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METHODOLOGICAL MANUAL

on the Module: MODERN METHODS IN TEACHING

FOREIGN LANGUAGES

Fulfilled by Ph.D. Tajieva A.U.

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MODERN METHODS IN TEACHING FOREIGN LANGUAGES

Календарь-тематик реже

№	Темалар	Саат	Уакты
1	**Principles of language teaching (lecture)**	**2**	
2	**Communicative approach in teaching languages**	**2**	
3	**Task-based approach (practical lesson)**	**2**	
4	**Developing independent study skills (practical lesson)**	**2**	
5	**Lesson planning(practical lesson)**	**2**	
6	**Modern methods: Content-based approach**	**2**	
7	**Designing learning materials(practical lesson)**	**2**	
8	**Authentic materials (practical lesson)**	**4**	
	Жами	**16**	

Topic 1. Principles of language teaching (lecture 2 hours)

Plan of the lecture:
1. Identification of concepts
2. Approaches to language nature

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

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

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

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

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

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

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

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

The second view of language is the *functional view*, the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. Wilkin's Notional Syllabuses (1976) is an attempt to spell out the implications of this view of language for syllabus design. A

notional syllabus would include not only elements of grammar and lexis but also specify the topics, notions, and concepts the learner needs to communicate about. The English for Specific Purposes (ESP) movement likewise begins not from a structural theory of language but from a functional account of learner needs.

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

"Interaction" has been central to theories of second language learning and pedagogy since the 1980s. Rivers [7; 10] defined the interactive perspective in language education: "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both). This is interaction [7: 4]. The notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. Carrel, Devine, and Esky (1988) use the notion of "interactivity" to refer to the simultaneous use by effective readers of both top-down and bottom-up processing in reading comprehension. It is also used to refer to the relationship between and writer who are viewed as engaged in a text-based conversation [2; 180]. Task-Based Language Teaching also draws on an interactional view of language, as to some extent do Whole Language, Neurolinguistic Programming, Cooperative Language Learning , and Content-Based Instruction. Despite this enthusiasm for "interactivity" as a defining notion in language teaching, a model of "Language as Interaction" has not been described in the same level of detail as those models that have been developed for structural and functional views of language theory.

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

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

Topic 2. Communicative approach in teaching language (2 hours)

Plan of the lecture:
1. **Learner-centered approach**

Key words: Learner-centered, cooperative learning, communication, culture, connections,

1.LEARNER-CENTERED APPROACH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a. The successful learner, over time and with support and instructional guidance, can create meaningful coherent representations of knowledge

b. The successful learner can link new information with existing knowledge in meaningful ways

c. The successful learner can create and use repertoire of thinking and reasoning strategies to achieve complex learning goals

d. Higher-order strategies for selecting and monitoring mental operations facilitate creative and critical thinking

e. The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control

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

Learner-centered approach in language instruction is founded on the concept that the learner is central in the learning process. Learners learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experiences, background knowledge, interests, and creative skills. Learners are active as opposed to passive recipients of knowledge. They may assume a decision-making role in the classroom, often deciding what is to be learned, through which activities, and at what pace. Learners can also produce materials and provide realia for the classroom. Teachers, on the other hand, are seen as facilitators, helpers, and resources with a decentralized role. The purpose of the learner-centered approach to language learning and teaching is to maximize language learning. The major goal is to provide a learning environment and process that focuses on the learner so that learner's needs are served. Teachers and students collaborate in the learning and teaching process. Students are involved in decisions on content selections, methodology, and evaluation (Nunan, 1989). In the process, first learners' needs must be assessed. Secondly, learners are allowed tochoose choices in their learning tasks (Nunan,1989; Richards, 1986; Tudor, 1996). Thus, teacher's roles are changed to develop learning and teaching through the tasks suitable for this approach such as project work, planners, counselors, and helpers.

Topic 3.TASK-BASED APPROACH
Plan of the lesson
1.Task-based language teaching
2. Task-Based Learning Models
3. Task-based lesson

Key words: task-based approach, models, meaningful tasks, planning, analysis

Task- Based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents(Willis 1996) present it as a logical development of Communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s. For example:
- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

Tasks are proposed as useful vehicles for applying these principles. The role of tasks has received support from some researchers in second language acquisition, who are interested in developing pedagogical applications of second language acquisition

theory [27; 83]. Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place. Language learning is believed to depend on immersing students not merely in "comprehensible input" but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication. The key assumptions of task-based instruction are summarized by Fees[17; 61] as:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasized communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

Activities and tasks can be either:

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

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

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

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

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

Pre-task

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

Task

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

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile

the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

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

Analysis

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

Practice

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

The advantages of TBL

Task-based learning has some clear advantages

- The students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.
- A natural context is developed from the students' experiences with the language that is personalised and relevant to them.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.
- It is a strong communicative approach where students spend a lot of time communicating. Just watch how much time the students spend communicating during a task-based lesson.
- It is enjoyable and motivating.

Task-Based Learning Models

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

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

attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible." [5; 19].

Nunan considers a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" [17; 10]. Skehan sees task-based learning as "…activities which have meaning as their primary focus…A task-based approach sees the learning process as of learning through doing …it is by primarily engaging in meaning that the learner's system is encouraged to develop." [18; 5]

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

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

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

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

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

completing the task and the format, all aspects involving the use of a target language.

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

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

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

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

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

As a way of conclusion, Task-Based Learning offers more advantages than disadvantages. A TBL framework focuses on language acquisition and learning through different tasks that pursue a goal.
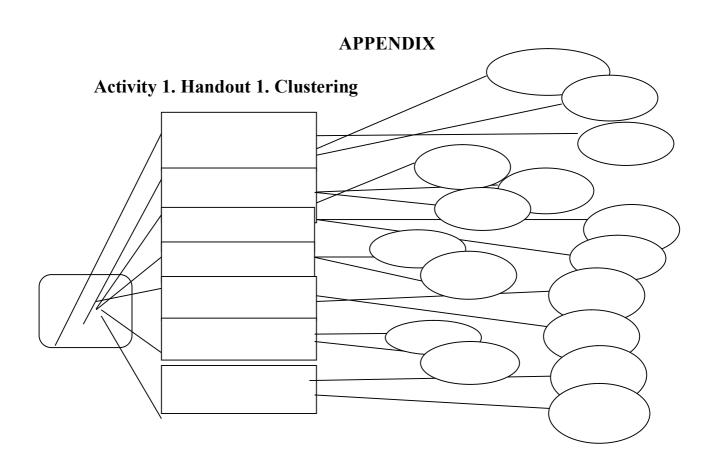
Questions to the lecture:
1. What innovative methods of teaching foreign languages do you know?
2. What is content-based learning?
3. How to design materials for content classes?
4. What task types have you been introduced?
5. What is the purpose of using task-based activities?

Task-based approach LESSON PLAN

Lesson 1. Topic: Famous people of the world Lesson type: Critical Reading		
Type of the course: Practical lesson		Time: 2 hours
Semester: 4 Date:		Number of students: 12
Outline of the lesson		
Lead-in activity. "Clustering" Activity 1. Pre-reading. Reciprocal questioning Activity 2. While-reading. Critical reading and integrating it with other skills Activity 3. Post-reading. To prepare to write summary Activity 4. Feedback and evaluation		

The objectives of the lesson	The outcomes of the lesson
- to activate background knowledge around the topic; - to provide an opportunity to develop critical thinking skills; - to develop ability to deal with tasks; - to develop an ability to analyse native culture; -to provide opportunity to practice reading and integrating it with other skills; - to give learners an opportunity to express their ideas; - to prepare the learners to summary writing	Recalling background knowledge; Ability to deal with different tasks; - ability to analyse native culture; - practice reading and integrating it with other skills; - opportunity to express their ideas; - practicing writing.

