

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

**ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАХБАР КАДРЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ
ТАШКИЛ ЭТИШ**

БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ

**ҚОРАҚАЛПОҚ ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ
ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ
МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

**“ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА ИННОВАЦИОН
ТЕХНОЛОГИЯЛАР БЎЙИЧА ИЛҒОР ХОРИЖИЙ ТАЖРИБАЛАР”**

МОДУЛИ БЎЙИЧА

Ў Қ У В – У С Л У Б И Й М А Ж М У А

НУКУС - 2019

Мазкур ўқув-услугий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2018 йил ____ _____даги ____-сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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I. ИШЧИ ДАСТУР

КИРИШ

Дастур Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни мақсад қилади.

Дастур мазмуни олий таълимнинг норматив-ҳуқуқий асослари ва қонунчилик нормалари, илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида ахборот-коммуникация технологияларини қўллаш, амалий хорижий тил, тизимли таҳлил ва қарор қабул қилиш асослари, махсус фанлар негизида илмий ва амалий тадқиқотлар, технологик тараққиёт ва ўқув жараёнини ташкил этишнинг замонавий услублари бўйича сўнгги ютуқлар, педагогнинг касбий компетентлиги ва креативлиги, глобал Интернет тармоғи, мультимедиа тизимлари ва масофадан ўқитиш усуллари ўзлаштириш бўйича билим, кўникма ва малакаларини шакллантиришни назарда тутди.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган бўлиб, бу орқали олий таълим муассасалари педагог кадрларининг соҳага оид замонавий таълим ва инновация технологиялари, илғор хорижий тажрибалардан самарали фойдаланиш, ахборот-коммуникация технологияларини ўқув жараёнига кенг татбиқ этиш, чет тилларини интенсив ўзлаштириш даражасини ошириш ҳисобига уларнинг касб маҳоратини, илмий фаолиятини мунтазам юксалтириш, олий таълим муассасаларида ўқув-тарбия жараёнларини ташкил этиш ва бошқаришни тизимли таҳлил қилиш, шунингдек, педагогик вазиятларда оптимал қарорлар қабул қилиш билан боғлиқ компетенцияларга эга бўлишлари таъминланади.

Қайта тайёрлаш ва малака ошириш йўналишининг ўзига хос хусусиятлари ҳамда долзарб масалаларидан келиб чиққан ҳолда дастурда тингловчиларнинг махсус фанлар доирасидаги билим, кўникма, малака ҳамда компетенцияларига қўйиладиган талаблар ўзгартирилиши мумкин.

Модулнинг мақсади “Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибалар” **модулининг мақсади:** олий таълим муассасалари профессор-ўқитувчилари малакасини ошириш курсининг тингловчиларини чет тили ўқитишнинг замонавий инновацион технологиялари тахлили, шунингдек, уларни таълимга жорий этиш бўйича илғор хорижий тажрибалар билан таништириш, уларнинг билимларини янада такомиллаштиришдан иборатдир.

Модулнинг вазифалари: олий таълим муассасалари профессор-ўқитувчиларини ҳозирги пайтда Ўзбекистон мамлакатларида ривожланиб бораётган хорижий тилларни ўқитишнинг янги инновацион методлари билан таништириш; Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибаларнинг афзалликлари, улардан ўқув машғулотлари жараёнида унумли фойдаланиш усулларини таҳлил қилиш; Олий таълим муассасалари профессор-ўқитувчиларининг касбий билим, кўникма, малакаларини узлуксиз янгилаш ва ривожлантириш; Олий таълим муассасалари профессор-ўқитувчиларининг касбий компетентлик даражасини ошириш; мутахассислик бўйича тайёргарлик фанлар соҳасидаги ўқитишнинг инновацион технологиялари ва илғор хорижий тажрибаларни ўзлаштириш.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

“Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибалар” модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида:

Тингловчи:

- чет тилини ўқитишда хорижий мамлакатлар тажрибасини амалиётда қўллаш;
- дарс жараёнида турли уйин ва методлардан фойдаланиш
- грамматик тарафлама таржима қилиш методи
- аудио ва видео материаллардан фойдаланиш;
- интерфаол технологиялар ва улардан самарали фойдаланиш ҳақида **билимларга** эга бўлиши лозим.

Тингловчи:

- тинглаб тушуниш ва луғат бойлигини бойитиш бўйича турли методлардан фойдаланиш;

- ўқув материалларини яратиш учун мақсад, вазифа ва кутилаётган натижаларини тўғри белгилай олиш;

- интерфаол методларни мақсадли равишда тўғри танлаш ва фойдаланиш;

- турли аутентик материалларни (газета, журналлар, телевидение ва радио материалларидан ва ҳ.к.) танлаш ва улар асосида тегишли вазифалар ишлаб чиқа олиш;

- дарс жараёнига тайёргарлик кўриш;

- интерфаол методлардан фойдаланиш **кўникма ва малакаларини** эгаллаши лозим.

Тингловчи:

- дарсни ташкил қилиш ва таҳлил қилиш

- инсерт, ақлий хужум каби замонавий методларни ўқув жараёнида фаол қўллай олиш малака ва кўникмаларини эгаллаши;

- коммуникативликни ва мустақил фаолиятни ташкил этиш юзасидан **компетенцияларни** эгаллаши лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибалар” курси амалий машғулотлар шаклида олиб борилади. Амалий машғулотларда тингловчилар ўқув модуллари доирасидаги ижодий топшириқлар, кейслар, ўқув лойиҳалари, технологик жараёнлар билан боғлиқ вазиятли масалалар асосида амалий ишларни бажарадилар.

Амалий машғулотлар замонавий таълим услублари ва инновацион технологияларга асосланган ҳолда ўтказилади. Бундан ташқари, мустақил ҳолда ўқув ва илмий адабиётлардан, электрон ресурслардан, тарқатма материаллардан фойдаланиш тавсия этилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

- амалий дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан,

- Ispring программаси ёрдамида тузилган интерактив тестлардан фойдаланиш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибалар” модули мазмуни ўқув режадаги “Немис тилини ўқитиш методлари – ёндашув ва педогогик технологиялар” ўқув модуллари билан узвий боғланган ҳолда педагогларнинг хорижий тилларни ўқитишнинг замонавий интерактив услублари бўйича касбий педагогик тайёргарлик даражасини орттиришга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар хорижий тилларни ўқитишнинг замонавий интерактив услубларидан унумли фойдаланиш ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимооти

	Модул мавзулари	Тингловчининг ўқув юклараси, соат				
		Ҳаммаси	Аудитория ўқув юклараси			Мустақил таълим
			Жами	жумлада н		
				Назай	Амалий машғулот	
1.	Modern practices in teaching methods and innovative techniques	4	4	4	4	-
2.	Incorporating Project Work in EFL	2	2			
3.	Conducting a SWOT Analysis of the Existing English	2				

4.	The role of communicative competence in language teaching and learning	2	2			
5.	Creativity and its development in the teaching English	2	4	2	2	2
6.	Innovative Tactics in English Language Teaching	2				
	Total: 12 coar	14	12	6	6	2

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-мавзу: Modern practices in teaching methods and innovative techniques (4 hours)

Nowadays there is a great variety of methods of teaching foreign languages (TFL). Some have had their heyday and have fallen into relative obscurity; others are widely used now, or have small following, but contribute insights that may be absorbed into the generally accepted mix, still others are just appearing to be adapted and approved by teachers in various teaching contexts. This module presents an overview of some modern methods and techniques used in TFL at technical universities, such as the **case study method**, **language portfolio**, writing **essays** and doing **research**, designing and delivering **oral presentations** and **team teaching**.

2-мавзу: Incorporating Project Work in EFL (2 hours)

Project work is a valuable addition to preschool education, a focus on content learning, real-world subject matter, and topics of interest to learners; student-centeredness; an emphasis on cooperation, which leads to different modes of interaction adopted by students during the work; authentic integration of skills and processing of information from various sources; both a process and a product orientation, which allows teacher learners in the EFL context to develop their language proficiency while cooperating at different project stages; motivation and stimulation that lead to confidence, self-esteem, and autonomy. Project results can be shared in a number of ways. Oral presentations can accompany written products within the classroom or in other classes within the program. Project products can also be disseminated in the larger community,

3-mab3y: Conducting a SWOT Analysis of the Existing English (2 hours)

One of the most straightforward frameworks and approaches used for analysing strategic positions, for a particular artefact or process; SWOT stands for strengths, weaknesses, opportunities and threats'. SWOT analysis and overall strategic planning may enhance certain internal and external activities and ensuring a fit between the external situation of a particular process (threats and opportunities) and its own internal qualities or characteristics (strengths and weaknesses. Explore possibilities for new efforts or solutions to problems, make decisions about the best path for a strategic-focused initiative. Identifying opportunities for success in the context of threats and weaknesses which, may open new directions and choices. Determine where change is possible. SWOT may identify what works well and what does not and provide the context and data for taking appropriate actions in order to change a current situation. Adjust and refine plans mid-course. A new opportunity might open wider avenues whilst a threat might close a service that existed in the past. Through review and analysis of a number of resources, curriculum design, teaching approaches, assessment strategies, technology, role of the teacher

4-mab3y: The role of communicative competence in language teaching and learning (2 hours)

The objectives of Communicative English should be clear both to the teachers as well as to the students; is not meant to habituate one to memorize some letters, essays, grammars; use language to acquire academic content in mainstream classes, second language teaching must be integrated with the social, cultural, and political contexts of language uses; the basic goal of CLT is to be able to exchange message in English without paying too much attention to details or linguistics forms; to enjoy their language activities, and of building up their confidence; teaching should start with listening and speaking, drill on language form should not be excessive, English should be used in class, use of translation should be limited, audio - visual aids like regalia, picture, overhead transparencies, audio tapes, videos, computers, should be fully utilized the teachers role should be facilitator and helper to guide students develop effective learning habits, aware of the individual differences among student in the learning process, appropriate encouragement should be given to students to reinforce their initiatives.

5-мавзӯ: Creativity and its development in the teaching English (2 coat)

Establish a relaxed, non-judgemental atmosphere, being scrutinised for errors, trying to express rather than concentrating on the imperfect way they may express it. Frame activities by creating constraints. The constraints also act as supportive scaffolding for students. Both the scope of the content and the language required are both restricted. Simply keeping a large noticeboard for displaying students' work. Giving students a project for publishing work in a simple ring binder, or as part of a class magazine. To set up a class website where work can be published. The effects on students' confidence of making public what they have written is of inestimable value. Encourage students to discuss their work together in a frank but friendly manner. A co-operative learning community. Explain regularly how important accurate observation is, and encourage 'noticing' things. To follow up with 'research' – looking for more information, whether in books, on the internet or by asking other people. Introducing small changes over a period of time, the need for the slow burn of hunches and ideas. To get real benefit from these activities, they need to do a lot of work outside class hours. Most of what we learn, we do not learn in class.

6-мавзӯ: Innovative Tactics in English Language Teaching (2 hours)

Conventional teaching methods, materials and teaching techniques based on prescribed texts and syllabus are used homogeneously in spite of vast differences in classrooms and level of students' abilities. The traditional methods which largely depend on lecturing and rote learning, the necessity to deviate from the grand methods and materials and to use innovative material and techniques; the novel teaching techniques: miming, dramatics, creating novel activities and tasks; involving learners directly in the learning process by providing them direct experience. Using authentic teaching material and the material that is connected to the experiential and background knowledge of the students; interactive, interesting, enthusiastic and learner-friendly an English class room. Technology based innovative teaching and learning strategies. Using innovative tasks for ELT. Teaching pronunciation through music. Using post-traditional method pedagogy for ELT. ELT through blogging, E-mails and sms.

АМАЛИЙ МАШҶУЛОТЛАР МАЗМУНИ

1-мавзӯ: Modern practices in teaching methods and innovative techniques (4 hours)

Increasing Learning Opportunities: Teachers should create learning opportunities and make necessary changes, Reducing Perceptual Mismatches:

Teachers should minimize mismatches such as cognitive, linguistic, cultural, and instructional aspects between teachers' intentions and learners' interpretations, helping Negotiated Interaction: Teachers should encourage students to participate in meaningful interaction, encouraging Learner Autonomy: Teachers should help learners to learn how to learn and promote self-directing, increasing Language Awareness: Teachers should design activities that foster language awareness. Activating Self Discovery: Teachers should provide rich textual data so that learners can infer underlying rules. Contextualizing Linguistic Input: Teachers should present linguistic input within thematic contexts reflects the natural use of language. Integrating Language Skills: Language skills such as listening, speaking, reading and writing should be integrated. Ensuring Social Relevance: Teachers should be sensitive to the societal, political, economic, and educational environment in L2. Raising Cultural Consciousness: Learners should be encouraged to engage in a process of classroom participation that acknowledges their power and knowledge.

2-mab3y: Incorporating Project Work in EFL (2 hours)

Project work is a term that has been cropping up in many publications on English language teaching. Primary-school teacher training in EFL contexts is quite challenging compared to the same process in the target language community, where preschool teachers' exposure to the language environment is limited to the institutional setting. Project work is a good tool for creating a language and content learning continuum that requires active involvement and cooperation inside as well as outside the classroom

3-mab3y: The role of communicative competence in language teaching and learning (2 hours)

Special interest in task-based language teaching (TBLT) much modern and advanced version of language teaching, TBLT helped CLT to make a room for itself as a language teach technique. Many methods, techniques and approaches like grammar translation method, audio-lingual method, functional notional methods etc., the most popular in the West— the Communicative English, linguists and educators all over the globe “felt that students were not learning enough realistic, whole language. Communicative Language Teaching, a theory of language teaching that starts from a communicative model of language and language use. A long cherished and practiced method with an entirely alien approach— the Communicative

English. Reflecting the utter failure of the newly introduced Communicative English, doubts, suspicions and ambiguity regarding the completeness or exclusiveness of the Communicative Language Teaching (CLT) started becoming obvious to all. A very modern and scientific approach — Communicative Approach, without giving a second thought to the limitations of the teachers, teaching strategies, curriculum, text books, incompetent students, class size, class environment, logistics and above all the rapid and unwise ways of implication methodology as faulty and incomplete in solving the problems of learning and teaching a foreign language like English.

4-мавзу: Creativity and its development in the teaching English (2 hours)

To do the activities regularly in order to get the best effects. To be a role model. Never underestimate your students. Their capacity for creativity will astound you, if you can help them unlock it. To offer a varied diet – of inputs, of processes and of products. This diversity helps to promote an atmosphere of ‘expectancy’ (I wonder what will happen today?), rather than the feeling of ‘expectation’ (Here we go again. Unit 4...). Four golden principles: acknowledge, listen, challenge, support. Acknowledge - the individuality of students. The right level of challenge.

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модуль бўйича қуйидаги ўқитиш шаклларида фойдаланилади:

- ноанъанавий ўқитиш (интерактив, конференция, дебат);
- давра суҳбатлари (муҳокама этилаётган муаммо ва унинг ечими бўйича мантикий хулосалар чиқариш);

баҳс ва мунозаралар (лойдхалар ечими бўйича далиллар ва асосли рақамлар тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

	Баҳолаш мезони	Максимал балл	Изоҳ
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II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ

Bloom's taxonomy

"Taxonomy" simply means "classification", so the well-known taxonomy of learning objectives is an attempt (within the behavioural paradigm) to classify forms and levels of learning. It identifies three "domains" of learning (see below), each of which is organised as a series of levels or pre-requisites. It is suggested that one cannot effectively — or ought not try to — address higher levels until those below them have been covered (it is thus effectively serial in structure). As well as providing a basic sequential model for dealing with topics in the curriculum, it also suggests a way of categorising levels of learning, in terms of the expected ceiling for a given programme. Thus in the Cognitive domain, training for technicians may cover *knowledge*, *comprehension* and *application*, but not concern itself with *analysis* and above, whereas full professional training may be expected to include this and *synthesis* and *evaluation* as well.



Knowledge (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.)	<ul style="list-style-type: none"> ➤ observation and recall of information ➤ knowledge of dates, events, places ➤ knowledge of major ideas ➤ mastery of subject matter
Comprehension (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)	<ul style="list-style-type: none"> ➤ understanding information ➤ grasp meaning ➤ translate knowledge into new context ➤ interpret facts, compare, contrast

	<ul style="list-style-type: none"> ➤ order, group, infer causes ➤ predict consequences
Application (apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover)	<ul style="list-style-type: none"> ➤ use information ➤ use methods, concepts, theories in new situations ➤ solve problems using required skills or knowledge
Analysis (analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)	<ul style="list-style-type: none"> ➤ seeing patterns ➤ organization of parts ➤ recognition of hidden meanings ➤ identification of components
Synthesis (combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite)	<ul style="list-style-type: none"> ➤ use old ideas to create new ones ➤ generalize from given facts ➤ relate knowledge from several areas ➤ predict, draw conclusions
Evaluation (assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize)	<ul style="list-style-type: none"> ➤ compare and discriminate between ideas ➤ assess value of theories, presentations ➤ make choices based on reasoned argument

	<ul style="list-style-type: none"> ➤ verify value of evidence ➤ recognize subjectivity
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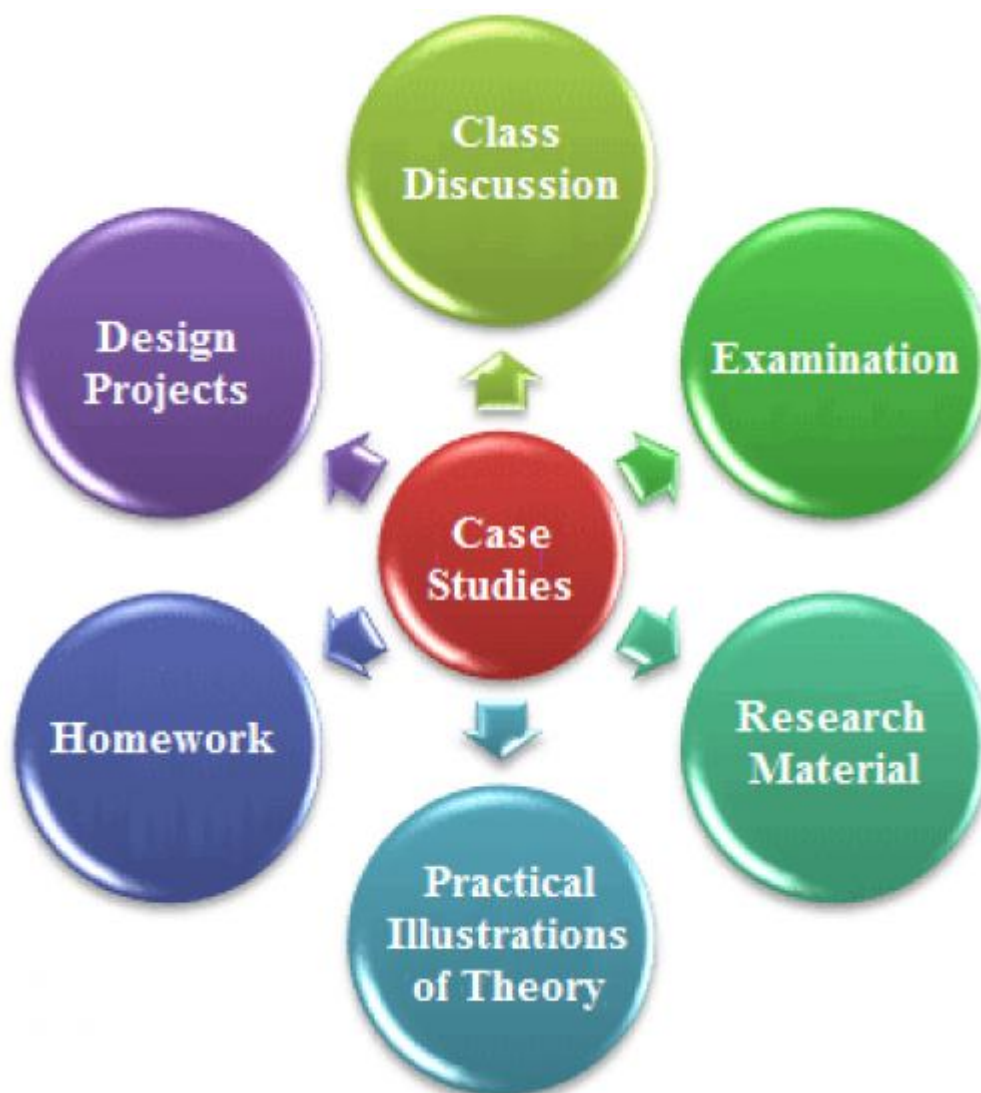
Case-Based Learning

Teaching Methods for Case Studies

Introduction

Case method is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills.

