K. ALIMOVA, N. MUKHAMMEDOVA, B. BREWERTON

BECOMING A TEACHER

TASHKENT

KAMOLA ALIMOVA, NILUFAR MUKHAMMEDOVA,
BYRNE BREWERTON

BECOMING A TEACHER
Trainees' Coursebook

Project Coordinator: Nodira Meliboyeva
Project Manager and Editor: Byrne Brewerton
Project Consultants: Dr. Abbas Iriskulov, Laura Travis,
                    Jennifer   Uhler, John Scacco, Jon Larson

Table of Contents

To our colleagues and students,
who inspire us daily

Acknowledgements

supported the project in every way within her means, providing advice and financial support at crucial moments in the project. John Scacco, the current RELO in Astana, and Jon Larsen, the current PAO in Tashkent continue to provide valuable advice and financial assistance.

The writers would like to thank the staff of the former Dedeman Hotel in Tashkent (especially Ms. Aziza Abrarova) for their attentive service during the aforementioned writers' schools.

Finally, we thank our colleagues and families for allowing us to be pre-occupied for such a long time with a project they felt little connection to. Their faith has been unswerving. They have learned with us that excellence requires attentiveness, creativity, diligence, and endurance to the end.

Preface

The purpose of this project is to transform the teaching of foreign languages at all levels in Uzbekistan through the training of language teachers. It was started many years ago with the founding in 2000 of the Institute for English Language Teacher Education (IELTE) by Ruth Petzold, the U.S. Regional English Language Officer, who at that time was based in Tashkent, and has been continued through visits by a series of English Language Fellows and Specialists. In addition, through the assistance of the British Council, pre-service and in-service curricula (PRESETT and INSETT) were developed; these now form the foundation for English language teacher training in Uzbekistan. With the publication of Presidential Decree 1875 in December 2012, foreign language education and teacher-training were made national priorities.

My work here began in October 2013 with the choosing of a group of writers who would dedicate their time and energy to researching current principles and practice in foreign language teaching and teacher education and to writing materials that will engage trainers and trainees alike in the discovery of those principles and the development of their own practice. The writers have worked on this while taking care of their families, teaching full-time, working with teachers sent from other institutions for re-training, working on projects for the British Council and others, running student and teacher competitions, and writing the myriad reports that go with being a university language teacher in Uzbekistan. Even their summer "vacations" are taken up with duties placed upon them with sometimes little notice. To them go my profoundest admiration for their

dedication to their profession and my gratitude for allowing me to be a part of their lives for the last two years. They have been my family during this time and will continue to be with me for the rest of my life.

Byrne Brewerton

Tashkent, 10 July 2015

This course is about becoming a teacher. If this were a traditional teacher-training course, you would give lectures and have trainees read articles about the theory and practice of teaching. This is not a traditional teacher-training course. In this course, you, the trainer, will spend most of your time involving trainees in activities with their classmates. Through these activities, they learn how to think what good teachers think, feel what good English teachers feel, and do what good teachers do.

Teaching and Tradition

Teachers teach as they were taught. Just as children tend to raise their own children as their parents raised them, students tend to teach their students as they were taught. When some of these students become teachers, they adopt the same approaches, methods, and techniques as their predecessors, and teaching fossilizes into a tradition.

How do we break the cycle? We involve trainees in a process, the "Kamola Process" through which they experience language lessons based on sound principles, think about them, understand them, and through applying them acquire personalized experience. They are reborn as different teachers and start new traditions based on sounder principles than their predecessors'.

The art of teaching is the facilitation of discovery.

The Process

They *experience*. Trainees experience meaningful language learning activities as if they were language students and you were their language teacher. Before they can know how to *teach* language effectively, they should know how it feels to *learn* language effectively.

They *reflect* on their experience. They think about the learning experience. They think how it was a good experience or not a good experience. They think about whether or not it was an effective way to learn language. They share their thoughts with their classmates and you.

They *conceptualize*. To conceptualize means to think and create ideas. As they reflect on their experience, talk about it, write about it, maybe even draw pictures or diagrams about it -- these activities will help them construct their own ideas about language learning and teaching.

They *apply* and *practice*. They observe other language learning experiences and apply the concepts they have learned to them. They will also apply the concepts they have learned to creating language learning experiences for their classmates and others because the best way to know

what it means to be a teacher is to teach. *Their own experience is their best teacher.*

The process of becoming a teacher can be thought of as a cycle.
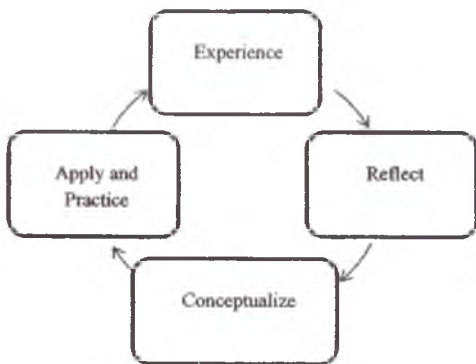
During this course, they experience this cycle many times. When they have finished, they will have begun to know, think, feel and do as good teachers know, think, feel and do.

The Content

The process of learning to be a teacher is built on a methodology of language teaching, which in turn is built on a conception of language. They can think of it as a pyramid.
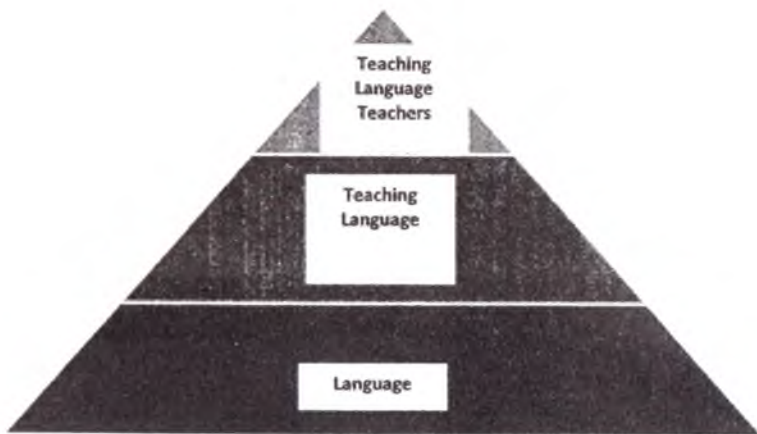
What is language? In this course, language is "a system of verbal symbols that evolves individually and collectively through the interactions of its users."

Language is verbal symbols. Verbal symbols represent meaning in the minds of speakers, listeners, readers, and writers. Verbal symbols do not represent things; they represent ideas about things. We communicate effectively to the degree that our listeners or readers know the things we are talking about and have the same ideas about them.

Language changes over time. The language that they are using today is different from the language used by their great-grandparents, which is different from the language used two hundred years ago. Because each of us has different ideas of things, every time we use language with others our language changes *their* use of language and their language changes *our* use of language. Over time, small changes add up to big changes in how language is formed and used.

How is language taught? This course has adopted the communicative approach to teaching language. It is not the only way to learn and teach language, but it is one that is aimed at helping people learn how to use their new language in daily life.

In the past, educated people often learned language so they could read literary masterpieces in other languages. They also thought that grammar was the most important aspect of language. This resulted in what is called the "grammar-translation" method of learning language. Now, people need to learn language for daily communication, and we know that learning vocabulary and the practical use of language are at least as important as learning grammar. Therefore, we have adopted an approach that best fits the reasons people need to learn a foreign language today.

Teachers should learn to teach language through the same methodology that students learn to use language.

How are language teachers taught? This course is based on the premise that teachers should learn how to teach language through the same methodology that students learn how to use language. This brings us back to the cycle described above. Many of the activities that they will engage in as they learn how to teach are the same types of activities they will engage their students in as they learn how to use language. Through them, they will learn how to feel, think, and do as good teachers think, feel, and do.

Conclusion

As they study, think about how language, language teaching, and teacher training are all connected. Think about how the activities that they engage in can be used or adapted to various ages of students, especially younger learners. Finally, think about how they can help other teachers become better teachers and learners.

MODULE I

LANGUAGE

UNIT A

Language

OBJECTIVE
In this unit, trainees explore the nature of linguistic meaning.

KEY TERMS
pragmatic meaning, semantic meaning, schematic knowledge, systemic knowledge

KEY CONCEPTS
- A word represents a concept, not an object; this is its semantic meaning.
- A word refers to an object (which can be a concept); this is its pragmatic meaning.
- Each person's concepts are unique.
- Each person's concepts, while unique, share many similarities with others.
- Experience in the real world using language and interactions with others in the same language community shape our ideas and the language used to represent them.
- Both knowledge of language and knowledge of the world are necessary to fully understand language use.

UNIT A | **Contents**

Activity 1 | **Preview**   14
Trainees test their own ideas of the concepts presented in
this unit.

Activity 2 | **Draw a flower**   14
Trainees learn that a word represents a concept, not an
object, and that each person's concepts are unique.

Activity 3 | **Draw another flower**   15
Trainees learn that language changes through interaction
among its users.

Activity 4 | **Meaning**   17
Trainees see that for words to have meaning both the
semantic concept and pragmatic reference must be known.

Activity 5 | **Two types of knowledge**   19
Trainees understand that in order to construct language,
both systemic knowledge (linguistic knowledge) and
schematic knowledge (knowledge of the world) are
necessary.

Activity 6 | **Review**   20
Trainees review the ideas they discussed in Activity 1
have changed and discover whether their ideas, and thus the
language that represents them, have been changed through
their interactions with the materials in this unit.

Activity 1 | **Preview**

Objective: Trainees will test their own ideas of the concepts presented in this unit.

Reflect.

1.   What do you think about the following ideas? Are they true? Partly true? Wholly false? Discuss these ideas with your peers. 🖐 Take notes on their answers and yours. ✒

a.   The meaning of the word *house* is a real house.

b.   Every time you use English with your friends you are changing how they use English.

c.   Poets, novelists, and other writers have the greatest influence on language change.

d.   Knowledge of the world -- culture, science, politics, art, sports, etc. -- can be as important for understanding language as knowing the language itself.

e.   A complete knowledge of linguistics is all a person needs in order to be a good teacher of language use.

Activity 2 | **Draw a flower**

Objective: Trainees will learn that a word represents a concept, not an object, and that each person's concepts are unique.

*[N.B. Activity 3 must **immediately** follow this activity. Make sure you have enough time to do the activities **without a break** in between.]*

Experience.

1.   Draw a flower. Do NOT look at anybody else's drawing. ✒

[Pass out blank pieces of paper for trainees to draw on. For this activity to work, it is vital that trainees not be influenced by seeing anybody else's first drawing.]

2.   Describe a flower in words. Describe its appearance and other ideas you have about it. Just write sentences about it. You should of course try to write in English, but if you can't think of words, you may mix in words from your own language. Once again, do NOT read or look at the papers of others. ✒

[The purpose of this exercise is not for them to practice writing in English; the purpose is for them to discover their concepts of flowers.]

3.   After you have finished your drawing and writing, sign your name by your drawing and under your writing. When your trainer tells you, exchange your drawing and writing with the drawing and writing of one of your peers. Note the ones you liked the most. Note the similarities and differences between your flower and the ones you liked. 👁

[Signing their names to their work gives their work individual identity and ownership. Allow trainees some time to compare and read. They should note both similarities and differences in both the drawings and writing.]

Reflect. ☞ 📖 ✎

4. What features or shapes or aspects of flowers are **different** in the drawing and the writing of you and your peer? Take notes and list them below.

Differences in the drawing:

Differences in the written description:

5. What features or shapes or aspects of flowers are **similar** in the drawing and the writing of you and your peer? Take notes and list them below.

Similarities in the drawing:

Similarities in the written description:

Conceptualize. ✍ ✎

6. What does the existence of **differences** in the drawings tell you about your and your peers' ideas of what a flower is? Write your answer in the space below.

[Ask questions, if necessary, to help them see that each person's idea of a flower is unique.]

7. What does the existence of **similarities** in the drawings tell you about your and your peers' ideas of what a flower is? Write your answer in the space below.