The materials and equipments used	
Board, marker, a map of Uzbekistan, slips of paper, handouts with text and tasks.	
Types of assessment	
Participation Task based works Writing summary	Continuous assessment
Types of interaction	**Lasting of the work (hours, days)**
Whole class Group work	In class: 80 minutes
Model of teaching	**Students will do:**
Task based activities Developing reading and critical thinking skills	Group work Creating and analysing tasks

Procedure of the lesson		
Stages and time	Teacher's action	Students' action
Lead-in activity "Clustering" **Time:** 10 min	- T elicits from students the names of regions in Uzbekistan and names of towns and	- Students call the names of regions in Uzbekistan and names of small towns and

	villages in these regions. - T. shows the map of Uzbekistan on the power point presentation and asks to find a small town Bagdad in Fergana region, between Margilan and Kokand. - T.asks why this town was named Bagdad?	villages in them. - S. work with the map and find the town Bagdad. - S. try to find why this town was named Bagdad.
Activity 1. Pre-reading. Reciprocal questioning **Time:** 15 min	-Teacher divides students into groups explaining that it is easier and enjoyable to fulfill tasks working in a group. - T. writes the title of the text they are going to read on the blackboard and asks to predict what the text will be about. -T. asks students to prepare in their group two questions they think they can find answers from the text. -T.collects questions and reproduce them on the blackboard.	-Students work in groups for doing tasks. -Students read the title of the text and predict its content. -In their groups students prepare two questions the think will be answered in the text and write them on slips of paper, give to the teacher
Activity 2. While-reading. Critical reading and integrating it with other skills **Time**: 30 min	-Teacher distributes handout 1 with the first part of the text and task 1. and asks them to follow the instruction and do the task. T. asks students to share their feelings and opinions. -T.gives the second part of the text and set time to read and do the second task. -T.allows students to work with the third part and share their findings. -T.distributes the last part of the text and asks students views.	-Students work in groups, they read the first part of the text and answer the questions. - students fill in the table after reading the second part of the text and share it with the class. -Students work with the third part reflecting the life of the uzbek nation and present their ideas to the class. - students share their feelings and opinions of the story.
Activity 3. Post-reading. To prepare to write summary **Time:** 20 min .	-Teacher pays students attention to the questions written by them before reading the text and asks if they can find answers to them. If not why? -Teacher explains that they are going to write a summary of the	Students try to find answers to their questions. - Students work in groups

	story following the guideline suggested by the teacher. - Teacher introduces the guideline which consists of the following points: 1) get the general meaning of the text, decide the aim of each part; 2) decide which details, opinions, facts you can ignore; 3)make notes of the important points in your own words and put them in a logical order; 4) write the first draft; 5) check for mistakes in spelling, punctuation and vocabulary; 6)check if you included all important information. -After writing summary teacher asks students to exchange them with other groups and get feedback.	and write their summary following the guideline. -Students exchange their writings and give feedback to other groups' work.
Activity 5. Feedback and evaluation **Time:** 5 min.	-T. gives feedback and evaluates group participation.	-Students share their feelings on the lesson.

APPENDIX

Activity 1. Handout 1. Clustering

Activity 1. Handout 2. Look at the map of Uzbekistan and find a town Bagdad in Fergana region.

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

- Do you know why this town was named Bagdad?

Activity 2. Handout 3.

The legend about Navoi

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

The summer of 1469

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

Task 1. Now, answer the following questions.

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

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

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

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

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

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

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

Task 2. . For Turkic people, a person's name is not just a beautiful abstract word selected from a longest list; in most cases it reflects the specific situation

that arises in life. For example: Tursunoy, Ulmas which means "let him/her survive/withstand. In your group fill in the table with uzbek names and their meanings.

№	Uzbek names	The reason of naming

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

The spring of 1475

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

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

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

   When she noticed a group of horsemen she disappeared behind the door. Navoi entered the court accompanied by his personal clerk. The vizier learnt from Mahkam's father about the awful conjecture. Alisher Navoi ordered his guards to find those who could give any information on the things that had taken place six years ago. They summoned those who served Karabay and Kaltabay at that time. When fragments of the remembrances of the events that had taken place on that terrible night narrated by a number of different people formed a single picture, Alisher Navoi sent his soldiers to the houses of the two rich men.

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

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

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

Activity 3. Handout 4.

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

Topic 4. Developing independent study skills. (practical lesson 2 hours)

Lesson plan

Independent Study Skills

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

Possible answers:

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

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

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

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

Activity 1. Case study.

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

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

Handout 2.

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

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

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

autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.
This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous, more independent. Is it possible at all to develop autonomy? If so, how?

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

Handout 3

I remembered myself as a learner at university and one of my favourite teachers. I must say that I am very grateful to my university teacher because he taught me how to become a good learner.
It all started when our teacher gave us a test which helped me to define my preferred learning style. That was the first time when I began to think about my learning and to pay attention to how I learn things better. Later our teacher shared a syllabus with us and asked us to choose the areas that we would most like to work on. Thus, I defined my own learning goals and objectives. From time to time our teacher asked us to revise our objectives and think about the ways of achieving them. I felt very proud of myself
when I was able to put a tick against a goal in my learning plan.
I think the turning point in my attitude towards my own learning, however, was when our teacher asked us to evaluate our own work. After we completed one of the tasks our teacher asked us to put marks for our work and to justify it. At first I was very generous to myself and put a good mark realising however, that it wasn't a very careful assessment of my work. The next stage of the activity was to share our self-evaluations with our partners. It was only then that I realised that I had to look at my work in the light
of certain criteria. Later, I used this technique every time I completed a task.
I then realised that I could check my own progress even without waiting for a teacher to do it for me! I think this helped me in other subjects as well!

Tell participants to read the story and answer the questions below:
~ 1. How does the student feel about his experience as a learner in the language classroom?
~ 2. What strategies/activities did the teacher use to help his students develop autonomy?
~ 3. What other activities can help to develop autonomy in learners?
4.What is the learners and teacher's role in developing learner autonomy?

Activity 2.   Examining the semantic field of "independent study"

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

2.1.Handout with the study-related words. What does 'independent study' suggest to you?
Underline all the words you associate with the phrase 'independent study'.

```
Freedom        failure              working without a teacher
maturity       making success           working in libraries
free time      working on my own    managing my time
responsibility              less help
working alone                          finding support
             working with a friend
isolation

      pursuing own interests      making choices
```

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

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

Handout . A List of Necessary Skills for Successful Independent Study
Class Participation
Concentration
Daily Review
Learning and Memory
Listening
Note Taking
Oral Reports
dealing with tasks
Self-Management
self-assessment,
goal setting,
Time Management
Written Reports
Forward Planning

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

Possible answers
-take responsibility for their own learning
~ evaluate their own learning
~are hardworking

> ~ are always well prepared
> ~are motivated
> ~ work independently
> ~ develop learning strategies
> ~ set their own learning goals
> ~ define the ways to achieve the goals
> ~ always seek for further information and study on their own
> ~ find different ways to improve their language skills

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

Activity 3. Learner's roles in the learning process
Objectives:
- to raise learners' awareness of the respective roles of a teacher and a student
  Tell learners that becoming an autonomous/independent learner is a gradual process and learners might need support and help at some stages. Teachers will help them learn how to make decisions about their learning.
- Distribute the ***Handout on examining the roles of teacher and students*** to each pair. Invite learners to look at Worksheet 4 and identify the roles of a teacher and a student. Tell them to put 'T' for a Teacher's role, 'S' for a Student's role and 'B' if they think the role can be shared by both a student and a teacher in the columns *T, S* or *B*. Allow 5 minutes for them to complete the task.
- **NB!** Some roles in the Worksheet 4 may be difficult to understand, so make sure you walk around and observe learners at work. In case there is a difficulty in understanding some words you might wish to help them either by explaining or translating these words into their native language.
- Invite learners to share their answers with the whole group. Go through 4-5 role items together and ask learners why they decided to put T /S or B. Encourage them to bring in examples.
- Establish that most of the roles in the learning process can be shared between a teacher and a student. Students are expected to take more responsibility for all the roles.

Handout on examining the roles of teacher and students

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

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

Activity. Conclusion

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

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

TOPIC 1. LESSON PLANNING

Objectives:

•to help participants to explore the main processes involved in planning for teaching and learning

•to raise participants' awareness about the importance of making connections between lessons within a syllabus

Activity 1 Current practice

☺Ask participants the following questions:

~ Do you plan your teaching?

~ What do you usually start your planning with?

~ When you plan your lessons do you refer to a syllabus (teaching calendar)? If so, how does it help you?

~ What can happen if you don't plan your teaching?

~ What can happen if you plan separate lessons not considering how they are linked with other lessons in the syllabus?

☺Establish that planning is an essential and fundamental activity of every professional teacher. Every lesson is a part of a bigger plan/syllabus which helps teachers to achieve their aims. Therefore, when we plan our teaching we should take into account the connection of a particular lesson with other lessons and its contribution to the overall aim of the syllabus.

Activity 2 What to consider when planning for teaching and learning

☺Put participants in groups of 4 and tell them that they are going to discuss what lesson planning involves. Ask participants to answer the following question:

~ Do you write lesson plans?

~ What do we need to consider when we plan our teaching?

Possible answers:

Topic; how the session will contribute to the learning outcomes of the course; aim (what do we want to achieve?); objectives (how); time; materials (textbook, audio, video, handouts…); activities; links with the previous materials; links between the activities; skills; interaction; instructions (classroom management); learning styles; homework, etc.)

☺Distribute the slips of papers to the groups and ask them to write their ideas on them. Ask the groups to stick their slips on the board in turn. Hold a plenary and prioritise the elements on the board in logical order

Possible questions:

~ What do you consider first?

~ What do you consider next?

NB: Note that there is no right answer here and various versions are possible.

☺ Summarize the discussion by saying that there are many things we need to consider when we plan our teaching but not all of them can be reflected in a lesson plan.

☺Make a transition to the next activity by saying that after having looked at the bigger picture i.e. what we usually consider while planning our teaching, we are now going to consider the building blocks of planning for teaching and learning. Tell participants that now they are going to see how some other teachers have put their plans on paper.

Activity 3. Lesson plan analysis

☺ Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 1a and 1b. Tell participants to discuss the lesson plan on the handout 1a and then fill in the grid in handout 1b.Tell them that they can use the questions on the handout to guide their discussion.