Having students work through complex, ambiguous, real world problems engages students with the course material, encouraging them to “see it from an action perspective, rather than analyze it from a distance” (Angelo & Boehrer). Case studies are, by their nature, multidisciplinary, and “allow the application of



Theoretical concepts...bridging the gap between theory and practice” (Davis & Wilcock). Working on cases requires students to research and evaluate multiple sources of data, fostering information literacy.

Case method is also effective at developing real world, professional skills. Working on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and team-work. “Case studies force students into real-life situations,” training them in managerial skills such as “holding a meeting, negotiating a contract, giving a presentation, etc” (Daly, 2002).

Getting Started

Setting goals/objectives before choosing a case, it’s important to set your goals for the lesson. Have a clear set of objectives and “be sure you know what you want to accomplish in the case, what facts, principles, and viewpoints the students should cover” (Herreid, 1998).

Picking a case “The most powerful and interesting cases are those that allow for several assessments of the same situation, leading to several equally plausible and compelling conclusions, each with different implications for action” (Angelo & Bohrer).

“Cases are narratives, situations, select data samplings, or statements that present unresolved or provocative issues, situations, or questions...The information included must be rich enough to make the situation credible, but not so complete as to close off discussion or exploration. Cases can be short for brief classroom discussions or long and elaborate for semester-long projects” (na University).

“Good case studies focus on one issue or problem, and have a clear problem statement... Choose case studies that match your course objectives, allowing students to apply what they learn in the course to the scenario” (University of Calgary).

Be prepared

Know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students might run into problems” (Carnegie Mellon). Within the case “where is the debate? You need to frame the fighting issues, because that’s where the action is” (Garvin, 2004). Get some sense of the timing. A big danger is over packing classes and then shortchanging the material. Break the material into segments, get a sense of how long each debate is likely to last, and determine which issues can be removed or made optional.

“You have to be able to flatten or shorten the accordion on segments of class” as needed. Set two or three targets marking when you should be at a certain point in the discussion so you know when to compress and when to fill in the material (Garvin, 2004).

Prepare your students Students may be unfamiliar with the case method or may be predisposed to distrust group work. They need to know exactly what is expected of them in order to be successful in class. To avoid causing frustration, consider the following tips:

1. Start with a simple case first
2. Discuss the purpose and suggested methods for doing a case assignment
3. If cases are done in a team, introduce students to resources for team dynamics
4. Allow sufficient class time for students to meet with their teams
5. Establish discussion etiquette guidelines
6. Take sufficient time to introduce the narrative and establish the case facts
7. Reassure students that “messiness” is normal for this type of assignment
8. Make sure you give students an opportunity to provide their reactions and feedback (Pyatt, 2006)

If there are specialized skills or knowledge needed to complete the case analysis, go over this with the class. “Provide background resources for the case study, including supplementary readings and the necessary data to form an opinion” (University of Calgary). Spend some time at the beginning familiarizing students with specialized terminology or the expected formats for professional documents (Daly, 2002).

Get to know your students For case method to be successful, you must be familiar with your students. “Link the material with the people who are there. Who’s been an entrepreneur? Who’s worked in a large technology company?” Have students fill out cards listing their educational backgrounds, work histories, and interests. Review these cards before each class and make a list of four or five students in each class who are most likely to contribute something to the discussion (Garvin, 2004).

It’s also important for students to get to know and trust one another. If students don’t consider the classroom a safe space, they won’t contribute to the discussion. Help them get acquainted with name tags or cards for their desks (Herreid, 2001). A positive atmosphere can be created by setting out ground rules for participation. “Emphasize that the analysis will be a group project, and that no one will be criticized for raising naïve questions or uncertainties... and that everyone is required to actively work together on the analysis... Without a

clear sense that they are free to experiment with hypotheses, students will tend to remain silent until they feel that the ‘right’ answer has been identified” (Stanford University).

Discussions In his analysis of case discussion, C. Roland Christensen argues that student involvement develops on at least three distinct levels:

“At the first level, students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students and the instructor. The students discuss someone else’s problem; their role is that of the commentator-observer in a traditional academic sense. On the second level, students can be assigned roles in the case, and take on perspectives that require them to argue for specific actions from a character’s point of view, given their interests and knowledge. Finally, on the third level, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but become central to the student’s sense of self—of what they would choose to do in a specific real world situation.” (Stanford University)

Leading the discussion. A basic framework for a case-based discussion can be broken down into six steps:

1. Give students ample time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider.

2. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case. Break down the steps you want students to take in analyzing the case. If you would like students to disregard or focus on certain information, specify that as well.

3. Create groups and monitor them to make sure everyone is involved. Small groups can drift off track if you do not provide structure. You may want to designate roles within each group. Alternatively, group members could be assigned broad perspectives to represent, or asked to speak for the various stakeholders in the case study.

4. Have groups present their solutions/reasoning

5. Ask questions for clarification and to move the discussion to another level

6. Synthesize issues raised (Carnegie Mellon)

Classroom setup

If it’s possible to change the seating arrangement in your classroom, “a horseshoe-shaped seating arrangement works best. The open part of the U should face the blackboard... This arrangement permits all of the students to see one another... You don’t always have to be in the center of the horseshoe. You can move out of the U altogether” when the students are talking to each other. Use the blackboard to bring the discussion together. Writing comments on the

board is a way to engage students, showing them that they've been heard. Drawing circles, arrows, and underlines to connect these comments is a way to link fragments of discussion into a summary of what's been said (Garvin, 2004).

Asking questions The first question is important for setting the right tone for the rest of the discussion. Start with an open-ended inquiry. "If you start with a question that is too obtuse, too formidable, or looks like a trick question, no one will answer... The best opening questions are open ended, where there are multiple reasonable answers, or where the question is neutral and simple to answer." Hold back from engaging with controversial or emotional material until all the facts have been established and put into context. If you start off on a fighting issue, "there is a good chance that the facts will get lost in the barrage of attacks and counterattacks that ensue" (Herreid, 2001). As the discussion gets going, it's important to listen and plan follow up questions carefully. Professor David Garvin suggests listening at four levels: "I listen for content. I listen for what is said, and how it tracks with the analysis we need to get done. The second thing I listen for is how things are said. There are always emotional undercurrents. Sometimes the voice is tentative. Sometimes the voice is very strong. Sometimes there's a lack of energy in the comments. Sometimes there's tremendous dynamism in the debate. So I'm listening for that particularly so that, when we hit an emotional current, we can ride it. That's where the class tends to take off. The third thing I'm listening for is almost a contradiction in terms. I'm listening for what is left unsaid. Take, for instance, a case which has ethical implications. Students are often very uncomfortable raising the ethical issues. If I go for ten, fifteen, twenty minutes in the heart of a discussion, and people are avoiding that point, I'll raise it. And then the fourth thing you listen for, and this one is tricky, is you listen for disconnects. When somebody says X, and somebody comes back with a response that doesn't quite meet them, there is a lack of correspondence somehow. They either didn't get it or they didn't quite take it in and fully understand it. In order to engage the debate they have to be on the same wavelength" (Garvin, 2004).

The kinds of questions you ask will control the kind of debate that follows. Potential techniques include:

1. Delay the problem-solving part until the rest of the discussion has had time to develop. Start with expository questions to clarify the facts, then move to analysis, and finally to evaluation, judgment, and recommendations.
2. Shift points of view: "Now that we've seen it from W's standpoint, what's happening here from Y's standpoint? What evidence would support Y's position? What are the dynamics between the two positions?"

3. Shift levels of abstraction: if the answer to the question above is “It’s just a bad situation for her,” quotations help: When Y says “_____,” what are her assumptions? Or seek more concrete explanations: Why does she hold this point of view?”

4. Ask for benefits/disadvantages of a position; for all sides.

5. Shift time frame—not just to “What’s next?” but also to “How could this situation have been different?”

What could have been done earlier to head off this conflict and turn it into a productive conversation? Is it too late to fix this?

What are possible leverage points for a more productive discussion?

What good can come of the existing situation?

6. **Shift to another context:** We see how a person who thinks X would see the situation. How would a person who thinks Y see it? We see what happened in the Johannesburg news, how could this be handled in [your town/province]? How might [insert person,organization] address this problem?

7. Follow-up questions:

“What do you mean by ____?” Or, “Could you clarify what you said about ____?” (even if it was a pretty clear statement—this gives students time for thinking, developing different views, and exploration in more depth). Or “How would you square that observation with what [name of person] pointed out?”

8. **Point out and acknowledge differences in discussion**—“that’s an interesting difference from what Sam just said, Sarah. Let’s look at where the differences lie.” (let sides clarify their points before moving on). (na University)

Transitions

Moving the class seamlessly from one section of the discussion to the next can be a challenge. By developing a system of clear signals and using them consistently, the students will learn to follow your lead. One way of signaling a transition is to change blackboards when you want to move to a new topic. Use the physical space of the classroom, standing to the side when leading a discussion between students and then coming to the center of the room when it’s time to bring the attention back to you. Finally, summarize the important points at the end of each segment, this will both help change the topic to the next section as well as help make it easier to bring everything together at the end of class.

Classroom Activities Beyond discussion and small group work, there are a number of techniques that can be used to enhance case method.

1. Role-play

When picking students for role-play, try to consider their backgrounds and pick students who either fully identify with the role or are on the exact opposite

end of the spectrum. Pick students who have participated before, as they will be likely to enliven the discussion. Finally, pick students across the room from each other so that their dialogue will bring the students sitting in between into it, rather than shutting them out.

2. Take a vote

A vote requires students to publically commit to their positions, engaging them with the discussion and making them more likely to argue for their side. It will also give you a sense of where the class stands on the debate. If the vast majority of the class stands on one side, you'll know to back up the minority so they don't feel overwhelmed and stop participating, shutting down the debate.

3. Have students write their own case studies

"In order to construct a plausible case study, they will research facts, consider various angles of an issue, and have greater engagement in the course" (University of Calgary).

4. Divide the case into parts

Break the students into groups and assign each group a different aspect of the study. Have them present their findings to the other groups. "Remind students that they do not have all the information they need to solve the case but based on the information available, they can make recommendations and come to preliminary decisions," something they will have to be able to do in real life business situations (Daly, 2002).

5. Message boards

Have the students continue the discussion on a message board within Blackboard, on a class blog, or using Twitter. This will give them room to reflect on their positions, and allow you to track their discussions over time (Pyatt, 2006).

Evaluation Each time you include a new case in a course, it's important to assess what the students have learned, and if there are ways to make it better. If you're new to teaching case studies or if you want to switch up your method, only try one or two new techniques at a time, then evaluate again (Garvin, 2004).

It can be difficult to see the success or failures of case method right away, but there are some ways to track if a particular case is having positive outcomes. During the course, judge if the students are making substantive headway into the material without having to be led by the hand.

Are they engaged with the issues and enthusiastic about the discussion? In subsequent classes, assignments, and exams, are they applying what they learned in the original discussion?

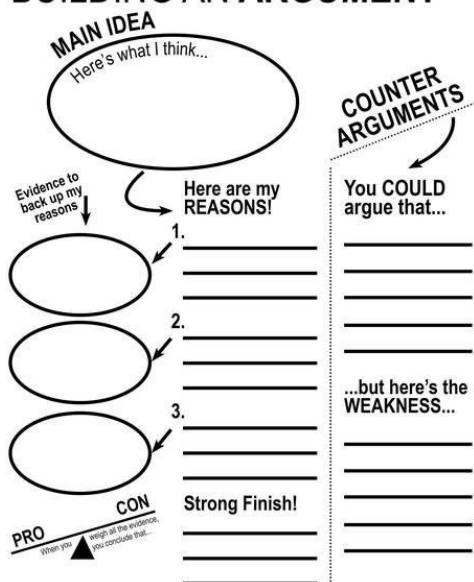
Having students complete assignments based on the case study will not only engage them with the material, but will help you determine their progress. Potential assignments include a summary of the issues, a position paper, a concept map, a reflection paper, or a research paper exploring further aspects of the case (University of Calgary).

Based on student responses, you can judge if the case needs to be “developed further, or whether more background information can or should be provided” in the future (Stanford University).

The method of debates in teaching English

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. The purpose of this paper is to elaborate upon this point by providing a step-by-step guide that will give teachers everything they need to know for conducting debate in an English class.

BUILDING AN ARGUMENT



So, why debate? In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. Davidson (1996) wrote that "with

practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments." Nisbett (2003) declares: "Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas (210)." Fukuda (2003), in a debate study conducted with Japanese students, found that "before the debates only 30.8% of the students were not afraid of expressing their opinions when they were not the same as others'. After the debate this figure rose to 56.7%." He went on to say that "the knowledge or skills which came from the practice in the debates led the students to become more accustomed to expressing opinions." This suggests that, although debate is quite challenging, non-native speakers can develop the debating skills which are described in this paper.

The following unit can be adapted to suit a variety of teaching contexts. I have been refining it while teaching a weekly 90 minute debate class.

Class One: Introduction to Debate

1. Basic Terms

- **Debate:** a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team.
- **Resolution:** the opinion about which two teams argue.
- **Affirmative team:** agrees with the resolution.
- **Negative team:** disagrees with the resolution.
- **Rebuttal:** explains why one team disagrees with the other team.
- **Judges:** decide the winner.

2. Opinions and Reasons

• A resolution is an opinion about which there can be valid disagreement. The students either agree or disagree with the resolution regardless of what they personally believe. An opinion can be introduced by an **opinion indicator**:

- "I think/believe that smoking should be banned in public places..."

A reason explains why that opinion is held and can be introduced by a **reason indicator**:

- "...because/since secondhand smoke is harmful for nonsmokers."

3. Strong Reasons Versus Weak Reasons:

• According to LeBeau, Harrington, Lubetsky (2000), a strong reason has the following qualities:

- it logically supports the opinion.
- it is specific and states the idea clearly.
- it is convincing to a majority of people.

To give examples of strong reasons versus weak reasons, the teacher can develop a multiple-choice exercise such as the following:

- Smoking should be banned in public places because:
 - it is bad.
 - it gives people bad breath and makes their teeth yellow.
 - secondhand smoke is harmful for nonsmokers.

The students ought to explain why some reasons are strong and others are weak based on the above criteria.

In pairs, have students practice generating reasons for opinions. The resolutions/opinions can be generated by the students (as the four resolutions

listed below), the teacher, or taken from the following online debate resource, which offers resolutions, reasons and debating tips:

One Debate Structure

- ▶ Speech 1: **first affirmative speaker** introduces the topic and states the affirmative team's first argument.
- ▶ Speech 2: **first negative speaker** states their first argument.
- ▶ Speech 3: **second affirmative speaker** states their second argument.
- ▶ Speech 4: **second negative speaker** states their second argument.
- ▶ Give a 5-10 minute break for each team to prepare their rebuttal speech.
- ▶ Speech 5: **negative team** states **two rebuttals** for the affirmative team's two arguments and summarizes their own two reasons.
- ▶ Speech 6: **affirmative team** states **two rebuttals** for the negative team's two arguments and summarizes their own two reasons.

Part 1: With Your Partner, Think of at Least One Strong Reason for Each Resolution

1. Women should quit their job after they get married.

REASON:

2. Love is more important than money.

REASON:

3. It is better to be married than single.

REASON:

4. Writing by hand is better than writing by computer.

REASON:

Part 2: Now Compare Your Reasons with Another Pair and Decide Whose Reasons are Stronger and Why

4. Ways to State Reasons: Review the Following for Linguistic Scaffolding

-
- Comparison: X is _____ er than Y. OR: X is more _____ than Y.
 - Cause-and-effect: X causes Y. OR: If you do X, then Y will happen.

5. Generating Resolutions: The Students Generate Their Own Resolutions

-
- Explain that issues about which people are likely to disagree work best for debate. They can be controversial: the death penalty should be banned; or less divisive: love is more important than money.

- For homework or in class, the students brainstorm a list of resolutions. Students can get their ideas from topics discussed or read about in class or topics which interest them personally. Then the students hand in their list of resolutions and the teacher selects the most suitable ones which the students later choose from.

Bulletin Board Ideas in teaching English

Wall of Shame - A Character Building Adventure

Give your students a lesson on finding news articles and have them contribute to a wall of shame. Keywords can be "crime, arrest, teens, plagiarism, cheating, etc" Spot-check a few of the keywords to insure that the scandalous articles which are returned are not X-rated. Here's an article to jump-start the conversation: (What was he thinking?!) Believe it or not, some kids don't believe they'll get "caught." And, some students don't believe something is wrong unless they are caught. ----You can even post a Bill of Rights and ask the students to synthesize whether any of these articles relate to the Bill of Rights.



1. **Wall of Fame** - This needs to be placed Juxtapose to the Wall of Shame to spotlight the two ends of the spectrum. An essential question such as, "Which wall do you want to end up on?" will bring the message home.

2. **Rich Words to Impress Your Friends** - Have students contribute vocabulary words from books that they have read. Don't leave all the work for yourself. When you ask for student contributions, they "own" the space and it validates their learning process.

3. **Read Around the World** - Place a world map up on the bulletin board and ask students to "Pin" where the setting of their book is. Tell them that you'd like to get "around the world in 80 days" or some goal such as that.

4. **What's Happenin?** - Place a world map up and ask students to post headlines from around the world. Once again, this builds a 21st Century frame of reference and places perspective on their community. Once again the Bill of Rights may prove to be a good "conversation piece" in discussing world news. Would this be happening in the USA?

III. НАЗАРИЙ МАТЕРИАЛЛАР МАЗМУНИ

Theme -1: Modern practices in teaching methods and innovative techniques

Plan:

- 1. Introduction**
- 2. Present (Post Method Era)**
- 3. Macro Strategies**
- 4. Future**
- 5. My Language is ME**
- 6. Procedures**

Keywords: self-initiation, method-based, teacher-based, postmethod pedagogy, concept, principled pragmatism, strategic framework, Method Synergistics, Content-Basics.

I. Introduction

Past language teaching is associated with the pendulum has swung away from grammar translation to the direct method, and then to alternative methods. Such shifts from one method to another only "provide ample inferential evidence of [consecutive] lack of success". The result of such frustration was the shift from teacher to learner, from outside feeding theories to inside ones, from method-based top-down to teacher-based bottom-up approaches.

Frustrated by lack of success through such shifts from one method to another, scholars faced —scatter-fire approaches to language teaching. The anti-method movement from beyond methods to teachers sense of plausibility and finally to post method era is indicative of a shift in view from curriculum developer towards teacher and from teacher towards learner; teaching English is inclined to be fed from internal sources (internalization) instead of external sources (externalization). Internalization manifested in focusing more on learners' strategic ways of learning: teacher-learner mismatches in terms of cognitive, metacognitive and affective factors; as well as moderating self-initiation in heuristic learning. In this respect, proposed six factors based on which learning issues are discussed and evaluated. These factors are about (1) the way leaning occurs, (2) factors affecting learning, (3) the role of memory, (4) the role of motivation, (5) the role and mechanism of transfer, and

(6) the nature of learning anticipated by the theory Based on these six points, he classified learning theories into three major epistemologically different paradigms of behavioral, cognitive, and constructive psychology and theories.

