, emphatic. The speed must be normal, i.e. the speed at which a hearer can easily grasp the meaning of what is being read.

Another advantage of reading aloud is that it gives the students proper intonation and emphasis in training in reading.

Reading aloud means bringing out the feeling behind the written word and we cannot do it unless we understand the meaning.

Silent Reading.

Silent reading is the final stage of learning reading skills. The chief aim of silent reading is the absorption of the idea in the passage. It is a method of concentrating on the significant idea or ideas of the passage. When reading aloud the reader is giving attention to pronunciation, intonation, phrasing, rhythm of delivery, etc., whereas in silent reading his/her whole attention is concentrated on comprehending the meaning and so there is no division of attention.

One of the aims of silent reading is to develop the ability to read with speed.

Intensive reading

Intensive reading is at least one kind of reading, a slow, careful reading style that is appropriate for very difficult texts. However in many intensive reading is a language study method than a form of reading. Intensive reading is useful English study because its slow speed allows learners to stop and look new words up in the

dictionary. It allows learners to pause and carefully study long or difficult sentences to get a better understanding of their grammar. It also encourages the habit of reading English very slowly and who became accustomed to reading English in this way often never learn to read any faster. Intensive reading is about approaching the text under the guidance of the teacher.

Extensive Reading

The main purpose of most reading is to understand the meaning of the text, usually as quickly as possible, so extensive reading is more like real reading than intensive reading is. In order to become good readers, learners need to practice reading extensively as well as intensively. It is good for students to read intensively sometimes so they can study a text's grammar and vocabulary. But it is equally important for them to spend time reading texts in an extensive style, focusing mainly on the meaning of the text, not stopping to look up every new word.

Furthermore, to become good readers students need to read a lot –entire books or magazines instead of short articles or passages from English textbooks. Extensive reading usually takes place outside class may involve reading a whole book. Tasks focus on a global understanding of the story. Students who read extensively gain greater confidence in the target language more quickly compared with students who do not. The benefits are three fold:

1. Expanding students' vocabulary;
2. Exposing students' to more examples of grammar they have studied;
3. Improving students' reading skills.

Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading.

On the contrary to intensive reading, extensive reading is defined as reading at length, for pleasure purposes and also more relaxed activity than intensive reading and in addition, it takes place when learners are on their own.

Reading techniques

Training the students so that they are able to deal with unfamiliar words and complex sentences without being discouraged is therefore essential. The understanding of a written text means that the required piece of information is

extracted as efficiently as possible. Moreover, flexibility and the right choices of reading techniques concerning how to approach any piece of a text, in order to satisfy reading purposes, are principal characteristics of a skillful reader. Being flexible is a basic reason why learners need to know and practice various reading techniques that should be used.

Skimming

Skimming is a reading technique that provides understanding of the whole text without reading it from word to word. It involves discovering the main ideas of a text by reading first and last paragraphs and topic sentences, and paying attention to other details on the page like titles, bold type or italics, photographs captions etc. To skim rapidly, we must leave out parts of an article or story. Skimming is a very useful skill. It will allow us to get information quickly from anything we read. It is important to note some basic differences between skimming and average reading. In average reading we do not skip any material; we cover all of the reading matter. In skimming, however, it is fair to leave out material. In many cases we may leave out half or three-quarters if we feel we have grasped the main idea. Skimming must be done “against the clock” that is, we must try to skim as fast as possible while leaving out large chunks of material. The purpose of skimming is to get the author’s main ideas at a very fast speed. Reading for general understanding called skimming means that readers are able to understand the gist of a piece of a text.

Scanning

Scanning is a reading skill we use when we want to locate a single fact or a specific bit of information without reading every part of a story, article list or document. We use scanning many times in our daily activities. For example, we can scan the television listings of a newspaper or magazine to find the time and channel of a television show. We scan a telephone directory; it is not necessary to read every name and number on the page until we locate the name, address and number and then look no further.

Scanning involves looking down and around a page quickly and efficiently searching for important words, facts or phrases to find specific information. When

scanning a text, one should use peripheral vision and should not focus only on the logical flow of the text. Scanning often comes before skimming. For example scanning can be used to determine if recourse has the information you are looking for. Once the recourse is scanned, it can then be skimmed for more detail. Scanning is about focusing on detailed or specific pieces of information. During scanning, readers do not focus on the overall theme of a text, but they are focused on concrete pieces of a text such as quick reading of a film review in order to find the name of the director.

Phases of reading activity and comprehension checks

Grellet recommends, during reading comprehension exercises, as a consequence of the necessity of understanding not only the structure and meaning of single sentences, but also longer units (for example paragraphs), to start with a more global understanding and later to move towards more detailed understanding. The reason why to set a global task and to start with a global comprehension is both to avoid the dependence on understanding every single sentence that forms the text that is read and also to prevent students from being reluctant to infer the meaning of paragraphs or sentences from what comes before or after in the text. The phases of reading activity and comprehension checks are broken down into the three, namely pre-reading, while-reading and post-reading activities.

Pre- reading

Pre- reading activity often aim to raise the readers' knowledge of what they are about to read. This knowledge will help them to understand the text. These tasks are intended to construct background knowledge and prepare the reader for a reading selection, prediction, interaction with the text.

Before starting to read, a lead-in, which may consist of introduction to topic, looking at pictures and discussions should be done.

In addition, Nuttall stresses the importance of providing a reason for reading, because in real life people usually have a reason why they read. Moreover, there are many things that teachers can do in order to prepare meaningful reading introductions and besides giving learners a reason to read in order to motivate them,

teachers should try to relate the text to the experiences and interests of students themselves. Another possible step that is possible to take is the discussion about the topic of the text or to set several questions. Grellet recommends that by considering the layout of the text, which may be accompanied with photographs and so on, learners can be encouraged to anticipate what could be found in the text. Pre-teaching key vocabulary is what teachers can do, but only when the task of the reading activity is not to understand, for example, the gist of a text where, of course, it may not be necessary to understand every single word that the text contains.

While -reading

The aim of this stage is to help students to understand the specific content and to perceive the rhetorical structure of the text.

When the reading process begins, the task sequence starts with the general ones, the feedback of the tasks is checked and if the students do the task successfully, another task that is more detailed can follow. If the students do not do the task successfully, the process of dealing with the task can be repeated. The final task, as the task sequence shows, is to deal with the focus on language. During reading, we consider the activities that follow from the general understanding to the more detailed understanding. For example, reading for gist as a first step, then to read for particular pieces of information and finally to read for detailed understanding and bits of language. Not all reading is simple extensive global reading. There may be certain facts or rhetorical devices that learners should take note while they read. This gave them a sense of purpose rather than just reading. This type reading is usually supplied with different activities.

Post-reading

The tasks lead the learner to discuss and analyze issues presented in their reading and also give their points of view.

After the tasks are done, the control what has been learned should be done and also it is possible to follow other activities that may be connected to the reading passage. As far as the understanding control is concerned, reading comprehension activities should be suited to the text. The variety of comprehension checks is really wide, so as an example we mention open questions, multiple-choice questions, right or wrong

questions and activities such as matching the correct order of paragraphs or pictures and so on. Comprehension questions are just one form of activity appropriate for post reading. Consider vocabulary study, identifying the authors' purpose, discussing the authors' line of reasoning, examining grammatical structure, or steering learners toward a follow-up writing activity. The activities which are given to learners after reading the text are generated by the text and extend its potential for meaningful language work.

Practical lesson

Lead in:

First of all, let's clarify the following issues:

1) Why do people read in real-life? (Fill-in the table at least 3 situations)

Who?	What?	Where?	Why?	How?
Students	lectures	In the library	To take knowledge	silently
Passengers	Time-table	At the railway station	To take information	Look through
Patient	Instruction for drug	At the hospital	To learn	In detail
Old people	newspapers	At home	information	Look through
Young people	Sms, charts	In the phone	Entertain	

2) Why do learners read in the classroom?