Handout 1a. Lesson plan

Procedure	Time
Introduction • Teacher introduces the topic and asks the following questions: ~ What cultural events do we celebrate in our country? • Teacher writes answers on the board. • Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards. • Teacher elicits answers and crosses out similar events/festivals on the board.	5 min
Jigsaw reading • Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers. (number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups.	10 min
Plenary discussion • Teacher asks the following questions: • What did you find out about holidays and festivals from each other? • Did you learn something new? • What are your answers to the question you had?	10 min
Vocabulary work • Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group and asks each group to give 2 phrases with the given word(s) in order to put them in context. Groups present their findings to the whole group	10 min

Handout 1b. Analysis of the lesson

	Aim	Stages of the lesson	Teacher-centred /Learner-centred	Learning styles	Mode of interaction	Teacher's role
Activity 1						
Activity 2						
Activity 3						
Activity 4						

Answer the questions
1. What are the stages of the lesson?
2. What is the aim of each activity?
3. Are the activities connected with each other?
4. Do the activities go from simple to complicated?
5. Does the lesson cater for all learning styles?
6. What is the teacher's role in each activity?
7. Is there enough variety in terms of interaction?
8. Did you like the lesson plan? Why/Why not?
9. Would you change anything if you taught this lesson? What and why?
10. .How similar is this plan to your own lesson planning?

☺ Discuss the plan together using the questions on the handout. Accept any answers at this stage.

☺ Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan.

e.g. A good lesson should address as many learning styles as possible.
Suggested answers:
In a good lesson
~activities go from simple to more complex.
~there should be a variety of activities and interaction patterns
In a good lesson
~there should be a balance between teacher-centred and learner-centred activities.
~all activities should be connected and lead to the overall objective of the lesson.
Summary
Establish the following:
❖ Planning helps teachers achieve their teaching objectives.

❖ However, we shouldn't be slaves to our lesson plans; we should use the teaching opportunities presented by our students.

Activity 4. Stages of a lesson
☺Put participants in groups and give out the scrambled lesson plan to each group (handout 2). Tell them to decide on the order of the stages of the lesson plan and line up according to the order of the activities.

Handout 2. Lesson plan outline:

Put the key words on the board. Check whether students know the words. Ask them to predict the story using the key words.
Tell students a story. While telling the story, ask questions to keep their interest: "What do you think happened next?"
Don't finish the story. Ask students in groups to finish the story and then share it with the rest of the class.
Tell students the last part of the story. \
Review the questions that you asked while telling the story. Put them on the board for students to see.
Put students in groups of 3. Ask them to share their own stories with each other. Remind them that they need to ask questions to keep each other involved.
Ask students to write down the story they liked best

☺ Check the order of the participants in the line in each group. Refer participants to the previous session on lesson planning and elicit the stages and objectives of each step of the lesson. Ask participants the following questions:
1. **What are the stages of the lesson?**
pre-activity: step 1; while activity: steps 2, 3, 4, 5; post activity: steps 6, 7
Tell participants that 'pre-while-post' is not the only way to plan a lesson.
2. What is the purpose of the pre activity/ while-activity/ post activity of the lesson?
pre-activity – to prepare students, pre-teach key words from the story;
while-activity – to have students practise listening and speaking, practise past tense; have students speak, ask and answer questions, write down the story they liked most

3.What other pre/ post activities can you think of for this particular lesson?
~ possible pre-activities: teacher can use pictures to generate some vocabulary and ask students to predict the story; ask questions etc.
Possible post activity: teacher can ask students to act out one of the stories.
☺Ask participants what the purpose of a pre-activity/while-activity/post - activity can be. Put their ideas on the flipchart.
NB: pre-activity/while-activity/post-activity are the names of the stages and each can include several activities.

Pre-activity- 1)to prepare students for the main part
2) to pre-teach vocabulary
3)to revise previously taught material

While-activity -1)to introduce new vocabulary
2) to introduce a new grammar point
3) to have students read/listen/write/speak

Post-activity- 1) to have students practise acquired knowledge and skills
2) to have students apply acquired knowledge and skills

☺ Ask participants in groups to brainstorm what kind of activities can be used at each stage. Remind them that some activities can be used at different stages depending on the objective.

Handout 3. Stages , objectives , activities

	Pre-activity	While-activity	Post-activity
Objective	1.to prepare students for the main part of the lesson 2.to pre-teach vocabulary 3. to revise previously taught material	1.to introduce new vocabulary 2.to introduce new grammar points 3.to have students read/listen/speak/ write	1.to practise acquired knowledge 2.to apply acquired Knowledge
Possible activities	1.pre-teach/review vocabulary 2.elicit, e.g. ideas and beliefs 3.brainstorm ideas 4.predict from the title/key words/first paragraph/pictures 5.ask questions to check students' background knowledge 6.write what you know about…	1.read the text and define the overall idea 2.listen and fill in the blanks 3.listen and tell what it is about. 4.speak about… 5.underline verbs in past simple	1.role play 2.write a letter 3.finish the story 4.exercises in the book 5.make a mind map/list 6.make up questions about… 7.make a plan for… 8.make a poster 9.make an advertisement 10.draw a picture 11.write a poem

☺ Summarize the activity by saying that it is important to remember that a lesson consists of different stages. However, there is no one right way to plan a lesson and the lesson plan that we analysed is just one of the options. A teacher may vary its stages and activities depending on the objective of the lesson and the teaching situation.

Activity 5. Objectives of a lesson

☺Tell participants that planning starts with setting an objective and thinking about learning outcomes. Tell them that it is always important to state the overall objective of the lesson clearly in order to know where the activities should lead to (teaching objective(s)). It also makes it possible for the teacher to expect what their learners can learn by the end of the lesson (learning outcomes). Refer participants back to the previous session on planning for teaching and learning and remind them of the staircase and the importance of connections between lessons within the syllabus.

☺ Ask participants the following questions:
~ What was the teaching objective(s) of the lesson in Activity 1?
~ What would students learn from this lesson?
Invite random responses.
NB: It is likely that there will be a mixture of objectives: both students' and the teacher's. Therefore, it is important to distinguish between the two.
Possible answers:
Teaching objectives: Students will have an opportunity to practise past simple tense in stories about the past.
Students will have an opportunity to practise asking and answering questions in the past tense.
Students will have an opportunity to practise writing a story.
Learning outcomes: Students will be able to tell stories using past tense.
Students will be able to ask and answer questions in past tense.
Establish that a good objective is precise and clear. It also helps to identify what students should achieve by the end of the lesson (learning outcome(s)).

Activity 6 An outline of a lesson

☺ Put participants in groups of 4. Tell participants that now they will have a chance to write an outline of a lesson themselves. Give each group a topic of a lesson (at the airport, sports, meals, leisure, etc) or let them choose it themselves. Remind them that it can be a lesson on any of the four skills, on grammar or vocabulary, or on integrated skills. Ask participants to work in groups and write an outline of a lesson which should include the objective, time, level of students, materials, and stages of the lesson.
Possible topics:
At the airport
Sports
Meals
Leisure
Cinema

Travelling

At the doctor's

☺ Ask the groups to present their ideas on a poster. Other groups comment and give feedback to each other.

Summary

Establish the following:

✓ It is important to plan our teaching because it helps teachers to integrate their lessons into the syllabus and therefore reach the overall aim of the course.

✓ Lesson planning is important because it helps us to reach teaching objectives. However, teachers need to be flexible in order to respond to unpredicted situations in the lesson and use the teaching opportunities presented by students.

✓ There is no one right way to plan for teaching and learning. The teacher can vary the activities and stages but s/he should always have a reason for doing this.

Handout 1a. Lesson plan

Procedure	Time
Introduction • Teacher introduces the topic and asks the following questions: ~ What cultural events do we celebrate in our country? • Teacher writes answers on the board. • Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards. • Teacher elicits answers and crosses out similar events/festivals on the board.	5 min
Jigsaw reading • Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers. (number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups.	10 min
Plenary discussion • Teacher asks the following questions: • What did you find out about holidays and festivals from each other? • Did you learn something new? • What are your answers to the question you had?	10 min
Vocabulary work • Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group and asks each group to give 2 phrases with the given word(s) in order to put them in context. Groups present their findings to the whole group	10 min

Handout 1b. Analysis of the lesson

Answer the questions

1. What are the stages of the lesson?
2. What is the aim of each activity?
3. Are the activities connected with each other?
4. Do the activities go from simple to complicated?
5. Does the lesson cater for all learning styles?
6. What is the teacher's role in each activity?
7. Is there enough variety in terms of interaction?
8. Did you like the lesson plan? Why/Why not?
9. Would you change anything if you taught this lesson? What and why?
10. How similar is this plan to your own lesson planning?