A. Present (Post Method Era)

The concept of postmethod pedagogy, saying that the concept rests on three parameters, namely on particularity, practicality, and possibility. Particularity refers to the belief that any language teaching program —must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu.

This localized perspective cannot be assigned to a universally presumed concept of method. Practicality refers to the interrelationship of theory and practice. One misperception is that the West should theorize and the East should consume. The practicality issue believes in —marginalize[d] local knowledge and that theory of practice should be generated by the practitioners. The third parameter is the parameter of possibility. Based on Freire and Giroux's concepts of critical pedagogy, states that —pedagogy, any pedagogy, is implicated in relations of power and dominance, and is implemented to create and sustain social inequalities. Teachers should be empowered to help learners critically reflect on the social and historical conditions that have shaped their cultural lives.

Postmethod pedagogy is a reaction to —method as a means of marginality in the sense that pedagogy should take a bottom-up process to give the teachers power to build their own practices in the classroom based on the plausibility they develop through their personal experience, educational background and consultation with colleagues.

The concept of principled pragmatism which is based on pedagogy in which —the relationship between theory and practice, ideas and their actualization can only be realized within the domain of application...through the immediate activity of teaching. There is a three dimensional framework of language pedagogy which entails the intralingual-crosslingual dimension, the analyticexperiential dimension, and the explicit-implicit dimension. These dimensions are not dichotomized but form a continuum along which one moves from intralingual, analytic, or explicit at one end to crosslingual, experiential, and implicit at the other end. The intralingual end suggests that only L2 should be used in the classroom, no translation be allowed, and the people who learn a second language

develop a kind of co-ordinate bilingualism (they develop two systems). In contrast, the crosslingual approach suggests that L1 can be used as a reference system in class that cultures and languages have some similarities, and learners who learn another language develop a compound bilingualism (single system).

Approaches at the analytic end of the continuum focus on code, on language as a medium; they incorporate observation and usage of decontextualized language, and responses are predictable and emphasize on accuracy. In contrast, the approaches from the experiential end focus on communication, are message centered, and emphasize participation and language use. They focus on contextualized language, information gaps, and fluency, and prioritize interpersonal interaction. The explicit end focuses on rationality, formality, intellectual strategies, conscious learning, cognitivism and inferencing, and systematic study. In contrast, the implicit end emphasizes the intuitive aspect of learning, subconscious acquisition, and incidental and global understanding; it is mostly behaviorist in the sense that it is empiricist.

B. Macro Strategies

As an alternative to method, it can be proposed a strategic framework for second language teaching which depicts many important findings of second language acquisition research, such as output hypothesis, input hypothesis, autonomy, and strategy training. There are 10 macro strategies for language teaching:

1. Increasing Learning Opportunities: Teachers should create learning opportunities and make necessary changes.
2. Reducing Perceptual Mismatches: Teachers should minimize mismatches such as cognitive, linguistic, cultural, and instructional aspects between teachers' intentions and learners' interpretations.
3. Helping Negotiated Interaction: Teachers should encourage students to participate in meaningful interaction.
4. Encouraging Learner Autonomy: Teachers should help learners to learn how to learn and promote self-directing.
5. Increasing Language Awareness: Teachers should design activities that foster language awareness.
6. Activating Self Discovery: Teachers should provide rich textual data so that learners can infer underlying rules
7. Contextualizing Linguistic Input: Teachers should present linguistic input within thematic contexts reflects the natural use of language.

8. Integrating Language Skills: Language skills such as listening, speaking, reading and writing should be integrated.

9. Ensuring Social Relevance: Teachers should be sensitive to the societal, political, economic, and educational environment in L2.

10. Raising Cultural Consciousness: Learners should be encouraged to engage in a process of classroom participation that acknowledges their power and knowledge.

C. Future.

With the emergence of sociocultural theories regarding learning in general and concerning language learning in particular, the realm of applied linguistics is finding a new direction. More dynamic view towards the nature of language turned scholars from static view to competence towards more interactive and dynamic view towards explicating what the nature of language is (Young, forthcoming). Moreover, the integration of technologies into language learning and teaching contexts is indicative of coral attention to the facilitative role of technology at the service of dynamicity of competence; Games, E-pet scoring, E-portfolio, Self initiating and many other activities are among those that might dominate language classroom instruction.

My Language is ME

Richards (2002) discussed the components of communicative curriculum as (1) language arts; (2) language for a purpose; (3) My language is ME: Personal English language use; (4) You be...I'll Be....Theater arts; and (5) beyond the classroom. By language arts he meant whatever a teacher does (translation, syntax, morphology, and phonology) to draw learners' attention to form. Language for a purpose refers to the variety of needs for which learners start learning English. Not all learners learn English for the same purpose. Richards states, —purposeful language is a built-in feature of the learning environment (p. 4). My language is ME refers to the personal English language use and refers to learners' identity. You Be, ...I'll Be.....: Theater arts refer to famous saying from Shakespeare that all the world is a stage. Teachers are coaches who provide support, strategies, and encouragement for learners as they explore new ways of being. Beyond the classroom is the final component of a communicative curriculum. It refers to the fact that learners should be prepared for language use in the real world. Language identity, using language for personal purposes and being flexible in adopting different roles in the classroom are among those things that might be in the focus of attention in language education.

E. Rogers's (2000) Predictions

Rodgers (2000) tried to predict the future of language learning and instruction. As he describes, he used the yesterday's method labels idiosyncratically to conceptualize future. He listed future of methodology and language teaching in ten statements:

1. Teacher/Learner Collaboration: Using matchmaking techniques to link learners and teachers who have similar styles and approaches to language learning.

2. Method Synergistics: Crossbreeding elements of various methods to find those practices which best support effective learning.

3. Curriculum Developmentalism: Viewing methodology as a component integrated in a larger view of instructional design.

4. Content-Basics: Assuming that language learning is a by-product of a focus on meaning, on acquiring some specific topical content.

5. Multi-intelligencia: Basing instruction on a —multiple-intelligences view, in which different approaches play to different learner talents.

6. Total Functional Response: Reconstructing the Notional/Functional idea with some new systemic twists.

7. Strategopedia: Teaching learners the strategies they need so that they can learn on their own.

8. Lexical Phraseology: Recrafting both the nature and substance of language learning (LL) to focus on lexical phrases and collocations.

9. O-zone Whole Language: Engaging all aspects of language study—literature, language history, and linguistic analysis—in support of second language learning

10. Full-frontal Communicativity: Engaging all aspects of human communicative capacities —expression, gesture, tone, and so forth—in support of second language learning Rogers tried to reconceptualize what has been dominating the past to predict the future¹.

By teacher learner collaboration he referred to the importance of learner's and teacher's style and strategy in the sense that any mismatch between learners' strategies and styles and the method used in the classroom would be doomed to failure. By method synergistic, he first referred to the failure of method as a general concept. Rodgers believed that there are some commonalities among methods but they are too abstract to be noticed. He referred to such communalities as supraordinate communalities. He makes a distinction between classroom internal and classroom external. He believed that

¹ <http://exchanges.state.gov/englishteaching/forum/archives.html> (accessed 13/01/2010).

classroom internals such as teachers' belief should be supported. Curriculum developmentalism is a new term he invented. He believed that educational design consisted of four aspects of knowledge (input and output as well as content and topic), instructional (methods, materials, programs, technologies, and educational environments, time, scheduling), learner (ages, proficiency, and developmental stages), and administrative (choice of instructional model).

He stated that CLT has undergone three periods, namely Wilkins's functional/notional, Munby's period of needs analysis, and Prabhu's period of techniques. He believes that the future will be an integration of these periods.

Content basics means that language learning is a by-product of a focus on form. Multi-intelligence refers to raising the teacher's awareness of learner diversity and interest. By total functional response he meant considering genre, language functions, and text types. Strategopedia means enabling learners to initiate, control, and maintain their own learning through learning strategies. Lexical phraseology holds the idea that only a minority of spoken clauses is novel and this implies chunking issues. By chunk, we mean that certain word collocation is learned through an exemplar system. O-Zone whole language refers to the idea that language incorporates literary study, authentic content and learner collaboration in language teaching. In this respect, learners, through comparing the parallel text, can focus on form through consciousness-raising tasks. Finally, full frontal communicativity means that communication involves many features of speech, including attitude, meaning, information, and every aspect of conveying the message to the listener and reader.

II. Procedure

A. Gossiping as a Teaching Activity

Gossiping used as a way of making shy students talk in English in the classroom. He wished to give extended oral practice to students who remain rather inhibited, in spite of having a working knowledge of grammar. In other words, it is an attempt to encourage less fluent students to talk with inspiration. There are three types of involvement in conversation: (1) self-involvement of the speaker, (2) interpersonal involvement, and (3) being involved in what is being talked about. He believed that gossip is the most frequent type of communication and found that few people resist doing it. The purpose of gossiping in education is to help learners become fluent in speaking. He used the teacher as the model for being the object of gossip or a character fr

om a story. For the first model, the students were given a note to trigger their talk or gossip in English.

For the next exercise the students get the opportunity to invent their own gossip and go through three stages to practice. The first one is a brief discussion about the plot. The second stage is to express their contempt for the main character of the story and the third stage is to prepare for giving an oral presentation.

B. Game Play Through either CALL or Face to Face Teaching Practice

It should be underlines the fact that the purpose of communicative language teaching is to prepare students for the real world activity, saying that the learners should be able to express language functions (such as requesting, congratulating, apologizing, complaining, consoling, and promising) appropriately. He offers the game of Sudoku, a kind of number puzzle, as an ideal authentic context for practicing language functions.

C. Using E-pet as Scoring E-portfolio

Some researchers used E-portfolios instead of paper-based portfolios. The E-portfolio has several advantages: they are easy to search, enable the use of multimedia projects, and allow efficient feedback on student work.

It includes the following features:

- An attractive, user-friendly webpage ...
- A learner contract between the student and teacher that outlines a practical and concrete study plan for the completion of certain goals and activities within a set time. Involving students in decisions about assignments makes their learning more relevant.
- A personal profile page resembling social networking sites, such as MySpace and Facebook that students customize with pictures and other information.
- A mechanism to give students external rewards (in addition to grades) for learning new vocabulary items, grammar points, and learning strategies,
- A link that lists the best student portfolios. This will motivate the model students by publicly acknowledging their achievements, and their classmates will view the model portfolios and learn from that work. (p. 23).

Teachers can use E-pet as the scoring system for children. The students are given animated eggs and can name these. These eggs will grow into pets. With the submission of quality work these pets grow and gain power so that finally they can fly.

D. More ESP and Workplace Integration

It should be emphasize the importance of a workplace needs analysis to be incorporated into the preparation of a syllabus. Bouzidi focuses on the hospitality industry. Through three steps, he prepares the material. The first step is the survey of employers and employees through interviews. The second step is to evaluate the ESP textbooks. In doing this, several questions should be answered, including —(1) does the textbook cover the language functions the learners are likely to use in their future; (2) does the textbook cover the topics/situations learners are likely to encounter in their future professional environment; (3) does the textbook emphasize the linguistic skills needed; (4) does the textbook content adequately reflect local and target language cultures; and (5) does the textbook take into account local teaching/learning style? These questions highlight the importance of considering the language functions, topics, linguistic skills, and cultural features for the language course. These considerations are localized and should be considered dialogically. Perhaps, in the future, more textbooks will integrate local situations (like workplace) in a multi-voiced framework. By multi-voiced, I mean all aspects of language and culture should be localized. The third step is supplementing the ESP textbook.

III. Conclusion

Based on what the researchers mentioned above, they predict the following innovations in the short- or long-term future. First, besides taking a proficiency test, students may take a matching test to be grouped with the most similar teacher and groups in terms of style and strategy. Mismatches discussed in Kumaravadivelu's article have been widely neglected although they have an important impact in developing multi-voiced competencies in learners. Second, language learning, to many post-Vygotskian scholars, is dialogic instead of dialectic. The new concepts of practicum, collaborative dialogue for output, affordance for input and dynamic competence all indicate of such shifts in view. Third, before each language course, students might be required to be educated in self-initiation and problem posing strategies in order to create an idiosyncratic voice for self. Fourth, referring to emancipatory competence, the researchers believe that a more glocalized communicative competence which accounts for the dynamic nature of language is needed to be defined. Emancipatory competence enables the speakers to legitimize their competence in a way that allows them to adjust their pragmatic knowledge to the context they encounter.

This means that a native speaker might lack this competency. Fifth, they explain the mind mirror project, which develops language skills through critical thinking. I believe that, in the future, critical thinking will play an important role in the English language classroom and this can be done through mind mirror projects and texts. Sixth, critical thinking has six characteristics: interpretation, analysis, evaluation, interference, explanation and self-regulation among which three features are the most important. Interpretation consists of two skills, namely, of categorization and clarifying meaning. Categorization happens when students locate appropriate elements in the story, and clarifying meaning refers to connecting these elements together. Inferencing refers to drawing a conclusion through finding relevant information and determining the consequences in terms of data beliefs and other evidence. Self-regulation refers to learners monitoring and evaluating their work through questioning, confirming, or correcting. Seventh, the mind mirror project provides students with great opportunity to demonstrate critical thinking skills. It increases students' self-awareness and autonomy. In the mind mirror project, learners prepare two quotations, two original statements, two images and two symbols for every story they read. This way, they work on a text once individually and once in a group through reading the teachers' interpretations. Eighth, textbooks might in the future be mainly corpora based books through which learners become familiar with the authentic use of vocabulary and grammar. As Salsbury and Crummer (2008) state Corpus is a body of written and spoken language that teachers and researchers collect and analyze. Teachers compiled corpus from textbooks as well as from representative journal articles and manuals that students use in their university content courses. The students analyze the corpus to reinforce lessons with grammar, vocabulary and writing. The students identify patterns in language use that different from how they intuitively use the foreign language and even from how the language is presented and taught in their text books.

Ninth, Richards (2002) talk about my language is ME as one of the component of communicative language teaching. In the future, language as voice will likely be more highlighted. The concepts Englishes instead of English, both in testing and teaching, will be more highlighted. Tenth, language identity, using language for personal purposes and being flexible in adopting different roles in the classroom are among those objectives that might be the focus of attention in the language education. Eleventh, language books might look like game-based textbooks through which all micro and macro skills could be practiced. Twelfth, the E-Pet idea is a very interesting way of scoring. To us, it seems to be based on the sociocultural aspect of language learning

and, this way, learners are involved in learning through selfresponsibility. Thirteenth, more multi-voiced perspective is taken into account when doing needs analysis. This includes both localized features and globalized features of target language. Finally, as Rogers (2000) explicated and predicated, and as Farjami (2001) researched, misconception is an important component of language teaching which if not considered might lead to a detrimental and unexpected result. Kumaravadivelu (1994, 2006) explicates the concept in detail. What we predict is that, at the beginning of the term, a test measuring conceptions or misconceptions will be given to students. Students will be grouped in terms of the strategies and styles they use and they would be matched in this respect with their teacher and course books. Moreover, it is possible that the future classroom will be a workplace to focus on ameliorating the learners' different types of misconceptions.

Questions for consolidation and self-testing:

1. What are learning styles and strategies? Give a definition and some examples for each one.
2. What are the most important characteristics of good learners? List at least 5 aspects.
3. What is the difference between intrinsic and extrinsic motivation?
4. Describe the main characteristics and skills which young learners bring to the classroom.
5. Give a definition of acquisition and learning. Why are these concepts important for language teachers?

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Theme-2: Incorporating project work in EFL

(2 hours)

Plan:

- 1. Characteristics of Project Work**
- 2. The process of project based Work**
- 3. Examples of project work in a EFL classroom**

Keywords: Project work, problem-solving strategies, content learning, real-world subject matter, student-centeredness, authentic integration, confidence, self-esteem, autonomy.

Project work is a term that has been cropping up in many publications on English language teaching. Primary-school teacher training in EFL contexts is quite challenging compared to the same process in the target language community, where preschool teachers' exposure to the language environment is limited to the institutional setting. Project work is a good tool for creating a language and content learning continuum that requires active involvement and cooperation inside as well as outside the classroom.

Characteristics of the Project Work

Project work is a valuable addition to preschool education because it possesses the following characteristics, as described by Stoller (2002):

- a focus on content learning, real-world subject matter, and topics of interest to learners
- student-centeredness
- an emphasis on cooperation, which leads to different modes of interaction adopted by students during the work
- authentic integration of skills and processing of information from various sources
- both a process and a product orientation, which allows teacher learners in the EFL context to develop their language proficiency while cooperating at different project stages
- motivation and stimulation that lead to confidence, self-esteem, and autonomy.

The process of project based Work

The basic phases found in most projects include selecting a topic, making plans, researching, developing products, and sharing results with others. However, because project-based learning hinges on group effort, establishing a trusting, cooperative relationship before embarking on a full-fledged project is also necessary. Activities that engage learners in communication tasks and in

peer- and self- evaluation help create the proper classroom environment. Information gap activities (where the assignment can only be completed through sharing of the different information given each learner), learner-to-learner interviews, role plays, simulations, field trips, contact assignments outside of class, and process writing with peers prepare learners for project work.

"Selecting Topics"

A project should reflect the interests and concerns of the learners. Teachers can begin determining project topics at the start of an instructional cycle by conducting a class needs assessment to identify topic areas and skills to be developed. As the teacher and learners talk about projects and get to know each other, new topics and issues may come to light that are appropriate for project learning. A project may focus on the objectives of one instructional unit, such as a unit on health, or it may span several units. It may take place during a unit or be a culminating final event. Whatever the project, learners need to be in on the decision making from the beginning (Moss, 1998).

"Making Plans and Doing Research"

Once a topic is selected, learners work together to plan the project, conduct research, and develop their products. Learners with low language proficiency or little experience working as part of a team may require structure and support throughout the project. Pre-project activities that introduce problem-solving strategies, language for negotiation, and methods for developing plans are useful. Learners may also need practice in specific language skills to complete project tasks. For example, learners using interviews as an information gathering technique may need instruction and practice in constructing and asking questions as well as in taking notes.

"Sharing Results with Others"

Project results can be shared in a number of ways. Oral presentations can accompany written products within the classroom or in other classes within the program. Project products can also be disseminated in the larger community, as in the case of English language learners from an adult program in New York City, whose project culminated in the creation and management of a cafe and catering business (Lawrence, 1997; Wrigley, 1998).

Examples of the project work in a EFL classroom

Case A

In this particular project, learners in an advanced intensive ESL class worked in pairs to present a thirty-minute lesson to other classes in the program. They worked collaboratively to determine the needs of their audience, interview teachers, choose topics, conduct research, prepare lessons, practice, offer

evaluations to other teams during the rehearsal phase, present their lessons, and evaluate the effort. Topics ranged from ways to get rid of cockroaches to how the local government works.

Before the lesson planning began, learners identified lesson objectives and evaluation criteria. They shared ideas on what makes a presentation successful, considering both language and presentation skills. The evaluation criteria used for feedback on rehearsals as well as for final evaluations include the following:

- Introduces self and the topic clearly, respectfully, and completely.
- Includes interactive activities in the lesson.
- Speaks in a way that is easy to understand.
- Is responsive to the audience.
- Shows evidence of preparation and practice.
- Shows knowledge of the topic.

In addition, the teachers and learners in the classes receiving the presentations wrote evaluations of the lessons. The presenters also wrote an evaluation essay reflecting on their own work and the value of the project itself.