[Ask questions, if necessary, to help them see that each person's idea of a flower shares features with others' ideas of flowers.]

Activity 3 | **Draw another flower**

Objective: Trainees will learn that language changes through interaction among its users.

*[N.B. This activity must **immediately** follow Activity 2. Make sure you have enough time to do both activities **without a break** between them.]*

Experience.

1. Choose two features (stem, petals, size, shape, arrangement of parts, etc.) of two others' drawings and try to draw them **exactly** as the other persons drew them. ☞ ✎

Person 1, Feature 1   *Person 1, Feature 2*

2. Think about others' flowers, both the ones you tried to copy and others that you liked. How are they **different** from yours? Make some notes below. ✐

3. **Draw a flower again.** While drawing, think about the flowers of others, especially the ones you admired. ☜✐

Reflect.

4. Now, look back at the flower you drew in Activity 2. Is your second flower different from the first? What features changed because of your viewing of others' flowers? Write your answer below. ☜ ✐

5. Does the change in your drawing indicate a change in your concept represented by the word *flower*? ✐

Conceptualize.

6. What does this activity indicate about how language changes? ✐

[Language evolves through the interaction of its users. How could children acquire language if they couldn't interact with their parents or other users of their language? Adult language also changes and evolves through use.]

7.   Multiple choice question: According to a recent article in the *New York Times* (Quenca 2012), which group is leading many changes in American English now? Choose one.

a. adult men	f. young men (teen through late 20s)
b. computer programmers	
c. language teachers	g. poets and novelists
d. professors of linguistics	h. TV comedy writers
e. young women (teen through late 20s)	i. hip-hop artists
	j. Internet gamers

[correct answer is 'e' young women!]

8.   Can you think of examples of language that is used in everyday Uzbek or Russian that is not considered standard or correct? Write some examples in your notebook. Do you think these changes someday could become standard Uzbek or Russian? ♣ ✐

16

Activity 4 | **Meaning**

Objective: *Trainees will see that for words to have meaning both the semantic concept and pragmatic reference must be known.*

Experience. Reflect.

[Ask trainees to follow the instructions in their books. Ask them not to read ahead. If any have read ahead and know the answers to the questions, ask them to not divulge the answers. Each trainee must have the opportunity to answer as she or he thinks.]

1. Read this sentence.

> This operation is
> repeated twice.

2. Do you know the meaning of all of the words in this sentence?
3. Are the words in grammatical order?
4. Do you therefore understand its meaning?

[Some may say yes, and some may say no. Ask questions to find out why they said either yes or no. Different answers may be the result of different definitions of meaning.]

5. Fill in the blank in the sentence below.

> This operation is repeated twice so that...

6. Ask your peers for their answers. Why do you all have different answers?

7. What is the answer? Read the paragraphs below to find out.

> While the water is boiling in the big teapot, put the tea leaves in the small teapot and add a small quantity of the boiling water in order to clean the leaves. After that, pour more of the boiling water into the small teapot and put it on the embers to boil slowly. Meanwhile, put sugar and mint in the large glass. After the tea in the small teapot has been brewing for 10 to 15 minutes, pour some into the glass with mint and sugar in it. Pour this first taste into the small tea glasses and serve it with roasted nuts.
>
> This operation is repeated twice, so that everyone has three small glasses of tea. The aim of this method of preparing tea is to keep the good flavor of tea and to have different tastes because the first mouthful should be more concentrated than the second and third. I hope you enjoy our

local tea preparation. I am glad to invite you for tea and conviviality around the palm trees in the desert.

8.   Now fill in the blank in the sentence from before.

This operation is repeated twice so that

9.   What do the words "this operation" refer to? Write your answer below.

[All of the actions in the first paragraph. Make a list together, orally or on the board: putting the tea leaves in the small teapot, adding a small quantity of the boiling water, pouring more of the boiling water into the small teapot and putting it on the embers to boil slowly, putting sugar and mint in the large glass, waiting for 10 to 15 minutes, pouring some into the glass with mint and sugar in it, pouring this first taste into the small tea glasses, serving it with roasted nuts.]

Conceptualize.

10.   What does the preceding suggest about language meaning?

[In addition to the meanings of words (semantic meaning), we must also know their reference (pragmatic meaning). The more specific the reference, the more pragmatically meaningful the words are. This is the most important idea of this unit.]

11.   The words "this operation" are general and vague. You did not know their meaning until they were put into a linguistic context to make them more specific. How could actions in the first paragraph be made even more meaningful?

[If trainees were to perform the actions for themselves, the words would have concrete meaning. This is called pragmatic meaning. If you have not already done so, write the terms **semantic meaning** *and* **pragmatic meaning** *on the board.]*

Apply.

12.   What does do the ideas you've learned imply about language teaching? For example, when you teach vocabulary, how can you help your students understand and remember the words they are supposed to be learning? Discuss this and write notes here. 🖋 ✎

[Give trainees time to answer. Lead them to think about ways of making language as meaningful as possible. For example, you could have them brainstorm ways they can make language more concrete and personally connected to their students' lives and concerns.]

Activity 5 | Two types of knowledge

Objective: *Trainees will understand that in order to construct language, both systemic knowledge (linguistic knowledge) and schematic knowledge (knowledge of the world) are necessary.*

Experience.

[Ask trainees to follow the instructions in their books.]

1.   Two texts about tea ceremonies are given below. Fill in the blanks with words or phrases that complete the meaning. ✐

[Answer key is in Appendix 1.]

Text 1

The person preparing tea in my region, usually a _____, puts green tea (imported from China) in one of the teapots and fresh _____ leaves in the other. The kettle is used to boil water. He puts a small quantity of boiling water in the first teapot to clean the green tea leaves, then _____ ____ _____ puts more hot water in the teapot and boils it again with the green tea. Then, he pours this tea in the second teapot, which contains the _____. To _____ the tea, _____ pours from the second teapot into the large glass, which contains _____. He must hold the teapot _____ _____ the glass so that the _____ hot tea melts the _____ rapidly. When the _____ solution is ready, it is poured into tea glasses. This is "the first cup".

Text 2

Tea is the staple drink of Central Asia, and _____ - _____ (tea houses) can be found almost everywhere in Uzbekistan, full of old _____ chatting the afternoon away with a pot of tea in the shade. In every Uzbek house a guest is always offered a _____ (a small bowl) of aromatic green tea. The tea from the _____ (teapot) that has just been filled with boiling water to brew is poured into the _____ and returned three times. The first returning is called "_____", the second "_____" and only after the third time does it become "_____" or tea. Only in this way all the aroma and flavor of the tea is believed to emerge. As a token of respect for the guest, the host fills only _____ - _____ of the _____, and then, putting his right hand to his heart, with

his left hand holds out the teapot to the guest. At the same time fresh, flat, round Uzbek _____ is served.

Reflect.

2. Which text was easier to complete? Why? 🐟 ✏

3. What kind of knowledge helped you to complete the texts? 🐟 ✏

[Knowledge of Uzbek culture and knowledge of English language]

Conceptualize.

4. What knowledge do we need to have in order to construct meaning from texts and construct meaning in texts? 🐟 ✏

[Knowledge of the world that the language is referring to and knowledge of the language system used to conceptualize the world]

Apply.

5. What implications does this exercise have for the way you will learn and teach English? 🐟 ✏

[They need to learn as much as they can about the real world and about language. To increase students' knowledge of language, they need to teach both about the real world and about language.]

Activity 6 | **Review**

Objective: Trainees will review the ideas they discussed in Activity 1 have changed and discover whether their ideas, and thus the language that represents them, have been changed through their interactions with the materials in this unit.

Reflect.

1. What do you think **now** about the following ideas? Have your ideas changed through your interactions with materials in this unit, your instructor, and your peers?

2. Discuss these ideas with your peers. Take notes on changes in your knowledge and ideas. ✏

a. The meaning of the word *house* is a real house.

b. Every time you use English with your friends you are changing how they use English.

c. Poets, novelists, and other writers have the greatest influence on language change.

d. Knowledge of the world -- culture, science, politics, art, sports, etc. -- can be as important for understanding language as knowing the language itself.

e. A complete knowledge of linguistics is all a person needs in order to be a good teacher of language use.

UNIT B

Phonology

OBJECTIVE

In this unit, trainees acquire awareness of the sound system of English from a communicative point of view.

KEY TERMS

consonant, intonation, minimal pairs, phonology, phoneme, pitch, prominence, prosodic stress, rhythm, sense (tone) unit, sound symbol, stress, supra-segmental units, syllable, vowel

KEY CONCEPTS

- Understandable language depends on pronouncing the right number of syllables and placing stress on the correct syllables.
- Stress in words and sentences consists of raising the pitch of the voice on stressed syllables.
- Sense or tone units are units of meaning in sentences.
- Speakers indicate oral commas and full stops through lowered intonation at the ends of grammatical phrases and sentences.
- The stressed syllables of the most important words in a sentence have the highest pitch.
- Words are perceived as important because they introduce new information, present contrasting facts or ideas, or add emphasis to ideas already introduced -- or any combination of the above.
- Changing the stressed word in a sentence can create different implications.
- Intonation can express a variety ideas and feelings: Even though the words are identical, the meaning of the utterance can be very different.
- Changing the stressed syllable can sometimes change a word's part of speech.
- Learning the English phonemic system can increase awareness of individual English sounds.

Activity 1 | **What do you know?**

Objective: Trainees will evaluate their knowledge of English phonology.

Reflect.

Are the following statements true or false?

1. You can change the meaning of a sentence by changing the intonation of individual words. *[T]*

2. In statements of fact, English is usually spoken with a level tone of voice. *[F]*

3. Stress normally falls on the last syllable of English words. *[F]*

4. There is only one stressed syllable in all English words. *[F]*

5. English is spoken as it is written. *[F]*

6. There are more sounds than letters in English. *[T]*

7. A change in stress can change the grammatical function of a word. *[F]*

8. The stressed syllable of the most important word in a sentence has the highest pitch. *[T]*

9. You could get someone expelled from university by raising the pitch of your voice on a single word. *[T?]*

[Allow trainees time to answer the questions. The questions are intended to stimulate interest. Return to these questions as a review at the end of the unit.]

Activity 2 | **Syllables and stress**

Objective: Trainees will learn to distinguish syllables and primary and secondary stress in words.

Experience. Reflect.

1.   Listen to the following words one at a time. Your trainer will play the list more than once. Just listen the first time. The second time you listen, write the number of syllables you hear in each word after the letter. The third time, you will hear the answer first and the word again. ☉

[Play the audio recording Syllables and stress #1 three times. Have them listen the first time. The second time, pause for a few seconds while they think and write down the numbers. The third time, give the answer for each first; then, play the recording. Repeat if necessary. The words are not provided in the trainees' book because it is important for their attention to be on only the sounds of the words. Primary stresses are in bold and secondary in italics.*]*

a.	day (1)	g.	bi-tu-mi-nous (4)	l.	pho-no-lo-gy (4)
b.	to-day (2)	h.	an-thro-po-lo-gi-cal (6)	m	cap-tur-ing (3)
c.	pho-no-log-i-cal (5)	i.	er-ror (2)	n.	an-te-di-lu-vi-an (6)
d.	av-(e)-rage (2 or 3)	j.	skunks (1)	o.	pat-terned (2)
e.	cab-bag-es (3)	k	pho-to-graph (3)	p.	com-ple-men-ta-ry (5)
f.	an-thra-cite (3)	q.	an-ti-dis-e-stab-lish-men-tar-i-a-ni-sm (12)

2. Listen to your instructor dictate the words. Write them in the blanks above above or in your notebooks.

[Dictate the words one at a time. Give them a chance to struggle with the spelling. Have trainees spell the words aloud. Correct them to make sure they are spelled correctly.]

Conceptualize.

3. How would you divide the words above into syllables? Where would you divide them? Can you create some rules for yourself to help you?