Who?	What?	How?	Why?	Other comments
2 students	dialogue	loudly	To practice pronunciation	Rest of the class listen
Whole class	Grammar rule	silently	To take knowledge	In detail
Pair				

Group	case			
Individual student	A Text			

3.Are the purposes of reading in real life and reading in the classroom the same? If not, why? Should it be the same?

4.How can reading in the classroom be made to resemble real life reading?
(use authentic texts, vary the purpose of reading, find out what and why learners want to read, give learners more choice in what they read)

5.What text types should be brought to the classroom? (advertisements, newspaper, sms, instructions for equipment/ drugs, signs, warnings, time-tables, charts, menus, literary books, bedtime story).

6. What are some possible ways to motivate learners to read and enjoy reading?

- Give learners time in class to read for pleasure
- Ls should know purpose and outcomes of reading tasks
- Ls can guess the meaning according to title, and read the text in order to find his guessing.
- Ls can create some questions and read the text in order to find answers.
 - T reads some interesting details from the text that might interest Ls.
 - T. suggests texts, Ls read them and make reports about them.

Activity 1. How teachers teach reading?

Let's read the quotes from teachers around the world and share your impressions.
As you read underline What you like, what you also use, what is new for you.

I like to use English language newspapers or magazine articles with my learners. My colleagues ask me “How can you do with beginning readers? I can't”. I think they imagine that I ask my learners to sit down and read a whole article, which I never do. In fact, I only use selected parts of the article. Sometimes I just ask them

to match headlines to pictures, other times to find three words in an advertisement describing a product. Or they might scan for the name of the country that an article was written about. These are pretty simple tasks, but the learners seem to like knowing that they can understand parts of real English language newspapers.

(Juana)

Invariably, when I give my learners a text to read, I first ask them to read it once very quickly for the main ideas. Once everyone has got the general idea, they read the passage again, then one or two tell me in their own words what they understood. Next, I usually ask them to work in pairs or small groups to find answers to more detailed questions: they always read the passage at least twice more to scan find the answers. By doing it like this, I think they get a lot more out of the text, and there's plenty of learner-to-learner interaction, too.

(Britt)

I discourage the use of dictionaries in the classroom: learners can become over-dependent on them. I try to get my learners to guess words that they don't know, or if they can't manage that, then I try to help them to find out the meaning by asking leading questions. If they really don't understand something, they can look it up in their dictionaries at home.

(Astrid)

I've been teaching for ten years and in my reading lessons I always go around the class, asking individual learners to read aloud in turn. In this way, the other learners understand clearly: they can hear something as they follow in their pronunciation. They seem to like being the ones to 'shine' – at least, when they pronounce the sentences correctly!

(Ahmed)

When I teach reading, I give the learners the text to read and ask them to read it

aloud, one by one. Then we go over any unfamiliar vocabulary, when I try to have learners guess the meaning. If they can't, I give them the equivalent word in their native language. Then I ask them a couple of basic questions to check their comprehension of the main ideas. After that learners work in pairs to answer comprehension questions and then we re-assemble into one class and check all the answers.

(Helen)

A lot of teachers I have worked with often ask their learners to read aloud. When a learner reads aloud, he often feels tense, and that can't really help him to grasp new language, can it? Besides, after he's read aloud, he usually can't even answer a basic question: he has to reread the passage silently to try to find the answer. So I don't think it's helpful at all and I don't do it any more. I wish more of my colleagues agreed!

(Annemarie)

I always give my class the activity that they are to do at the same time as I give out the text; I never ask them just to 'read the text' because they wouldn't have a reason, then, to read. So I explain the activity and then they can do it while they are reading.

(Orlando)

When I teach reading, I like my learners to use the other skills, too. I do various things. For example, before reading a passage, my learners discuss the topic or brainstorm vocabulary they predict they will hear; or they listen to a short passage on a related topic and discuss it. At the reading stage, I make sure to spell out why they are reading. We read a passage more than once, each time with a new task. The learners fill in a chart, or match pictures to paragraphs or answer true/false questions. Finally, I save enough time for follow-up, like a role-play or group work where the learners write a different ending or discuss the issue in the text.

(Kate)

When I prepare to teach a reading passage, I read it once or twice and underline essential words that the learners might not know. I circle the words which might be similar to the learners' first language or which might be easily explained by the context surrounding the word; I then decide how many of the remaining underlined words to pre-teach. I only pre-teach a few new key words-may be five in a passage that's two or three paragraphs long – because I don't want my learners relying on me for every single definition. With the circled words, I often write the sentences in which they occur on the board and the learners work in small groups to guess the meaning from the context. After they've read the text, I often do an activity, such as a role-play or a game, to practise the new vocabulary they have come across.

(Liu)

In my intermediate-level class, I try to get my learners to read as much English as possible; the only way learners will really become good readers is by reading. We have assembled an attractive – looking English reading shelf in the classroom, collecting as much interesting information as possible, such as teenage magazines or articles that we've taken from newspapers or course books. I don't make the learners read anything specific, but they have to choose and read three passages in a week and keep a log of what they've written. In the log, I just ask them to write a couple of sentences about what they found interesting about each text they read. After all, their ideas really matter.

(Isabella)

3. The activities these teachers use can be used in different stages. Usually we use them in :
 - Pre-reading
 - While-reading
 - Post-reading..
4. What is the aim of pre-reading stage and which activities can be used at this stage? Identify 4 activities for pre-reading.

- 1) Liu: pre-teaching a few key-words.(aim: to help Ls with difficult words)
- 2) Kate: Ls discuss the topic of a text(aim: to warm-up, to motivate)
- 3) Kate: Ls brainstorm/predict vocabulary(aim: to warm up, introduce or revise vocabulary)
- 4) Kate: Ls listen a passage on a related topic(aim: to warm up, introduce vocabulary and topic)

Identify 5 post-reading activities:

- 1) Liu: Role-play(actively use new vocabulary, integrate speaking, check comprehension)
- 2) Liu: Game (using new vocabulary)
- 3) Kate: Role play.
- 4) Kate: Ls write new ending to a story(develop creative writing, expand plot, predict ending)
- 5) Kate: Ls discuss issues in a text (integrate listening and speaking, expand understanding, express opinions)

Find while-reading activities

- 1) Juana: match headlines to pictures, find 3 words describing a product.
- 2) Britt: Ls first read for the main idea, before working on details; once Ls have understood the context, they can better guess the meaning of unfamiliar words or details. Reading a second time allows Ls to focus on task(to find answers to more detailed questions)
- 3) Kate: fill in a chart, answer T/F questions, match pictures to paragraphs.

3.Look at Kate and Helen's quotes. There are 2 different models of teaching reading. What are they? (Kate uses pre, while, post activities; Helen uses traditional model: Ls read text aloud in turn, class goes over unfamiliar vocabulary and teacher gives translations, T asks comprehension questions)

Advantages: Kate: provides solid preparation, making text more comprehensible; integrates other skills with reading; encourages critical thinking(prediction,analyzing, synthesising)

Helen: encourages guessing meaning from context.

Disadvantages: Kate: does not resemble usual testing situation/format.

Helen: no preparation before reading; purpose of reading is not clear; defining vocabulary may be difficult while switching between L1 and L2.