Collaborating on a Preservice Teacher–Created Magazine Case B

In this project work learners were assigned work in groups of four or five to design an EFL magazine, which is then presented orally in class. The preservice teachers have come up with interesting titles for their publications, including *University Journal for Educational Purposes* (modeled after the name of our institution: University of J. E. Purkyne), *Teacher to Teachers* (playing on "teacher talking time"), *Green Tea-chers* (explaining that the journal, like green tea, would refresh the mind of those who read it), *TEFLON* (Teaching English as a Foreign Language to Our Nation), *Teacher's Private Luxury*, *Freshers*, and *Gap-Filler*.

Four academic objectives guide the project. First, it provides the prospective EFL teachers with hands-on experience in project work. Second, it encourages them to read professional TESL/TEFL publications. Third, it stimulates the preservice teachers to apply theory to practice, addressing concrete problems that they personally regard as interesting, typical, and crucial. Finally, it enhances the learners' language proficiency as they cooperate during different stages of the project.

The production of their own EFL magazine is based on a six-step model for orchestrating project work in English for specific purposes classroom (see Stoller, 2002), with necessary adjustments made for the teacher-training context. The preservice teachers determine the target audience and then structure the

project. This includes defining the problems they are going to address, assigning each other roles for the project development, and deciding on the genre of their contributions to the journal. They then begin to work on their individual contributions to the magazine by conducting interviews, writing book reviews, and creating a Letters to the Editor column. The preservice teachers then choose the layout and design of the publication. Additionally, they provide illustrations by taking pictures, creating or collecting drawings, and producing any handouts to be included in the magazine.

Finally, the preservice teachers present their finished product. They explain the title of the magazine, describe its target audience, and review its content. Classmates read each other's magazines and vote for the most interesting contribution in each one. All the magazines are then posted on the groups' Web pages.

Reflection on YOUR Project

At the end of each project, I ask students to evaluate the stages they went through and the difficulties they encountered. They report that the most common difficulties include choosing the title, choosing article topics, writing articles that would be interesting for their peers, dealing with time constraints, cooperating with group members, and resisting the temptation to plagiarize. Benefits of the project include, as one learner put it, "working in a team, sharing ideas, and learning interesting things while looking for materials." Most agree that they "had fun while working in a team."

The EFL journal project has proved to be a beneficial example of cooperative group work for educational professional development. Not only can project work provide teacher learners with hands-on experience with teamwork, it can encourage them to use group project work with their students in the future.

Questions for consolidation and self-testing:

1. What skills and abilities enable the teacher to be a good motivator in class?
2. Describe some teaching situations where it would be appropriate for the teacher to act as a) an explainer b) an enabler.
3. Describe five teacher roles and explain why a teacher might take up these roles.
4. How can eye contact between the teacher and students vary at different stages of the lesson?
5. Give a definition of the teacher's 'metalanguage' in the classroom.

6. What is TTT and what are some of the ways of reducing it?

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Theme-3. Conducting a SWOT Analysis of the Existing English (2 hours)

PLAN:

1. Introduction
2. English as foreign language in England
3. Setting the context
4. Assessment strategies and competencies
5. Role of the teacher

Key words: SWOT analysis, SWOT matrix, feedback processes, Strength, Weaknesses, Opportunities and Threats, design structure, pedagogical methods, teaching and learning strategies, learning resources and assessment.

1. Introduction

An examination of existing English language courses in England has been a fruitful endeavour for identifying and analysing the pedagogical models, strategies, processes and learning outcomes, especially for those studying the teaching and learning of English as a Second Language (ESL). It is also known as English for Speakers of Other Languages (ESOL), English as a Foreign Language (EFL) or Teaching English as a Second Language (TESL). In this document, the generic term Teaching English to Speakers of other Languages (TESOL) is going to be used to refer to teaching English to students whose first language is not English (Polio and Duff 1994). However, the variation of different terms has caused confusion both about the training options for both English teachers and students. It seems that there is not a standard term to describe the process of teaching and learning English in an adequate way that would highlight in a more efficient way the learning material and components of the training programme. A fundamental point of departure for English language acquisition with the aid of formal instruction is the

teacher's role as it is a key element in determining the quality of the offered course thus to gain understanding on how students perform. This is pertinent to the design structure, including pedagogical methods, teaching and learning strategies, learning resources and assessment, that each of the English courses incorporate for providing pedagogically-rich content for the students. It is apparent that English is a language that is key for helping university teachers and students alike to communicate, exchange ideas and negotiate meanings without difficulties in understanding and comprehending ill-defined words, phrases and meanings.

In England, English language teaching has essentially encompassed people who wish to develop expertise in speaking and writing English as it is necessary for pursuing a job or for their continuous professional development. Furthermore, people are keen to learn English for general purposes, normally as a communication mechanism for every day interaction. These fundamental different purposes of learning English in England is that the teachers are using different teaching and learning strategies, followed by specific training qualifications and intended learning outcomes. The funding structures are also distinct and this may influence the nature of the course, including how it is delivered, resources/material used, role of the teacher, and role of the student and desired and intended learning outcomes. The report provides a Strength, Weaknesses, Opportunities and Threats (SWOT) analysis of TESOL courses offered in England and it involves the identification of the internal and external factors that are pertinent or not to achieving effect this line, the report starts by setting the context including the nature of teaching and learning English as a foreign language in England encompassing teaching and learning approaches, technology used, teacher and student roles and learning outcomes. Then, the report attempts to provide a SWOT analysis of the TESOL courses in England on the basis of an overall strategic fit with the purposes of the Real English project and its subsequent tasks and deliverables.

2. English as a foreign language in England

The number of students who speak in English as a second language has risen during the last five years in UK². The increase has meant that the importance of acquiring competences is more apparent than ever before. Communicative language teaching is a key process for helping students to learn English as it involves the development of language proficiency through a

² <http://www.independent.co.uk/news/education/educationbritish-schools-9100612.html>

number of interactions embedded in meaningful contexts. In England, this seems to be the favourable approach to teaching³ as it provides authentic opportunities for learning in real-word contexts that are based on student-centred theories of learning that go beyond transfer of information, repetition and memorization of grammatical patterns and cognitive schemata in a fragmented and isolated way. A key concept of the communicative approach to language teaching in England is to help students to construct their own meaning and cognition in their own context by means of communicative competence. This requires the student to demonstrate an understanding of the use of the English language appropriately as means to communicate and interact fluently in educational and social environments (Figure 1).

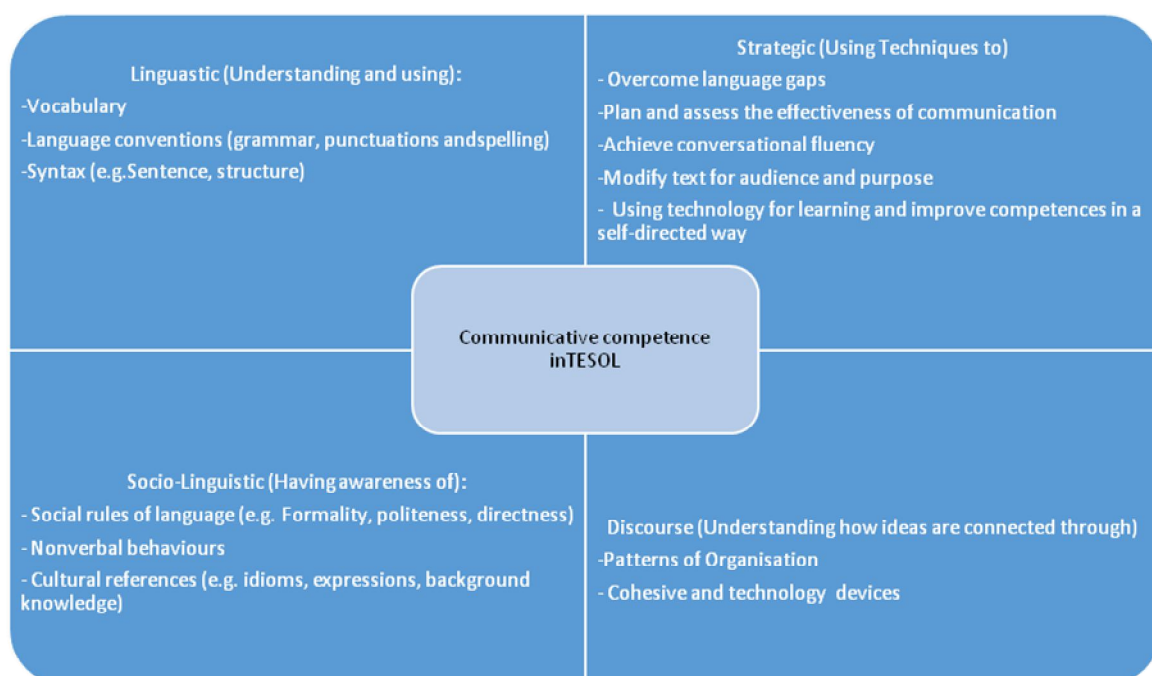


Figure 1: Applied strands of communicative competence (Adapted from Alberta⁴).

2.1. Setting the context

In England there are a number of different English Language courses that are being offered for various purposes and needs that are offered across the country. Main courses include, but are not limited to, academic purposes, business, junior and for prospective teachers who wish to become English language teachers. Universities, schools and vocational educational centres are delivering a wide range of courses based on the student's level and

³ <http://www.englishinbritain.co.uk/>

⁴ http://www.learnalberta.ca/content/eslapb/about_communicative_competence.html

purpose of study. These courses are categorised as general English courses, intensive and super intensive, business, private and full immersion. A general accepted consensus is for students to take an entry test in order to diagnose the prior knowledge and to place the student to an appropriate level. There are broadly five course levels: (1) Elementary (2) Lower Intermediate (3) Intermediate (4) Higher Intermediate and (5) Advanced. The average weekly time is 22.5 weeks x 40 minutes and the average class size is about 10 students. The curriculum spans from general English, vocabulary and pronunciation to more complex learning activities such as English for presentations, conferences, academic English writing, negotiations marketing and sales. Most of the English programmes are accredited by the British Council and are members of prominent associations such as English UK – the national association of English language centres. The high level courses such as ‘English for academic purposes’ focus on academic language skills, research and study skills, presentation skills, listening to lectures, note taking and extended writing. Essentially is for prospective university students who are about to enter an English-speaking university.

A variety of delivery modes is available and offered to students from the conventional teaching spectrum like seminars, lectures, project work, tutorials and private study to the technologyenhanced learning end including the use of virtual learning environments for accessing, retrieving and delivering subject-related content and information. Teacher-based, self-based and peer-based assessment is also prevalent, especially on the basis of formative processes for reflecting upon receiving feedback and improving/correcting misaligned knowledge in case of cognitive dissonance.

Some institutions especially Universities are offering English language courses in a specific disciplinary context for situating student’s English to a particular way of interacting within a specific academic discipline. For example, courses on English and Graphic design or English and Marketing⁵. At the end of the English language course a certificate is provided to the students which in most cases, if not all, is an internationally recognised qualification that is widely accepted outside the UK which is increasingly relevant for students aiming to teach English around the world. For students to become English language teachers, practical teaching ideas are provided, an understanding of the main principles of TESOL and the skills to continue developing their skills as English language teachers beyond the end of the course. The trainees (students to become teachers) (8-12) in each course have to demonstrate good

⁵ http://www.englishinbritain.co.uk/school_detail.cfm?schoolid=149

language awareness but with little teaching experience. Courses in the UK tend to take place in classroom settings, where teachers can conduct classes and observe the use of English language amongst learners, or in one-to-one tuition. Courses can be offered in intensive blocks of a few hours, or may follow a normal schooling timetable and last a week or more. Courses which last a week or two are particularly popular during the summer when students come to England from elsewhere. Similarly, students can opt to learn English part time; these courses can last anything up to a year, which suits students who are learning or improving English whilst living in the UK. Some courses allow students to live “on campus” with other learners, creating a social environment where learners can visit the local area and practice their skills, whereas others are timetabled with no experience beyond the classroom. Students can enrol in a variety of courses, and can find the best course for their needs.

2.2. Assessment strategies and competencies

In England, students need to demonstrate communicative competence on a number of strands or themes related to Listening, Speaking, Reading and Writing. All these themes should be evaluated as per the four communicative competence features (Figure 1) as to enhance students’ competences in all of these four overarching strands. Strategies for assessing English language competencies in England tend to adhere to the meaningful structure but it is not exhaustive (Table 1). The assessment scheme is designed for both individual and group assessment in order to ensure that learning has been assimilated and accommodated through a plethora of pedagogical-rich assessment strategies.

Therefore, a wide range of meaningful-related activities and feedback processes are being meaningful and interpreted on the benefit of actively involving students into the assessment and feedback process. Feedback, in particular, is being perceived as a process through which the students will be able to improve their listening, speaking, reading and writing skills through reflecting on teacher’s meaningful and constructive comments.

	Individual	Group
Listening	1. One-to-one interview during class time 2. Listening task in which students complete oral or written responses to orally given prompt	3. Observation during class discussions, demonstrations and cooperative learning 4. All students complete written

		responses to orally given prompts
Speaking	<ul style="list-style-type: none"> - one-to-one interview during classtime - interaction during routine reading assessment - video or audio recording 	<ul style="list-style-type: none"> ▪ Observation during class discussions, demonstrations and cooperative learning ▪ video or audio recording
Reading	<ul style="list-style-type: none"> - During silent reading, student reads excerpt from book - Online and in-class reading assessments 	<ul style="list-style-type: none"> - Students reads excerpts collaboratively in classroom - Group reading online - Organised group reading online and in-class
Writing	<ul style="list-style-type: none"> - Individual writing prompt using a web blog or in-class - Individual writing assignments based on templates provided by the teacher or online 	<ul style="list-style-type: none"> - Group-based report using collaborative online tools (e.g. GoogleDrive) - Group based assignments with group and individual completion submitted online and in-class

Table 1: Assessment activities assigned to students in English language courses in England (adapted from Alberta).

2.3. Role of the teacher

Each educational institution (i.e. Schools and Universities) in England has created processes that reflect the philosophical stance of each institution in terms of how teaching and learning is perceived and approached. This means that the English language teachers need to create teaching strategies and assessment methods that firstly may, to some extent, confront with the overall teaching and learning strategy, the resources and technology of the institution, as well as for the teaching practice to align with personal beliefs, practices and experiences of the teacher. In this broader spectrum, teachers in English courses tend to:

- Have the role of the course facilitator rather than of the instructor for helping students to understand the subject matter and English language context situated in real-world situations for knowledge transferability
- Engage students in a number of blended learning activities (i.e. the use of Information and Communication Technologies in conjunction to face-to-face activities) as to enhance and extend the learning experience before, during and after the actual lesson/lecture.
- Design the curriculum based on tasks designed by the teacher and activities performed by the students that are based on actively doing something based on the 4 themes (listening, speaking, reading and writing) in terms of applying the overarching principles and fundamental conditions of the constructivist paradigm.
- Design curriculum and material most commonly for small classrooms (see for example The Victoria School of English) for personalised learning experience and discussion through debates and conversation activities such role-play and peer-work.

2.4. Technology

To aid learning a second language, many teachers use technology to assist students. Some courses use technology in addition to classroom teaching, whereas some are conducted purely online. Many courses will have their own website to make course materials available to students with links to games. Some courses allow students to download worksheets or assignments, to then send their completed work to a teacher. Further, resources such as Moodle to allow students to upload documents and see feedback online. Similarly, using Moodle or a quiz hosting website, students can complete a quiz with the opportunity to review their score and chosen answers immediately after completion, often allowing the student to attempt the test numerous times. Courses can use blogging sites to keep a classroom constantly updated, and encourage students to make their own entries. Also encouraging students to take part, some courses use Moodle and other sites to create a message board. Using message boards allows students to practice their language skills, as well as learn from each other – which is especially useful for online-only courses to give students the opportunity to have discussions, much like would happen in a classroom. To aid speaking and listening skills, teachers can use video hosting sites such as YouTube. This allows teachers to record themselves teaching a lesson, or record certain parts of their programme, which develops students listening skills. Students may be encouraged to upload their own clips, which can develop speaking skills and

allow the teacher to provide feedback on oral development, especially important for nonclassroom students.

2.5. Challenges and barriers

In language learning new materials such as books, worksheets and online games are proven to be useful tools. Online courses in particular are ideal for those who cannot move to the UK, or those who cannot take time from their career to learn a new language. However, it is regarded that the best way to master a language is to practice both speaking and listening skills. Some courses have apps and tools available which allow the learners to record themselves speaking, some with direct feedback scores for pronunciation, some which have to be uploaded to a teacher to score. However, some may argue that having a conversation with a fluent speaker and “living” the language is a must in learning a language, especially to obtain key speaking and listening skills. In conversation, a student can learn a more natural way of speaking that cannot be procured from a text book, and can receive immediate feedback. Similarly, without immediate feedback from a fluent speaker, or even from a programme which records the student practicing, the learner may make mistakes and not develop their speaking and listening skills fully. However, some students are simply not able to attend a class, especially if that means moving to or spending a number of weeks in the UK. For such students, having access to an online course is important as they may not have the opportunity to learn a second language without the availability of resources online and being given the opportunity to learn in their own time. Furthermore, TESOL institutions currently seem that they haven’t formulated a strategic framework for encompassing the necessary policies and structures for identifying risks and possible threats that would allow them to develop strategies in order to take appropriate measures. In conjunction to this, there are no indicators in terms of the type of risk (high vs. low) and the necessary actions to be taken for mitigating these risks.

3.3. SWOT analysis

One of the most straightforward frameworks and approaches used for analysing strategic positions, for a particular artefact or process is the SWOT analysis. SWOT stands for strengths, weaknesses, opportunities and threats’. It is perceived that SWOT analysis and overall strategic planning may enhance certain internal and external activities and ensuring a fit between the external situation of a particular process (threats and opportunities) and its own internal

qualities or characteristics (strengths and weaknesses). In general terms SWOT analysis is being used for:

- Explore possibilities for new efforts or solutions to problems
 - Make decisions about the best path for a strategic-focused initiative.
- Identifying opportunities for success in the context of threats and weaknesses which, may open new directions and choices.

- Determine where change is possible. SWOT may identify what works well and what does not and provide the context and data for taking appropriate actions in order to change a current situation.

- Adjust and refine plans mid-course. A new opportunity might open wider avenues whilst a threat might close a service that existed in the past.

In the context of the RealEnglish project, a SWOT analysis has been used to identify the strengths, weaknesses, opportunities and threats of learning English as a foreign language in England as means to compare and extract the most prominent and valuable strategies that will inform the design and implementation of the RealEnglish platform.

3.1. The SWOT process

The SWOT analysis has been realised through review and analysis of a number of resources that highlight how universities and language centres in England design and deliver English courses across the country.

The criteria or parameters that have been used are:

1. Curriculum design (based on figure 1 and 2)
2. Teaching approaches
3. Assessment strategies
4. Technology
5. Role of the teacher

In the following table, we present a mapping of the aforementioned features into an action-grid 2X2 SWOT matrix. The SWOT analysis (table 2) here is approached as a decision-making tool, quite distinct from a more in-depth analysis that would typically be fed into a planning process for each of the SWOT factors. The SWOT matrix suggests actions for issues based on the four different categories.

	Strengths (internal)	Weaknesses (internal)
Opportunities (external)	Curriculum rigorous and diverse considering all basic aspects of learning English (listening, speaking reading, writing) for a wide	Technology. Not the latest technology is currently being used. Conventional taping

	<p>range of target groups.</p> <ul style="list-style-type: none"> • Student-centred pedagogical approaches focusing on collaboration, inquiry, participation and negotiation of meanings • Assessment strategies: both summative and formative with the teacher providing constructive feedback 	<p>recorders are used for listening, no interactive software, only static web-pages to upload content and tests; no language games focused on specific linguistic aspects.</p> <ul style="list-style-type: none"> • Role of the teacher: in some cases static and fragmented, not available after classroom due to workload.
Threats (external)	<p>The increased digital literacy or tech savvy students</p> <ul style="list-style-type: none"> • The commercialisation of HE in UK • The plethora of language software/apps currently exist • The rapidly changing nature of teaching and learning • Different purposes for learning English • The diversity of students' Cultures learning English at the same time. 	<ul style="list-style-type: none"> - Assessment of risk is key • When risk is low, focus on opportunities and innovation • When risk is high, change the current approach in terms of enhancing the experience of learning English both from a socio-pedagogical and technical perspective. • Try to establish a controlled environment for students where support is provided in and outside of the classroom for personalising the learning experience of English in UK.