	Aim	Stages of the lesson	Teacher-centred /Learner-centred	Learning styles	Mode of interaction	Teacher's role
Activity 1						
Activity 2						
Activity 3						
Activity 4						

Handout 2. Lesson plan outline:

Put the key words on the board. Check whether students know the words. Ask them to predict the story using the key words.
Tell students a story. While telling the story, ask questions to keep their interest: "What do you think happened next?'
Don't finish the story. Ask students in groups to finish the story and then share it with the rest of the class.
Tell students the last part of the story.
Review the questions that you asked while telling the story. Put them on the board for students to see.
Put students in groups of 3. Ask them to share their own stories with each other. Remind them that they need to ask questions to keep each other involved.
Ask students to write down the story they liked best

Handout 3. Stages , objectives , activities

What kind of activities can be used at each stage?

	Pre-activity	While-activity	Post-activity
Objective	1.to prepare students for the main part of the lesson 2.to pre-teach vocabulary 3. to revise previously taught material	1.to introduce new vocabulary 2.to introduce new grammar points 3.to have students read/listen/speak/ write	1.to practise acquired knowledge 2.to apply acquired Knowledge
Possible activities			

Topic 6. Modern methods: CONTENT-BASED APPROACH
Plan of the lesson
1. **Content-based approach**
2. **Tasks designed for content-based teaching**

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

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

Learner testimonials and research on good language learners evidence that good language learners acquire English through input that stimulates their interests, has meaning in their lives, and that makes sense to them. CBI approaches are designed to provide good input via rich and varied content materials containing appropriate language and thus, stimulate learner interest, lower anxiety, and foster knowledge acquisition as well as incidental language acquisition. Goodman [16; 82], forefather and harbinger of the concept of Whole Language Education, maintained that language should be learned from its whole (meaning) to its part (form) in order for learners to naturally acquire it. CBI is representative of a whole-to-part approach in that it covers the content within the lessons and distinguishes discrete language skills embedded in the context only when necessary for better comprehension and review of the content material.

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

interest in the learners, are meaningful to the lives of learners, and provide messages comprehensible to the learners.

Despite diverse characteristics, there are largely two positions on a continuum onto which different content-based programs, models, and approaches can be placed. The two positions illustrate the role of content and language within different instructional experiences. Instructional experiences geared towards learning content over language is referred to as a "content-driven position", whereas, those that are geared more towards meeting language needs over acquiring knowledge of specific content material are referred to as a "language-driven position" [23; 11]. Met (1991) places these two positions on a continuum and uses it to distinguish between content and language driven programs, models, and approaches. As stated in the continuum, content-driven instruction teaches content in the target language, considers content as its priority and language learning as its secondary objective, seeks to achieve content-based objectives, allows teachers to select language objectives, and evaluates learners based on content knowledge. Language-driven instruction, on the other hand, uses content to learn the target language, considers language learning its primary objective and content as matter to be acquired incidentally, seeks to achieve language based objectives, evaluates learners on language learned through content and does not hold learners accountable for content material knowledge.

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

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

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

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

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

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

(1) Themes. Core ideas that pull together all materials learned within all the curricular units and that cater to learner interests, needs, expectations, and comprehension. Usually global themes are chosen to foster greater opportunities for personalization of materials being learned.

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

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

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

(5) Tasks. Activities that are conducted within each day-to-day lesson. Tasks are planned based on the texts that carry interesting, meaningful, and comprehensible materials. Tasks are made to foster further understanding of the

materials being learned via social interactive and communicative experiences with content and language.

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

1.2.   Tasks designed for content-based teaching

Using content from other disciplines in language courses is not a new idea in the methodology of teaching foreign languages. For years, specialized language courses have included content relevant to a particular profession or academic discipline. So, for example, the content of a language course for economists is different from one for computer scientists. The special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter. It has been observed that academic subjects provide natural content for language instruction. Such observations motivated the 'language across the curriculum' movement for native English speakers in England, which was launched in the 1970s to integrate the teaching of reading and writing into all other subject areas. Of course, when students study academic subjects in a non-native language, they will need a great deal of assistance in understanding subject matter texts; therefore, there must be clear language objectives as well as content learning objectives. Because the language objectives are dictated by the texts, content-based instruction rightfully fits in with the other methods in this chapter where the selection and sequence of language items arise from language items arise from communicative needs, not predetermined syllabi.

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

Let us step into the classroom, where

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

Below this list is a modified cloze passage. The teacher tells the students to read the passage. They should fill in the blanks in the passage with the new vocabulary

where they are able to do so. After they are finished, she shows them the video. As they watch the video, they fill in the remaining blanks with certain of the vocabulary words that the teacher has read aloud.

The passage begins:

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

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

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

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

Later, the students play a guessing game. In small groups, they think of the names of five cities. They then locate the city on the globe and write down the latitude and longitude co-ordinates. Later, they read the coordinates out loud and see if the other students can guess the name of the city. The first group says: 'This city is located at latitude 5° north and longitude 74° west.' After several misses by their classmates, group 4 gets the correct answer: Bogota. Group 4 then give the others new co-ordinates: 'This city is located at 34° south latitude and 151° east longitude.' The answer: Sydney!

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

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

6. The class is studying geography. The teacher asks the students what theyknow about a globe. - The principle of this action is that teaching should build on students' previous experience.

7. The students call out their answers enthusiastically as the teacher writes them on the blackboard. - When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.

8. The teacher supplies the missing language when the students have trouble in explaining a concept in the target language. - The teacher 'scaffolds' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students a complete utterance.

9. The teacher reads the new vocabulary and then the students watch a video entitled 'Understanding Globes. - Language is learned most effectively when it is used as a medium to convey informational content of interest to the students.

10. The students fill in the vocabulary words in the blanks in the modified cloze passage as they watch the video. - Vocabulary is easier to acquire when there are contextual clues to help convey meaning.

11. The teacher provides a number of examples using the present passive with latitude and longitude co-ordinates.- When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc.

12. The students are given the latitude and longitude coordinates, and they have to come to the front of the classroom to find the city on the globe. - Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.

13. For homework, the students are given a map, which they are to label based on a descriptive reading they have been given.- Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other

The lesson we have observed might be considered a form of language immersion, where academic subjects are learned through the medium of a foreign language. Snow has referred to content-based instruction as method with many faces. Another content-based instruction lessons we have observed usually on the method, where content and language instruction have been integrated, this method is called the adjunct model. In the adjunct model, students enroll in a regular academic course. In addition, they take a language course that is linked to the academic course. Then, during the language class, the language teacher's focus is on helping students process the language in order to understand the academic content presented by the subject teacher. The language teacher also helps students to complete academic tasks such as writing term papers, improving their note-taking abilities, and reading academic textbooks assigned by the content teacher. We also observed lessons build on sheltered-language instruction. For classes with non-native speakers, however, 'sheltered' instruction is geared to students' developing foreign language proficiency. Sheltered-language instructors support their students through the use of particular instructional techniques and materials. It offers the significant advantage that foreign language students do not have to postpone their academic study until their language control reaches a high level. It follows that students are often highly motivated because they are learning content that is relevant to the academic requirements of the programs in which they are enrolled. Finally, it should be noted that the focus need not be academic for these same motivational benefits to be derived. For example, competency- based instruction, an effective form of content-based instruction for adults, offers students an opportunity to develop their second language skills at the same time that they are learning vital 'life-coping' or 'survival' skills such as filling out job applications or using the telephone.

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

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

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

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

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

light that very little seems to have changed in English teaching since me and my fellow students attended secondary schools and academic lyceums.

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

 As stated above, I took the opportunity during my work to use content-based teaching with students of the academic lyceums. Luckily, my supervising teachers at the lyceum always gave me the freedom to plan and teach whatever I wanted to, so I was not restrained in any way by the workbooks that each class had to complete before the end of the year. Instead, I tried to come up with various topics for instruction and design suitable activities for each. Some of these were a great success, and inevitably, others were less of a triumph. I learned that in order to develop a good content-based set of lessons, the teacher must not hesitate to take risks. The key is to reflect upon which activities work and which are less effective, and use the experience to develop the lessons further. My supervising teachers were very content with how my lessons turned out. They told me the content-based lessons were a nice change from the workbook and grammar activities the students were usually engaged in. I was honoured when some of them asked my permission to use my ideas and materials with their upcoming English learners. Content-based instruction is clearly an appealing teaching method for English teachers, but the pressure of having a certain amount of material covered by the end of the school year seems to prevent them from implementing it in the classroom. The lessons seemed to provide students with an enjoyable learning experience, as they were overall highly motivated and active during the lessons. I hope that English teachers will find my content-based lesson ideas featured in this final project helpful in their teaching. I hope the lesson ideas will inspire teachers to reduce the focus on traditional workbook teaching and rote learning and see how much they can do in

the classroom by activating their own creativity – without lowering positive learning outcomes.

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

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

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

Save water!

Organization: whole class, groups

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

Language focus: imperatives, use, everyday activities and routines

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

Procedure:

1 Briefly talk about the importance of water in relation to your context, eg if there has been a drought recently.

2 Ask the children to identify all the ways we use water in our daily lives, eg to have a bath or shower, to wash our hands, to flush the toilet, to wash our clothes or use the washing machine, to clean the floors or windows, to make a cup of tea or coffee,

to do the washing up or use the dishwasher, to water the plants or garden, to boil potatoes, rice, etc.