5. Jumbled lesson plan

Let's re-order a mixed up reading lesson plan which includes pre, while, post reading stages.

a. Reading activity: "True/False". Learners decide if statements about the main ideas in the text are true or false.

b. Pairs. Learners do exercise "Guessing vocabulary". Learners guess the meaning of key vocabulary from context, looking at example sentences from passage. Check Learners understand.

c. Groups. Discussion- elicit/ suggest a recent trend; in groups Learners discuss advantages and disadvantages of the trend they choose.

d. Assign homework: "Building vocabulary and Study skills: Fads and Trends"

e. Give/ ask for answers to "True or False?". Clarify any problems.

f. Collect answers to reading structure exercise.

g. Pairs: Learners do exercise "Understanding Reading structure": identifying topic sentence of each paragraph from article.

h. Look at pictures related to fads and trends in the world. Learners discuss pictures

in pairs; predict topics article will mention

i. Introduce topic of new unit: Fads and trends. Pre-teach or elicit *fad* and *trend*. Learners brainstorm examples from their own experience; collect on board.

j. Collect ideas about Learners predictions on board.

Key: i,h,j,a,e,g,f,b,c,d.

Pre: a,h,j, While; a,e,g,f,b, post: c,d,

5. Microteaching: To prepare some while-reading activities. Limit the activity to 10 minutes. Use the situations.

Topic 10. Teaching writing (practical class 4 hours)

Many contemporary trends in both schooling and society highlight the increasing importance of high quality literacy education for adolescent English language learners. To meet today's increasingly challenging high school graduation requirements, all students are now required to write competently in several genres. For example, the National Assessment of Educational Progress measures students' abilities to produce narrative, informative, and persuasive writing. In addition, the current implementation requires that all students, regardless of English language proficiency, be held to the same standards of literacy assessment throughout their years of public schooling. After high school, literary skills are required in most workplaces, as even minimum wage jobs often require the ability to keep records and report on workplace activities.

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. To write clearly it is essential to understand the basic system of a language. In English this includes

knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

If teachers consider why they ask students to write, they may find a variety of reasons, including the following: as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines. This range of reasons for writing may not be so apparent to students, who may see writing as mainly an assessment hurdle.

Prewriting techniques

Prewriting strategies such as brainstorming and freewriting can help writers find ideas, collect information, activate tacit knowledge, and organise their thoughts. However, although experienced writers may identify, invent, and refine their ideas while they are writing, students often find it helpful to think about ideas before trying to create a formal text. Some of these strategies can be used well by the writer alone; others work better in pairs or in small groups.

In *brainstorming* students spark ideas off each other after a discussion or reading. Ideally, students throw ideas into a non-judgemental forum, with the goal of generating multiple ideas on a topic without immediately evaluating their suitability for development. The lecturer or a student lists the ideas generated by the group on the blackboard to create a record. An individual writer can also brainstorm about a topic, although input from others will be missing.

In *freewriting* an author writes literally without ceasing within a set time limit of, for example, ten minutes, starting with a particular topic related to the subject under

study. Freewriting is messy, unplanned, and unpredictable but students find it useful for activating often-tacit knowledge on a topic, identifying paths for exploration, and for quieting the ‘editor’ that scrutinises every word we write.

From generative techniques such as brainstorming, freewriting and journals, the next stage is for the writer to begin to organise and order ideas. The terms *mind mapping*, *clustering*, and *branching* describe graphic organising techniques. Many writers find it helpful to see a visual representation of ideas at the early stages of organising. Students can review the ideas resulting from prewriting for those that fit together, those that may be extraneous to the task, and those that need further investigation or development.

Some writers move from graphic representations to use more formal organisational techniques such as writing a *list* or an *essay plan* (outline). These plans or outlines may be drawn up to match the expectations set by certain text types, such as an argument essay in social science, for example. For inexperienced writers such plans can help identify gaps in the development of ideas, arguments, and sources of evidence. Plans can be written according to the pattern that combines

Drafting

As noted, a fundamental principle of process approaches is that writing is an iterative process. Thus, where possible, writing assignments or tasks should build from opportunities for students to revise a piece of work in response to feedback from peer reviewers or the lecturer. Indeed, one-off, assessed tasks tend to limit possibilities for growth in the writer’s ideas and modes of expression. Students are more likely to attend to feedback from lecturers about their writing if they will have an opportunity to re-work it. Furthermore, students who write and re-draft their work have less opportunity to present plagiarised work as their own, since the lecturer may have seen earlier versions of it. Of course students who must write tests in an examination have only one opportunity to write. But when writing essays, reports, or other texts outside an exam, students often benefit from the opportunity to revisit and resubmit pieces of work. In an initial draft, the writer’s focus should be on developing meaning, using ideas gathered in prewriting strategies. Topic

development may involve narrowing down a broad focus, or removing or adding information where appropriate. At this stage writers, including non-native speakers of English, should try to avoid being overly concerned with linguistic accuracy unless it interferes with making meaning. Once students have completed a first or second draft on their own, the next stage calls for review by peers or the lecturer. Structured opportunities for revision help develop students as writers, as ideally they internalise the sorts of responses that readers make to their work.

Peer review

A key aspect of writing process approaches is the importance of seeking and responding to the feedback of others while a text is under development. Feedback on students' drafts may take the form of oral or written comments by peers or the lecturer designed to guide students in their revisions. Students may feel that lecturers' feedback is most important because of lecturers' expert knowledge of the topic. They also may not feel competent to provide useful advice to each other. However, relying entirely on lecturer feedback can bring certain disadvantages for students' intellectual development. Because of lecturers' power to mark assignments, students may feel compelled to incorporate lecturers' suggestions (or directives) in subsequent revisions even if they disagree or do not understand them. With training and practice, students can fruitfully engage in peer review, which can help them develop their critical faculties and understand how other readers respond to their writing. For advanced or postgraduate students, engaging in peer review can function as a rehearsal for the peer review that occurs in professional academic settings. In order for peer review to be successful, lecturers need to explain and ideally model it, whether students engage in peer review during lecture time or on their own.

Peer review can occur within pairs or small groups that may be set up to do one assignment or to work together over an extended period. These groups or pairs could also work together throughout the prewriting and organising stages of writing to help each other develop plans for writing. In any case, students should provide each other with copies of the text for peers to review in advance.

Reflection

In the iterative cycle of process approaches *reflection* means letting a piece of writing sit before coming back to it with a fresh pair of eyes, and perhaps with feedback from peers or the lecturer. Even without input from others, reflection time can allow writers to see gaps in their text structure, use of evidence, etc., and to note infelicitous phrasings.

Editing and proofreading

Finally, an author must let go of a text and make it public. The final stages of writing consist of editing, proofreading, and polishing a text. Here students should attend to the mechanics of writing, including formatting, references and footnotes, and issues of linguistic accuracy. Again students can work in pairs to review each other's work. Students may be encouraged to use computer spelling check programmes but not to limit their review of errors to those noted by the computer.

Practical part

WRITING I

Time: 80 min

Objectives:

- to familiarise participants with writing text types
- to enable teachers to experience group writing
- to develop teachers' awareness of planning writing lessons

Lead-in: (bottle game & plenary discussion)

Time: 10 min

Materials: Handout 1, one bottle, a whiteboard and markers.

Procedure:

- Tell the participants that they are going to play a bottle game and explain how the game works. (The participants should sit around the table or in a circle on the floor. Place a bottle in the middle and start spinning it. When the bottle stops and its neck points to someone in the circle, that person will be given a question (Handout 1) by the trainer. After s/he answers the question, others can also share their ideas. There are 7 questions; therefore, the bottle is spun 7 times.

Handout 1. Bottle game questions

1. Should writing be taught as a separate subject? Why
2. What writing tasks/activities do you do in your lessons?
3. What written text types do you know?
4. How do you assess writing tasks?
5. Do you think teachers should pay more attention to the content or the language of a writing piece?
6. Have you ever asked your students to review each other's writing?
7. What writing text types should be taught to B1 level students?

Activity 1

Time: 10 min

Materials: Handouts 2,

Procedure:

➤ Distribute the list of writing text types (Handout 2) and ask them to look through. Meanwhile, draw a train with 10 wagons and ask the participants to agree on the logical order of the text types and write them in wagons subsequently. The first wagon is the driver's wagon (here, the teacher is the driver) , so nothing will be written there.