Table 2: SWOT analysis for learning English as foreign language in UK

4. Conclusion

This report provided a review and analysis of the overarching processes, strategies and activities that are currently put into place from UK institutions that offer English language courses as a foreign language. The report examined the different terminology that is being used in order to refer to the practice of learning and teaching English in UK. Furthermore it provided a discussion about the main pillars that influence the way English are being taught

across UK. The report identified and described the most prominent communicative competencies that students need to develop as means to acquire and extend their English language skills. Then, the report provided a range of English language learning activities and analysed the different ways these activities may be assessed during the duration of the course.

The basic features have been grouped and categorised as curriculum design, teaching approaches, assessment strategies, technology and role of the teacher. These categories served as the criteria/parameters for constructing the SWOT analysis. The SWOT analysis showed that the welldeveloped curriculum and the student-centred approaches used by the language learning institutions in UK are the main strengths which may generate strategic advancements and sustainable innovation. The weaknesses were around technology misuse and the lack of identifying their primary or perceived affordances of using such technologies. Threats have been identified as the increased ability of students to cope with technology and with mobile technologies and language applications in particular, and their demand to engage with such technologies for their English language education; as well as the rapidly changingnature of the educational environment in UK.

Finally we argue that risk assessment procedures should be constructed for identifying the level of risks and based on this, rectification actions should be undertaken in order to alleviate any incongruities.

Questions for consolidation and self-testing:

1. Why is it important to do long-term planning? Be specific in your justification.
2. List three considerations that are important when you are planning a course.
3. You are going to start teaching an intermediate level class next week. List some of the aims you would set yourself for the first two weeks.
4. '*It is important to plan well-balanced lessons.*' Explain what this means and give specific examples of what needs to be balanced.
5. Explain what project work is and list some of its potential benefits.
6. List three things that can 'throw your plan' during a lesson and say what you could do in each case.
7. Describe a series of activities that would help students to integrate the four skills.
8. What are some ways in which you can make a text-based activity (for example gap filling) more meaningful for your learners?

**Theme-4. The role of communicative competence in language
teaching and learning
(2 hours)**

PLAN:

- 1. Introduction**
- 2. Impediments to the Adoption of Communicative Approach**
- 3. The objectives/goals of Communicative English**
- 4. Innovative text materials and curriculum**
- 5. Student Motivation**
- 6. Learning Environment**
- 7. Students' attendance and class performance and participation**
- 8. The necessity of an eclectic method**
- 9. Conclusion**

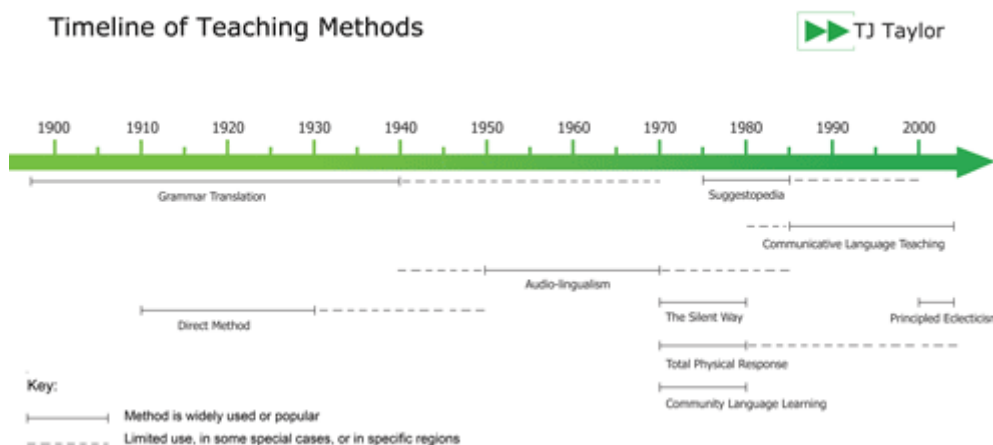
Keywords: Student interaction, authentic materials, communicative abilities, CE (Communicative English), CEP (Communicative English Program), eclectic approach, CLT (Communicative Language Teaching)

1. Introduction:

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed below in the **chronological** order of their development:

- **Grammar Translation** – the classical method
- **Direct Method** – discovering the importance of speaking
- **Audio-lingualism** – the first modern methodology
- **Humanistic Approaches** – a range of holistic methods applied to language learning
- **Communicative Language Teaching** – the modern standard method
- **Principled Eclecticism** – fitting the method to the learner, not the learner to the method



What are the Differences?

Each method has a different focus or priority, so let's look at what this means in practical terms in the classroom.

The more common methods have a link to a separate page with more details and an explanation of how they work, including the most common method currently used – Communicative Language Teaching:

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
– The Silent Way	Student interaction	Teacher is silent to allow

	rather than teacher	student awareness of how English works
Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
Community Language Learning	Student interaction	Understanding of English through active student interaction
Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Based on Techniques and Principles in Language Teaching (Oxford University Press)

Alike teachers, government agencies in Asia specially the Eastern part take special interest in task-based language teaching (TBLT) much modern and advanced version of language teaching. TBLT in initial stage proved much successful in the primary and secondary schools for its ready made and appealing tasks. In this connection it may be said that TBLT helped CLT to make a room for itself as a language teach technique. Many methods, techniques and approaches like grammar translation method, audio-lingual method, functional notional methods etc. were used in in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older one with new tips, techniques and with extremely new prospects. “In the long search for the best way of teaching a foreign language, hundreds of different approaches or methods have been devised” (Azam 2005). In this connection the most popular and effective method which has already become the most popular in the West— the Communicative English, started making a room for itself in . But linguists and educators all over the globe “felt that students were not learning enough realistic, whole language. They did not know how to communicate, using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied” (Galloway 1993). “Communicative Language Teaching, a theory of language teaching that starts from a communicative model of language and language use” (Richards et. al. 2001) gained a wide acceptance in this matter. The government over-night tried to replace a long cherished and practiced method with an entirely alien approach— the Communicative English. But within a very short-span of one year with the publication of the ever first board result of the H.S.C (Higher Secondary Certificate) level, reflecting the utter failure of the newly introduced Communicative English, doubts, suspicions and ambiguity regarding the completeness or exclusiveness of the Communicative Language Teaching (CLT) started becoming obvious to all. All over the country people started reproaching a very modern and scientific approach — Communicative Approach, without giving a second thought to the limitations of the teachers, teaching strategies, curriculum, text books, incompetent students, class size, class environment, logistics and above all the rapid and unwise ways of implication methodology as faulty and incomplete in solving the problems of learning and teaching a foreign language like English.

2. Impediments to the Adoption of Communicative Approach:

Referring Johnson and Morrow, Liao (2000) advocates, “new movements often begin as reaction to old ones. Their origin lies in discontent with an existing state of affairs” (p-10). Liao (2000) further asserts the truth: “Many teachers have tried to change the dominant teaching procedures but quickly get frustrated, lose their initial enthusiasm, and acquiesce to tradition” (p-11). Thus allegation pointing out the shortcoming of the new approach started becoming the headline of top dailies. A quick and sudden motivation in favor of the CLT came in the form of newly introduced textbooks initiated by the educational boards. The new text materials with its extremely modern and contemporary features changed the outlook of both the teachers and students alike. Though found difficult to teach and cope with the new program, teachers along with students understood the shortcoming of the grammar-based syllabus and the blessing of the Communicative Language Teaching which aims at developing the communicative competence of the learners. Another mention worth endeavoring in popularizing the CLT in is the emphasis of regular training of the English teachers by British Council through the short but very beneficial training programs like ELTIP (English Language Teaching Improvement Project) the objective of which was “to improve the quality of ELT and learning through communicative ELT introduced in secondary and higher secondary education” (Hunter 1998).

3. The objectives/goals of Communicative English

The objectives of Communicative English should be clear both to the teachers as well as to the students. Communicative English is not meant to habituate one to memorize some letters, essays, grammars that usually a learner practices in . “Students must use language to acquire academic content in mainstream classes, second language teaching must be integrated with the social, cultural, and political contexts of language uses” (Gonzalez & Darling 2000). Many “teachers suggested that the basic goal of CLT is to be able to exchange message in English without paying too much attention to details or linguistics forms” (Sakui 2002). “One way of helping pupils to enjoy their language activities, and of building up their confidence, is to explain to them, as far as we can, what we are doing in class, and why” (Bright & McGregor 1977). To achieve these objectives Liao (2000) declares the following guidelines:

- Teaching should start with listening and speaking.
- Drill on language form should not be excessive
- English should be used in class

- Use of translation should be limited.
- Audio - visual aids like realia, picture, overhead transparencies, audio tapes, videos, computers, should be fully utilized. The teacher's role should be facilitator and helper to guide students develop effective learning habits.
- Teachers should be aware of the individual differences among students in the learning process.
- Appropriate encouragement should be given to students to reinforce their initiatives.

4. Innovative text materials and curriculum:

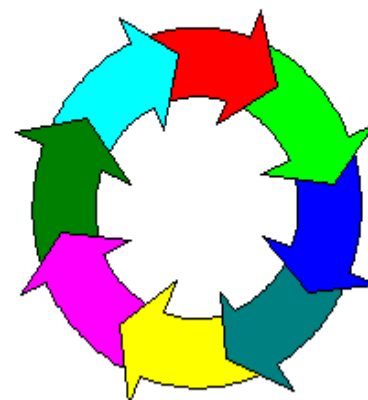
The traditional text and the prevailing curricula in our country should be replaced with a modern one, because "the new curriculum gives greater importance to communicative skills for specific situational uses (i.e. shopping, telephone conversation) and some sociolinguistic functions (i.e. requesting, complaining)". Our Education-Board-prescribed English text materials are so poor in contents like backdated essay writing, paragraph writing, letter writing etc; get-up like poor binding, black and white pictures both on the cover pages and inside; presentation like very typically translated English, highlighting regional and pidgin English etc. that those nearly demotivate the learners. The traditional books, materials, and even the pedagogy seem to be a bit unfit in the modern age.

Students should have free and easy access to authentic materials. From personal teaching experiences the author believes that the goal of Communicative English especially in seems to be achieved if students may have access to technologies like audio-visual devices, listening lab, Computer Assisted Language Learning devices, CD and DVD

systems etc. Teachers should be experienced and tactful enough in motivating students for group discussion, teamwork, effective assessment and appreciation

Communicative Approach Lesson Planning

- **Communication goals**
- **Specific vocabulary & expressions needed to accomplish communicative intent**
- **Visuals, graphs or displays**
- **Dialogue prepared by teacher or students**



of oral performance with an aim to build an English-speaking environment both in the classroom and outside the classroom. In the classes of English lack English-speaking environment. “The core of this approach (CLT) is teaching whatever the learners need and doing that interestingly through proper contextualization”. Some researchers further add “such good features of this approach may prove to be ineffective if the teachers are not well-trained and creative enough and are not supported by other related aspects like evaluation system, design of textbooks etc.” To learn a foreign language attractive and innovative ELT materials accompanied by cassettes and other devices should be prescribed. Nunan (1991) opines “the role of instructional materials within a functional/ communicative methodology might be specific in the following terms:”

- Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
- Materials will involve different kinds of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.

5. Teachers should be equipped with proper armors:

Communicative English which is a complete and fruitful package in learning a foreign language, proves partially beneficial in due to the physical constraints not in its part but on the implementation level which can be turned into a blessing if suitable grounds are provided. Communicative English is arevolution in language teaching in . Mahmud (2004) urges, “teachers should praise, encourage and thank the learners as CLT makes use of real-life situation that necessitate communication.” Thus to materialize or to have the full play of the Communicative English teachers concerned should be built up through frequent and effective in-service trainings. “Training is a process of preparation towards the achievement of a range of outcome which are specified in advance” (Widdowson 1991). Otherwise the incompleteness of the course will be apparent to all which is not at all a true picture.

Our teachers teaching at various levels of educational institution rarely get opportunity to pursue higher degree from abroad. But if we survey and compare the condition of teachers of other countries we will be a bit disappointed. The education boards sanction a huge budget for teachers training and researches in most of the countries of Asia, which is quite opposite in. “The Monbusho has

allocated generous funding for selected senior professors and teachers educators to undergo re-training on these (Communicative Approach) programs in order to be familiarized with the theory and practice associated with the CA” (Collins 1999).

The following tips for the teacher to be successful as a Communicative English teacher:

- always be friendly with the learners to identify their problems
- rectify the students in a friendly way
- emphasize contextual teaching to make the learners capable of communicating in real life
- give feed back to the learners to let them know about their development in learning English
- prepare the teaching materials as per the need of the students
- give importance to a particular skill and using culturally appropriate teaching materials
- facilitate students’ exposure to the English culture.

6. Student Motivation:

A Communicative approach is entirely different from that of a grammar-translation method, because in such classes the class size, the role of the students, students’ participation during the lecture, student motivation and concentration are ardently necessary. Students have to be motivated, pursued through various modern tools and techniques and exploit to speak out their mind in the class instead of an utter silent observer. “Nevertheless students will find it difficult to learn a second language in the classroom if they have neither instrumental (learning the language for a career reason or other practical reason) nor integrative (learning the language to take part in the cultural of its people) motivation”(Cook-1991). In a communicative class the teacher plays the role of a manager or a facilitator rather than the traditional all comprising receptacle. “The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor”(Galloway 1993). This way the learners will be easily motivated towards achieving their target.

7. Learning Environment:

Galloway (1993) opines that "language is interaction; it is interpersonal activity and has a clear relationship with society. She further suggests ‘in this light, language study has to look at the use (function) of language in context, both its linguistic context and its social, or situational, context". But the

scenario in the sub-continent and in particular is alike, considering the role of a teacher. The teacher is adored in a class by his/her students as an all-knowing intellectual. As a result the students never dare to interact with the teacher related to their lectures in the class. Thus the teacher appears to be the superior authority in the whole classroom. “The average class size in private ELT centers in the UK, Australia and Canada is around 15” (Collins 1999). Thus to extract the maximum benefit out of the Communicative English class size of maximum 30 is preferred. In this connection Collins (1999) admits “Effectively monitoring and correcting students’ utterances, paying attention to pronunciation and giving guidance for personalized language practice in these activities become a much more difficult task, and often proves a psychological barrier to less experienced teachers.” He further declares, “Because of the continuing emphasis in preparation for examination, conversation classes tend to be perceived as being of less value to the students” (1999). Students’ only target is to appear in the exam, to pass and to have a degree. They care less for what has been learnt through such training, because in exams are totally based on grammar-translation, reading and writing having no scope of evaluation of the two major skills – speaking and listening.

8. Students’ attendance and class performance and participation:

In most of the time educational institutions fail to make the classes motivating and interesting, which is responsible for students' minimum attendance and participation in the classrooms. The syllabus is designed in such a way that if students remain away from classroom, their performance is not much hampered. Learners have to be oriented prior to attending a CE (Communicative English) class because “learners in CEP (Communicative English Program) also receive training in study skills such as regular attendance, active classroom participation, asking questions in class and completing homework assignments on time” (Warwick et. al 2001). But CLT demands students’ attendance in the class regularly if they are to improve the basic four skills. Students are more interested to gain credits rather than to learn the language. Thus the total marks should be distributed in continuous evaluation process; every class should possess some amount of mark, which will compel the students to attend the class regularly for the sake of securing marks at the least. Moreover, some amount of the total mark may be assigned for class tests, tutorials, and presentations and viva-voce, etc. “Regular homework assignments keep students on-task, extrinsically motivated, and prepared for each day’s lesson. Students are constantly exposed to new ideas

and vocabulary through graded reading” (Warwick et. al 2001). And rest of the 50% marks may be allocated for a final written exam. Such measures can only stop the students’ absence from the classroom. The Prospectus (2001) of International Islamic University Chittagong, a private university, exposes the following classification of the total marks in the assessment of its courses:

- Class Performance (class test, assignment, oral test, attendance) 20%
 - Mid-term examination 30%
 - Final Examination 50%

One of the striking aims of Communicative English (CE) is to enable the students to communicate naturalistically to develop communicative competence in them. One interesting method of eliciting information in the form of question answer is to allocate marks for every question asked by a student in the class which will be added in his final marks sheet under the heading of class performance marks. “During in-class speaking activities, instructors go around the class and award participation points to students who are speaking or who are asking questions in English” (Warwick et. al 2001). For my practical experiences in the language classes at the tertiary level, I can confirm that such method will prompt even a dull reluctant and passive student to participate actively in the class, as he/she is to acquire some marks to pass the course.

To materialize this system a teacher has to work very hard in keeping the records of the marks etc. But once habituated or experienced everything will appear easy and hassle-free. “It is a means for students to see in a concentrated manner that their attendance and participation are rewarded and that their actions visibly count towards grades.” (Warwick et. al 2001)

9. Crying need for a test reformation:

In a board exam, an admission test or any kind of aptitude test means only a comprehensive written test consisting of some grammatical items, reading comprehension, translation, and the writing of essay, letter, and paragraph etc. “Moreover, when we are introducing CLT into our curriculum, there is no room for measuring two important language skills in our exams namely speaking and listening” (Akter 2003). Such tests or examinations most of the time neglect the necessity of testing one’s pronunciation, intonation, listening ability, communicative competence etc. As a result out of the four vital skills required for a second language learner only partial of his / her language is tested giving an imperfect picture of his/her mastery on SL/FL. “Tests should be designed to reveal not simply the number of items which are answered

correctly, but to reveal the quality of the candidate's language performance" (Brumfit & Johnson 1985). But it is believed time has radically changed, a test or a language exam to a modern teacher means a complete diagnosis of a learner's complete mastery over the language- speaking, listening, reading and writing etc. In such a test a learner may be given a small listening test of 10 minutes consisting of 10 marks.

Then a mini presentation of another 05 to 10 minutes of 05 marks may follow. It may be succeeded by a role play or quiz, puzzle solving test of a group of two to three students by assigning 05 marks. Conducting such tests might be time-consuming on the part of the teachers, but its effect is beyond expectation. The rest of the 30 marks may be allocated to writing and reading test. Regret to mention that in two of the most prominent skills, speaking and listening are utterly neglected during a board exam. As a consequence the outcome only infers a partial picture of a learner's aptitude making the CE complete failure. According to Warwick et. al. (2001) "An appealing aspect of the grading scheme is that everything is interconnected. Students who attend regularly and excel in one area tend to well in other areas also. Warwick et. al. further opines, "Students who, for example do not participate in class will see a ripple effect throughout their grade, as homework, speaking and listening tests are affected by the students' work in classes." (2001)

10. The necessity of an eclectic method:

Though CE has been imposed and introduced to the various levels of education in by the government still many teachers teach English language by following the traditional grammar translation method. The teachers solely cannot be held responsible for such anomalies. Due to long experience in former grammar translation method, the teachers feel comfortable to teach in that method and feel a bit uneasy with the new approach. Taking the instances of other countries where CE faced such resistance from teacher, so it is frequently necessary to introduce an eclectic approach in which aspects of different methods are selected to meet the demands of the learners in particular teaching situations. In this connection Sultana (2003-04) advocates, there is a dire need to customize the present teaching approach considering our context, curriculum, test methods, class size, class schedule, students' background and their personality, teachers' background, existing teaching materials that are available at the moment and the availability of modern equipment and other resources.