[Allow them time to play with different divisions and rules. Ask them to formulate rules for themselves. The syllable divisions above are taken from the Merriam-Webster *online dictionary. Even in dictionaries the rules are not always clear!]*

4. Different languages divide words into syllables differently. How do the rules differ in your language(s) from English?

5. What is "stress" in words?

[Stress is a combination of three things: pitch, length, loudness. In English, these often occur together. Stress is a physical phenomenon in the pronunciation of words. What is more important in communication is **prominence***. Prominence is the psychological importance given to individual syllables. Although the word* stress *will be used in this unit, prominence is more important in language teaching. Write* prominence *and explain.]*

6. In each of those words, which syllable has the greatest **prominence**?

[Primary stresses are underlined while secondary stresses are marked in italics. *Syllable prominence is so important to native speakers*

that if there are more than three syllables in a row, English speakers will insert a secondary stress.]

7.　　Are there any rules for syllable prominence in English? Can you formulate a "rule of thumb" to help you?

[Allow trainees time to play with ideas. In the end, even native speaker are often not sure. The best rule is to look in the dictionary!]

Apply.

8.　Listen to the following words and write down the number of syllables and the stressed syllable. For example, *friendly* has two syllables and the first syllable is stressed, so write 2/1. NOTE: Some words have two primary stresses. Which are they?

*[Play **Syllables and stress #2**.]*

Word	#/stressed	Word	#/stressed1/stressed2
friendly	2/1	graduation	4/3/1
different	2/1 or 3/1	vocabulary	5/2/4
craftsman	2/1	illogical	4/2
courage	2/1	personality	5/3/1
projector	3/2	absentminded	4/3&1
computer	3/2	programmer	3/1
photograph	3/1	hard-working	3/1&2
examine	3/2	systematic	4/3/1
trialing	3/1	development	4/2
sincere	2/2	good-looking	3/1&2
merciful	3/1	anniversary	4/3/1
syllable	3/1	timetable	3/1&2
resemble	3/2	plagiarism	4/1/3

[Some words in the third column can have either two primary stressed syllables or one primary stress and one secondary stress. In words of four syllables or more, stressed and unstressed syllables often alternate, creating an iambic or trochaic rhythm.]

Reflect.

9. How are the words in the third column different from the first column?

[Many have a secondary stress.]

10.   In the third column, if you were to stress an additional syllable, which one would it be? For example, the word *graduation* has four syllables and the third one is stressed (4/3). The first syllable is also stressed but it is less prominent than the third syllable, so you write 4/3/1. Listen to the recording again and add the number of the secondarily stressed syllable. ℚ ✎

[Answers in the chart above.]

11.   Which is the most common pattern in each column? What similarities do you see in the words with the same pattern?

Activity 3 | **Phrasing and intonation**

Objective: Trainees will learn about phrasing and sentence intonation in spoken English.

Experience. Reflect.

1.   Listen to this sentence. ℚ

[In the following examples, the stressed syllables are marked in the trainers' book but not in the trainees'.]

Phrasing and intonation #1

> <u>This</u> is the <u>new</u>est one in
> the <u>store</u>.

a.   On which syllables does the speaker's voice rise?

[new- , store]

b.   What happens to the speaker's voice at the end of the sentence?

[the pitch falls]

c.   Grammatically, how is the information organized? How many phrasal units are there?

[3: This: subject of the sentence | is the newest one: predicate | in the store: prepositional phrase.]

d.   Does the rise and fall in the speaker's voice match the meaning and grammar of the sentence?

[The words on which the speaker's voice rises are the most meaningful.]

2.   Listen to another sentence. ℚ

Phrasing and intonation #2

> The <u>cat</u> out<u>side</u> is <u>wait</u>ing for a <u>hand</u>out.

a. On which syllables does the speaker's voice rise?

[cat, -side , wait- , hand-]

b. How are the words organized phonologically? That is, how many phrasal units are there?

[4: The cat | outside | is waiting | for a handout]

c. What happens to the speaker's voice at the end of the sentence?

[the pitch falls]

d. Does the rise and fall in the speaker's voice match the meaning and grammar of the sentence?

[The words on which the speaker's voice rises are the most meaningful.]

3. Listen to a third sentence. ☺

Phrasing and intonation #3

> In a <u>way</u>, it's <u>not</u>
> what I exp<u>ect</u>ed.

a. On which syllables does the speaker's voice rise?

[way, not, -pect]-

b. How are the words organized phonologically? That is, how many phrasal units are there?

[3: in a way | it's not | what I expected.]

c. What happens to the speaker's voice at the end of the sentence?

[The pitch drops.]

d. What happens to the speaker's voice after the word *way*?

[It falls, but not as low as at the end of the sentence, and then it rises again.]

4. Listen to a fourth sentence. ☺

Phrasing and intonation #4

> I <u>wanted</u> to <u>thank</u> her, but she <u>left</u>
> be<u>fore</u> I got the <u>chance</u>.

a. On which syllables does the speaker's voice rise?

[want-, thank, left, could]

b. How are the words organized phonologically? That is, how many phrasal units are there?

[5: I wanted | to thank her | but she left | before I | got the chance]

c. Does the rise and fall in the speaker's voice match the meaning and grammar of the sentence?

[The words on which the speaker's voice rises are the most meaningful. There is one in each unit of meaning.]

d. What happens to the speaker's voice at the end of the sentence?
[The pitch drops.]

e. What happens to the speaker's voice after the word *her*?
[It falls, but not as low as at the end of the sentence, and then it rises again.]

5. What happens to the voice at the ends of statements in English? In other words, how do you signal a full-stop with your voice? How do you signal the ends of sentences in your language?

[In English, you allow your voice to drop. Even if the last syllable is stressed (could) and therefore higher in pitch, at the end of the syllable, the voice will drop to signal a full stop. This is truer in American English than in other dialects. For example, many Canadians will raise their voice at the ends of sentences and allow it drop only at the end of their turn.]

6. How do speakers signal commas in English? How do you signal commas or other punctuation in your language?

[Their voice slows and lowers slightly then rises again with the continuation of the sentence.]

NOTE: The stressed syllable in each of these phrases is called **the topic syllable**. Information is organized around the topic syllable. The information organized around the topic syllable is a **sense unit** or **tone unit**.

Activity 4 | **Intonation and meaning**

Objective: *Trainees will learn about the communicative role of sentence intonation in spoken English.*

Experience.

1. English uses voice intonation to indicate stress. Mark ' the syllable with the highest pitch in each sentence. ☊ ✐

*[Play **Intonation and meaning #1** two or three times. Stressed syllables are italicized in the trainers' book but not in the trainees '. This is reviewed and expanded upon in Unit E (Discourse).]*

Intonation and meaning #1

A: So, what about <u>you</u>? Do <u>you</u> eat a lot of chocolate?
B: All that <u>cocoa</u> butter and <u>sugar</u> makes me <u>fat</u>, so I <u>don't</u>. <u>You're</u> slim, so I guess <u>you</u> don't <u>either</u>.
A: Well, <u>actually</u> I <u>do</u> eat a lot of chocolate. And <u>ice</u>-cream.

B: Lucky <u>you</u>!

Reflect.

2. Which syllables were stressed?

[If they don't hear them, tell them, and play the dialogue again.]

3. Was all of the word chocolate stressed? Or just one syllable?

[One syllable.]

4. Why were the syllables stressed?

[They were the stressed syllables of the most meaningful words.]

Conceptualize.

5. Why were the words meaningful? To learn this, answer the sequence of questions posed by your trainer. Write the answers. ✐

6. To learn this, answer the sequence of questions posed by your trainer. Write the answers. ✐

[Lead them through the Q&A below. It may seem pedantic, but it's setting a pattern of inquiry, that of careful Q&A leading toward specific concepts. Before starting the Q&A, play the above dialogue again. Then, read the questions below and have the trainees follow along and supply the answers. Give them a few moments to think about each question. Suggested answers are given. Encourage them to ask questions of their own. T is for Trainer.]

T: What about the words *ice-cream, cocoa butter, sugar*? Was this their first mention?

Yes.

T: What about the idea that these things make her fat? Or that B does not eat a lot of chocolate? Were these ideas mentioned before?

No.

T: So, what is one reason that these particular words are important?

They provide new information.

T: What about the word *you*? Is *you* new information?

No. Pronouns cannot be new information because they refer to things already said.

T: So, why was the word *you* stressed so many times?

One person eats a lot of chocolate and the other does not. Their eating habits were different.

T: So, what is the reason that these particular words were important?

Contrast. To draw attention to a difference. .

T: What about the word *do*? Was it grammatically necessary?
No.
T: Does it provide new information or contrast?
No.
T: So, why was it stressed?
To emphasize the fact that A eats a lot of chocolate . It's an emphatic do.
T: So, what is a third reason that particular words are important?
Emphasis. The speaker wants to emphasize specific information.

7. Summarize by completing the sentences:

a. The stressed syllables of the *most important* words in a sentence have the *highest pitch*.

b. Words are important for three reasons: They introduce *new* information; they present *contrasts*, or they add *emphasis*.

[Tell them that a word can be new information and *a contrast* and *emphasized, in which case it is even more highly stressed.]*

Apply.

8. Listen to the recording of the next short dialogue twice and mark the syllables with the highest pitch.

*[Play **Intonation and meaning #2** two or three times.]*

Intonation and meaning #2

A: I haven't seen you for ages! Where on earth have you been?
B: I've just come from Italy. Rome has a lot of amazing sculptures, you know. Have you seen them?
A: No, but I'd like to.

9. Practice the two dialogues below with a partner. Decide which information is new, contrasted, or emphasized. Act it out, switch sides, and act it out again. Look at the dialogue one more time, and interpret it differently. Act it out again.

[Suggested emphases are underlined.]

Intonation and meaning #3

A: Have we *got* enough *fruit* for the *par*ty?
B: Well, we've got *ap*ples, *or*anges, and *pea*ches, but we *don't* have ba*na*nas.
A: Could you *run* to the *store* and *get* some, *please*?

> A: <u>What</u> is the <u>ca</u>pital of <u>Den</u>mark?
> B: I <u>don't know.</u> What <u>is</u> the capital of
> Denmark?
> A: It's <u>Co</u>pen<u>ha</u>gen.

[Note: strong emphasis (higher pitch) on the word **is***]*

Activity 5 | **Intonation and contrast**

Objective: Trainees will see how changing the intonation of a word in a sentence can send, by contrast, a different message.

Experience.

1.   Listen to the speaker of the following sentences. Mark the syllable with the highest pitch in each sentence. ♀ ✎

[Play the statements through without stopping. There should be enough time for them to mark a single stressed syllable in each.]

Intonation and contrast #1

> a. <u>Lo</u>la said Anvar broke the window…
>
> b. Lola <u>said</u> Anvar broke the window…
>
> c. Lola said <u>An</u>var broke the window…
>
> d. Lola said Anvar <u>broke</u> the window…
>
> e. Lola said Anvar broke <u>the</u> window…
>
> f. Lola said Anvar broke the <u>win</u>dow…

Reflect.

2. Do all the sentences have the same meaning?

[The words are the same and the context is not specified, so apparently, the sentences have the same semantic and pragmatic meaning; however, their implications are different.]

3. What do each of the statements imply? Copy your stress markings from above into the sentences in the left column. Then, listen to the statements one more time and choose from the probable implication for each from the right column. ♀ ✎

[They put the letter of the statement in the left column next to the implication in the right. Give a chance to read all of the statements in the right column before playing it again.]

a. Lola said Anvar broke the window…	__ -- and cold air is coming in.
b. Lola said Anvar broke the window…	__…Really? Anvar?
c. Lola said Anvar broke the window …	__…the expensive, stained glass window.
d. Lola said Anvar broke the window …	__ …in fact, she was in the room when it happened
e. Lola said Anvar broke the window …	__…and it's in pieces all over the floor.
f. Lola said Anvar broke the window…	__….but I'm not sure I believe her.

Conceptualize.

4. So, who might get in trouble because of the implications of each sentence? 🌰

Activity 6 | Intonation and feeling

Objective: Trainees will see how intonation can vary according to feelings and emotions.