Handout 2

Read carefully the following writing text types and try to put them in a logical order

- short simple postcards, and invitations
- form completion with personal details
- short CVs and personal statements
- simple notes, messages relating to matters in areas of immediate need
- personal letters including expression of feeling and description of events/people/objects
- e-mail, posting to forum discussions
- short stories
- shopping lists
- food recipes
- diary

Handout a. True/False statements about an informal letter.

Tick the sentences as T for True and F for False

1. You can begin with *Dear Ann*, *Hi Ann*, or just *Ann*
 2. Use contracted forms such as *won't*, *I've*, and *couldn't*
 3. The way you end the letter depends on how well you know the person
 4. You can end with *Goodbye*, *Bye for now*, *Cheers!* *All the best*, *Best of Wishes*, *Take care*, *Yours*, or *Love*
 5. Sign or write your full name and print underneath
- If you have forgotten to write something important, you can add it at the bottom with *PS*, for example, *PS Say Hi to Ellie*.

Handout c. Write an informal letter to a friend abroad about the changes happening in English teaching context in Uzbekistan. Describe your feelings and opinions as well (200 words)

DAY 2

Peer Review

Time: 80 min

Objectives:

- To introduce process oriented approach in writing
- To raise participants' awareness of the main stages of the peer review process
- To enable participants to organize the peer reviewing process

Lead-in: 10 min

- Write the following questions on the board. Let the participants think of the questions and encourage them to share their answers.

- How do you check your students' writing?
- What do you usually focus on while checking writing, content or language? Why?
- How do you work on common mistakes?
- Do you give your students an opportunity to work on their own writing? How?
- Have you ever done peer-reviewing?

Trainer's note: Give a brief explanation about peer-reviewing and its stages (Peer reviewing is when students review each others' written work, and give feedback. It is done in 2 stages. First, students read and check the content and organization. Next, they check the language and mark the mistakes with certain symbols instead of inserting corrections. Finally, students give feedback to each other)

Activity 1. Checking the content of writing text.

Objective: to enable the participants experience the first stage of peer-reviewing

Time: 20 min

Materials: Handout 1, participants' letters

Procedure:

➤ Distribute participants an informal letter.

Distribute Handout 1 to each participant, and ask them to read the letters and answer the questions on the Peer-review Form. Ask them to provide oral feedback to each other when they finish filling in the form.

Handout 1. An informal letter

Avenida Campinas 361 ap. 45
01238, Sao Paulo Brazil

23 December

Dear James

Thank you for your letter. I received it last week. Sorry I didn't reply to you before, but I've been very busy. It is Christmas soon, and everyone is very excited.

In two weeks, I'll be with you in England. I can't believe it! I am looking forward to meeting you and your family very much. I'm sure I'll like you very much.

My city, Sao Paulo, is the biggest and noisiest city in Brazil. It's not really for tourists. This city is a commercial centre. There is much pollution and traffic there. But there are a lot of things to do there. I like to listen to music very much. There are bars which stay open all night!

My friend went to London last year, and he watched a football match in Arsenal. He said it was wonderful. I like to do it also.

My plane arrives at Heathrow at 6.30 a.m. on January, 3. It's very kind of you to meet me so early in the morning.

I hope I'll improve my English very much when I am with you!

See you soon and Happy New Year!

Fernando

Peer-review Form for informal letter

1. Does introduction/opening of the letter capture your attention? If so, how? If not, how could it be improved?
2. Can you identify the purpose of the letter in the first part?

3. Is the content relevant to the question?
4. Are the details helpful to catch the message of the letter?
5. Are the sentences logically linked?
6. Is the level of formality and style appropriate?
7. Does the letter seem complete?
8. How would you evaluate the letter on this scale?

Poor 1 2 3 4 5 excellent

Activity 2 Correcting mistakes

Objective: to enable the participants experience the second stage of peer reviewing.

Time: 20 min

Materials: Handout 2 (correction symbols), whiteboard, markers.

Procedure:

- Distribute Handout 2 to each participant, and ask them to look through the correction symbols. Then, write a few sentences on the board with language mistakes, and ask volunteers to mark the mistakes using correction symbols. Next, ask the participants to refer back to their partner's letter and label the language problems.

Activity 3. Preparing Peer-review Form.

Objective: to enable the participants to create their own Peer-review Forms.

Time: 15 min

Materials: Handout 3

Procedure:

- Divide the participants into groups of 3-4 and distribute Handout 3. Tell them to read the sample CV on the handout, and create a Peer-review Form consisting of at least 5 questions. Ask volunteers to share their forms.

Handout 3

A Sample CV

Name

Kate Henderson

Personal Details

DOB 17/04/83

Address

31 Rendlesham Way
Watford, Herts, WD3 5GT

Phone

01923984663

Mobile

07764733689

Email

katehenderson@hotmail.com

Profile

A highly-motivated, well-travelled, and enthusiastic graduate, with practical experience of working with children of all ages.

Education**Watford Grammar School**

8GCSE

3A-levels

Bristol University

BA (Hons) Psychology and Education

Work experience**June 2000**

Life guard and supervisor at KLC

Leisure Centre

July 2001

Athletics coach at training centre

June 2003

Teaching assistant at secondary school

Interests

Dance, athletics, volleyball, travel, cinema

Additional information

One of my main interests is dance, which I have done since I was three, passing many exams, and performing in annual dance festivals. I have organized sports events and training sessions for dance, athletics, and trampoline. I have travelled widely throughout the world, in Europe, the Far East, and the USA.

References

Prof Jane Curtis **Mike Benso** - Dept of Education , Head Teacher, Bristol University , Bailey School, BS5 7 LA , Watford, Herts. WD3 8JG

Summary(15 min)

Divide the board into two columns. The first column reads 'What I liked about peer-reviewing' and the second 'What I didn't like about peer-reviewing'. Ask the participants to reflect on the session and share their opinions and feelings.

Emphasize the importance of peer- reviewing by asking the following questions:

1. How important is peer-review?
2. What are the advantages of peer-reviewing for the students and teachers?

Assessment & Benchmarking

Time: 80 min

Objectives:

- To familiarize participants with task and assessment types
- To raise participants' awareness of assessment specifications of task types
- To enable participants to experience benchmarking

Lead-in:10min

- Discuss the following questions with the whole group:
 - Should you correct all the mistakes in students' writing?

- What assessment types do you know?
- What particular tasks in writing classes can be assessed as on-going, midterm and final assessment?

Activity 1. Creating an assessment criteria for writing text types.

Objective: to familiarize the participants with the assessment points

Time: 10 min

Materials: Handout 1 (Sample criteria in Assessment Specifications)

Procedure:

Put the participants into pairs and ask them to come up with criteria to check any writing text types, and to share with the class. Then, present the original criterion from the Assessment Specifications.

Activity 2. Assessment Specifications and Benchmarking.

Objective: to raise the participants' awareness of assessment specifications and benchmarking

Time: 40-45 min

Materials: Handout 2 (a sample of students' paragraph).

Procedure:

- Divide the participants into groups of 3 and give each member the sample student paragraph to assess based on the sample criteria provided. After, they evaluate the paragraphs individually, they should agree on the same mark within their group. Then, discuss as a whole class and reach a common decision on the total mark for the given paragraph.

Round-up: 10-15min

Ask the participants the following questions:

- Has your attitude to teaching writing as a separate subject changed after the training sessions?
- What should you consider as important in teaching Writing I?
- What insights did you get from the Writing sessions?
- What else could you suggest in order to improve the Writing Course?
- What difficulties do you think you might face in teaching Writing Course?

Also, give the participants an opportunity to ask questions.