11. Conclusion:

In fine the study ruminates that a unique approach like Communicative English is not the only solution of the problem of teaching and learning English in . Thus the study advocates that keeping in mind the dire necessity of English in the modern era and the physical constraints should adopt a tailored version of CE and grammar-translation method in teaching and learning English.

The study further proposes the need of the development of the teachers of English for all levels through up-graded and modern training and research. The students should alike be motivated in learning English by establishing English language clubs, debate society which will ensure friendly English learning environment, as well as supervising them personally and rigorously in cutting good grades and if possible place them to prospective careers, and above all arranging congenial atmosphere to go abroad for higher study. "As we are moving towards globalization, global village, being the reality of the present world IT development, along with other inventions and modern thoughts, should be accommodated in language teaching for a meaningful English teaching-learning program. If the proposed factors are brought into practice and a proper environment is created to accommodate Communicative English in , only then the blessings and the boons of CE will be apparent to the students, teachers, guardians, and the relevant authority alike very soon.

Questions for consolidation and self-testing:

1. List the five most important characteristics of the Communicative Approach.
2. Define the term "communicative competence" and explain its significance within the Communicative Approach.
3. Give a definition of "accuracy" and "fluency". What is their significance within a communicative framework?
4. Define the term "on-the-spot correction" and "delayed correction". Justify their application.
5. Explain the significance of skills development within a communicative framework.
What is an information gap activity?
6. There is no one to one correspondence between form and function. Explain what it means and give an example.

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Theme-5. Some generic principles for developing more creativity

(2 hours)

PLAN:

1. **Some common threads**
2. **Overview: Creativity – the what, the why and the how**
3. **Curricular constraint**
4. **General factors**

Keywords: Preparation, Incubation, Illumination, Verification, curricular constraint, creative act, relevant and practicable, creative capacities, acknowledge, listen, challenge, support

Some common threads

There are quite a number of themes and beliefs, which recur right across this collection. I shall take up most of these issues in the second part of this chapter.

Unsurprisingly, virtually all the chapters subscribe to the view that creativity is really important both in life and in teaching and learning a language. Creativity is widely believed to be a ‘good thing’, enriching the quality of life and of learning – but these chapters offer a practical demonstration of how this belief can be realised. There is also a good measure of agreement that the current educational ethos is damaging to creativity.

This is largely due to the increasingly tight curricular constraints, the obsessive concern with objectives to the exclusion of broader educational aims, the intense focus on testing and measurement, and the love-affair with ‘efficiency’ expressed in statistical terms and quick results – all of which characterise so much of what currently passes for education (Robinson, 2001). The following chapters, directly or indirectly, all propose ideas which seek to

restore a balance, so that creative teaching can find its place in this otherwise hostile and increasingly sterile environment. Many of the chapters do not seek to define the nature of creativity, assuming perhaps that we all know it when we see it. Those which do attempt to define it, admit the difficulty of finding an inclusive definition. Many of the chapters subscribe explicitly to the belief that everyone has the capacity to exercise creativity, that it is not the preserve of a privileged elite. While not everyone will have the big ‘C’ creative genius of an Einstein, a Picasso, a Mozart or a Dostoevsky, everyone can exercise what some have called little ‘c’ creativity, which is inherent in language itself.

The chapters also demonstrate how creativity extends right across all age ranges, all levels of competence, all teaching contexts and all geographical regions. And it applies equally to teachers as well as learners. Creativity is universal, though its manifestations may be specific and local.

Creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression. It is, of course, no such thing. Creativity is born of discipline and thrives in a context of constraints. It is therefore reassuring to find this view repeatedly expressed throughout the collection. The issue of the value of constraints both as a stimulus and as a support for creativity will be addressed again later in this chapter. Related to the issue of constraints is the frequency with which low-resource teaching environments are cited. Many of the chapters amply demonstrate that we have no need of expensive and elaborate equipment and technological gizmos to stimulate the latent creativity of our students. In a sense, the less we have, the more we make of it. And no classroom lacks the single most important resource – the human beings who make it up, with their richly varied personalities, preferences and experience (Maley, 1983; Campbell and Kryszewska, 1992). It is also clear that creativity in the classroom does not have to involve epochal changes. Even very small changes can bring about disproportionately large creative benefits. There is also broad agreement that creating the right atmosphere is central to fostering creativity. Encouraging an environment of trust – between teacher and class and among class members – is absolutely crucial. Among other things, this implies curbing the teacher’s impulse to constantly intervene and over-correct. There is an acceptance that creative effort and communicative intent trump accuracy and correction in this situation. ‘Creative thinking cannot be purchased, downloaded or guaranteed but it can be fostered with the right environment. Developing individual conceptual frameworks for understanding and interpreting the world also means encouraging individuals to have the confidence to question and deconstruct dogma and traditional views, to possess the courage to make new

associations without fear of the opinions or cynicism of others' (Greenfield, 2014).

Overview: Creativity – the what, the why and the how

Over time a learning community can come into being, where co-operation, sharing and the valuing of others' contributions become a natural part of the way things are done – what Wajnryb (2003) calls a 'storied class'. There is a consensus too that teachers need to act as role models. It is no good preaching creativity to our students unless we also practise it ourselves.

If we want our students to sing, we must sing too.

If we want them to act and mime, we must act and mime too.

If we want them to write poems or stories, or to draw and paint, then we must engage in the same activities as they do.

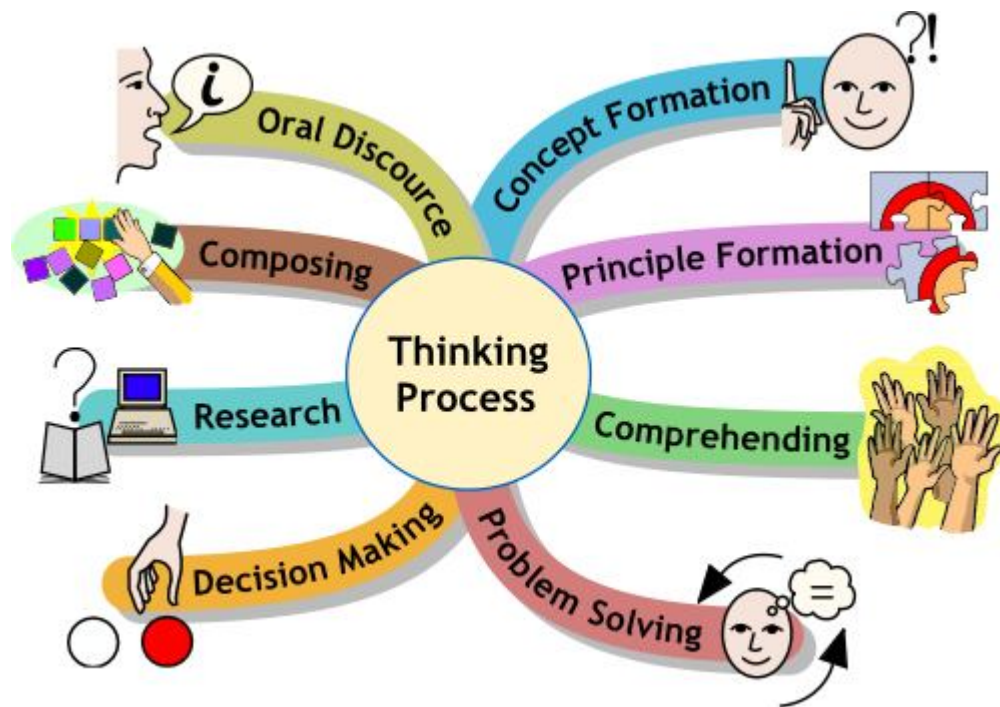
If we want the bread to rise, we need to provide the yeast. In order to do this, we need to relinquish our excessively 'teachercontrol' persona, and become part of the group, not someone who is above it or outside it. Another thing to emerge from these chapters is the need for teachers to develop a creative attitude of mind which permeates everything they do – not to regard creativity as something reserved for special occasions. This also requires of teachers an unusual degree of awareness of what is happening both on and under the surface, and an ability to respond in the moment to the unpredictability as the action unfolds. This kind of reactive creativity complements the proactive creativity of the 'activities' the teacher offers. Clearly too, creativity is facilitated by a wide variety of inputs, processes and outputs.

This implies that teachers need to be open to such variety, and willing to 'let go', and to 'have a go' by trying things they have never done before. A playful attitude and atmosphere seems to be a key ingredient for creativity. The notion of varied outputs reminds us that creativity encourages and facilitates divergent thinking, and frees us of the idea that questions always have a single, right answer.

The what

Creativity is a quality which manifests itself in many different ways, and this is one of the reasons it has proved so difficult to define. As Amabile (1996) points out, 'a clear and sufficiently detailed articulation of the creative process is not yet possible.' Yet we readily recognise creativity when we meet it, even if we cannot define it precisely. For all practical purposes this is enough, and we do not need to spend too much time agonising over a definition.

There are of course, some features which are almost always present in a creative act. The core idea of ‘making something new’ is at the heart of creativity. But novelty is not alone sufficient for something to be recognised as creative. We could, for example, wear a clown’s red nose to class. This would certainly be doing something new and unusual but it would only count as creative if we then did something with it, like creating a new persona. It is also necessary for creative acts to be recognised and accepted within the domain in which they occur. They need



to be relevant and practicable – not just novel. Sometimes creative ideas are ahead of their time and have to wait for technology to catch up.

Leonardo da Vinci designed an aeroplane in the 15th century, but before aeroplanes could become a reality, materials and fuels had to be available. Among the earliest modern attempts to understand creativity were Wallas’ (1926, 2014) ideas. He outlined a four-stage process: Preparation, Incubation, Illumination, and Verification. Given a ‘problem’, ‘puzzle’ or ‘conceptual space’, the creative mind first prepares itself by soaking up all the information available.

Following this first preparation stage, there is a stage of incubation, in which the conscious mind stops thinking about the problem, leaving the unconscious to take over. In the third stage, illumination, a solution suddenly presents itself (if you’re lucky!). In the final verification stage, the conscious mind needs to check, clarify, elaborate on and present the insights gained.

Koestler, in *The Act of Creation* (1989), suggests that the creative process operates through the bisociation of two conceptual matrices, not normally found together. He believed that putting together two (or more) things that do not normally belong together can facilitate a sudden new insight. This is another

idea that we can put to use in the classroom through applying the random principle (see below) to create new and unexpected associations.

Bisociation was also one of the key principles of the Surrealist movement in art, photography, music, film, theatre and literature, which flourished mainly in Paris in the 1920s and '30s. However, they also emphasised the importance of the unconscious mind, especially dreams, of playing around and experimenting, and of seeing ordinary things from unusual viewpoints. They also explored the creative potential of constraints: one novelist (Perc, 1969) wrote an entire novel without using the letter 'e', for example. There are lessons we can learn from the Surrealists too.

By contrast, Boden (1990) takes an AI (artificial intelligence) approach to investigating creativity. She asks what a computer would need to do to replicate human thought processes. This leads to a consideration of the self-organising properties of complex, generative systems through processes such as parallel distributed processing. For her, creativity arises from the systematic exploration of a conceptual space or domain (mathematical, musical or linguistic). She draws attention to the importance of constraints in this process. Chaos theory (Gleick, 1987) tends to support her ideas. Boden's approach is richly suggestive for language acquisition, materials writing and for teaching, in that all are rooted in complex, self-organising systems. Amabile (1996) approaches creativity from a social and environmental viewpoint. She claims that previous theories have tended to neglect the power of such factors to shape creative effort. Her theory rests on three main factors: domain-relevant skills (i.e. familiarity with a given domain of knowledge), creativity-relevant skills (e.g. the ability to break free of 'performance scripts' – established routines, to see new connections, etc.) and task motivation, based on attitudes, intrinsic motivation, extrinsic constraints and rewards, etc. The social and environmental factors she discusses include peer influence, the teacher's character and behaviour, the classroom climate, family influence, life stress, the physical environment, degree of choice offered, time, the presence of positive role models and the scope for play in the environment. These factors clearly have relevance for learning and can be blended into an approach, which seeks to promote creativity.

There is sometimes confusion in the relationship between creativity on the one hand and discovery and invention on the other. Discovery is about finding something that has always been there – but was until then unnoticed. For example, the phenomenon of gravity was not created or invented by Newton: he discovered it. By contrast, invention means bringing something into being which had not until then existed. A new poem or a picture would be instances of this – but it could also be extended to creating a new recipe, or a new game, or a new

way of using paper... Is discovery an instance of genuine creativity? Perhaps it is simply a different aspect of creativity from invention: the outcome is not a new 'product' but a creative solution to a problem never solved before. This is related to the tendency to regard problemsolving and critical thinking as integral to creativity. There is a good deal of overlap but before we treat them as equivalent, we should be aware of the differences. Problem-solving may indeed involve students in experimenting with multiple possible solutions, in making unusual connections, acting on a hunch, engaging with the Wallas model above, and so on. But it may also be conducted in a purely logical, rational way which has little in common with creative processes. In problem-solving, we are given someone else's problem to solve. In problem-finding, we need to make an imaginative leap to perceive that a problem might be there to solve.

One issue frequently raised is whether creativity can be taught. There are many, such as de Bono (1969) and Seelig (2012), who believe that it can. And there are shelves full of self-help books claiming to teach us how to be creative in our lives and in our work. What is certain is that creativity can be tacitly learned even if it cannot be explicitly taught. But unless we as teachers demonstrate our own commitment to creativity, and unless we offer our students a richly varied diet of creative practices, they are unlikely to learn it.

The why

We cannot avoid it. The human species seems to be hard-wired for creativity. Humans are innately curious about their environment, which they explore tirelessly. Put in a maze, we will find our way out, but unlike rats, we are also capable of forming the concept of a maze, and of designing one. Creativity is also necessary for survival. The history of our species can be mapped with reference to key creative breakthroughs: agriculture, the wheel, writing systems, printing – a cumulative and constantly proliferating series of discoveries and inventions. Without this creative capacity, we would still be living in caves. Creativity helps us to deal with change, and as the world changes ceaselessly, so will more creative solutions be needed. Linguistic creativity in particular is so much part of learning and using a language that we tend to take it for granted. Yet from the ability to formulate new utterances, to the way a child tells a story, to the skill of a stand-up comedian, to the genius of a Shakespeare, linguistic creativity is at work. In Carter's words.

In the learning context, creativity also seems to stimulate, to engage, to motivate and to satisfy in a deep sense. Many of the chapters in this book testify to the motivational power which is released when we allow students to express themselves creatively. Likewise, creativity tends to improve student self-esteem,

confidence and self-awareness. This enhanced sense of self-worth also feeds into more committed and more effective learning. When we are exercising our creative capacities we tend to feel more ourselves, and more alive.

The how

I will first suggest some ways in which we can lay the foundations for a more creative climate. These are important because creativity in teaching does not simply happen in a vacuum. We need to create favourable conditions for it. I will then suggest some generic ways in which we can develop creative activities – for students, for teachers, for the classroom and for materials.

General factors

- Establish a relaxed, non-judgemental atmosphere, where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. This means attending to what they are trying to express rather than concentrating on the imperfect way they may express it.

- Frame activities by creating constraints. Paradoxically, the constraints also act as supportive scaffolding for students. In this way both the scope of the content and the language required are both restricted. By limiting what they are asked to write, for example, students are relieved of the pressure to write about everything.

- Ensure that the students' work is 'published' in some way. This could be by simply keeping a large noticeboard for displaying students' work. Other ways would include giving students a project for publishing work in a simple ring binder, or as part of a class magazine. Almost certainly, there will be students able and willing to set up a class website where work can be published. Performances, where students read or perform their work for other classes or even the whole school, are another way of making public what they have done. The effects on students' confidence of making public what they have written is of inestimable value.

- Encourage students to discuss their work together in a frank but friendly manner. We get good ideas by bouncing them off other people. Help them establish an atmosphere where criticism is possible without causing offence.

- Explain regularly how important accurate observation is, and encourage 'noticing' things. Encourage them to collect data which may be used later: pictures, games, DVDs, videos, websites, books and magazines... Students also need to be encouraged to be curious and to follow up with 'research' – looking for more information, whether in books, on the internet or by asking other people.

■ Do not try to do too much. Take it easy. And be kind to yourself. Try introducing small changes over a period of time. And allow time for activities and for talking about them. Johnson (2010) among many others talks about the need for the slow burn of hunches and ideas.

■ Make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours. Most of what we learn, we do not learn in class.

■ Do the activities regularly in order to get the best effects. Maybe once a week is a sensible

frequency. If you leave too long between sessions, you have to keep going back to square one. That is a waste of time and energy.

■ Be a role model. This means working with the students, not simply telling them to do things. This is especially true for reading and writing activities. If they see you are reading, or writing, they will be more likely to engage in these activities themselves.

■ Never underestimate your students. Their capacity for creativity will astound you, if you can help them unlock it.

■ Make sure you offer a varied diet – of inputs, of processes and of products (Maley, 1999). This diversity helps to promote an atmosphere of ‘expectancy’ (I wonder what will happen today?), rather than the feeling of ‘expectation’ (Here we go again. Unit 4...).

■ As a teacher, apply the four golden principles: acknowledge, listen, challenge, support.

Acknowledge the individuality of students who make up the class group by showing that you value what they bring to the group. Learn to listen carefully and without pre-judgements to what they say or try to say. Make sure that you provide the right level of challenge in what you ask them to do. And offer support to them while they struggle to meet that challenge. It sounds easy but of course, it is not.

Some generic principles for developing more creativity

My intention here is not to provide a set of ovenready activities but rather to suggest some principles which can be used to develop various forms of creativity. Use heuristics at all levels. By ‘all levels’ I mean that many of these heuristics (and others not mentioned here for reasons of space) can be used for teacher decisions, for developing materials, for varying classroom routines, and for devising student activities. It will be for the teacher to decide exactly how a given heuristic is applied. A heuristic is a kind of ‘rule of thumb’. Rather than applying a formula with a pre-determined outcome (an algorithm), heuristics

work by trying things to see how they work out. The ‘suck it and see’ principle. Here are some examples of heuristics to try:

■ **Do the opposite.** This has been extensively described by John Fanselow (1987, 2010). Essentially, it involves observing the routines and activities we consciously or unconsciously follow, doing the opposite and then observing what happens. Examples would be: if you always stand up to teach, sit down; if you teach from the front of the class, teach from the back; if you usually talk a lot, try silence.

■ **Reverse the order.** Here you would do things backwards. For example: in dictation, instead of giving out the text at the end, you would give it out at the beginning, allow students to read it then take it away, then give the dictation; if you normally read texts from beginning to end, try reading them starting at the end; if you normally set homework after a lesson, try setting it before; if you usually give a grammar rule, asking them to find examples, try giving examples and asking them to derive the rule.

- **Expand (or reduce) something.** For example, increase (or decrease) the length of a text in various ways; increase (or decrease) the time allotted to a task; increase the number of questions on a text;
- **Suggest 12 different generic procedures, including this one, to develop activities/materials that are more interesting.)**
- ***Use the constraints principle.*** The idea here is to impose tight constraints on whatever activity is involved. For example:
- **Limit the number of words students have to write – as in mini-sagas, where a story has to be told in just 50 words.**
- **Limit the amount of time allowed to complete a task – as when students are given exactly one minute to give instructions.**
- **Limit the amount of materials – as in a construction task where each group is given just four file cards, ten paperclips and two elastic bands with which to build a structure and write instructions on how to construct it.**

Use the random principle

This is essentially using bisociation – putting two or more things together that do not belong together and finding connections. For example:

- **Students work in pairs – all the As write ten adjectives each on slips of paper, all the Bs write ten nouns. The slips are put in two boxes. Students take turns to draw a slip from each box, making an unusual combination, e.g. a broken birthday. When they have ten new phrases they combine them into a text.**

- Students are given pictures of five people taken at random from magazines. They then have to write a story involving all five characters.
- **Use the association principle**
- This involves using evocative stimuli for students to react to. For example:
 - Students listen to a sequence of sounds, then describe their feelings or tell a story suggested by the sounds.
 - Students are given a set of character descriptions and a set of fragments of dialogue – they match the characters with what they might have said.
 - Students are all given a natural object (a stone, a leaf, etc.). They then write a text as if they were their object.
 - Drawing on their own experience, students choose a taste, a smell, or a sound which brings back particular memories.