Experience.

1.   You will hear the same statement spoken ten times. Choose an adjective from the list below that best describes the speaker's tone of voice. Before listening, ask your trainer if you do not know the meanings of each of the words. 🎧 ✒

*[Tell the trainees to listen to a recording **Intonation and feeling #1** of native speaker saying the same sentence in different ways and have them match the sentence to the feelings. Stop after each pair to compare and repeat if necessary. Make sure that before trainees hear the recordings, they know the meanings of each of the words below. Translation may be necessary. **Repeat the recording as necessary**. At the end, play it all the way through from the beginning. Answers and opinions may vary.]*

afraid	bored	brave	confident	cruel	detached
friendly	interested	kind	resigned	vigorous	uncertain

Intonation and feeling #1

I suppose I could do it.	
1 *[interested*	2 *resigned*
3 *confident*	4 *uncertain*
5 *kind*	6 *cruel*
7 *vigorous*	8 *weak]*

Reflect.

2.   How does intonation vary according to the speaker's feeling?

[The purpose is to engage trainees in listening for voice intonation. Accept all answers.] ✐

Apply.

3.   Say *thank you* in the situations described below. ✐

• You have been dreaming about an expensive gold chain, hoping that your girlfriend/boyfriend would give one to you someday. Today is your birthday and he/she presented you with the watch you wanted. Say "Thank you."

• You have given a formal speech to a large audience. Finish your speech by saying "Thank you."

• You have been doing housework all day long hoping to finish early so that you can go out with your friends. But your mother assigned you another chore just as you finished. How would you say "Thank you"?

• You are speaking to a group. One person is constantly trying to help you by adding obvious comments. Try to stop him by saying "Thank you."

Activity 7 | **Stress interchange**

Objective: Trainees will see that the same words should be stressed differently depending on their part of speech.

Experience and conceptualize.

1.   Listen for how your group-mates say the words in **bold**. Is there a difference in each of them? What part of speech is each of them? Does the part of speech affect which syllable is stressed? ✐

*[Have a trainees read aloud each of the following sentences. Listen for how they say the word. Ask trainees which part of speech the **bold** word is.]*

34

Stress interchange #1

a. Alison bought an amazing **present** for her sister. *[noun]*

b. You need to be **present** in all the lectures. *[adjective]*

c. Let me **present** a gift to you. *[verb]*

d. A **presentation** in front of an audience can be terrifying. *[noun]*

e. **Presenting** in front of an audience can be terrifying. *[gerund]*

2.   Listen as your trainer plays the recording. Underline the stressed syllable. 🎧

*[Play the recording **Stress interchange #1**.]*

Apply.

1.   In the sentences below, decide which part of speech the underlined word is (noun, verb, adjective, adverb, gerund, participle). Listen to the recording **Stress interchange #2** and mark ' or underline the stressed syllable of the word in **bold**. 🎧 ✎

Stress interchange #2

a.   Surprisingly, the students did not **object** to the change in the exam schedule. *[verb]*

b.   We saw dozens of tiny glass **objects** in a store, arranged neatly in a row. *[noun]*

c.   In the United States, the law **permits** drivers to make a right turn on red. *[verb]*

d.   In Uzbekistan, people can acquire a driving **permit** at the age of eighteen and after having passed a driving exam. *[noun]*

e.   Every month students are required to complete a **project** in Integrated Skills. *[n.]*

f.   Alisher will **project** his PPt onto the screen so everybody can see it. *[verb]*

g.   Economists **project** that the employment rate will rise by June. *[verb]*

h.   Farmers harvested a **record**-breaking amount of fruit last year. *[adjective]*

i.   In a studio, singers make **recordings** of their latest songs. *[noun]*

j.   Please don't **record** my voice because I don't like the sound of it. *[verb]*

k.   The **content** of the language lesson was very interesting. *[noun]*

l.   Some people are **content** to stay in the same village all of their lives and never see anything new. *[adjective]*

2.   Use the following list of words to make sentences. After making the sentence, identify the part of speech. Write two sentences for each word using different parts of speech. (You may use different forms of the words.) Identify the part of speech in each sentence. 🖋

addre ss	condu ct	confli ct	expo rt	impa ct	insu lt	perfe ct	progre ss	upda te

Activity 8 | Sound Symbols

Objective: Trainees will become aware of the International Phonetic Alphabet (IPA) and the relationships between English sounds and IPA symbols.

Experience.

1.   How many letters and sounds are there in the following words? The first is done for you. 🖋

Sound symbols #1

consciousness (13/9) /ˈkɒnʃəsnɪs/
ostentatious *(12/10)* /ˌɒs tɛnˈteɪ ʃəs/
ubiquitous *(10/10)* /juːˈbɪkwɪtəs/
youth *(5/3)* /juːθ/
restaurant *(10/8)* /ˈrɛst(ə)rɒnt/

Reflect and conceptualize. 🖋

2.   Is there a one-to-one relationship between letters and sounds in English? *[No]*

3.   How can non-native speakers of English learn to pronounce and spell words correctly?

[With the help of phonetic symbols and a dictionary.]

4.   How have you used phonetic symbols in your learning? Were they helpful?

5.   In what ways can the International Phonetic Alphabet (IPA) be used in teaching English?

Apply.

6.   THE IPA GAME. Follow your trainer's instructions. ✐ ✐

[Divide trainees into pairs and invite them to play "The IPA Game." Draw the table below on the board. You can alter the game using different phonemes.]

The IPA Game				
	COUNTRY OR CITY	PERSONAL NAME	FOOD OR DRINK	ANIMAL OR BIRD	OBJECT
/iː/	Egypt				
/θ/		Theodore			
/k/			catsup		
/ʃ/				shrew	
/ɔɪ/					coin
/ə/				zebra	
/ʌ/			butter		
/j/		William			
/ɜːʳ/	Jersey				

Rules of the IPA Game

• You must find words in each category that include the given sound (extra point if the sound does **not begin** the word).

• Underline the letters of the sound in each word. If the correct letters are not underlined, no point is given for the word.

• No word may be used more than once.

• Your trainer chooses the length of time.

• The group with the most points within the time limit is the winner.

The IPA for English phonemes is on the next two pages. For a full description of IPA English phonemes and audio recordings of the sounds visit www.antimoon.com/ipa.

English phonemes in the International Phonetic Alphabet (IPA)

Vowels			Consonants	
Symbol	**Example**		**Symbol**	**Example**
ʌ	cup, luck		b	bad, lab
ɑ:	arm, father		d	did, lady
æ	cat, black		f	find, if
e	met, bed		g	give, flag
ə	away, cinema		h	how, hello
3:ʳ	turn, learn		j	yes, yellow
ɪ	hit, sitting		k	cat, back
i:	see, heat		l	leg, little
ɒ	hot, rock		m	man, lemon
ɔ:	call, four		n	no, ten
ʊ	put, could		ŋ	sing, finger
u:	blue, food		p	pet, map
aɪ	five, eye		r	red, try
aʊ	now, out		s	sun, miss
eɪ	say, eight		ʃ	she, crash
oʊ	go, home		t	tea, getting
ɔɪ	boy, join		tʃ	check, church
eəʳ	where, air		θ	think, both

38

w	wet, window	
z	zoo, lazy	
ʒ	pleasure, vision	
dʒ	just, large	

Special symbols

Symbol	What it means
'	' is placed before the stressed syllable in a word.
r	[ka:(r)] means [ka:r] in American English, and [ka:] in British English.
i	i(:) means something between i: and i. Examples: *very* ['veri(:)], *ability* [.. 'biliti(:)], *previous* ['pri:vi(:)..s].
ᵊl	.l shows that the consonant l is pronounced as a syllable (it sounds like a vowel). Examples: *little* ['lit.l], *uncle* ['^Nk.l].
ᵊn	.n shows that the consonant n is pronounced as a syllable. Examples: *written* ['rit.n], *listen* ['lis.n].

UNIT C

Lexis

OBJECTIVE

In this unit, trainees experience some aspects of the English lexical system in order to prepare them to teach English communicatively.

KEY CONCEPTS

↤ Words have different functions and roles in communication.

↤ Knowing a word means knowing its phonological and orthographic forms

↤ Words, for teaching purposes, consist not only of single words but compound words, phrasal verbs, set and variable phrases, idioms, collocations and habitual formulations.

↤ The definition of a lexical item consists of its features in our mental dictionaries.

↤ Words can have multiple definitions derived from use; some of these are literal and some are idiomatic.

↤ The connotations of words can affect our perceptions and hence our choices.

↤ Synonyms and antonyms often consist of not single words but phrases and circumlocutions.

UNIT C | **Contents**

Activity 1 | **Definition**

Objective: *Trainees will think about the definition of the word* word *and whether a linguistic definition is useful for language teaching.*

Reflect. Conceptualize.

1.   Read the following definition of the word *word* and discuss the questions that follow. 📣

A word is "a unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning. Words are composed of one or more morphemes and are either the smallest units susceptible of independent use or consist of two or three such units combined under certain linking conditions, as with the loss of primary accent that distinguishes black·bird· from black· bird·. Words are usually separated by spaces in writing, and are distinguished phonologically, as by accent, in many languages."

http://dictionary.reference.com/browse/word?s=t

---

2. What are the characteristics of such a definition?

[Some of the following ideas might be useful.

– Dictionary definitions of words have to state what something is and what it is not.

– They help people recognize something when they experience it.

– They help people distinguish things from others; that is, they help people see the differences in things that have different names.

Tell them that they may question this definition and that hopefully they will have a very different idea of the meaning of the word word *after this unit.]*

3. How useful is such a definition in teaching vocabulary?

4. What more do you need to know about words in order to teach people how to use English words well?

Activity 2 | **Words: Form and function**

Objective: *Trainees will review some basic terminology and learn that teaching vocabulary means more than teaching the definitions of individual words.*

Experience.

1. Your trainer will divide the class into two sides and each side into pairs. Fill in the blanks in the incomplete sentence given to you by your teacher. DO NOT LOOK AT PAPERS FROM THE OTHER SIDE.

[Divide the class into two sides and each side into pairs. Pass out Version 1 to one side of the class and Version 2 to the other side of the class. (See **Appendix 2** *for cut-out versions.) Have trainees fill in the blanks with whatever words they think belong. Do not allow the two sides to communicate until they have completed this portion of the task.*

2. When you are told to do so, send one member of your side to the other side to tell them the missing words. When you have the complete sentence, write it in the space below. Make sure you write it correctly. 📖 🖋

[When both sides are finished, have one person from each side go to the other and tell them what was missing from each side. The complete and correct version of the sentence: **"After the hungry and sleepy cat ate the table scraps up, hungering for sleep, it lay by the fireplace and fell into a feline slumber."** *Ask someone to read each version spoken aloud.]*

Version 1:
   After the _____ and _____ _____ _____

the _____ _____ __ , _____ for

_____ , it _____ by the _____ and

_____ into a _____ _____ .

Version 2:
   _____ ___ hungry ___ sleepy cat ate ____ table scraps up,

hungering _____ sleep, ____ lay __ ___ fireplace ___ fell

_____ ___feline slumber.

---

3. Listen to the two sentences spoken aloud. Of the two versions, which one had simpler words? Which one had more meaning after you understood all of the words? 🖐 ✒

Reflect.

4. How many sentences are there? *[1]*

5. How many clauses are there? *[2]* Write them out.

[-- After the hungry and sleepy cat ate the table scraps up,

-- hungering for sleep, it lay by the fireplace and fell into a feline slumber.]

6. How many phrases are there? *[10] Write them out.*

a. Verb phrases: *[3]*

[ate the last of the table scraps up, lay by the fireplace, fell into a feline slumber]

b. Participial phrase: *[1]*

44

[hungering for sleep]

c. Prepositional phrases: *[4]*

[of the table scraps, by the fireplace, for sleep, into a feline slumber]

d. Noun phrases that are not part of another phrase: *[1 -- the subject of the first clause]*

[the hungry and sleepy cat]

7. How many words are there? (Do not write them out.) *[25]*

[after, the (3), hungry, and (2), sleepy, cat, ate, up, table, scraps, hungering, for, sleep, it, lay, by, fireplace, fell, into, a, feline, slumber]

8. How many **distinct** words are there? [20]

[Distinct means words without their repetitions. Ask whether eat up *and* table scraps *are single words.]*

9.   Fill in the chart below. Under "Type", label the parts of speech as either content words or function words. Write words from the sentence in the right column.