3 Ask the children if they think it is important to save water and listen to their ideas.

4 Divide the class into groups.

5 Ask them to think of as many ways as they can to save water and to note their ideas. Set a time limit for this, eg five minutes. Give an example to start them off by saying you use 90 litres of water in a bath, but only 30 litres if you have a five-minute shower.

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

– have showers and not baths

– turn the tap off when you clean your teeth– use a mug of water to rinse your mouth when you clean your teeth– use rain water only for plants

– use the washing machine or dish washer only when it's full

– turn the tap off when you do the washing up

– turn off all taps properly so they don't drip

– use only the water you need when you cook.

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

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

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

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

- As the groups make the poster, it is advisable to get them to draft their slogans in their notebooks before writing them on the poster in final form.

- In order to ensure equal participation of everyone, you may find it best to get the children to work on one or two pictures and slogans individually, which they then stick on their group poster.

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

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

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

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

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

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

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

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

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

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

The Eiffel Tower in Paris

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

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

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

My findings	My classmates' versions

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

_____

_____

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

_____

_____

_____

Activity 2.

The Tower's Elevators

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

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

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

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

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

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

a) It can be done by adding ('s) or (') to the noun.
b) It can be done with the help of "something of something (somebody)" structure
   Read the statements and change their forms:

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

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

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

Activity 3.

A great part of the Eiffel Tower's worth lays in the overwhelming visual power by which it was to symbolize to a world audience the scientific, artistic, and, above all, the technical achievements of the French Republic. Another consideration, in Eiffel's opinion, was its great potential value as a scientific observatory. At its summit grand experiments and observations would be possible in such fields as meteorology and astronomy. In this respect it was welcomed as a tremendous improvement over the balloon and steam winch that had been featured in this service at the 1878 Paris exposition. Experiments were also to be conducted on the electrical illumination of cities from great heights. The great strategic value of the Tower as an observation post also was recognized. But from the beginning, sight was never lost of the structure's great value as an unprecedented public attraction, and its systematic exploitation in this manner played a part in its planning,second perhaps only to the basic design.

Task 3.

Eiffel Tower is the symbol of France because of its huge size and unusual form.
There are a lot of countries (cities, towns) which are proud of their famous symbolic buildings. Can you name the countries and famous buildings which became the symbol of the country and tell why they became their symbols.

Country	Symbol

Share your points with others.

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

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

Text 3

The Largest Well in the World

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

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

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

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

The work of the well will be to supply the pools at an elevation of 133 feet. From the pools the water is conducted to the lake. Besides this, there is an independent connection with the lake by which, as necessity may suggest, the water can be directed to the lake, a lift of only seventy feet. The lake, when completed, will occupy an area of fifty acres, which will be kept continually supplied with fresh water, the arrangements being such, or to be such, as will insure a permanent change of water, and prevent any of the evils that may arise from stagnancy. The well is fed from the earth, consisting of a circuit of two miles, with a fall of five feet to the

mile. For this reason it does not appear easy to exhaust the supply, as when the water is pumped out to four or five feet from the surface of the well it is replaced at a rate equal to the demand. Every allowance has been made for evaporation from the lake and pools, and the supply is regarded as inexhaustible.

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

Task 1

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

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

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

Based on the lists try to draw the well.

Task 2

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

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

Topic 7. Designing learning materials (2 hours).

Lesson 1.
WARM UP
1) What is material?
Brainstorming. (usually we think of "realia" (real objects as pencil, chair,bag) or "representations" (such as drawing, photograph of a person, house or scene) but we should focus on *text materials* (textbooks, worksheets, computer software) or *authentic* materials (newspaper articles, recordings, adds), also teacher written materials and learner-generated materials.
2) What should a material include? How should a material look like?
Reading: The Materials test
M – Method (Does the book's method suit your teaching method and overall aims?)
A – Appearance (Is the book's appearance – including its cover, design, illustrations, colour - appealing and attractive? Or does it appear dull?)
T-Teacher-friendly (Is the book easy for teacher to use? Is it well organised? Is there an index? Does it have an answer key? Does it help you save preparation time?)

E-Extras (Are there additional materials, such as workbook, cassette, teacher's notes or separate teacher's book? How helpful are these extra materials?)

R-Realistic (How authentic is the communication in the book? Does the language seem true-to-life and current?)

I-Interesting (Is the book likely to be interesting for your learners? How do the topics relate to their lives? Just as important, is it interesting to you?)

A-Affordable(Is the book affordable? Is it worth the price that learners, parents or the school will have to pay?)

L-Level (Is the level suitable for the class you are teaching?)

S-Skills (Does the book cover all the skills you want to teach (listening, speaking, reading, writing) in a way you want to teach them? Does it match your institution's syllabus?)

3) What is a coursebook?

Here are metaphors suggested by teachers from different contexts:

A cousebook is…

| A recipe | a holy book | a springboard | a compass |
| A straitjacket | a survival kit | a crutch | a supermarket |

a springboard - трамплин

A straitjacket   -смирительная рубашка

a survival kit – ранец или сумка для выживания

a crutch – костыль, опора, поддержка

- Key
- Guide (guideline)
- Candle
- Driver
- Fridge
- Door

Task1 What does each of the metaphors mean? In what sense can a course book be said to be "a recipe", for example?

Task 2. Which of them can you identify with most closest

Task 3. What would be your own metaphor for a course book?

4) Why teachers and learners need a course book?

a) A course book is a map. It shows where one is going and where one has been.

b) It provides language sample

c) It offers variety

5) Why learners need a course book?

a) It defines what is to be learned and what will be tested.

b) It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

6) Why teachers need a course book?

a) It provides a structure for teaching.

b) It saves time. To prepare materials from scratch for every lesson would be impossible.

c) It offers linguistic, cultural and linguistic support.

d) It is easy to keep track of what you have done to tell others where you have reached.

7. Should the teachers change materials(coursebooks), what,how,when,why?

Choosing a coursebook.
Task 2.1.
Imagine yourself in one of these situations; what kind of information would you need in order to make a decision.

a) You have just been appointed Head of English Department in a new secondary school. In order to ensure that books are available when the term begins, they need to be ordered now. It's your decision what to order.

b) This is your first year as Director of language school, which has intensive courses for teenagers, who is preparing for entrance exams to the High schools. It's your responsibility to decide which books will be used.

Learner factors: 1.age range
1. proficiency level in the target language
2. first language
3. academic and educational level
4. socio-cultural background
5. occupation
6. reasons for studying the target language
7. attitudes to learning
8. previous language learning experience
9. language learning aptitude
10. general expectations (of the course, textbook, teacher)
11. specific wants
12. preferred learning styles
13. sex distribution
14. interests

Teacher factors:
1. language competence
2. familiarity with the target language culture
3. methodological competence and awareness
4. experience of teaching the kind of learner for whom the materials are being selected
5. attitude to teaching and learners
6. time available for preparation
7. beliefs about teaching- learning, preferred teaching style, method

Institution's factors:
1. level within the educational system (kindergarten, primary, secondary, tertiary)
2. public (state)sector versus private
3. role of the target language
4. time available for the study(per week, per academic year)

5.   timetable(whether the language is typically taught in single or double lessons or after lunch, at the end of the day)
6.   class size
7.   physical environment(classroom size, flexibility of seating, acoustics)
8.   additional resources available (cassette/video recorder, overhead projector, photocopier, computers)
9.   aims of the programme
10.   syllabus
11.   form of evaluation
12.   decision- making mechanisms and freedom given to teachers

Designing learning materials

Adapting learning and teaching materials.
Introduction word:
1.   We learned to choose coursebook, what factors influence, what methods used, we are good coursebook Evaluators. Now it's time to look at the materials. By the way how are you going to work with cousebook materials. Would you use them unchanged. Why, when
2.   Speak about the role of teachers. One more role is material designer or adapter.
3.   When we(teachers) have established the objectives of the lesson and have chosen the method with which we can get to these objectives, it is time for teacher to take a closer, more critical look at the materials. Teachers should be able to distinguish between **relevant** (that can be used unchanged) and **irrelevant** (inappropriate to the objectives of lesson or to learners) materials. According to some factors teachers have to omit, replace or change textbook material. Let's look at these factors first.
4. Quotation from Madsen & Bowen. "Every teacher is in a very sense an adapter of the material he uses employing one or more of a number of techniques: supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing or modifying cultural/ situational content"
FACTORS THAT INFLUENCE ON MATERIALS selection
*   objective of the lesson (activity) (f.e. to provide practice in the use of past tense questions)
*   method ()
*   content/ topic
*   learner level/ age/ interests/cultural background
*   time
5.If these factors do not allow us to use the material as it stands we should adapt them. So, what is adaptation?
(Slaid)ADAPTATION. (переделка) the process of changing something so that it can be used for different purpose.
Before adapting the materials teachers should answer to these 3 questions : (slaid)
4.   What does the exercise/activity get the learners to do?