Topic 12. Teaching grammar in context. (2 hours)

Grammar in Context

Objectives:

- to explore participants' grammar teaching approach: from deductive to inductive;

- to familiarise participants with ways in which grammar can be approached inductively;
- to familiarise participants with the grammar course description and the assessment profile;

Time: 80 min

Lead in (10 min)

Ask a whole class the following questions and encourage participants to reflect on their own grammar teaching experience:

- Remember the times when you were students and tell us how you were taught grammar.
- Remember the most memorable grammar point you learned and why it is still in your memory?
- Do you teach grammar lessons? At what levels do you teach grammar?
- How many classes do you have in a week? (total hours)
- What grammar points do you have in your syllabus?
- What kind of materials/books/tasks do you use?
- How do you teach grammar?
- How do you assess grammar?

Activity 1 (5 min)

Objective: to raise participants' awareness about grammar teaching approaches
Show the pictures A & B on the Handout 1 to participants and ask them to make a connection between the images and the teaching of grammar .

Answers:

- In picture A the context (communication) is missing, that's why it is difficult to deduce which word properly be suitable to the dog;
- In picture B because of the context (communication), the reader can easily guess the grammar problem and offer corrections;

Activity 2 (30 min)

Objective: to give participants an opportunity to explore the benefits of an inductive approach in teaching grammar

A simulated lesson 1: (10min)

Topic: Present Continuous

Teacher writes the grammar structure of present continuous on the board , explains and gives sample sentences:

Subject + am/is/are + Ving

Salima *is speaking* on the phone with her friend *now*.

My neighbours *are cooking* sumalak *at the moment*.

I *am feeding* my dog *now*.

T. asks students to do exercises from the coursebook (ex. Golicinskiy), etc.

A simulated lesson 2: (20min)

- Grammar point: Present Continuous tense
- Level: elementary - pre-intermediate
- Source: Internet source: www.teachingenglish.org.uk
- Materials: board, papers and marker

Procedure

- (3 min) On the board, draw a simple background scene such as a park with some gardens, a river and a few trees. As you build up the picture, elicit the vocabulary from the students by asking a few simple questions:
 - *What's this place?*
 - *What am I drawing now?*
- (2 min) Add a simple stick drawing (of yourself) in the scene. You should be "doing" something (e.g. sitting by the river eating a banana). Label the picture of yourself with your name. Point to it and say:
 - *"This is me. It's 12 o'clock and I am sitting by the river, eating a banana."*
- (5 min) Give each student a piece of paper and a pencil and tell them to copy the picture on the board. Give them a limited time of about 4 minutes. They should include the stick drawing of the teacher.
- (3 min) Tell the students to add a drawing of themselves and label it. They should be in a specific place and doing something. Explain that if necessary they can add other elements to the picture. Explain that students shouldn't show their picture to anybody.
- (10 min) Write these two questions and answers on the board. If possible elicit the answers.
 - *It's 12 o'clock in the park. Where are you? And what are you doing?*
 - *I'm sitting by the river. I'm eating a banana.*

Explain that students should walk around the classroom speaking to their classmates. They should ask and answer the question on the board. Each time a student answers, they should draw that student in the picture, doing the action. Then they should label the student.

Suggestions:

Extension

- Students can do a follow-up writing activity. They should start with the following:
It's 12 o'clock on Saturday and everybody is in the park. Everybody is doing something.

The teacher is sitting by the river eating a banana.

I am

... is

- Display pictures and texts around the classroom.

Other versions

- *Change It's 12 o'clock in the park for Last Saturday at 12 o'clock ... and change the tense to the past continuous.*
- *Change It's 12 o'clock in the park for Next Saturday ... and change the tense to the future continuous.*
- For older students, make the activity a “scene of the crime” activity, with each student being a potential witness to a crime that has occurred in the park. You will need to change the question to
 - *Where were you and what were you doing when (somebody stole the bike)?*

(5 min) Say that Present Continuous is used to talk about the ongoing actions and ask participants to continue the rule:

Present continuous is used when ...

- Actions in progress at the present moment;
- Actions happening ‘around now’, even though not at the moment of speaking;
- Actions which are fixed for future arrangements;
- others...

Home assignment: Ss will look at their watch at the very time when they are doing their home task at home. They should start with:

- “It is 8.30 p.m. now. I'm sitting at the table and doing my grammar lesson. My mother is ... , My father is....,”

(Ss should describe the activities with what the family members are busy at the moment of writing. Pets can also be included).

Activity 3: Info gap (20 min)

Put participants in pairs of A and B. Distribute Handout 2A to As and 2B to Bs. Give 5 minutes for individual reading and sharing information with each other.

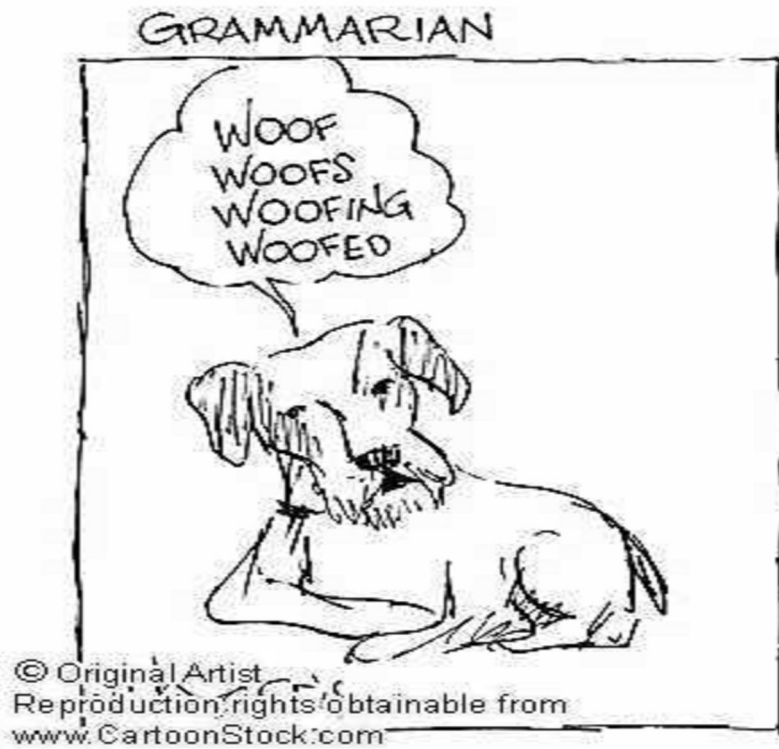
After participants have come to a clear understanding of inductive and deductive approaches in teaching grammar, ask them to prepare a poster with a list of advantages and disadvantages of each approach.

Activity 4 (25 min)

- Give the grammar course description to participants and allow them 5 minutes to read it (individually);
- Ask and discuss the following questions with the participants:
 - What are the aims of the course?
 - What are the objectives of the course by the end of Year 1?
 - What compulsory units can be found in the indicative content?
 - What teaching and learning approaches does the course involve?
 - What are the learning outcomes of the course by the end of Year 1?

- What types of tasks and assessment are offered in the syllabus?

Handout 1
Picture A



Picture B



Handout 2

Text A

A Deductive Approach in Teaching Grammar

The deductive approach is often thought of as a more traditional way of teaching: the rule is presented by the teacher and the language is then produced by the learners based on the rule. This approach is sometimes favoured as it often meets learners' expectations; is efficient and straight to the point; the teacher has more control of the learners' understanding of rules; it can be designed to meet the needs of more learning styles; it is used by many course books and it fits in well with many syllabus structures.