Type	Part of Speech	Words from the sentence
content	adjectives	*[hungry, sleepy, hungering, feline]*
content	adverbs	*[---]*
function	articles	*[the, a]*
function	conjunctions	*[after, and]*
content	nouns	*[cat, table scraps, sleep, fireplace slumber]*
function	prepositions	*[for, by, into]*
function	pronouns	*[it]*
content	verbs	*[ate up, hungering, lay, fell]*

10.   Do content words and function words both have form? Meaning? Use?

[Their form is their sound and spelling. Ask them whether "cat" and "slumber' have meaning. Ask them whether "it", "after", and "by" have meaning. They all have meaning -- though the meaning of "it", for example, depends solely on context. The use of all words depends on context. For example:

•The word feline *is a general term for all members of the cat family and is more common in writing and academic contexts.*

*•*Eat up *is a phrasal verb and is more common in spoken language; the academic word for* eat up *is* consume.

•The past tense of lie is lay, *which is used in written English; however,* layed *is common in spoken American English.]*

[Write these on the board and explain them to trainees as needed. Add other examples that you know of.]

11.   Which type of words is commonly taught in vocabulary classes? Which type is commonly taught in grammar classes? Should both types be taught in both classes? ✍

[Accept all points of view. Over the course of this unit, their ideas should evolve toward yes.*]*

Conceptualize.

12.   What have you learned so far about words? Write notes below and be prepared to share them with the class.

[They should be led to some of the following ideas: Words have different functions, some more lexical (content words) and others more grammatical (function words), but all have form, meaning, and use; therefore, teachers should teach the form, meaning and use of both content and function words in both grammar and vocabulary classes.]

Activity 3 | **Form: Pronunciation and spelling**

Objective: *Trainees will learn that knowing a word includes knowing its spelling and pronunciation.*

Experience.

1.   How do you pronounce the letters *o-u-g-h* in each of the following words?

Form: pronunciation and spelling #1

| though | through | thought | bough | rough | cough |

*[Have trainees respond orally to each of them before saying the answers or playing the recording **Form, pronunciation and spelling #1**. Transcription is below.]*

| th/əʊ/ | thr/u:/ | th/ɔː/t | b/aʊ/ | r/ʌf/ | c/ɒf/ |

[After showing the sounds, pronounce each of them one at a time and have the class repeat after you. American and British pronunciations vary. For example, the British and northeast American pronunciation of thought is /θɔːːt/ while the western American pronunciation is /θɒːːt/.]

2.   Can you think of any more words with the letters o-u-g-h in them? Write them here.

3.   Listen to the recording of a brief dialogue. It is repeated three times. 🎧

Form: pronunciation and spelling #2

> *A:* I can do it!
> *B:* No, you can't!
> *A:* Yes, I can!

a.   Which word receives the most stress in each line?
b.   How does the speaker pronounce the word *can*?
c.   How does the word *can* change its phonological form?
d.   Why does it change?

Form: pronunciation and spelling #2

> *A: I c'n DO it!*
> *B: No, you CA'!*
> *A: Yes, I CANN!*

[Ask why there are differences. In the first, the vowel is reduced to almost nothing because the stress is on DO. In the second, the word can't is said sharply, which results in /n/ and /t/ sounds being dropped with the tongue being on the alveolar ridge just behind the teeth. In the third, the /n/ sound is lengthened in order to reaffirm the person's ability to succeed.]

4.   How do you write the /i:/ sound in each of these words? Say the sounds aloud and write the word the sounds make to the right of the transcription. **Listen to the recording.** 🎧

Form: pronunciation and spelling #3

b/i:/	*[be* or *bee*
k/i:/p	*keep*
/i:/t	*eat*

rec/i:/ve	*receive*
p/i:/ple	*people*
k/i:/	*key*
laz/i:/	*lazy*
retr/i:/ve	*retrieve]*

5. Can you think of any more words with the sound /i:/? Write them in your notebook.

Reflect. Conceptualize.

6. Pronunciation is **phonological form**. Spelling is **orthographical form**. What do the preceding exercises show about the relationship between phonological and orthographical form in English?

[You can't always know the pronunciation from the spelling or the spelling from the pronunciation.]

Activity 4 | **What is a word?**

Objective: *Trainees will understand that a word, for teaching purposes, is a lexical item.*

Experience.

1. Read the following questions and then listen to the conversation. The first voice you hear is Jen's; the second is Kate's. 🎧

*[Give trainees a minute or two to read the questions; then, **play the dialogue**. The first listening is to orient them to the characters and context.]*

a. Where is the conversation taking place? When is it taking place? What are their reasons for being there?

[At a café. Jen went there to relax and Jen apparently to gossip.]

b. How would you describe Jen's tone of voice? How would you describe Jen's language?

[Her voice is tired. Her language is direct.]

c. How would you describe Kate's tone of voice? How would you describe Kate's language?

[Her tone is breezy and gossipy. Her language is full of set phrases, idioms, and other language chunks.]

d. Listen. Do not turn the page until you are instructed to do so.

[Play it once; discuss the answers; have them turn the page and read as you play it again.]

What is a word #1 (Jen and Kate)

Kate Hi, Jen.

Jen [surprised] Uh, hi Kate.

Kate Didn't expect **to run into you** here, **of all places.** Not really

Jen **your cup of tea** ha, ha.

Kate No, I don't come to this **coffee house** by myself very often.

Jen Well, she's been a bit **cagey**, hasn't given me all **the gory details**

Kate yet but --

Jen Uh, who?

Kate **Do you mind if** we **talk shop?**
Well, I was trying to relax --

Jen Hillary, I mean, she only had a minute so she told me **in a**

Kate **nutshell** what you've **been up to** lately and --

Jen Really? What did she say?

Kate Your work. It's like you've been at it **morning, noon, and**

Jen **night.**

Kate Yes, we --
For six weeks, **no less.**

Jen Well, yes. I guess, yeah, we *have* been **working hard.**
And then some! That's a long time **in this day and age.** Then
to **have the carpet pulled right out from under you?** It's an
injustice. And it's not fair either.
Hmm, six weeks is not all *that* long and --
TO BE CONTINUED

Reflect.

2. In the conversation, some words are in **bold**. Why do you think they are in **bold**? 🐦

[The words are in bold to draw their attention to them. Explain that **language awareness** *or* **noticing** *is a principle of communicative language teaching.]*

Conceptualize.

3. A WORD. What does each of the **bold** phrases mean in the context of the conversation? Are they words? Discuss their meanings with your peers, and in the chart below, write the meaning of each; then, tick ✓ the words or phrases from the dialogue that you would consider to be a "word" – a single unit of meaning.

[Note: They should all be considered single units of meaning and therefore taught as if single words.]

	Meaning	A word?
run into you	*[someone: to meet someone unexpectedly* *something: to bump into or hit accidently*	
of all places	*the last place expected*	
coffee house		
your cup of tea	*what you are comfortable doing*	
say		✓
cagey	*evasive*	
to be up to	*to be doing, with the suggestion of something secret*	
gory details	*every detail no matter how unpleasant (gory means bloody)*	
in a nutshell	*in very few words*	
Do you mind if...	*Would it be okay if*	
to talk shop	*to talk about work*	
morning, noon and night	*all of the time*	
working hard		
no less		
to have the carpet pulled right out from under you	*(in this conversation) to have the project canceled unexpectedly after all of the work you put into it*	
in this day and age	*nowadays*	
injustice		

4.   In the table below, place each of the above single units of meaning (lexical items) in a category.

[Define the terms in the left column if they are not sure of them.]

single words	*say, cagey, injustice.*
compound words	*coffee house, no less*
phrasal verbs	*to run into someone, to be up to something*
collocations	*the gory details, to work hard*
set and variable phrases	*of all places, do you mind if, morning noon and night, in this day and age*
idioms	*cup of tea, talk shop, in a nutshell, morning noon and night, to have the carpet pulled out from under someone*

Reflect.

5. Ponder and discuss the following questions.

[Each item above represents a single concept. Discuss these questions to help clarify this.]

a. Is a *coffee house* a single place? Is it a single word?

b. If you "run into someone" you meet them unexpectedly, perhaps in a store or on the street. *Meet unexpectedly* is a noun phrase (adjective + noun) while *run into* is a phrasal verb with the same meaning: Is *run into* a single vocabulary item?

c. For what purpose do people use the phrase "Do you mind if"?

d. Do the phrases *talk shop, in a nutshell*, and *morning, noon, and night* mean what the words literally say? Why do people use them?

e. The word *gory* means covered in blood: When people say they want "the gory details" do they want to see actual blood? Does the phrase *the gory details* have a single meaning (an idiom) instead of three (article + -adjective + noun)?

f. Which do you think is more common in speech: "to work hard" or "to work assiduously"?

Conceptualize.

6. After pondering the above questions, how can you recognize phrases or clauses that function as lexical items?

[For non-native speakers who are not exposed to constant input, this is difficult. This is why vocabulary teaching is so vital: On their own,

language learners are unlikely to recognize multi-word lexical items; teachers can help learners recognize them and become aware of their form, meaning, and use. Teachers will always be important!]

7. Do people use more "chunks" of language such as set phrases or idioms more often in speech or in writing? Why do you think so? 🐷 ✐

[In speech. Because language chunks such as lexical items require less mental processing, they can be used with less effort. This creates fluency. Fluency results from having a large storehouse of language chunks that can be fitted into grammatical slots without much thinking. In writing, we have time to think more, so our readers expect us to be more original in our ideas and language.]

Experience. Reflect. Conceptualize.

8. The conversation above is continued below. (At the end you hear a third voice.) Your trainer will play it three times. Listen the first time for meaning. Listen the second time for pauses between groups of words. Listen a third time and mark short pauses with a slash / and long pauses with a double slash //. After listening, think about rhythm and meaning together and underline the lexical phrases. (You have just learned some of them; you must guess the rest.) 🎧 📖

*[This exercise helps them listen more closely to speech so they can pick out lexical items more easily on their own. It is also a review of phonological phrasing studied in Unit B. The answer key is in **Appendix 3**.]*

What is a word #2 (Jen and Kate)

Kate	Speaking of George, it was him that put the kibosh on the whole thing, wasn't it? The project could've been a cash cow. He should let you see it through, in my humble opinion.
Jen	He terminated the project because he thought it was inconsistent with the company's core mission, with its *raison d'être*.
Kate	Uh huh. Well, he's an old fogey, if you ask me. If there's anything I hate, it's a lack of originality.
Jen	I suppose he *is* sort of old-fashioned --
Kate	[interrupting] Now, *that's* an understatement, if I ever heard one. Saw him at a traffic light the other day. His clothes, his hair. Let's face it: George needs a make-over from head-to-toe.
Jen	What does *that* have to do with management ability?
Kate	Yeah, the higher-ups. You know, I'm sick and tired of how they
Jen	--
Kate	Really, Kate, I need to go.

Jen	Okay, nice talking to you. See you mañana. Bright 'n early?
Kate	Good-bye.
Sam	[looking around] Oh, I didn't see you there, Sam. C'mon over.
Kate	Jen and George.
Sam	Yeah, what a*bout* them.
	They got married six weeks ago. Their marriage is just out of the
Kate	starting gates and it could be biting the dust already.
Sam	Really? I guessed as much.
	Sure you did.

9. Can you pick out the lexical units in the above conversation? Underline the lexical units and name which type of lexical unit each is.