5.   What do I want the learner to do?
6.   How can I get the exercise to do what I want to do for the learner?
(slaid) Let's look at this exercise. A mechanical transformation exercise practicing demonstratives, intended to be done individually in written form.
Task: Change the following sentences as in example.
Example: This is my book – These are our books.
1)   This is my pencil.
2)   That is his bag.
3)   This is her doll.
4)   That is your cap. (Do in pairs, consider your own objective, method, and change the exercise)
6. (slaid) The purpose of adaptation
- to make the material more suitable for the circumstances in which it is being used, i.e. to mould it to the needs and interests of learners, the teachers own capabilities and such constraints as time.
- To compensate for any intrinsic deficiencies in the material, such as linguistic inaccuracies, out of datedness, lack of authenticity, lack of variety.
The adaptation may be in the form of :
 adaptation as addition,
 adaptation as change.
ADAPTATION AS ADDITION can be in the form of **extemporization, extension, exploitation**
The most natural form of adaptation is **extemporization,** (a spontaneous response of the teacher to a problem or an opportunity). Extemporize(импровизировать) means perform or produce something without preparing or practicing
This might take such forms:
- Substitution (замена)of familiar example for the unfamiliar (items of fruit or vegetables)
- Paraphrase of textbook instruction or explanation that has not been understood
- Reference to previously taught items (structures, vocabulary, phonemes)when teaching new items
Extension (something added to smth long)refers to the provision by the teacher of additional material (further examples of a rule or further items of exercise) in order to enhance understanding or learning. Extension means "more of the same"
Exploitation (эксплуатация. Использовать в своих интересах, the process of making use of something so that you gain as much as possible from it**)** is the creative use of what is already there (text, visual, activity) to serve a purpose which is additional to the main one. F.e. text may be accompanied by a photograph and some questions which are intended to develop comprehension skills and linguistic resourses, but a teacher might use them for additional purposes (picture can be used for illustrating the theme, for predicting content or for activating vocabulary).
ADAPTATION AS CHANGE
Principles motivating change:
- *Localization:* recognizing the need for contextual relevance

- *Personalisation:* increasing the relevance of contentin relation to learners' interest, their academic, educational or professional needs; drawing on learners' lives and exploiting their knowledge and interests to devise examples and activities which are about them
- *Individualisation:* addressing the learning styles both of individuals and class
- *Modernization:* changing what seems out of date
- *Simplification:* procedures designed to make things easier (editing of texts to reduce linguistic difficulty and modifications to tasks)

Hometask: Take a unit from a coursebook (Arakin Part 1 Lesson 10)Work with it

LESSON 6 DESIGNING WORKSHEETS

Worksheets are designed to facilitate learning through activity. Their function is to raise awareness of how language works through an activity of some kind and to provide additional practice.

When teachers are preparing a worksheet there are some general issues that need to be addressed.

1. awareness raising or practice? (if the worksheet raise awareness of systematic features of language or to extent to which rules are variable or if the worksheet provide opportunity to apply what learners know).There is no automatic transfer from awareness to the ability to use, there is certainly likelihood that increased awareness will lead to increased proficiency. When we try to to carry-over from awareness-raising activities to production, we should be cautious,our learners have little opportunity for daily exposure to the target language in real life situations

2. Accuracy or fluency? (worksheets which require learners only to respond to what is given(e.g. sequencing, matching. Selecting) or are close –ended (e.g. certain types of gap filling or transformation exercises)and other types of activity which develop fluency

3. Practice or testing?

4. Differentiation or motivation?(how to cope with problem of differences in proficiency levels within a class.)

5. Layout (questions on p.96)

6. Evaluation?(how to evaluate the effectiveness of worksheets). Here teachers pay attention to the level of difficulty, how learners engage in the task, progress through exercises, at what points they slow down.

Topic 8. Authentic materials and ways of using them (Practical lesson 2 hours)

Plan of the lesson:
1. Definitions of authentic materials
2. Types of Authentic materials
3. Selection of authentic materials
4. Exercise types

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

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

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

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

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

Advantages and Disadvantages of Authentic materials

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

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

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

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

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

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

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

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

All these excited up and willing to use authentic materials, but while using them it is inevitable that we face some problems. Richards(2001, p.253) points out that alongside with these advantages, authentic materials often contain difficult language unneeded vocabulary items and complex language structures, which causes a 'burden for the teacher in lower level classes. Martinez (2002) mentioned two other weaknesses of using authentic materials. One is that some authentic listening materials have so many different accents that it is very hard for the learner to understand. The other is that the materials can become outdated easily such as news in newspapers or magazines. The problem with authentic texts is that, they have long been perceived as being too difficult for students to understand (Ciccone, 1995; Lund, 1990; Rogers and Medley, 1988; Ur,1984). Gardener and Miller (1999)

mentioned several disadvantages. The first is the complexity of the language. Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners.

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

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

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

Sources and Types of Authentic Materials.

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. Although radio is easy to access, its aural texts are the most difficult for language learners to comprehend. Miller (2003) claims that, "In order to use radio programs with learners, teachers need to…decide on some global listening tasks for the learners" (p. 16) due to the fact that all non-verbal information is missing. Unlike radio, TV and video allow learners to access paralinguistic features of the spoken text; as a result, TV and video may be easier for the students to comprehend.

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

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

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

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

- advertisements,
- dialogues,
- news articles,
- weather forecast reports,
- interview schedules,
- agenda for meetings,
- minutes,
- short stories,
- plays,
- poems,
- novels.

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

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

Visual clips

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

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

Movies

General, using movies is similar to using of visual clips. Watching movies, as well short visual clips, is a way to expose students to naturally occurring language. Good movies reveal habits, customs, worldview, and values of the native speakers of the target language, in our case, English. Since language is a part of culture, students should be exposed to the culture in order to acquire the language. The length of movies and the magnitude of covered events vary from visual clips. It might be difficult to watch the whole movie during one lesson. Teachers should plan ahead of time where to pause is good to be aware that there might be some pitfalls we can encounter while using movies. We will discuss three issues the teacher might face. According to Davis (1999), sometimes it is not easy to choose films that are culturally appropriate and that present language at a level that is accessible to the students we are teaching. Probably the best choice will be old classical movies that are time-proved as masterpieces. There are important things about life we can learn from movies. In this case the teacher is called to help students to develop a good taste, to look deeper into the very heart and essence of things. Our purpose determines how we plan our lesson and how we show the film. We have to overcome students' belief that they have to understand every word they hear: an introduction to the story, characters, setting, genre, cultural context, themes, etc. This is very helpful for encouraging students not to give up when they have a hard time understanding the language. They can hear much better when they know what to expect to hear. Here are other suggestions for students not to get lost in the flow of new information: they should watch the body language, listen to the music, and pay attention to the visuals. Teacher has to teach the films rather than simply show them. He/She does not watch movies just for the sake of movies. Teacher shows them for specific purpose. How teach them depends on the students level and the purpose of our course. Movie lesson should be well-structured. Otherwise, students will not profit from the video session. Mari (2010) proposed three stages that each video lesson should have:

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

Firstly, by Tune-in we mean that students are gradually guided and involved in the plot, the characters, and the setting of the film. They can be led at this stage by

prediction-based activities, brainstorming speculation patterns with the aid of visual materials, such as pictures, vocabulary banks with words and expressions from the story, or just through questions related to the main topic.

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

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

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

Literature texts

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

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

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

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

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

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

When should authentic materials be introduced?

We think it is sometimes a problem for teachers when to introduce authentic material. Which level students should have in order to catch meaning of authentic materials. That's why in this point we decided to learn the views concerning to this problem. Researchers as Kilickaya (2004) and Kim (2000) claim that authentic materials can be used with intermediate and advanced students only. These researchers believe that the use of authentic materials at lower levels causes students

to feel frustrated and de-motivated since students at these level lack many lexical items and structures used in the target language. Kim (2000) argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition.

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

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

1.4. Selection of authentic materials

Berardo (2006) provides three criteria for choosing authentic texts:
1.   *suitability of content,*
2.   *exploitability,*
3.   *readability*.

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

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

So teachers need to reflect on the following questions before selection of the materials:
- Does this text help my students to get what they want? (Instrumental)

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

2.MATERIALS FOR PRACTICAL PART
LESSON PLAN

Course title: Teacher training
Topic: Authentic materials
Level: Upper-Intermediate
Time: 80 min
Teacher: Tajieva Aliya,

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

Activity 1. Lead in activity
Objective:
-to brainstorm ideas about authentic materials
Procedure:
-teacher asks questions about authentic materials:
1. What do people usually read in real life?
- Newspapers, magazines, articles, novels, stories
- Advertisements,
- Letters, postcards, notes, sms, e-mails, charts,
- Timetables, maps
- Instructions, signs,
- Reports, statistics, diagrams,
- Menus, bills, tickets,
-

2. Why do people read them?
- To get information
- To communicate with each other
- For pleasure

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

4. Why is it necessary to use authentic materials in language classes?
- Real life language
- Real life situations
- Interesting/important content
- Sample of language
- Arouse learner motivation
- Involve learners in thinking about real problems and situations.