Use the withholding-information principle

- This involves only offering part of the information needed to complete a task. Jigsaw listening/reading are examples of this. Other examples would be:
 - ■ A text is cut up into short fragments. Each student has one fragment. They have to reconstitute the text without showing their fragments to others. (The same can be done with a picture.)
 - ■ A picture is flashed on the screen for just a second. Students must try to recall it.

Use the divergent thinking principle

- The core idea here is to find as many different uses as possible for a particular thing or ways of carrying out a task. For example:
 - Teachers find alternative ways to do some of their routine tasks: set homework (Painter, 2003), take the register, give instructions, arrange the seating, do dictations (Davis and Rinvulcri, 1988), etc.
 - Students find as many uses for a common object (e.g. a comb) as possible.
 - Students have to find as many different ways of spending a given sum of money as possible.

Conclusion

This book is intended to add to the growing demand for more creative approaches to the teaching of languages. The variety and stimulating content of the chapters which follow are testimony to the interest in this direction in

language education. It is our sincere wish that teachers everywhere will find inspiration and encouragement to experiment for themselves.

Questions for consolidation and self-testing:

1. Why is it important to do long-term planning? Be specific in your justification.
2. List three considerations that are important when you are planning a course.
3. You are going to start teaching an intermediate level class next week. List some of the aims you would set yourself for the first two weeks.
4. *It is important to plan well-balanced lessons.* Explain what this means and give specific examples of what needs to be balanced.
5. Explain what project work is and list some of its potential benefits.
6. List three things that can 'throw your plan' during a lesson and say what you could do in each case.
7. Describe a series of activities that would help students to integrate the four skills.

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Theme - 6. Innovative tactics in English language teaching

(2 hours)

PLAN:

1. **E-Learning**
2. **Task Based Language Teaching (TBLT)**
3. **Technology in English Language: Teaching – Speaking**
4. **Innovative Methods, Materials and Practices in ELT**
5. **Benefits of the New Method**
6. **Conclusion**

Keywords: Language Learning, E-learning, English Language Teaching, Language Laboratory

E-Learning

The term “e-learning” may be described as “online learning” and “virtual learning”. At home individuals are granted access to programs that offer them the ability to earn online degrees and enrich their lives through expanded knowledge. Experience in the area of teacher training has shown that teachers attending courses about e-learning, computer notebook-classes, or teaching with new media expect demanding interactive content or multimedia applications. Apparently, teachers widely believe that in order to implement e-learning in the classroom they have to learn how to use flash or other programmes first. It is not easy to convince teachers who are often enthusiastic about and eager to work with the new media, that e-learning is actually about learning and teaching and thus requires didactics above all. Innovative Tactics in English Language Teaching 148 activities to mouse clicks in an interactive, content-based environment. This development is far from the concept of the construction of knowledge through free action in realistic situations. Teachers in notebook classes have a universal tool at their disposal, which combined with a bit of imagination can help them to find new ways of learning. In this context, Eva Grostenberger has developed a new method of language teaching, which relegates technology and content to the background and focuses on the individual student’s language work as cognitive activity.

Task Based Language Teaching (TBLT)

Just like teachers, government agencies in Asia specially the Eastern part take special interest in Task based language teaching (TBLT), a much more modern and advanced version of language teaching. TBLT in the initial stages proved very successful in the primary and secondary schools for its readymade and appealing tasks. In this connection it may be said that TBLT helped communication language teaching (CLT) to make room for itself as a language teaching technique. Many methods, techniques and approaches like Grammar translation method, audio-lingual method, functional national method etc., were used in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older ones with new tips, techniques and with extremely new prospects. In this connection the most popular and effective method which has already become the most popular in the west - communicative English, started making educators all over the globe feel “that students were not learning enough realistic, whole language. They did not know how to communicate, using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied”.

10 Skills for Modern Teachers



(Galloway 1993) As a result, students who are good in English can correspond with a foreigner very smoothly in written form without any hesitation. But the same person proves dumbfounded and silent in face-to-face meeting and cannot write for journals of

education and practice.

Technology in English Language Teaching – Speaking

The introduction of student computer notebooks in the language classroom has been a subject of high controversy in Austrian schools. Whereas the notebook's function in improving students' writing, reading and listening skills has been widely accepted, it is still generally believed that in order to practice speaking, the notebook has to remain closed. The following method is going to challenge this point of view. Based on Wolfgang Scharl's discussion of sound editing in the classroom, it claims that together with a microphone and free audio recording software, the notebook can make a significant contribution to improving students' oral skills - while not making use of any pre-fabricated e-learning content. Roughly speaking, in this teaching scenario the students are required to record themselves when doing communicative language tasks such as conducting interviews, telephoning or discussing topics in small groups and to upload their contributions on the LMS (Learn Management System) platform. Obviously, the general idea of having students actively speak a language in the face of a machine is not new. In fact, using machines to allow students to work with the target language had been done before. In Austrian schools, the introduction of analogue language learning labs thirty years ago had compared their own utterances. Nowadays these labs are rarely used or have been removed altogether. Only in a few academic institutions have they been replaced by expensive modern computer-assisted labs, which would arguably offer a larger scope of activities, though not necessarily in the area of speaking. Any rate, the simple transition from analogue towards digital formats does not account for the innovation of the method outlined in this paper. It goes beyond the practices of the conventional language lab and is different in its overall approach.

Innovative Methods, Materials and Practices in ELT

In most of the classrooms in conventional teaching methods, materials and teaching techniques based on prescribed texts and syllabus are used homogeneously in spite of vast differences in classrooms and level of students' abilities. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotype methods and teaching material make the learning a monotonous activity and create distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore, the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt. Use of novel teaching techniques like miming, dramatics, creating novel activities and tasks and participating in the same and the use of authentic materials such as songs, cartoons, advertisements, sports commentaries, episode from films, local folk literature etc. Teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. By using authentic teaching material available around him and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner-friendly. The proposed anthology invites scholarly contributions pertaining to the use of innovative and novel teaching practices and materials which can be used as supplement to traditional ELT practices which need reorientation.

- Technology based innovative teaching and learning strategies
- Using innovative tasks for ELT
- Teaching pronunciation through music
- Using post-traditional method pedagogy for ELT
- ELT through blogging, E-mails and sms.

Benefits of the New Method

The advantages of the students personal notebooks, free audio recording software and ideally microphones, which can be conveniently replaced by the headsets for obvious financial reasons. Having this equipment to work, not with pre-fabricated material, but with material that they have generated themselves, material that is meaningful to them and therefore easier to engage with. At this stage, students obviously need some guidance from the teacher, who can easily access all the contributions from the platform and report back to the students either in person or electronically. Furthermore, the importance of evaluating and describing one's language proficiency as outlined above is endorsed by the

European Language Portfolio as one of its main aims. In order to set personal language goals and plan further learning, students have to learn to reflect on their language - and this includes written as well as spoken language, the latter which is often neglected in this respect. In the teaching scenario under discussion, the LMS platform offers teachers and learners a means of keeping a record of the students' oral performance; documenting their progress in the course of the academic year, thereby providing a date for the students' electronic portfolios. It therefore supports teachers when assessing students' oral linguistic competence and facilitates self-assessment. Speaking gains importance in the classroom - it becomes something the teacher can actually claim from his/her students in the same way as a written piece of homework. In fact, oral tasks are no longer confined to the classroom only. Speaking as homework becomes compulsory; it has to be handed in, in digital form in the same way as any other written assignment. Admittedly, the assignments for practice at home have to be changed to allow for individual work.

Conclusion

As students tend to put the emphasis on completing a set task rather than on learning something from it, encouraging students to reflect on their work has probably been the most difficult part of this method, but also the most valuable. Generally, the implementation of the method takes a considerable amount of time, because the students and teacher have to get used to the new teaching scenario as well as the technology involved. Furthermore, the method, stimulating as it may be for students, is generally time-consuming for the teacher, both in the preparation and feedback stage. Thus the English teacher must always be friendly with the learners to identify their problems, to be able to rectify them for the students in a friendly, non-threatening way.

Questions for consolidation and self-testing:

1. What are some ways in which you can make a text-based activity (for example gap filling) more meaningful for your learners?
2. Give three different types of homework and for each one say how it can be linked to what happens in the classroom..
3. List three different ways in which you can get feedback from your students.

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IV. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

1-амалий машғулот

Method: Active Learning Strategies

Ишдан мақсад: тингловчиларнинг мавзу бўйича билим ва тажрибаларини фаоллаштириш.

Масаланинг қўйилиши: Modern practices in teaching methods and innovative techniques.

Ишнинг бажарилиши учун намуна:

List of Active Learning Strategies for presenting students with new material

Methods requiring the least preparation are given at the beginning of each section of the list:

D (I) Methods requiring very little preparation or resources

D (II) Methods requiring resources such as handouts or sets of cards.

D (III) Activities that require a bit more preparation; simplest first

D (I) Methods requiring very little preparation and no resources

1. Teaching by asking

Rather than ‘teaching by telling’, start the topic by asking students a question which leads to what you want to teach. For example:

“What methods are used to market food products? Think of as many as you can.”

“Why do you think managers value staff training?”

“Who would have supported Cromwell, who would not, and why?”

“Here is a maths problem you can’t solve with the methods we have seen so far - how would you solve it?”

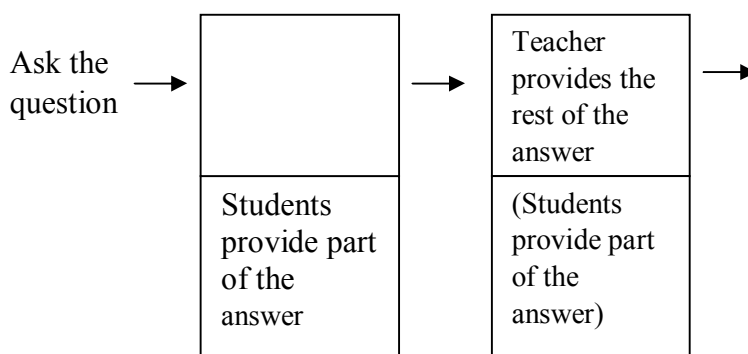
Students work in pairs or small groups (buzz groups) to answer a question or series of questions using common sense, experience, and prior learning. Students can all have the same questions, or they can be given different questions on the same topic. This group discussion can last for literally a minute or less, or for 20 minutes or longer.

Ensure each group has a scribe, and check their attention to task, and the quality of their work, by checking what the scribes have written down. Ask them if they need more time, and if they have finished, ask each pair or group for one idea they have had, ensuring that each group offers something. Write the strong ideas on the board saying a little in support of each idea if you wish. Allow the class to discuss any points of disagreement until they have agreed a common answer. (See section E for more detail on this.)

When the class has its common answer, ‘top up’ the answer with any additional points the class has missed, and correct any misunderstandings. If students get half of the answer, it saves half of the teacher talk, and generates interest and thinking skills.

See Effective Management of Active Learning Strategies for more detail on how to manage this activity, and the activities which follow.

(See also “interrogating the text” below, where students are given a handout or other material to help them answer the “Teaching by Asking” question you give them.)



2. Snowball

This is like ‘teaching by asking’ above. Instead of starting by ‘teaching by telling’, you ask a question that leads to what you want students to learn. Then:

- (1) each individual writes down their thoughts without reference to others,
- (2) students then share what they have written in pairs or threes
- (3) Optionally the pairs or threes combine to create a larger group which again compares their answers, and then agrees a group answer.
- (4) The teacher asks each big group in turn for one idea they have had, and writes the useful ideas on the board, perhaps saying a little in support of each idea.

Like ‘Teaching by Asking’, the teacher then tops up and corrects the class answer.

3. Class Brainstorm

The teacher requests as many ideas as possible from the whole class asking questions such as:

What are the advantages of prior booking?

What diseases are common in childhood?

Why might Hamlet not have taken revenge straight away?

The teacher or a student compiles the answers on the board, classifying them if necessary by writing them in groups. It is usual to be non judgemental at this stage.

This method involves the whole group and can enliven a dull session. Optionally you could ask students to brainstorm in groups and the session then becomes like ‘teaching by asking’ above.

4. Thought Experiment (or Empathy)

Students are asked to imagine themselves in a given situation, and are asked questions about the situation. For example Health Studies students being asked to imagine they are a child who has just been admitted to hospital. Students learning interviewing skills are asked what the interviewer would be looking for.

5. Round

This method is useful for small groups if the experiences of the students are a particularly useful resource. For example Managers on a part time management course sharing experiences of how new staff are inducted into their organisation.

Each person has a minute say, to describe their experiences on a given topic and to express their point of view while others listen. Students can ‘pass’ if they wish. Used to mine useful experience and elicit a range of viewpoints and build a sense of safe participation.

D. (II) Methods requiring resources such as handouts or sets of cards.

The strategies below require students to understand text, videos, CD Roms, Internet sites and other resources, and make their own sense of it. The explanation often refers to ‘text’ or ‘handouts’, but clearly any appropriate resources will do, and the more varied the better.

Well designed activities like these will usually produce better understanding recall and engagement than conventional ‘teacher talk’. However, it is rarely sufficient to let students see material and take notes from it. Learning requires an ‘apply’ activity that goes beyond the information given directly in the resources - for example an exam style question on the material, to ensure they have processed the material and developed their own understanding.

6. Cooperative Learning – Learning Teams do questions on resource material

This is the same as ‘teaching by asking’, except that resources are provided.

Students are given a handout or similar resources. They are asked to use the text to answer a question(s) prepared by the teacher.

- These questions relate to the key points in the text and to the key lesson objectives. They should be thought provoking. E.g. “Who supported Cromwell and why?”

- The answer to the question(s) should not appear baldly and simply stated in one place in the text. Students should need to read, understand, and then reformulate (i.e. think about) the text to answer the question. This requires that students construct their own understanding and don’t just repeat the text back to you.

- There should ideally be a range of materials of differing difficulty which must be shared by the group. Alternatively, different students can be assigned different resources, and then be required to cooperate to answer the questions.

- It helps a great deal to give students individual roles in their group such as scribe, vocabulary checker etc as described in the section on Managing Group Work for maximum participation.

Students work in groups, and when they have finished, feedback can be elicited from the groups one idea at a time, as it is in ‘teaching by asking’.

It is useful to test learning at the end with a test, quiz or an exam style question on the subject, on which students work individually.

7. Key points

1. Students are put in groups and given an unfamiliar piece of text or other resources. They are asked to read the text alone for a few minutes with an eye on the next task.

2. The group identifies, say, five key points made by the text. (It helps if the number of key points is the same as the number of groups.)

3. The teacher then asks each group to give one key point (that has not already been mentioned by another group) with a full explanation and justification. The class agrees or changes that point and the teacher writes it on the board.

Students can of course physically highlight the important sections in the text.

‘Key points’ can be adapted to become ‘How does it work?’ as shown below.

8. How does it work?

Students are given an unfamiliar piece of text, a worked example, a labelled diagram, a set of accounts, a policy, etc.

They are asked to study this and to summarise an explanation of ‘how it works’ or ‘how it could be used’ etc in, say, five key points.

Feedback: The teacher asks each group to summarise one key point, writing those points the class agrees on the board.

Alternatively students can be asked to answer questions that require them to explain the material.

9. Interrogating the text

Students are given an unfamiliar piece of text. In pairs or small groups they are asked to:

1. Formulate important questions the text should be able to answer, or they hope the text will answer.
2. Read the text, highlighting key points,
3. Discuss the key points and agree answers to the questions formulated in ‘1’.

10. Transformation

Students are given text in one format and are asked to present it in another. For example a health leaflet could be turned into a newspaper report., or a set of instructions could be turned into a statement about how the device works and when it would be useful. A chronological account could be reformulated under given, non-chronological headings etc.

11. Peer explaining

Students in pairs are given two related texts about topics that have not been explained to them, for example one about measles and another about mumps. They each study one of these alone for say 5 minutes. Alternatively they could use the same text/video etc, but look at different aspects of it. For example students could watch a video or read a text on the marketing policy of a small company, and one student could look out for strengths in the policy and another for weaknesses.

Each student explains their topic to the other who asks questions until they understand.

Integrative task: The pair then works together at a task that requires them to work together on both topics. A useful question for this is to ask students to “State what is the same, and what is different about measles and mumps.” Or “Considering both strengths and weaknesses, what do you think of the marketing policy? How could strengths be built upon, and weaknesses addressed?”

12. Headings

Students are given a handout with no headings or subheadings, but with space for these. Students read the handout and decide headings *that summarise what follows in that section of text in the form of a statement*. This produces headings such as ‘The heart is a blood pump’; ‘The heart has four chambers’; ‘Arteries take blood from the heart’. Etc.

You can of course adapt an existing handout by removing existing headings, and or by asking students to write a ‘heading’ for each paragraph in the margin.

You can do this activity the other way round, that is provide the headings and ask students to find out about each heading and then write a short section on this. This is a good way of structuring independent learning.

13. Flowcharts/diagrams/drawings

Students are given a text on an unfamiliar topic. For example the quality system in a manufacturing company. They are asked to study the text in pairs and then to produce a flowchart/diagram that summarises the process described in the text.

14. Summarizing

Students, working in pairs must summarise the key points in the text, expressing them as briefly and as clearly as possible. “Headings”, “Peer Explaining” and other activities above would be useful introductory activity for this summary activity. This is similar to ‘Key Points’ above.

D (III) Activities that require a bit more preparation; simplest first

15. Decisions-Decisions

Students, working in pairs are given a text or watch a video etc, along with:

- ‘Summary cards’ which purport to summarise key points from the text, some of which are true and some of which are false: e.g.
 - The left ventricle feeds the lung
 - Heart rates are measured in beats per minute, and if you are very fit your heart rate will probably be lower than average.
- ‘Consequences cards’ which state consequences of the facts given in the text. These consequences are not actually stated in the text itself. Again some are true and some false E.g.
 - If you blocked the left ventricle no blood would get to the head
 - Furring of the arteries would usually raise blood pressure.

The pairs of students must decide which cards are correct, and what is wrong with the incorrect ones. This is a greatly enjoyed activity with the atmosphere of a game.

16. Student Presentation

Students prepare a presentation on a topic in groups. It helps if the topic being studied can be divided up so each group presents a different sub-topic. Don't tell students what their subtopic is until after they have studied the topic as a whole, to ensure they do not overspecialise. Students could study the material using one of the other strategies described here.

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2-амалий машғул

Method: Project Work

Ишдан мақсад: тингловчиларнинг мавзу бўйича билим ва тажрибаларини фаоллаштириш.

Масаланинг қўйилиши: Incorporating Project Work in EFL

Ишнинг бажарилиши учун намуна:

Explaining Exemplars (Carroll 1994) – For skills teaching

An exemplar is a model of good practice or worked example. This strategy can be used in almost any subject from mathematics to craft catering. Try it with calculations, written work, exam question answers, case studies, assignments, essays, craft artefacts etc.

1. Give pairs or small groups of students' examples of good practice, and perhaps some examples of bad practice or examples containing a few common errors. They may have the same, or different exemplars.
2. After examining and discussing it, each group critically appraises the exemplar to the rest of the class. This might focus on the methods

used to create the exemplar as well as its quality. They could ‘mark’ the work, either informally or against agreed criteria.