*[You can do this as an individual, group, or whole-class exercise. This key is also in **Appendix 3**.]*

compound words	*core mission, traffic light, make-over, higher-ups,*
phrasal verbs	*see it through, have to do with, c'mon over (come on over)*
collocations	*old fogey*
set and variable phrases	*speaking of .... , in my humble opinion,* raison d'être *("reason for being"), if you ask me, If there's anything I hate, it's a ...,, if I ever heard one, let's face it, from head-to-toe, I'm sick and tired of..... , see you mañana (see you tomorrow), bright 'n early, guessed as much*
idioms	*just out of the starting gates, bite the dust*

Apply.
10. In your notebook, write a short dialogue, story, or paragraph using at least **five** of the lexical units you learned in this activity. Your trainer may ask you to hand this in for assessment. ✎

Activity 5 | **Meaning: Denotation**
Objective: *Trainees will learn that the semantic meaning of a word is its definition in their mental dictionaries.*
Experience. Reflect.

[The beginning of this activity is a review of the concepts of semantic and pragmatic meaning studied in Unit A of this module. In Unit A, the lesson was aimed at teaching the uniqueness of each person's ideas represented by a word. This lesson is aimed at the idea that our concepts are similar and this similarity is a word's denotation. The lesson then takes up the meanings of words.]

1. In your notebook, draw a table, like a table you eat at. Do not look at anybody else's drawing. ✎

2. When your instructor tells you to, compare your picture of a table to others'. How are the pictures you drew the same? Make a list of things that all or most of the drawings have in common. ✎

3. Use the elements that all or most have in common to write a definition of the word table in your notebook. ✎

A table is . . .

4. Look at the photos in Appendix 1 at the end of this module. Tick ✓ the ones for which you would use the word *table* according to the definition you have written. Which ones fit the best? Write the numbers of the photos here. ✎

*[Trainees look the photo of objects in **Appendix 4** (Trainees' Appendix 1). You may also display them on a screen. Ask: "How do you know that one should be called a table and another should be called something else?"]*

5. Copy a dictionary definition of the word *table* from the board or write it down as your instructor states it. ✎

[Read aloud and/or write the following definition on the board: A table is "an article of furniture having one or more vertical legs supporting a flat horizontal surface" (dictionary.reference.com). Ask whether the definition on the board is the same as or different from theirs.]

6. When learning vocabulary, after you learn the pronunciation and spelling of a word, what is the next thing you usually want to know? 🐟

*[Most people want to know a word's most basic meaning: its **denotation**. If they do not come up with the word denotation, write it on the board and have them copy it down. Ask: "What is the denotation of the word denotation?" **Answer:** "The list of characteristics in our mental dictionaries." The most important point is that anything which fits the definition of a thing in our mental dictionaries is given the name of that thing.]*

7. In the photos, some objects did not qualify as tables. For what names do they qualify? 🖋

[Show photo of a desk and a table ask whether the same word for both is used in their language. If not, the denotations are different. If so, the denotations are the same (regarding that object only). Have them recall the word "oshxona" from Unit A: Can all places called "oshxona" in Uzbek be called "kitchen" in English? And vice-versa?]

Activity 6 | **Meaning: Polysemy (multiple denotation)**

Objective: *Trainees will explore the multiple meanings of some common words.*

Experience.

1.   The word *table* has other meanings. Match the semantic meanings with the pragmatic meanings in the chart below. ✎

Table: Semantic meanings	Table: Pragmatic meanings
a. a piece of furniture with a flat top and one or more legs or other supports	*e* Between the mountain ranges, there lay a large *table* on which people grew various types of fruits and vegetables.
b. an orderly arrangement of data in which the data are arranged in columns and rows	
c. a listing of the contents of a book	*c* It has chapters on types of fruits and vegetables, listed at the front in a *table*.
d. to lay aside a matter, postponing a proposal indefinitely.	*d* The resolution was *tabled*, unlikely ever to be voted on.
e. a high flat area of land (plateau)	*f* Martha's meals are always so delicious; she lays a great *table*.
f. the food habitually placed on a table	*b* George created a *table* on which he classified types of fruits and vegetables.
	a Martha put different types of fruits and vegetables on a *table* for eating.

Reflect.

2. In this activity, which meaning of *table* is the most basic? *[a].* 🖋

✎

3. How did other meanings come about? 🖋 ✎

[Allow trainees time to use their imaginations. In this exercise, using their imaginations to think about the meanings of words is more important

55

than correct etymologies. Note: According to dictionary.reference.com, the word table *has been associated in English with organizing data since the 14th century, so the computer use of* tables *is not new.]*

4. How can you know which meaning is intended? 🖋 ✒

[Context. This should be obvious, but it is worth having them make it explicit because communicative competence means being able to use the correct word in context.]

5. IDIOMATIC USES OF THE WORD *TABLE*.

[Have trainees look at the phrase "on the table" in the previous exercise.]

a. "The resolution was tabled, unlikely ever to be voted on." In this sentence, does the phrase literally mean "placed on the table"? Consider the following uses of the verb *to table*: 🖋

The MP from London **tabled a resolution** for discussion in today's session of Parliament.

The Congressional committee agreed to **table the resolution** until later.

Is a tabled resolution more likely to be discussed in British Parliament or American Congress? Why?

[Parliament. Tell trainees that the verb to table *is used in British parliament and U.S. Congress but with nearly opposite meanings. In parliament, the verb means "submit for discussion" while in Congress the verb means "to postpone discussion indefinitely". Ask: "How important is it to know the exact context?"]* 🖋

b. Guess the meanings of the phrases in bold using the word **table**:

All Germany needed was a tie to advance to the next round of the World Cup. It was the last few seconds of extra time, and Germany looked as if it were going to get the tie it wanted, but Uzbekistan **turned the tables** on Germany when the Uzbek forward stole the ball from the German defender and took the ball in for a score and a victory.

to turn the tables on someone =

✒

[to suddenly take the advantage away from one's opponent]

56

The apartment building was in the best shopping area of the city and right on the beach. She really wanted the apartment, but she was 25th on the waiting list, so she asked the owner for a private meeting during which she gave him $10,000 **under the table** to be first on the list.

to give/receive money under the table =

[to give or receive a bribe]

He couldn't find a job in his field so he had to **wait tables** at a restaurant for a year to support himself.

to wait tables =

[To work as a waiter or waitress. Also correct: wait on tables, wait table.]

Conceptualize.

6. Are the idiomatic phrases using the word _table_ lexical units? Why or why not? ✐

7. Summarize in a sentence or two what you have learned about the denotations of words. A good summary is both complete and concise: It uses your own words to state all of the main ideas in as few words as possible. ✐

Apply.

8. Read the paragraph below. How many meanings of the word "hand" can you find? Underline each and explain the meaning. _[Answer key in **Appendix 5**.]_ ✐

When I was living in Japan, I bought a second-hand car for "free". It was in perfect working order, and even though it was five years old, it was still stylish to look at. It had a handbrake between the seats instead of a foot pedal, making the parking brake handier to use. The owner handed over the car because in Japan, people generally want things that are new. When he handed me the keys, he said, "It's been a good car, but it's just too old for me now." Usually, when objects of value change hands, payment is expected. In addition, I rarely take hand-outs because I've always worked for what I've received. Even if I had to work as a hand on a friend's farm, I would earn what I

received. He would not take a single yen for the car. I gave him a hand with moving the spare tire from the trunk and said, "Sayonara." I had a car. I couldn't drive it until I paid $1500 in taxes and $150 more for a new spare tire, but I had a "free" car.

Activity 7 | **Meaning: Connotation**

Objective: *Trainees will evaluate the connotative effects of words.*
Experience.

1.   Your instructor will pass out two reviews of the new *uFone 8.* **Do not read anyone else's review until after you have read your copy of the review and answered the questionnaire.** After answering the questionnaire, the class will combine its answers. Copy the class totals onto the form below.

[Divide the class into two groups and separate the groups from each other. Pass out Review #1 to one of the groups and Review #2 (see ***Appendix 6*** */ trainees'* ***Appendix 2)*** *to the other. Make sure that you give each side both the review and the marketing survey that accompanies it. It is best if this is first* ***done individually.*** *Tell them they are* ***not*** *to use their dictionaries or phones. If they do not understand a word, they should circle it and go on. After they have had enough time to read the reviews and fill out the questionnaires, collect the answers to the first and last questions* ***from each side.*** *Average the scores for the last question for each side. Add up and average the scores for the "Buy?" question at the end of each review.]*

	Class Totals/Averages			
Question	**Review #1**		**Review #2**	
	Total	*Average*	*Total*	*Average*
1 **(author's** **opinion)**				
6 **(you buy?)_**				

Buy: less than 3.00 = **No** | 3.00 = **Undecided** | more than 3.00 = **Yes**

2. What led you and the class to decide?

a. Explain why you personally decided to buy or not buy the uFone 8. What features affected your decision? What language in the review you read affected your decision? List some of the words that affected your decision. ✎

b. Did those who read the **other review** come to the same decision?

i. Did they decide on the basis of the features of the phone or the language used to describe them?

ii. Ask your classmates *who read the other review and came to the opposite decision* what led them to their decision. List some of the words that affected their decision. ✎ ✎

[Invite trainees from one group to mingle with trainees from the other group. Have them write down notes, particularly about the response of other trainees to the language in the opposite review.]

Reflect.

3. Contrasting words and phrases

a. Your trainer will pass out a chart on which are written **contrasting** phrases from each review. Mark each word or phrase as positive (⇧) or negative (⇩) or neutral (⇔). ✎

*[Pass out the chart in **Appendix 7.** It is best if this is done **individually**. This will take some time, so make sure there is sufficient class-time remaining to finish this task and these questions.]*

b. After you have completed this task, add up the positive (+1), neutral (0), and negative (-1) for each review and write the totals here. ✎

i. Review #1: _____

ii. Review #2: _____

c. Are the results similar in this question to the results in "Class Totals/Average" chart above? If so, how did the connotations of the words affect your thinking and feeling? If the results are not similar, why are they not? ✎

*[As in life, there is no certainty of results in this activity. **This lack of certainty is a characteristic of communicative teaching activities.** With trainees, explore the reasons for the results, whatever they are.]*

Conceptualize.

4. What can you conclude about connotative language? Can the pragmatic and semantic meaning of words be the same but have different connotations? Write a short analysis of the denotations and connotations of two or three synonyms from the reviews. ✎ ✎

*[This can be done as a whole class with examples you have prepared or in groups or individually. This would also be a good home task. An example is provided in **Appendix 8**.]*

Activity 8 | **Meaning: Synonyms**

Objective: *Trainees will assess their passive acquisition of the meaning of lexical items.*

Reflect.

1.   SYNONYMS. Find a word or phrase in this unit that has a similar meaning to the word or phrase in column 1. The first one is done for you. 🖋 ✐

[If they have done their work so far, this should be an easy exercise.]

Synonyms	Words or phrases from this unit
a. to meet someone unexpectedly	to run into someone
b. to discuss work while not at work	*[to talk shop]*
c. to suggest but avoid saying something	*[to be cagey about something]*
d. something given for free	*[a handout]*
e. to be just beginning	*[to be just out of the starting gates]*
f. to be ending suddenly or to die	*[to bite the dust]*
g. to cancel or shut down	*[to put the kibosh on]*
h. to help someone with a chore or task	*[to give someone a hand with something]*
i. a manual laborer	*[a hand]*
j. to transfer possession of something	*[to hand over]*

k.	something that produces a lot of money	[a cash cow]
l.	to pay a bribe	[to give money under the table]
m.	to repair a defect	[to fix a flaw]
n.	lengthened or stretched out	[elongated]

2. How often in the above list of synonyms did you find two single words with exactly the same meaning?

Conceptualize.

3. How often in a language do you think true synonyms exist? 🖤

4. If true synonyms do not exist in a single language, how often do they exist between different languages? 🖤 ✎

5. What does your answer to the previous question imply about the use of electronic dictionaries (or Google translator) to find the exact right word? 🖤 ✎

UNIT D

Grammar

UNIT D | **Grammar**

OBJECTIVE

In this unit, trainees explore the grammatical system of English in order to acquire an understanding of its relation to teaching English communicatively.