Activity 2. How to select authentic materials?
- Relevance to syllabus, learner needs
- Interesting topics which will encourage Ls to respond
- Cultural appropriateness
- Level of language difficulty
- Cognitive demands
- Length, legibility, audibility
- Quality (example of language, model for production)
- Exploitability

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

HANDOUT 1

You teach a group of students of A2 level. This week you are discussing mass media.
What kind of authentic materials would you bring to the class?

You teach a group of students of A2 level. Most of the students are girls and they'd like to learn more about traditional foods of European countries and ways of cooking them.
What kind of authentic materials would you bring to the class?

You teach a group of students of A1 level. You'd like your students to communicate with abroad students by writing them about themselves, their school, country, interests and hobbies.
What kind of authentic materials would you bring to the class?

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

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

Activity 2. How to design tasks

- Focus on meaning.
  In reality we read/listen with a purpose. Why do we read TV guide, instruction for drugs, menu, timetable.
- Focus on language. (Vocabulary, structure, language as a model, input to another activity)
- Take the writer's intention. (letters. Articles, notes)
  Exercise types:
- Expansion (add adjectives)
- Reduction
- Media transfer (into poem, diagram. table)
- Matching (with a title, picture)
- Selection (words)
- Comparison(similarity/differences of words, facts, ideas)
- Interpretation (personalization or asking the author questions about the events)
- Creating text
- Analysis (tense, structure,)
- Project work
  Let's practice. Interpreating a short text
  He never sent me flowers. He never wrote me letters. He never took me to restaurants. We met in parks. I don't remember what he said, but I remember how he said it. Most of it was silence anyway.
  Task 1.Expansion. a) Add as more adjectives as possible . b) add sentences
  Task 2. Reduction. Do not use repeated words.
  Task 3. Media transfer. Write a letter to an advice column.
  Task 4. Matching. Find title and match them with meaning (Neither flowers, nor restaurants/ Never, never/ Silent love/ to love or not to love)
  Task 5. Selection. Find 3 words which sum up its meaning (He, never,)
  Task 6. Interpretation. Take interview from a boy.

Giving authentic materials to design tasks. Groups present their product

3.POWER POINT PRESENTATIONS (ATTACHED)

4. GLOSSARY

Термин	Ўзбек тилидаги шарҳи	Инглиз тилидаги шарҳи
Learner-centredness		A philosophical approach to instruction in which content and learning procedures are based on data about the learners for whom the course is designed and where

		feasible, on data supplied by learners themselves, it also describes courses in which learners learn through doing
Content-and language integrated learning(CLIL)		The teaching of subject content through a language that is not the first language of the learner. The hope is that the language will be learnt through engagement with the subject matter and that both content and language will be learnt equally well.
Task-based learning (TBL)		Classroom work centered around the doing of tasks more than , say, the presentation and practice of selected items of language
English for Academic Purposes		English for learners who need to read texts, attend lectures, write exams
English for Specific Purposes		English for people who have very clear language requirements
Comprehensible input		A term introduced by Stephen Krashen to refer to language that a learner can understand. It may be comprehensible in part because of gestures, situations or prior information. Messages addressed to the learner that may contain phonological, lexical and grammatical features that are beyond the learner's current processing capacity, but that are understandable due to the surrounding context in which they are uttered
Acquisition		The social and psychological processes through which an individual develops an ability to communicate through language. A basic distinction is drawn between first and second language acquisition
Activity		A single task, exercise or game for students to work on, usually set by the teacher
Form-focused instruction		Instruction that draws attention to the forms and structures of the language within the context of communicative interaction. This may be done by giving metalinguistic information, simply highlighting the form in question or by providing corrective feedback
Syllabus		The subcomponent of a curriculum that specifies and sequences language and experiential content
Approach		A particular way of thinking about or dealing with something
Method		A way of doing something, especially a planned or established way
Technique		A method of doing smth using a special skill that you have developed
Assumption		Smth you consider true even though no one has told you directly or you have no proof
procedural		Relating to a procedure, especially a legal one

Axiomatic		Generally believed to be obvious or true
implementation		The process of implementing smth
Structural		Related to the structure of smth
Function		The purpose for which language is used in particular situation
Interaction		The activity of being with and talking to other people
Facilitator		Someone who helps a person or organization to find a solution to a problem
Model		Someone who is a good example of a particular quality
Evaluate		To think carefully about smth before making a judgement about its value, importance or quality
Monitoring		When students are working on an activity teacher keeps an active eye what is going on, with a view to checking that instructions are being followed , being ready to help if needed, collecting a list of language used.
Rapport		The quality of relationship within the classroom
Mentor		An experienced person who helps someone who has less experience in their job
Curriculum		A very broad concept incorporating the elements and processes involved in planning, implementing and evaluating learning.
Cognitive maturity		The ability to engage in problem solving, deduction and complex memory tasks
Realia		Items from the world outside the classroom used in language teaching
Authenticity		Text authenticity refers to instances of spoken and written language that were produced in the course of genuine communication. Task authenticity refers to tasks that closely mirror communication in the world outside the classroom
Foreigner talk		The modified or simplified language that some native speakersaddress to second language learners. A special category of foreigner talk is teacher talk
Cognitive process		Recognizing and understanding things
Legible		Able to be read
Audible		Loud enough for people to hear
Exploitation		Process of making use of smth so that you gain as much as possible from it
Active listening		A teaching technique in which students not only listen but also show their comprehension by their responses
Cognitive maturity		The ability to engage in problem-solving, deduction and complex memory tasks
Field independent/dependent		People who are quick to pick out the hidden figures in a complicated drawing, others are more inclined to see the whole drawing and have difficulty separating it into parts

Working memory		The cognitive space in which we actively process new information
Culture		Set of ideas, beliefs, ways of behaving of a particular society
Settings		The situations in which learning takes place
Sociolinguistics		The interpersonal and social processes mediating language learning and use
Competence		Range of skills or knowledge
Transactional language		Language used for obtaining goods and services
Interlocutor		A participant in a conversation
Native-like		The ability to comprehend and produce a foreign language at a level of performance that is indistinguishable from that of a native speaker
Scaffolding		The language that an interlocutor uses to support the communicatice success of another speaker.
Writing		process of using symbols to communicate thoughts/ ideas
Drafting		revising a written work in response to feedback from peer reviewers.
Reflection		Ideas/opinions you have thought carefully
Blogging		a writing for an unknown audience.
Peer review		Feedback on students' drafts by peers.
A letter		a writing for a targeted audience.

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1.   TOPICS FOR FINAL QUALIFICATION WORK

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

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

7.TESTS ON THE COURSE

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	*Method* is ……	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.	a particular trick, stratagem or contrivance used to accomplish an immediate objective. a particular trick, stratagem or contrivance used to accomplish an immediate objective.	a set of correlative assumptions dealing with the nature of language teaching and learning.	It describes the nature of subject matter to be taught.
2	*An approach* is …..	a set of correlative assumptions dealing with the nature of language teaching and learning.	that which actually takes place in a classroom.	a particular trick, stratagem or contrivance used to accomplish an immediate objective.	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.
3	*A technique* is……	a particular trick, stratagem or contrivance used to accomplish an immediate objective.	an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.	a set of correlative assumptions dealing with the nature of language teaching and learning.	It describes the nature of subject matter to be taught.

4	the *structural view is…*	the view that language is a system of structurally related elements for the coding of meaning.	the view that language is a vehicle for the expression of functional meaning.	organization of language teaching content by categories of meaning and function	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.
5	the *functional view is….*	the view that language is a vehicle for the expression of functional meaning.	the view that language is a system of structurally related elements for the coding of meaning.	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.	focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges
6	the *interactional view….*	sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.	organization of language teaching content by categories of meaning and function	the view that language is a system of structurally related elements for the coding of meaning.	the view that language is a vehicle for the expression of functional meaning.
7	teachers are the primary source for knowledge in…..	Teacher-centered classes	Learner-centered classes	Collaborative learning	Content-based learning
8	ZPD stands for…	zone of proximal development	Zone of professional development	Zero pupils' development	Zero point demands
9	The Five Cs are:	communication, cultures, connections, comparisons, communities	Comprehension, collaboration, community,cross-culture, claims	Culture, communication, collaboration, clarification, collocation	Comparisons, communities, clarifications, comprehension, cultures

10	The *communicatio n* goal area addresses	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	the learner's understanding of how the products and practices of a culture are reflected in the language;	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;
11	The *cultures* goal area addresses	the learner's understanding of how the products and practices of a culture are reflected in the language;	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	understanding of language and culture through comparing target language and culture with other languages and cultures	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.
12	the *connections* goal area addresses	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	describes learners' lifelong use of the language, in communities and contexts within and beyond the school setting.	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;	the learner's understanding of how the products and practices of a culture are reflected in the language;
13	the *communities* goal area	describes learners' lifelong use of language, in communities and contexts within and beyond the school setting.	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	the learner's understanding of how the products and practices of a culture are reflected in the language;	understanding of language and culture through comparing target language and culture with other languages and cultures