Task 1 Answer the following questions about your text:

- 1. What is the main principle in the deductive approach?*
- 2. What is the teacher's and students' role in messaging this approach?*

Task 2 Ask the following questions from your partner to answer the questions:

- 1. What is the main principle in the inductive approach?*
 - 2. What is the teacher's and students' role in messaging this approach?*
-

Text B

An Inductive Approach in Teaching Grammar

An inductive approach involves providing learners with examples of the target language in context. By focusing on the structures, learners draw conclusions, form hypothesis and discover rules and how they are applied. The role of the teacher is to provide the language the learners need to discover the rules, to guide them in discovery if necessary, and then to provide more opportunities to practice. The inductive approach involves discovery techniques; it encourages independent learning and building on existing knowledge; it is memorable, stimulating and motivating for many learners; it often exploits authentic material; it is learner-centred, and the focus is on usage rather than rules. Your best choice may be a combination of the two, depending on your experience, the grammar structure you are teaching, and the study habits of your learners.

Task 1 Answer the following questions about your text:

- 1. What is the main principle in the inductive approach?*
- 2. What is the teacher's and students' role in messaging this approach?*

Task 2. Ask the following questions from your partner to answer the questions:

1. What is the main principle in the deductive approach?
2. What is the teacher's and students' role in messaging this approach?

3. POWER POINT PRESENTATIONS (ATTACHED)

4. GLOSSARY



Термин	Ўзбек тилидаги шарҳи	Инглиз тилидаги шарҳи
<i>Learner-centredness</i>		A philosophical approach to instruction in which content and learning procedures are based on data about the learners for whom the course is designed and where feasible, on data supplied by learners themselves, it also describes courses in which learners learn through doing
<i>Content-and language integrated learning (CLIL)</i>		The teaching of subject content through a language that is not the first language of the learner. The hope is that the language will be learnt through engagement with the subject matter and that both content and language will be learnt equally well.
<i>Task-based learning (TBL)</i>		Classroom work centered around the doing of tasks more than , say, the presentation and practice of selected items of language
<i>English for Academic Purposes</i>		English for learners who need to read texts, attend lectures, write exams
<i>English for Specific Purposes</i>		English for people who have very clear language requirements
<i>Comprehensible input</i>		A term introduced by Stephen Krashen to refer to language that a learner can understand. It may be comprehensible in part because of gestures, situations or prior information. Messages addressed to the learner that may contain phonological, lexical and grammatical features that are beyond the learner's current processing capacity, but that are understandable due to the surrounding context in which they are uttered
<i>Acquisition</i>		The social and psychological processes through which an individual develops an ability to communicate through language. A basic distinction is drawn between

		first and second language acquisition
Activity		A single task, exercise or game for students to work on, usually set by the teacher
Form-focused instruction		Instruction that draws attention to the forms and structures of the language within the context of communicative interaction. This may be done by giving metalinguistic information, simply highlighting the form in question or by providing corrective feedback
Syllabus		The subcomponent of a curriculum that specifies and sequences language and experiential content
Approach		A particular way of thinking about or dealing with something
Method		A way of doing something, especially a planned or established way
Technique		A method of doing smth using a special skill that you have developed
Assumption		Smth you consider true even though no one has told you directly or you have no proof
procedural		Relating to a procedure, especially a legal one
Axiomatic		Generally believed to be obvious or true
implementation		The process of implementing smth
Structural		Related to the structure of smth
Function		The purpose for which language is used in particular situation
Interaction		The activity of being with and talking to other people
Facilitator		Someone who helps a person or organization to find a solution to a problem
Model		Someone who is a good example of a particular quality
Evaluate		To think carefully about smth before making a judgement about its value, importance or quality
Monitoring		When students are working on an activity teacher keeps an active eye what is going on, with a view to checking that instructions are being followed , being ready to help if needed, collecting a list of language used.
Rapport		The quality of relationship within the classroom
Mentor		An experienced person who helps someone who has less experience in their job
Curriculum		A very broad concept incorporating the elements and processes involved in planning, implementing and evaluating learning.
Cognitive maturity		The ability to engage in problem solving, deduction and complex memory tasks
Realia		Items from the world outside the classroom used in language teaching
Authenticity		Text authenticity refers to instances of spoken and written language that were produced in the course of genuine communication. Task authenticity refers to tasks that closely mirror communication in the world outside the classroom
Foreigner talk		The modified or simplified language that some native speakers address to second language learners. A special category of foreigner talk is teacher talk

<i>Cognitive process</i>		Recognizing and understanding things
<i>Legible</i>		Able to be read
<i>Audible</i>		Loud enough for people to hear
<i>Exploitation</i>		Process of making use of smth so that you gain as much as possible from it
Active listening		A teaching technique in which students not only listen but also show their comprehension by their responses
<i>Cognitive maturity</i>		The ability to engage in problem-solving, deduction and complex memory tasks
<i>Field independent/dependent</i>		People who are quick to pick out the hidden figures in a complicated drawing, others are more inclined to see the whole drawing and have difficulty separating it into parts
<i>Working memory</i>		The cognitive space in which we actively process new information
<i>Culture</i>		Set of ideas, beliefs, ways of behaving of a particular society
<i>Settings</i>		The situations in which learning takes place
<i>Sociolinguistics</i>		The interpersonal and social processes mediating language learning and use
<i>Competence</i>		Range of skills or knowledge
Transactional language		Language used for obtaining goods and services
<i>Interlocutor</i>		A participant in a conversation
<i>Native-like</i>		The ability to comprehend and produce a foreign language at a level of performance that is indistinguishable from that of a native speaker
<i>Scaffolding</i>		The language that an interlocutor uses to support the communicative success of another speaker.
<i>Writing</i>		process of using symbols to communicate thoughts/ ideas
<i>Drafting</i>		revising a written work in response to feedback from peer reviewers.
<i>Reflection</i>		Ideas/opinions you have thought carefully
<i>Blogging</i>		a writing for an unknown audience.
<i>Peer review</i>		Feedback on students' drafts by peers.
<i>A letter</i>		a writing for a targeted audience.

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6. TOPICS FOR FINAL QUALIFICATION WORK

1. Current approaches to teaching foreign languages
2. Methods developed according to structural view (Audiolingual Method, Total Physical Response, Silent Way)
3. Functional view to Language learning
4. Language is a tool for interaction
5. Principles of Learner-Centered approach
6. Content-based instruction
7. Task-based activities and their effectiveness
8. Importance of innovative methods
9. Teaching is a noble profession
10. Teacher responsibilities and duties
11. Teacher presence
12. Teacher is a material designer and evaluator
13. Teacher is a moderator
- 14.Using Authentic materials in learning process
- 15.Authenticity and ways of exploiting them
- 16.Ways of designing authentic materials
- 17.Exploiting Authentic materials for developing listening

18. Necessary Skills for Successful Independent Study
19. Learner roles in independent study
20. Teacher and learner interaction in independent study
21. Designing materials for independent study
22. Teaching culture in foreign language classes
23. What is culture shock and how to avoid it
24. Scholars' points in big five C's
25. Using videos about culture of other people
26. Importance of developing reading skills
27. Effective using of reading techniques
28. Using reading texts for developing vocabulary
29. Types and stages of reading
30. Ways of improving learners' reading skills
31. Speaking as an essential skill
32. Using discussions for developing speaking
33. Challenges and problems in teaching speaking
34. Effectiveness of foreign speaking methods in local content
35. Current approaches to teaching writing
36. Methods developing learners writing skills
37. Scholars' views on the importance of writing
38. Writing tools and techniques

7.TESTS ON THE COURSE

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб

1	<i>Method is</i>	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.	a particular trick, stratagem or contrivance used to accomplish an immediate objective. a particular trick, stratagem or contrivance used to accomplish an immediate objective.	a set of correlative assumptions dealing with the nature of language teaching and learning.	It describes the nature of subject matter to be taught.
2	<i>An approach is</i>	a set of correlative assumptions dealing with the nature of language teaching and learning.	that which actually takes place in a classroom.	a particular trick, stratagem or contrivance used to accomplish an immediate objective.	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.
3	<i>A technique is.....</i>	a particular trick, stratagem or contrivance used to accomplish an immediate objective.	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.	a set of correlative assumptions dealing with the nature of language teaching and learning.	It describes the nature of subject matter to be taught.
4	<i>the structural view is...</i>	the view that language is a system of structurally related elements for the coding of meaning.	the view that language is a vehicle for the expression of functional meaning.	organization of language teaching content by categories of meaning and function	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.
5	<i>the functional view is....</i>	the view that language is a vehicle for the expression of functional meaning.	the view that language is a system of structurally related elements for the coding of meaning.	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.	focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges

6	the <i>interactional view</i>	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.	organization of language teaching content by categories of meaning and function	the view that language is a system of structurally related elements for the coding of meaning.	the view that language is a vehicle for the expression of functional meaning.
7	teachers are the primary source for knowledge in.....	Teacher-centered classes	Learner-centered classes	Collaborative learning	Content-based learning
8	ZPD stands for...	zone of proximal development	Zone of professional development	Zero pupils' development	Zero point demands
9	The Five Cs are:	communication, cultures, connections, comparisons, communities	Comprehension, collaboration, community, cross-culture, claims	Culture, communication, collaboration, clarification, collocation	Comparisons, communities, clarifications, comprehension, cultures
10	The <i>communication</i> goal area addresses	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	the learner's understanding of how the products and practices of a culture are reflected in the language;	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;
11	The <i>cultures</i> goal area addresses	the learner's understanding of how the products and practices of a culture are reflected in the language;	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	understanding of language and culture through comparing target language and culture with other languages and cultures	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.

12	the <i>connections</i> goal area addresses	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	describes learners' lifelong use of the language, in communities and contexts within and beyond the school setting.	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	the learner's understanding of how the products and practices of a culture are reflected in the language;
13	the <i>communities</i> goal area	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	the learner's understanding of how the products and practices of a culture are reflected in the language;	understanding of language and culture through comparing target language and culture with other languages and cultures
14	the <i>comparisons</i> goal area	understanding of language and culture through comparing target language and culture with other languages and cultures	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	the learner's understanding of how the products and practices of a culture are reflected in the language;	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;
15	Student-centered learning typically involves	more formative assessment and less summative assessment.	Only formative assessment	Only summative assessment	less formative assessment and more summative assessment.
16	Learners can produce materials and provide realia for the classroom.	In learner-centered classes	In language-centered classes	In total physical response classes	In teacher-centered classes
17	CBI approaches ...	use content to explore new ideas, knowledge, and language	Use more tasks	Use new topics in every lesson	Use more communication, less structure
18	CBA stands for	Content-based approach	Communication based approach	Culture-based approach	Curriculum-based approach
19	The 'Six Ts' include....	Themes, Texts, Topics, Threads, Tasks, Transitions	Theory, Translation, Teacher, Training, Task, Transition	Themes, Texts, Teachers, Threads, Tasks, Translations	Theory, Text, Transformation, Threads, Teacher, Transitions

20	CBI is	representative of a whole-to-part approach	representative of a part -to- whole approach	representative of a structural approach	representative of a form-focused approach
21	Themes	Core ideas that pull together all materials learned within the curricular units	Links that connect the different themes within the curriculum.	Materials, that aroused within each lesson and throughout the whole curriculum.	Sub-themes in each unit being taught within the curriculum.
22	Texts	Materials, that aroused within each lesson and throughout the whole curriculum.	Core ideas that pull together all materials learned within the curricular units	Sub-themes in each unit being taught within the curriculum.	Links that connect the different themes within the curriculum.
23	Topics	Sub-themes in each unit being taught within the curriculum.	Links that connect the different themes within the curriculum.	Materials, that aroused within each lesson and throughout the whole curriculum.	Actions that create links across topics in each theme unit and across tasks within each topic at hand.
24	Threads	Links that connect the different themes within the curriculum.	Core ideas that pull together all materials learned within the curricular units	Actions that create links across topics in each theme unit and across tasks within each topic at hand.	Materials, that aroused within each lesson and throughout the whole curriculum.
25	Tasks	Activities that are conducted within each day-to-day lesson	Actions that create links across topics in each theme unit and across tasks within each topic at hand.	Sub-themes in each unit being taught within the curriculum.	Core ideas that pull together all materials learned within the curricular units
26	Transitions.	Actions that create links across topics in each theme unit and across tasks within each topic at hand.	Activities that are conducted within each day-to-day lesson	Actions that create links across topics in each theme unit and across tasks within each topic at hand.	Core ideas that pull together all materials learned within the curricular units
27	Task-Based language teaching refers to	an approach based on the use of tasks as the core unit of planning and instruction in language teaching.	an approach based on the use of topics as the core unit in language teaching.	an approach based on the use of tasks as the core unit of input in language teaching.	an approach based on the use of tasks as the medium of instruction in language teaching.

28	Teacher introduces the topic and gives the students clear instructions on what they will have to do	Pre-task activity	While-task activity	Post-task activity	Feedback activity
29	A person, who has knowledge, skills and special trainings in teaching, explaining and educating	teacher	trainer	instructor	Coordinator
30	Monitoring is...	Keeping an active eye over what is going on.	Working on an activity	Checking learners participation	Collecting a list of language used
31	Which one is not teacher's responsibility	Listening and receiving information	Giving knowledge	Being a model	Facilitating learning
32	TTT stands for	Teacher Talking Time	Transparent Teaching Techniques	Try Talk Transfer	Try Translating Terms
33	assessing pupils' progress in the course of teaching and learning process.	evaluating	counseling	mentoring	Soliciting
34	Teacher presence is....	Teacher's behavior, language, voice, rapport	Teacher's actions, words,	teacherism	Teacher's participation in discussion
35	PPP stands for....	Presentation, Practice, Production	Power Point Presentation	Phonemes, Phonology, Phonetics	Practicing, Producing, Presenting
36	authentic materials are....	real texts designed for the speakers of the language	Materials designed for language learning students	Real texts designed for language learning students	Written or spoken text produced for foreign learners of a language.
37	difference between authentic materials and learning materials is ...	authentic materials are not designed specifically with the needs of language learners in mind.	authentic materials are not designed for the speakers of the language	Learning materials are not designed for the speakers of the language	Learning materials are taken from real life, authentic materials are created by teachers
38	real discourse is ...	A real written or spoken text	A real person	A real thing	A real learning course

39	authentic audio materials are...	radio programming including interviews, interactive talk shows, telephone conversations.	photographs, paintings, drawings, artwork, road signs, pictures	Exercises from coursebooks, tasks, cartoons, maps, stories	Advertisements, news article, novels, poems, timetables
40	Authentic exposure	Exposure to language being used naturally	Real reaction to events	Taking structure as a real thing	Using realia for own purposes
41	authentic visual materials are...	photographs, paintings, drawings, artwork, road signs, pictures	radio programming including interviews, interactive talk shows, telephone conversations.	Advertisements, news article, novels, poems, timetables	Exercises from coursebooks, tasks, cartoons, maps, stories
42	authentic printed materials are...	Advertisements, news article, novels, poems, timetables	Exercises from coursebooks, tasks, cartoons, maps, stories	radio programming including interviews, interactive talk shows, telephone conversations.	photographs, paintings, drawings, artwork, road signs, pictures
43	criteria for choosing authentic texts	suitability of content, exploitability, readability.	Easiness, flexibility, fruitfulness	Accessible, exploitability, researchable	Readability, flexibility, durability
44	How to select authentic materials?	Relevance to syllabus, learner needs, interesting topics, cultural appropriateness, level of language difficulty, cognitive demands	Length, legibility, audibility, cultural appropriateness	Quality, example of language, model for production, word choice	Exploitability, cognitive demands, grammar,
45	autonomous learning is	an ability to take responsibility for one's own learning, to be able to decide what, why, and how to study.	Using personal experiences for learning	Learners' general orientation to learning	Using of background knowledge