KEY TERMS

context, descriptive rule, grammar, lexis, meaning, morphology, prescriptive rule, syntax, use

KEY CONCEPTS

➤ Grammar is the study of what forms and structures are possible in a language -- traditionally, the morphology and syntax of sentences.

➤ In communicative teaching, grammar is the study of not only what forms and structures are possible but of which forms and structures will make meaning clear, especially when context is lacking.

➤ Grammar and lexis combine to produce meaning.

o Introducing syntax or morphology into a string of words will introduce, refine, or confirm meaning.

o Grammar and lexis are one system, the lexico-grammatical system.

o Changing one may require an adjustment in the other.

➤ The grammar of spoken language differs from the grammar of written language.

UNIT D	Contents	
Activity 1 | **What is grammar?** Trainees learn that knowledge of grammar traditionally includes knowledge of syntax and morphology.	65
Activity 2 | **Grammar and meaning** Trainees learn that knowledge of grammar also includes knowledge of grammatical meaning and use.	67
Activity 3 | **Grammar and lexis** Trainees learn that grammar and words are one lexico-grammatical system of meaning.	70
Activity 4 | **Spoken grammar** Trainees learn about some characteristics of spoken grammar.	73

Activity 1 | **What is grammar?**

Objective: *Trainees will learn that knowledge of grammar traditionally includes of syntax and morphology.*

Experience. Reflect.

1.   Which of the following is an acceptable sentence in English? Write a ✓ next to them.

	✓
a. know	
b. he know	
c. he knows	✓
d. he knew	✓
e. we said	
f. we says	
g. say	

[c, d. The verb to know *usually takes an object* -- he knows it/he knew it, *but there are contexts in which an object is implied, e.g.* "He just knows!" *or* "He just knew!". *The verb* to say *almost always requires an object. A native speaker, after hearing* "we say" *would ask,* "WHAT did you say?"]*

2. What does the <u>following string of words</u> mean?

<div align="center">can how know not
say he we</div>

[Elicit answers from the trainees. If they say they do not know, insist on guesses from at least three trainees.]

3.   What did you do to guess the meaning?

a. Did you try re-arranging the words in different orders?

b. Did you change the forms of the words? For example, did you change any words from present tense to past tense or singular to plural?

[Tell the trainees that if they did either of these, they imposed **grammar** *onto the words. If they put the words into an order, they created syntax. If they changed the form or function of the words, they created* **morphology**. *One possible arrangement of the words is* "We can not say how he knows." *Explain that some others are possible but others are not.]*

4. How many possible word-orders are there?

*[7 factorial (7!) = 5040. These are the **syntactical possibilities**.]*

5. If you change the tenses or aspects of the verbs, how many more possibilities are there?

*[This adds many more, making over 1 trillion (1,000,000,000) **morpho-syntactic possibilities**.]*

6. Which of the following arrangements of the words are possible English sentences and which are not?

a. Put a ✓ by possible English sentences. (Only a few of the possible are presented.)

	✓
a. could he how knew not say he	
b. not how say he knew could he	
c. how could not knew he say he	
d. how he knew he could not say	✓
e. he not say how he could knew	
f. how we could not say he knew	✓
g. he he how could knew not say	
h. he could not say how he knew.	✓

[d, f, h.]

b. How did you know which ones were acceptable English word orders and which are not?

[Knowledge of syntax.]

c. Look at f. Can you change it to make it a question?

[Change how he could *to* how could he → How could he not say he know? *Change* now *to* knew → How could he not say he knew? *This is a possible question in English.]*

d. How did you know which words to change?

[Knowledge of the change in word order to form a question (knowledge of syntactical form) and knowledge of the verb form of the past tense of know (knowledge of morphological form]

Conceptualize.

7. What is knowledge of grammar? Write a short definition in your notebooks.

[Their definitions should include the ideas that knowledge of grammar includes

•knowledge of syntax (acceptable word order)

•morphology (acceptable word forms)].

Activity 2 | **Grammar and meaning**

Objective: *Trainees will learn that knowledge of grammar also includes knowledge of grammatical meaning and use.*

Experience. Reflect.

1. Consider the following short statements and the sentence after them. What meanings does the sentence convey that the short statements do not?

Storm Friday. Warned
for weeks!

Ali had been warning us for weeks a storm would
strike on Friday.

---

a. What meaning does the past-perfect progressive aspect of *warn* convey?

[Past perfect: The writer is looking back at two events, both in the past, but one took place more recently than the other. The event that took place, a storm, is a reference point for the event that took place before Ali's warnings.

Progressive: *Ali's warnings occurred more or less continually from sometime in the remote past until the storm, which is also in the past.*

The grammatical form of the verb conveys all of these meanings.]

b. What meaning does the modal verb *would* add to the statement?

[Friday is in the future from the time of Ali's warnings but in the past from the time of the statement.]

c. What meaning does the preposition *for* add to the word weeks?

[It confirms the idea that the warnings took place over a period of time.]

d. Is the word *that* grammatically necessary? Does the word *that* add any meaning to the sentence?

	✓
Ali had been warning for weeks a storm would strike on Friday.	
Ali had been warning for weeks *that* a storm would strike on Friday.	✓

[The complementizer that *is __not__ grammatically necessary. However, corpus research indicates that the complementizer is used by native speakers, who must feel that it adds meaning or they would not use it:*

•When the subject of the subordinate clause (e.g. "a storm") is different from the main clause ("Ali") native speakers almost always include the word that.

•When an adverb (e.g. the prepositional phrase "for weeks") comes at the end of the main clause, native speakers almost always include the complementizer that.

•The use of the complementizer tends to make the sentence a more formal (Celce-Murcia and Larsen-Freeman, 1999).

[In other words, the complementizer is mostly dropped when the subject of the subordinate clause is a pronoun referring back to the subject of the main clause, when there is no adverb in between, and when it is colloquial English, e.g. "Ali said he'd come on Friday."]

2.　　Consider the possible word groupings in the next sentence. Tick ✓ the most meaningful.

[c. It divides the sentence into its grammatical parts, each of which conveys a "chunk" of meaning.]

> a. Ali had been / warning us for / weeks that a / storm would / strike on Friday.
> b. Ali had / been warning / us for weeks / that / a storm / would strike / on Friday.
> c. Ali / had been warning us/ for weeks / that /a storm / would strike / on Friday.✓

[c. Word groups match grammatical groupings, which correspond to meaning.]

3.　　Divide up the sentence into the following parts. Use the markings indicated.

- subject and object of main clause
- verb of main clause
- subject of subordinate clause
- simple verb of subordinate clause
- modal verb
- (prepositional phrases)
- [complementizer]

> _Ali had been warning us_ (for weeks) [that] _a storm would strike_ (on Friday)._

4. Does knowing the functions of the parts of sentences make them more meaningful? Why?

[Knowing the function of parts of sentences means we know who did what to whom or what, and we know when, where, in what way, and for what reason.]

Experience. Reflect.

5. Consider the two of the examples above (d. and h.) as sentences.

a. What are the subject, verb, and object in the main clause of each sentence?

> d. How he knew he
> could not say.
> h. He could not say how
> he knew.

[Subject: we. Verb: could...say. Object: how he knew. In both sentences.]

b.   Which of the two examples shows the standard order for English? *[h]*

6.   Consider this context for the sentence. Which order is better in the context? Why?

> Ali had been warning us for weeks that a storm would strike on Friday. How he knew, he could not say. But, that morning, when the sky began to thunder its supremacy and the rain to batter our windows, we knew he was somehow right: A boxer was pounding on us weaklings with his fists. We could do nothing but suffer while the fury passed.

[d. The reason is the given/new principle of discourse. Information that the speaker/writer presumes the listener/reader already knows or is most recently mentioned usually precedes information that is presumed to

be unknown, more remote from consciousness, or unmentioned. "How he knew" refers to Ali knowing about the hurricane mentioned in the previous sentence; therefore, it is presumed to be given.]

7. The second sentence begins with the word *But*. Some teachers tell their students not to begin a sentence with conjunctions like *but* or *and*. Is the word *but* correct in this paragraph?

[The question is about style not grammar. There is no rule but the rule of judgment and good taste. Make sure they see the distinction between the two types of rules.]

8. Is the construction "the rain to batter our windows" correct? What word is missing? Is it necessary?

["The rain began to batter our windows." The word began is grammatically necessary, and a competent reader will supply it from "the sky began to thunder its supremacy."]

Conceptualize.

9. In what ways does grammar create meaning? Write a short paragraph in your notebook exploring this question.

Activity 3 | **Grammar and lexis**

Objective: Trainees will learn that grammar and words are one lexico-grammatical system of meaning.

Experience.

1.   Compare the phrases in the original with the variations. Fill in the blank with the missing words or word endings. If nothing is required, write ∅.

Ali had been warning us for weeks that	*Ali had been saying ∅ for weeks that*
he would not say	*he would not tell us*
when the sky began to thunder its supremacy…	*when the sky commenced ∅ thundering its supremacy .*
a pugilist was pounding on us weaklings	*a pugilist was hitting ∅ us weaklings*
wait for the fury to pass	*hang on until the fury had passed*

2. Which of the following are grammatical sentences? Tick ✔ the correct ones. ✎

	✔
a. The story was interested in the child.	
b. The child was interested in the story.	✔
c. The child was interesting to the story.	
d. The story was interesting to the child.	✔
e. John came home early.	✔
f. John came to home early.	
g. John came to the airport early.	✔
h. John arrived to the airport early.	
i. John arrived at the airport early.	✔
j. He did a favor for me.	✔
k. He did me a favor.	✔
l. He did a job for me	✔
m. He did me a job.	
n. The veterinarian cured her cat.	✔
o. The veterinarian cured the cat for her.	✔
p. The veterinarian cured her the cat.	
q. The veterinarian procured a cat for her.	✔

r. The veterinarian procured her a cat.	✓
s. The train stopped.	✓
t. The train stopped to work.	
u. The train stopped working.	✓
v. The train was stopped.	✓
w. The train was stopped working.	
x. We stopped to talk.	✓
y. We stopped talking.	✓

Reflect. Conceptualize.

3. Discuss the effects that grammar has on meaning and that vocabulary on grammar with your trainer and classmates. 🖙

a. What is the difference between *interesting* and *interested*? *[Interesting is active; interested is passive: The story interested the child = The story was interesting to the child = The child was interested in the story.]*

b. What is the difference in meaning between *cure* and *procure*? Does the difference in meaning affect how they are used in sentences? *[cure = heal from disease. procure = get, obtain in a particular way.]*

c. Do **x** and **y** have the same or opposite meanings? Does the grammatical form affect the meaning? *[**Opposite** meanings, so yes grammatical form does affect meaning.]*

Experience. Reflect.

4. How many ways can you get someone to do something for you? To whom and in what situation would you use each of the following requests? Are any too direct? Too indirect? 🖙

a. Salt!

b. Pass me the salt.

c. Could you pass me the salt?

d. Would you mind passing me the salt?

e. I don't want to interrupt the pleasure of your meal, but if you have a second, could you please pass me the salt?

[Note: Adding the word please *to any of these statements makes them more polite; also, altering the intonation could change any of these from polite to sarcastic.]*

Conceptualize.

5. Can you know a word if you do not know how its use with other words affects its form and meanings? Write a short paragraph about this in your notebooks. ✐

Activity 4 | **Spoken grammar**

Objective: *Trainees will learn about some characteristics of spoken grammar.*

Experience. Reflect. Conceptualize.

1.   Read "Spoken Grammar" in Appendix 5 (Trainers' Appendix 9) and discuss it with the group. 🦴

[You may need to assign this as homework beforehand. Discuss the main ideas. Make sure they understand each characteristic.]