3. Get the students to summarise general statements of good practice.

Exemplars in pairs:

This strategy will be explained by example. It could be used with any subject:

1. Each pair of mathematics students is given the same four worked examples. The examples solve slightly different problems or use slightly different methods, and are correct in each case.

2. Each individual student takes two of the four worked examples. They study these, and prepare to explain and justify the method to their partner.

3. Students explain and justify their examples to their partners

4. Together the pairs agree to advise ‘How to do it’.

5. Class discussion to agree ‘how to do it’.

6. Students do some similar questions themselves.

You can of course give students worked examples including common errors, and ask them to find these. This works well as a follow up activity.

Carroll’s Research into teaching algebra suggests that showing students a large number of varied worked examples can work better than the more common strategy of ‘showing them a couple on the board and then getting them to do lots themselves’. This is true even if the amount of time spent doing examples is reduced to make time to look at the worked examples. Low achievers make particularly good achievements.

Peer Teaching – For skills teaching

Explaining: Students explain to each other how they did something, for example, solving a problem. It has been found that students who explain their method to each other learn mathematics much faster than those who do not.

By explaining conceptual relationships to others, tutors define their own understanding.

Question Pairs: Learners prepare for the activity by reading an agreed text, and generating questions and answers focused on the major points or issues raised. At the next class meeting pairs are randomly assigned. Partners alternately ask their questions of each other, and provide corrective feedback on the answers.

Learning Cells: Each learner reads different selections and then teaches the essence of the material to his or her randomly assigned partner.

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3-амалий машғул

Method: A Cooperative learning method

Ишдан мақсад: тингловчиларнинг мавзу бўйича билим ва тажрибаларини фаоллаштириш.

Масаланинг қўйилиши: The role of communicative competence in language teaching and learning

Ишнинг бажарилиши учун намуна:

Jigsaw. A Cooperative learning method

Jigsaw is one of many cooperative learning methods with high effect sizes*.

1. Divide a topic up into, say, four sub-topics. For example childhood diseases could be divided into mumps, measles, whooping cough and German measles. Alternatively students can be given four different key questions or ‘spectacles’ that require students to analyse the same materials from a different point of view. For example all students are given the same information about the beliefs and policies of the Nazi party, and different groups look at this from the point of view of women, the working class, the middle class and the church.

2. Divide students into four groups. The teacher chooses the groups and they should be mixed ability, experience, ethnicity gender etc. Don’t use friendship groups. Students may complain at first but will soon accept it if you are insistent.

Each group studies one disease or question with the help of texts and worksheets etc. This is usually done in class time, though you might be able to adapt the method for students to do their learning outside of class time. (See Independent Learning)

3. The students now form new groups. Each new group is a 'jigsaw', with one student from each of the four original groups. Any students left over act as pairs in a full group. Each group now has one 'expert' in each of the four childhood diseases. (They may have two experts in one disease)

4. The new group now completes an activity that requires them to Peer Teach each other about their disease, and requires them to cooperate with the rest of the group over a combined task that requires them to integrate the four topics. For example they could be asked to:

- a. Explain your disease to the rest of your new group, using the same headings as for the earlier tasks. (incubation time, mode of transmission etc)
- b. Cooperate to find three things all the diseases have in common
- c. Cooperate to find, for each of the four diseases, four unique characteristics.
- d. Design a leaflet on childhood diseases. In your leaflet:
- e. Place the four diseases in order of:
 - i. Severity of potential consequences
 - ii. Ease of protection

Cooperative learning is very big in the USA with tons of materials on the internet about it. Some people have used it for years, many more will soon. Ninety years of research and 600 studies shows that cooperative learning really works. It is related to high attainment high order reasoning skills, creative thinking, and excellent transfer of learning to unrelated topics. It is excellent for 'bonding' groups, developing social skills, working with others, and for promoting equal opportunities.

How to decide groupings with jigsaw

You can do jigsaw with any group size and with any number of 'subtopics' if the following rules are followed:

If you have N students and X subtopics then:

You must start with X groups, (with N/X students in each group.)

These then jigsaw to N/X groups (with X students in each group.)

Help! I have a remainder when I divide N by X.

Doesn't matter!. Let some subtopic groups be one student bigger than the others. Then pair students up in these larger sub-topic groups. For example if the remainder is two, you will have two subtopic groups that are one bigger than

the others. Pair up two students in each of these groups and let them share the tasks.

This pairing up strategy will always work, whatever the remainder.

Alternatively, if the remainder is large, and you want to avoid pairing up too many students then consider the following:

Again allow some of your sub-topic groups to be one larger than the others. Number off and form 'teaching groups' in the usual way. You will find that some of the teaching groups are one 'expert' short. You can take the place of these missing experts by visiting these groups in turn.

If you would like a fuller explanation of how to group with jigsaw please e-mail me from my website and I will send a paper on it.

References:

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4-амалий машғул

Method: Snowballing questions

Ишдан мақсад: тингловчиларнинг мавзу бўйича билим ва тажрибаларини фаоллаштириш.

Масаланинг қўйилиши: Modern practices in teaching methods and innovative techniques

Ишнинг бажарилиши учун намуна:

Snowballing questions. Students are given resources on the topic to be learned along with past paper questions or multiple choice tests. The questions should require more than just copying answers from the resources. Students work on the resources and the questions individually or in pairs. It sometimes helps curiosity and focus of the student's reading if they read the questions before studying the resources.

Students combine individuals into pairs, or pairs into fours. They compare answers to the questions and combine their work to produce a 'best answer' without further consultation of the reading unless really necessary. This promotes discussion, requires student to justify their points of view, which

encourages good learning. Students are shown the answers with any reasoning or working made clear, and then mark or score themselves. It helps if students are given roles such as ‘teacher’ or ‘questioner’ as described below in section E.

Independent Learning

1. Any easy section of the syllabus is identified and this is not taught.
2. Instead students are given an assignment which describes in detail what they must learn. More experienced independent learners might need less direction.
3. Students work on this material in pairs or small groups, usually outside of class contact time. The activities set require students to work in pairs or groups, are thought provoking, and are not entirely ‘book and biro’. At least one task requires students to go beyond recall of ideas in the materials, and to apply their learning. This is to encourage deep learning, otherwise students may simply collect information and write it down without really thinking about it or understanding it.
4. Student’s work is monitored by a designated ‘leader’ in their group or by the teacher.
5. The learning from this work is assessed in a short test. The student’s notes are not usually marked; instead their learning is assessed by a short test. Optionally students can be required to retake tests, or do other remedial work if their test result is unsatisfactory.
6. After completing this independent learning assignment, or indeed before, students use an independent learning competences questionnaire to identify their weaknesses as an independent learner, and to set themselves targets for their next independent learning assignment. See Geoff or Teaching Today for this questionnaire or devise your own!

This is not an easy teaching method to use but it is greatly enjoyed by students if it is managed well.

This method is best explained by examples. Suppose a teacher of accountancy wanted to teach students about building society accounts, bank accounts, shares, and other ways of saving money. She asks her students to study materials on these accounts in order to complete an evaluation matrix (i.e. table) like this:

How should we save?				
	Rate of interest	Can the value go down as well as up?	Ease of withdrawal	etc
Building society account				
Bank account				
Shares				
etc				

If the evaluation criteria are well chosen the students must study and understand the different methods of saving very well in order to make their judgements. The judgements the students make show the teacher whether the learner has understood the method of saving. Groups can compare their judgements by placing them on a class grid provided on a flip-chart, board, or OHT. They enjoy this, and the controversy this creates can help clarify misunderstandings.

Students could then be given a scenario, and asked to make a judgement as to the most appropriate method(s) of saving for a particular person.

Like the other methods described in this document the aim is to get students to learn content (in this case, methods of saving) without direct explanation from the teacher. However, using this method, students will also develop their evaluation skills.

Other examples include:

- Learning about childhood diseases by evaluating them against criteria like ‘method of immunisation’ ‘ease of immunisation’ ‘likelihood of permanent effects’ etc.
- Learning about computer printers by evaluating them as three star two star one star or no star against criteria like cost, speed, etc. This produces a matrix similar to the ones produced by consumer organisations like ‘Which?’, and product reviews in magazines.

This method is greatly enjoyed, and is best done in groups.

Skill judging

Not all learning is based on factual content. Some learning is skill based. This is a very powerful method to teach a skill such as writing an essay, lab

report, computer programme, menu, care plan, marketing policy; delivering a presentation, carving a joint etc.

First student's works as a class or in groups do devise criteria for good practice in the skill. Alternatively they could use exam board grading criteria but work on interpreting and expanding this. For example they could add a few examples of how the criteria could be met in practice.

Second: students are given examples of the skill to judge with their criteria, e.g. example essays. It helps if these examples include some that appear at first sight to be good practice, but are actually flawed. For example, an essay with lots of impressive detail, but that does not address the topic in the title well.

Third: Students discuss the examples given and write strengths and weaknesses for them. They could also give marks or grade the work. Optionally, they work to improve their evaluation criteria at this stage.

Fourth: the teacher tells the students the 'official' strengths and weaknesses, grades or marks for the exemplars. It helps if this is a shock for the students. For example, the longest essay did not get the biggest mark!

E. Effective Management of Active Learning Strategies to maximise participation.

Using roles to maximise participation.

All the activities above are best done in pairs, or small groups. However, some can be adapted for individual students. It helps to give students in groups specific roles such as those which follow. It is unlikely that you would use all these roles at the same time. Useful combinations of roles are given later. Role descriptors are given in a manner suitable for level 3, or adult learners. Please change these descriptors to suit your students. Students enjoy these roles and soon get used to them. But don't expect them to use the roles effectively without practice. Just after the first time you use these roles it would be useful to reflect with the class on how to make them work well. Consider ensuring that each student in a group has at least one role. This avoids some students becoming 'passengers'. Consider rotating the roles during the term.

Role card descriptors:

Teacher.

"Your role is to study the aspect or a section of the materials that the teacher gives you, and to explain this to the other students in your group/pair.

You will be the only student in your group/pair to study your particular aspect of the topic, so make sure you understand it well and practice how to explain it! You can ask the teacher for help if you get stuck."

Checker:

“The teacher will choose students at random from your group to report back on what your group has learned and decided. The teacher may ask questions of more than one student from your group. They may also set a quiz or test on the material. Your role is to check that **all** the students in your group understand your group’s findings, and can report it to the rest of the class clearly. Do this by preparing and asking questions of your group. You are allowed a full (five?) minutes to do this. If one of your groups can’t answer the teacher’s questions - guess whose fault this will be!”

Scribe:

“Your role is to summarise the key points that your group is making, check that the whole group agrees with them, and then write them down. You may also be expected to explain your group’s findings to the rest of the class. There is much more to being a Scribe than just writing!”

Questioner.

“Your role is to ‘skim’ the resources and then decide on important questions that the resources should answer. For example “Who supported Cromwell and why?” The aim is to focus the group’s attention on the key points. You then give your questions to the group for it (including you!) to answer.

You can add to, or change your questions as you get more familiar with the materials.

You may also ask supportive and clarifying questions to help the group complete its task(s)”.

Vocabulary chief:

“There is some technical vocabulary in this material. Your role is to research and explain the meaning of all the technical terms. You could devise a ‘glossary’ for your group if you think this would help. You will need to run a quiz with your group to check **everyone** can explain each technical term.”

Leader:

“Your role is to lead and manage your group in a democratic way, to ensure that the group completes all its tasks in the time available. You can give other students in your group specific roles if you think this helps. You will need to share out the resources in a way that helps the group to work with maximum effectiveness.”

These roles work best if the teacher makes sure that s/he will test every student’s learning after the activity. This can be done during feedback or with a quiz or test warned of in advance. If they know that any member of their group might be asked questions on the material, they will work with their **Checker** to ensure that all members understand all the points.

You can spice this up (at some risk!) by saying that any student who gets one question wrong, will automatically get the next question and so on until they get one right. The risk of course is that you put humiliating pressure on a weak student, but if you have some easy questions up your sleeve this can be avoided if you judge it necessary.

The roles of **questioner** and **checker** etc help to show students good practice in reading text. Do point this out to students. For example, good readers formulate important questions that the text might answer; ask themselves ‘do I understand this?’ and ‘is this important?’ as they read. They also check they know the vocabulary and summarise key points etc. Hence the roles are not arbitrary or purely managerial, but model good study practice.

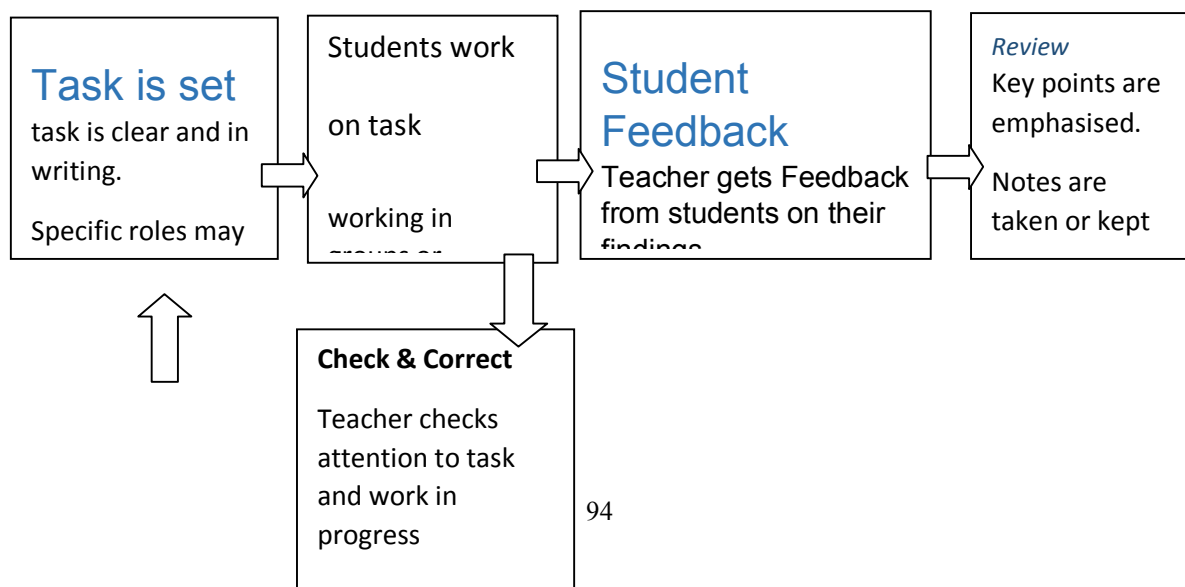
Students can be given ‘role cards’ with all the roles described until they get used to it. Roles can rotate from lesson to lesson.

Task Design

A useful checklist to ensure your tasks and supporting materials cover everything:

1. Check/review any necessary prior learning.
2. Establish purposes, tasks, and questions etc.
3. Locate information and resources.
4. Plan how to complete the task successfully delegating if necessary
5. Get to work on the tasks
6. Monitor progress and understanding.
7. Make a record.
8. Evaluate information and task completion
9. Check the groups’ understanding
10. Communicate findings to rest of the group and teacher
11. Teacher tests the understanding of the whole class

Managing Group work, individual learning, practical etc



Pointers for success in groupwork:

Prepare: review or confirm any learning required for success at the task

Task is set

- The task is clear and in writing. There may be different tasks for each group.
- A 'Scribe' is identified by the group or the teacher. There may be a task sheet to fill in
- Time allowed for the task is given in advance. Require all learners to be prepared to feedback for their group and justify their answer.
- Tasks differentiate by being open, graduated and/or there are some stretching tasks
- At least some of the tasks are high on Bloom's Taxonomy, that is, requiring:
analysis ('why' questions) synthesis ('how' questions) or evaluation ('which' or 'how good is this' questions)
- As well as scribe consider giving some students roles such as: Teacher, Checker, Vocabulary checker, Questioner, Summariser, Leader etc..

Students work on task

- Groups are formed, preferably random e.g. by numbering round the room.
- A group scribe is appointed (by group or teacher) to record ideas in progress. Avoid students with dyslexia unless they can work verbally as they are slow writers. Rotate such roles from lesson to lesson.
- Teacher checks attention to task by visiting groups and examining the scribe's material
- Challenging time constraints are given, i.e. the task doesn't go on too long
- The Scribe role rotates from time to time

Check and correct

- Check Scribe's notes to determine the group's progress.
- Ask for their ideas and listen. Ask clarifying questions if necessary. Do not overhelp. If they are having trouble leave them with a clarifying question and say you will come back in a couple of minutes or so.
- Encourage and cajole. Feedback is 'medal and mission' at least some of the time: a 'medal' for progress made to date, effort, ideas etc, and a 'mission' challenging them to go further.
- Challenge with support

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V. КЕЙСЛАР БАНКИ

Comparing and contrasting has been found to improve students understanding of the topics compared by much more than one grade. It is a preferred method for helping students to clarify concepts that are often confused, or poorly understood.

Students are put in pairs or small groups, and are given a grid on flip chart or A3 paper. They work in groups to make a bullet pointed list of important similarities and differences between the two concepts. They can work from previously unseen, or from other notes to do this. Clearly this could be used in any subject to help teach almost any pair of similar concepts.

1. Interpret the following statement: "Learning is more important than teaching."

2. Imagine you are at a teacher-parent meeting. One of the parents questions the efficiency of student-centred teaching. Explain the main principles of this approach and argue for your position.

3. Interpret the following statement: "Don't tell students what they can tell you."

Why do you think it's important for a teacher to do needs analysis at the beginning of a course? List some specific ways of carrying out needs analysis.

4. First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect.
5. The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.
6. Students learn English by translating to and from their native language.
7. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus.
8. Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.
9. The teacher only uses English, but the students can use English or their first language. The teacher does not correct mistakes when his students speak English. Students can start speaking English when they are ready. The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.
10. ESL students at the school take all subjects in English. They take part in

class and school activities with native English students their own. First, students learn how to say words properly. Next, they learn to read and write. They use colour charts and rods to help with the pronunciation of sounds.

11. Teacher talking time is minimal. The teacher says commands and acts them out.

12. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

First the teacher finds a way for the students to engage with a subject emotionally.

Then students focus on studying the construction of the target language. Then learners activate what they learned through engaging activities.

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- маҳаллий ва хорижий ўқув ва илмий адабиётларидан фойдаланиш асосида модул мавзуларини ўрганиш;

- Интернет ва тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;

- матнлар типологияси юзасидан изланишлар олиб бориш;

- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;

- тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш;

- касбий фаолиятига тегишли матнлар яратишда стилистик имкониятлардан самарали фойдаланиш.

Мустақил таълим мавзулари

1. Learning and the Learner
2. The teacher in Focus
3. Communicative Language teaching
4. Coursebooks and Syllabuses
5. An Introduction to Planning Class management
6. Evaluation and assessment
7. Developing listening skills
8. Developing reading skills
9. Developing speaking skills
10. Developing writing skills
11. Focus on Structures Focus on Vocabulary
12. Working on pronunciation course and lesson planning

VII. GLOSSARY

Термин	Ўзбек тилидаги шарҳи	Инглиз тилидаги шарҳи
Academic controversy	Академик музокара	A form of debate in which students work cooperatively to consider alternative sides of an issue before reaching consensus.
Assessment	Баҳолаш	Assessment is the process of acquiring information and making judgements about students' learning.
Individual professional learning plan	Индивидуал таълим режаси	An individual teacher's plan for organising and managing their professional learning so it meets individual, school and system needs and priorities.
Inductive thinking	Индуктив фикрлаш	One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalisations and theories.
Monitoring	Мониторинг	Monitoring refers to a series of assessments made over time, in order to keep track of developments in students' learning.
Self-assessment	Ўз-ўзини баҳолаш	Self-assessment occurs when the learner assesses her or his own work.
SWOT analysis	SWOT таҳлил	A framework through which strengths, weaknesses, opportunities and threats are identified in order to make considered judgements on an issue.

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