46	e... Knowledge	can be acquired immediately with the information that carries it	the application of knowledge to practice after certain independent mental activity	completely acquiring or mastering	General concepts expressed through language
47	Ability is	the application of knowledge to practice after certain independent mental activity.	can be acquired immediately with the information that carries it	Mental process for mastering a language	completely acquiring or mastering
48	Skill is	completely acquiring or mastering	Mental process for mastering a language	can be acquired immediately with the information that carries it	the application of knowledge to practice after certain independent mental activity
49	Divergent tasks....	Encourage a range of possible responses	Need a single correct answer	Stimulate production of particular linguistic forms	Combine different pieces of information
50	Blended learning	combination of face-to-face and online courses	Moodle learning	Teaching a subject through a language	Breaking difficult sentences into smaller parts and practising slowly
51	Settings	Situations in which learning takes place	Classroom management	Class behaviour	Teacher-learner interaction
52	Learning strategies	Mental and communicative process learners deploy in mastering a language	Techniques for getting knowledge	Ways of getting information	Learner's general orientation towards learning
53	Goals	Broad, general purposes behind a course/curriculum	Things you hope to achieve	Criteria you can do with language	Purpose of language usage
54	An autonomous person is ,	independent and able to make his/her own decisions.	Reliable and easy going person	Individual who shares one or more characteristics	Learner who has own points
55	Productive skills are ...	Speaking and writing	Listening and speaking	Speaking and reading	Reading and writing
56	Receptive skills are....	Listening and reading	Listening and speaking	Reading and writing	Speaking and writing
57	Group work....	Tasks, activities garried out by groups	Project work	Tasks stimulating production	Procedure aiming to give controlled practice

58	Concept questions	Focus on meaning of an item	Focus on form	Focus on vocabulary	Focus on structure
59	Transactional language	Language used for obtaining goods and services	Language used for enjoyment	Language used for socialising	Language used for individual development
60	sociolinguistics	Interpersonal and social process mediating language use	Social process mediating language learning	Language of service	Real life language
61	Competence	Range of skills or knowledge	Ability to understand	Necessary skills for learning	A way of using language
62	culture	Set of ideas, beliefs, ways of behaving of a particular society	Music, literature and art of people	Traditions of a particular nation	Literature and art of a nation
63	Reading consists of two related processes;	word recognition and comprehension.	Understanding and receiving	Receiving and answering	Recognition and answering
64	instrumental reading	Reading for information	Reading for pleasure	Reading for gist	Reading for data
65	Reading aloud is	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.	Using your voice and imagination	A technique for developing receptive skills	A way of improving reading speed
66	The chief aim of silent reading is ...	the absorption of the idea in the passage.	Not to bother other listeners	Reading for speed	Avoiding mistakes
67	Intensive reading is ...	a slow, careful reading style that is appropriate for very difficult texts.	Reading all the details	an approach to language learning by the means of a large amount of reading.	the absorption of the idea in the passage.
68	Extensive reading is ...	an approach to language learning by the means of a large amount of reading.	the absorption of the idea in the passage.	a slow, careful reading style that is appropriate for very difficult texts	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.

69	Skimming is a reading technique	that provides understanding of the whole text without reading it from word to word.	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.	an approach to language learning by the means of a large amount of reading.	a slow, careful reading style that is appropriate for very difficult texts
70	We discover main ideas of a text by reading first and last paragraphs, topic sentences, paying attention to titles, italics, photographs captions.	Skimming	scanning	Intensive reading	Extensive reading.
71	Scanning is a reading skill	we use when we want to locate a single fact or a specific bit of information without reading every part of a text	a slow, careful reading style that is appropriate for very difficult texts	an approach to language learning by the means of a large amount of reading.	the absorption of the idea in the passage.
72	looking down and around a page quickly and efficiently searching for important words, facts or phrases to find specific information	Scanning	Intensive reading	Extensive reading.	Reading for jist
73	...are intended to construct background knowledge, prepare reader for a reading selection, prediction, interaction with the text.	Pre-reading activities	While-reading	Post-reading	Lead –in activity

74	...helps students to understand the specific content and to perceive the rhetorical structure of the text.	While-reading	Post-reading	Pre-reading activities	Lead-in activity
75	... tasks lead the learner to discuss and analyze issues presented in their reading and also give their points of view.	Post-reading	While-reading	Feedback	Pre-reading activities
76	Comprehension	Process of making sense of language	Process of checking structure	General ideas of written texts	Production of spoken output
77	reading for gist means	For the most important point of the text	Reading for pleasure	Purposeful reading	Looking through the text
78	"Writing" is	process of using symbols to communicate thoughts/ ideas	Putting down your emotion into paper	Using words to demonstrate good handwriting	Filling in blank places
79	Blogging publicly is...	a writing for an unknown audience.	a writing for a targeted audience.	Writing your points to groupmates	Public relationship
80	A letter to a friend is...	a writing for a targeted audience.	a writing for an unknown audience.	A writing without structure	Emotional piece of work
81	brainstorming and freewriting ...	help to find ideas, collect information, activate tacit knowledge, organise thoughts.	Are graphic organising techniques.	Sharing ideas	Writing what you like
82	mind mapping, clustering, and branching are...	graphic organising techniques.	Visualizing concepts	Problem solving organisers	Descriptive tools
83	Drafting is....	revising a written work in response to feedback from peer reviewers.	graphic organising techniques.	Giving written work to correction	Feedback for written work
84	Peer review	Feedback on students' drafts by peers.	Group's opinion on the work	Teacher's reflection	Reviewing your partner

85	peer review...	helps to develop critical faculties, understand how other readers respond to their writing	Helps to understand your partner	Helps to correct your mistakes	Helps to demonstrate other learners' knowledge of the topic
86	Reflection is....	Ideas/opinions you have thought carefully	Remembering your own experiences	A technique of understanding situation	Taking decisions
87	editing, proofreading, and polishing a text.	the final stages of writing	End product of writing	Initial stages of writing	Teacher's assessment
88	By focusing on the structures, learners draw conclusions, form hypothesis and discover rules and how they are applied.	An inductive approach	Deductive approach	Task-based approach	Rule-based approach
89	the rule is presented by the teacher and the language is then produced by the learners based on the rule.	Deductive approach	An inductive approach	Task-based approach	Rule-based approach
90	decoding, comprehension strategies, copying, writing, representing understanding through images, graphing, charting, and working in cooperative groups	Transferable skills	Thinking skills	Creativity	Imagination
91	CPD stands for	Continuous Professional Development	Common Places for Development	Curiosity, Power, Development	Class Practice Dynamics
92	reconstitute a text, solve a puzzle, write a summary	Information-gap exercises	Opinion gaps	Problem-solving activities	traditional exercises
93	words one can use in his speech and writing	Active vocabulary	The Passive Vocabulary	Word list	Collocations

94	words, which can be understood when they appear in speech or writing of others	The Passive Vocabulary	Active vocabulary	collocations	Word list
95	Pre- teaching activities	arouse students' attention and desire to explore a particular topic in detail	Makes students work on the tasks	Gives opportunity to check student progress	Preparing students to the lesson
96	students are encouraged to discover meanings and other properties of words themselves.	discovery technique	Creating technique	Collaborating technique	reformulating technique
97	TPR	Total physical response	Teacher Pupil Record	Training Presenting Responding	Talk Play Respond
98	advantage s of pictures	Availability, flexibility	Easy to find	Exploitability, visual	Easy to carry, develops imagination
99	flashcards are	tools for presenting and drilling forms of new words	Kinds of realia for visualising	Representation s of world	Handouts for learning vocabulary
100	the way in which two or more words are typically used together	collocation	synonyms	homonyms	Compound words