14	the *comparisons* goal area	understanding of language and culture through comparing target language and culture with other languages and cultures	to use language as a tool to access and process information in a diversity of contexts beyond the classroom;	the learner's understanding of how the products and practices of a culture are reflected in the language;	learner's ability to use target language to communicate thoughts, feelings, and opinions in a variety of settings;
15	Student-centered learning typically involves	more formative assessment and less summative assessment.	Only formative assessment	Only summative assessment	less formative assessment and more summative assessment.
16	Learners can produce materials and provide realia for the classroom.	In learner-centered classes	In language-centered classes	In total physical response classes	In teacher-centered classes
17	CBI approaches …	use content to explore new ideas, knowledge, and language	Use more tasks	Use new topics in every lesson	Use more communication, less structure
18	CBA stands for	Content-based approach	Communication based approach	Culture-based approach	Curriculum-based approach
19	The 'Six Ts' include….	Themes, Texts, Topics, Threads, Tasks, Transitions	Theory, Translation, Teacher, Training, Task, Transition	Themes, Texts, Teachers, Threads, Tasks, Translations	Theory, Text, Transformation, Threads, Teacher, Transitions
20	CBI is	representative of a whole-to-part approach	representative of a part -to-whole approach	representative of a structural approach	representative of a form-focused approach
21	Themes	Core ideas that pull together all materials learned within the curricular units	Links that connect the different themes within the curriculum.	Materials, that aroused within each lesson and throughout the whole curriculum.	Sub-themes in each unit being taught within the curriculum.

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

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

37	difference between authentic materials and learning materials is …	authentic materials are not designed specifically with the needs of language learners in mind.	authentic materials are not designed for the speakers of the language	Learning materials are not designed for the speakers of the language	Learning materials are taken from real life, authentic materials are created by teachers
38	real discourse is …	A real written or spoken text	A real person	A real thing	A real learning course
39	authentic audio materials are…	radio programming including interviews, interactive talk shows, telephone conversations.	photographs, paintings, drawings, artwork, road signs, pictures	Exercises from coursebooks, tasks, cartoons, maps, stories	Advertisements, news article, novels, poems, timetables
40	Authentic exposure	Exposure to language being used naturally	Real reaction to events	Taking structure as a real thing	Using realia for own purposes
41	authentic visual materials are…	photographs, paintings, drawings, artwork, road signs, pictures	radio programming including interviews, interactive talk shows, telephone conversations.	Advertisements, news article, novels, poems, timetables	Exercises from coursebooks, tasks, cartoons, maps, stories
42	authentic printed materials are…	Advertisements, news article, novels, poems, timetables	Exercises from coursebooks, tasks, cartoons, maps, stories	radio programming including interviews, interactive talk shows, telephone conversations.	photographs, paintings, drawings, artwork, road signs, pictures
43	criteria for choosing authentic texts	suitability of content, exploitability, readability.	Easiness, flexibility, fruitfulness	Accessible, exploitability, researchable	Readability, flexibility, durability

44	How to select authentic materials?	Relevance to syllabus, learner needs, interesting topics, cultural appropriateness, level of language difficulty, cognitive demands	Length, legibility, audibility, cultural appropriateness	Quality, example of language, model for production, word choice	Exploitability, cognitive demands, grammar,
45	autonomous learning is	an ability to take responsibility for one's own learning, to be able to decide what, why, and how to study.	Using personal experiences for learning	Learners' general orientation to learning	Using of background knowledge
46	Knowledge…	can be acquired immediately with the information that carries it	the application of knowledge to practice after certain independent mental activity	completely acquiring or mastering	General concepts expressed through language
47	Ability is	the application of knowledge to practice after certain independent mental activity.	can be acquired immediately with the information that carries it	Mental process for mastering a language	completely acquiring or mastering
48	Skill is	completely acquiring or mastering	Mental process for mastering a language	can be acquired immediately with the information that carries it	the application of knowledge to practice after certain independent mental activity
49	Divergent tasks....	Encourage a range of possible responses	Need a single correct answer	Stimulate production of particular linguistic forms	Combine different pieces of information
50	Blended learning	combination of face-to-face and online courses	Moodle learning	Teaching a subject through a language	Breaking difficult sentences into smaller parts and practising slowly

51	Settings	Situations in which learning takes place	Classroom management	Class behaviour	Teacher-learner interaction
52	Learning strategies	Mental and communicative process learners deploy in mastering a language	Techniques for getting knowledge	Ways of getting information	Learner's general orientation towards learning
53	Goals	Broad, general purposes behind a course/curriculum	Things you hope to achieve	Criteria you can do with language	Purpose of language usage
54	An autonomous person is,	independent and able to make his/her own decisions.	Reliable and easy going person	Individual who shares one or more characteristics	Learner who has own points
55	Productive skills are …	Speaking and writing	Listening and speaking	Speaking and reading	Reading and writing
56	Receptive skills are....	Listening and reading	Listening and speaking	Reading and writing	Speaking and writing
57	Group work....	Tasks, activities garried out by groups	Project work	Tasks stimulating production	Procedure aiming to give controlled practice
58	Concept questions	Focus on meaning of an item	Focus on form	Focus on vocabulary	Focus on structure
59	Transactional language	Language used for obtaining goods and services	Language used for enjoyment	Language used for socialising	Language used for individual development
60	sociolinguistics	Interpersonal and social process mediating language use	Social process mediating language learning	Language of service	Real life language
61	Competence	Range of skills or knowledge	Ability to understand	Necessary skills for learning	A way of using language
62	culture	Set of ideas, beliefs, ways of behaving of a particular society	Music, literature and art of people	Traditions of a particular nation	Literature and art of a nation

63	Reading consists of two related process;	word recognition and comprehension.	Understanding and receiving	Receiving and answering	Recognition and answering
64	instrumental reading	Reading for information	Reading for pleasure	Reading for jist	Reading for data
65	Reading aloud is	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.	Using your voice and imagination	A technique for developing receptive skills	A way of improving reading speed
66	The chief aim of silent reading is …	the absorption of the idea in the passage.	Not to bother other listeners	Reading for speed	Avoiding mistakes
67	Intensive reading is …	a slow, careful reading style that is appropriate for very difficult texts.	Reading all the details	an approach to language learning by the means of a large amount of reading.	the absorption of the idea in the passage.
68	Extensive reading is …	an approach to language learning by the means of a large amount of reading.	the absorption of the idea in the passage.	a slow, careful reading style that is appropriate for very difficult texts	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.
69	Skimming is a reading technique	that provides understanding of the whole text without reading it from word to word.	a means of improving the subskills of pronunciation, enunciation, intonation and reading with expression.	an approach to language learning by the means of a large amount of reading.	a slow, careful reading style that is appropriate for very difficult texts

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

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

83	Drafting is….	revising a written work in response to feedback from peer reviewers.	graphic organising techniques.	Giving written work to correction	Feedback for written work
84	Peer review	Feedback on students' drafts by peers.	Group's opinion on the work	Teacher's reflection	Reviewing your partner
85	peer review…	helps to develop critical faculties, understand how other readers respond to their writing	Helps to understand your partner	Helps to correct your mistakes	Helps to demonstrate other learners' knowledge of the topic
86	Reflection is….	Ideas/opinions you have thought carefully	Remembering your own experiences	A technique of understanding situation	Taking decisions
87	editing, proofreading, and polishing a text.	the final stages of writing	End product of writing	Initial stages of writing	Teacher's assessment
88	By focusing on the structures, learners draw conclusions, form hypothesis and discover rules and how they are applied. ….	An inductive approach	Deductive approach	Task-based approach	Rule-based approach
89	the rule is presented by the teacher and the language is then produced by the learners based on the rule.	Deductive approach	An inductive approach	Task-based approach	Rule-based approach

90	decoding, comprehension strategies, copying, writing, representing understanding through images, graphing, charting, and working in cooperative groups	Transferable skills	Thinking skills	Creativity	Imagination
91	CPD stands for	Continuous Professional Development	Common Places for Development	Curiosity, Power, Development	Class Practice Dynamics
92	reconstitute a text, solve a puzzle, write a summary	Information-gap exercises	Opinion gaps	Problem-solving activities	traditional exercises
93	words one can use in his speech and writing	Active vocabulary	The Passive Vocabulary	Word list	Collocations
94	words, which can be understood when they appear in speech or writing of others	The Passive Vocabulary	Active vocabulary	collacations	Word list
95	Pre-teaching activities	arouse students' attention and desire to explore a particular topic in detail	Makes students work on the tasks	Gives opportunity to check student progress	Preparing students to the lesson
96	students are encouraged to discover meanings and other properties of words themselves.	discovery technique	Creating technique	Collaborating technique	reformulating technique

97	TPR	Total physical response	Teacher Pupil Record	Training Presenting Responding	Talk Play Respond
98	advantages of pictures	Availability, flexibility	Easy to find	Exploitability, visual	Easy to carry, develops imagination
99	flashcards are	tools for presenting and drilling forms of new words	Kinds of realia for visualising	Representations of world	Handouts for learning vocabulary
100	the way in which two or more words are typically used together	collocation	synonyms	homonyms	Compound words