2.   Compare the characteristics of spoken grammar with written grammar. Use the chart below.

	Spoken grammar	**Written grammar**
Ellipsis	*See the reading.*	*Very few. Complete sentences are expected, especially in academic or professional writing.*
Heads	*See the reading.*	*Not generally necessary because the reader can stop and re-read the sentence to learn the topic.*
Tails	*See the reading.*	*Personal comments or evaluations are not asides; they are integrated into the text's main ideas.*
Fillers	*See the reading.*	*Not applicable.*
Backchannels	*See the reading.*	*Not applicable.*

| **Phrasal chunks** | *See the reading.* | *Lexical chunks are often used, but writers have time to find precise words.* |

Apply.

3.   Listen again to the conversation you heard in **Unit C** between Jen and Kate. Read along, if you wish. After listening and reading, look for at least two examples of each of the above characteristics of spoken grammar. Write them in the chart below. 🎧 ✐ ◆

*[Play **What is a word #1**. Pause at the end while they take notes and read. Discuss the examples. If there is time, you may also play **What is a word #2**.]*

	Example 1	**Example 2**
Ellipsis		
Head		
Tail		
Filler		
Backchannel		
Phrasal chunk		

4. In the dialogue, Jen says, "It was him that put the kibosh on the whole thing, wasn't it?" Which is preferable for spoken grammar, "It was he that...." or "It was him that...."

[In spoken American English, "It was him" is actually preferable. The object form of pronouns is usually used as a complement. People will say, "It was me" or "It was her" instead of "it was I" or "It was she," which sound too formal for everyday speech.]

5. Explain the following statement: Give examples from the unit or from your own language.

The more context, the less grammar. The less context, the more grammar."

Unit E

Discourse

OBJECTIVE

In this unit, trainees learn about some aspects of spoken and written texts and their relationships to language learning and teaching.

KEY TERMS

coherence, cohesion, context, co-text, frame, given/new, unity, utterance

KEY CONCEPTS

•→ The study of discourse is the study of language use in the contexts in which it occurs.

•→ Discourse includes the co-text, words and sentences beyond the sentence, and the context, the personal, cultural, social, political milieus of language use.

•→ The co-text and context of a spoken utterance affect the intonation of words and phrases within the utterance.

•→ Lexical repetition maintains the topic of conversational discourse and creates unity in written prose.

•→ Coherence is achieved through organizing information according to the principle of having given or assumed information precede new or emphasized information.

•→ Given or assumed information is often in the subject of a sentence and new or emphasized information is in the predicate; however, other grammatical structures can also be used to state both given and new information.

•→ Other texts, the people, the situation, the culture -- these affect the interpretation of language and its real-life (pragmatic) consequences.

Activity 1 | **What is discourse?**

Objective: *Trainees will formulate a definition of discourse through studying four instances of extended language use.*

Experience.

1. Read the following texts. (These are authentic English.) For each text, identify the following:

   a. *Channel:* Was the language originally spoken or written?

   b. *Setting:* If the language was spoken, in which kind of place was it spoken? If the language was written, in which kind of publication would it have been found?

   c. *Participants:* If the language was spoken, who were the speakers and listeners? If the language was written, who were the writer and intended readers?

   d. *Topic:* What was being spoken or written about?

   e. *Purpose:* What was the purpose for the conversation, speech, or written text?

Text #1 (What is discourse #1)

Does she always come home in the summer? From school?
Mhm.
Oh really?
Cause, she gets really homesick?
Oh does she?
so, and she likes to come home. And we have that house, at
the Cape and stuff,
Yeah. See I don't really miss .. home. I mean I miss my
family you know, but like, I don't think about them, when
I'm up here really. Except for I call every few days,
Oh I don't, I miss my house.
Yeah. I miss ... my house.
I miss the feeling of being home.
Mm. Mhm. But like I'm not ... homesick at all. Like I'm ..
perfectly, happy up here.
Yeah
Plus it's such a pain to drive home.

"Just wanna hang" Santa Barbara Corpus transcript of college roommates talking.

   a. Channel? *[spoken conversation]*..............................

   b. Setting? *[university dormitory or apartment]* ....

c. Participants? *[two female university students]*.......................

d. Topic? *[missing home/being homesick]* ....

e. Purpose?*[being friends, building a friendship]*.....................

Text #2 (What is discourse #2)

...Long ago, in the sky there was only the sun and the moon. And on the nights, when the moon didn't shine, it was very dark. Indeed. Well all of the animals got together, and decided they were going to go to the Creator. To see if he could help with the problem. Well, when they arrived, the Creator said, I will help you, but first you must do something. All of you are to go down to the lake. And gather stones. Now not round stones, like the moon, but jagged stones. And when you have got as many as you can carry, bring them to me, and then I will help you....

"That's good said Tiger" Santa Barbara Corpus transcript of a professional storyteller in Chicago, Illinois.

a. Channel? *[spoken story -- "Long ago...."]* ....

b. Setting? *[story-telling event, maybe at a public library]*............

c. Participants?*[story-teller, parents, children]*........................

d. Topic? *[native American story about how there came to be stars in the sky]*..........

e. Purpose? *[to entertain and educate children]*........................

Text #3

...I wish I had read your note before you went last night that I might have assured you how far I was from suspecting any coldness: You had a just right to be a little silent to one who speaks so plainly to you. You must believe you shall, you will that I can do nothing say nothing think nothing of you but what has its spring in the Love which has so long been my pleasure and torment. On the night I was taken ill when so violent a rush of blood came to my Lungs that I felt nearly suffocated – I assure you I felt it possible I might not survive and at that moment though[t] of nothing but you...."

Letter of John Keats to Fanny Brawne, 1820.

a. Channel? *[written letter]*..

b. Setting? *[written by Keats, wherever he was, read by her, wherever she was]* ......

c. Participants? *[writer and reader only, and now us]* ....

d. Topic? [their last encounter, their relationship, his sickness, his love for her] ......

e. Purpose? *[To assure he did not suspect her of being cold and to assure her of his love for her]* ....

Text #4

> We all face obstacles in our lives and careers — and while they *can* make us better and stronger, they can also put us over the edge. Turns out, the ability to get over those hurdles and persevere is the strongest sign of our ability to succeed, according to Mark Goulston, a psychiatrist, author, and former FBI hostage-negotiation trainer. "Possessing the skill of handling obstacles well demonstrates a high level of self-reliance, good judgment, and resourcefulness," he explains. "The more proactive and resourceful you are, and the better your judgment calls and decision-making are when you're dealing with an obstacle, the greater the trust and confidence others will have in you." And where there's trust, there's success. Goulston says savvy hiring managers will use the interview to determine whether you've mastered this skill and possess these traits.

Internet article (Yahoo! finance) for those interested in business and employment.

a. Channel? *[written, online article]*...

b. Setting? *[the Internet]*..

c. Participants? *[the writer and his online readers]*......................

d. Topic? *[a characteristic that makes people successful]* ....

e. Purpose? *[to educate people about the traits that make people successful and therefore the ones that employers will look for in job applicants]* ....

8. FORMALITY.

a. Where would you place each text relative to the others on the scale below?

← *less formal*		*more formal* →	
Text	**Text**	Text #*3* or	Text #*4* or
#*1*	#*2*	*4*	*3*

b. What characteristics of each text led you to feel it is less formal or more formal?

#1: *[Very short sentences or incomplete sentences; simple, vague vocabulary; personal topic (missing home); lack of formal structure.]*

#2: *[Short sentences but most are complete sentences; simple, more specific vocabulary; less personal topic; more structured than #1 (narrative structure).]*

#3: *[Longer, more complex sentences; more formal, even academic, vocabulary; however, it lacks logical structure because it is a love letter.]*

#4: *[Sentences are shorter and less complex than #3 and the vocabulary is less formal; however, it is more highly structured and organized than the others.]*

3.   **Text #4** has some aspects of academic writing. What are they?

[The author supports his thesis by using other sources, in this case an expert in how to get a job. It is coherently organized; it moves logically from one idea to the next. It is cohesive in that key words are repeated throughout. Some words such as savvy *or clipped phrases such as* turns out" *(short for* It turns out that...) *make the writing less academic, which is appropriate to the medium, an online article for casual reading.* **See also note for 2.b. above.]**

Reflect.

4. True or False.

a. The texts above consist of individual words and sentences. *[False. Extended speech or writing.]*

b. The tasks required you to learn individual words or analyze sentences.*[False.]*

c. To perform the tasks, you had to look at patterns of language use from sentence to sentence. *[True. Language is more meaningful if you look at its co-text.]*

d. The texts are examples of language spoken or written by native speakers for native speakers. *[True. Discourse is about language in real life.]*

e. The tasks required you to look at what, where, when, who, how, and why each text was spoken or written. *[True. This information frames the text, giving it context.]*

5. How did knowing who spoke or wrote the text and for what purpose help you to understand it better?

[Explain that the context "frames" the text; the frame helps readers/listeners to connect the text with what they already know.]

6. How did noticing relationships among words and ideas help you to understand each text better?

[Explain that the structure of ideas and connections among words provides coherence and cohesion, gluing the text together, giving it more meaning.]

Conceptualize.

7. What is discourse? What do people look at when they study discourse? Discuss this and write about it in your notebooks. 🐦 ✎

Activity 2 | **Discourse and phonology**

Objective: Trainees will learn that the direction of conversational discourse can be altered by changing the intonation of stressed syllables of words.

Experience. Reflect.

1. In Unit B of this module, you experienced the following short dialogue. Can you remember which syllables were stressed?

a. Underline them and practice with a partner. ✎🐦🎧

[Ask if two trainees could say it aloud. Check to make sure the intonation is correct. Play it again, if necessary.]

Discourse and phonology #1

> **A:** So, what about you? Do you eat a lot of chocolate?
> **B:** All that cocoa butter and sugar makes me fat, so I don't. You're slim, so I guess you don't either.
> **A:** Well, actually I do eat a lot of chocolate. And ice-cream.
> **B:** Lucky you!

b. When **A** asked, "Do you eat a lot of chocolate?" to what word or idea in **A**'s question did **B** respond to?

[The person, whether she herself ate a lot of chocolate.]

2. What if the intonation in the first line were changed? 🐦

a. Listen to the beginning of the dialogue. 🎧

Discourse and phonology #2

> **A:** So, what about you? Do you eat a lot of chocolate?
> **B:** No, not a lot. I'd say less than 100 grams a day.
> **A:**
> ....
> **B:** ....

b. To what idea was **B** responding to this time?

[The amount of chocolate she ate.]

    c. What word did **B** stress? *[day]*

    d. What would **A** most likely say next?

     i.   I also eat a lot of ice cream.

   ii.   Maybe you eat more on weekends. So, what about per week? *[✓]*

 iii.   I hope less. Any more than 100 grams would definitely be a lot.

    3. What if the intonation in the first line were changed to emphasize yet another word? Listen again. ◑

Discourse and phonology #3
_____

    A: So, <u>what</u> about you? Do you eat a lot of <u>chocolate</u>?

    B: ....

    A: ....

    B: ....
_____

    e.   What would you expect **B**'s next line most likely to be? ♣

  i. No, not a lot. I'm trying to lose weight.

  ii. Me? Why are you asking me?

 iii. No, but I love peanut butter. I eat a large spoonful every morning. *[✓]*

Conceptualize. Apply.

    4. In Unit B, you learned that the three reasons for the stressed syllables of important words to be emphasized was to signal new information, contrast, emphasis or a combination of these. ♣

    a. Which of these appears to be the most important in these short dialogues?

[contrast]

    b. Discourse is the study of language beyond the sentence. How can changing your intonation change a conversation? Is this affected by the pragmatic context (the situation)?

[Changing the intonation changes the words that your listeners think you want them to respond to. Changing one word could send a conversation off in a whole new direction. Yes, it happens! This is of course affected by the pragmatic context.]

    c.   With a partner, fill in the last line of Discourse and phonology #2 and the last two lines of Discourse and phonology #3 above by having each utterance respond to the most highly stressed word in the previous utterance. Practice the dialogues together. ☛ ✎

[You may have as many as you want perform their dialogues for the whole group. Make sure each utterance responds to the word with the highest intonation in the previous utterance.]

Activity 3 | **Discourse and vocabulary**

Objective: *Trainees will learn that lexical repetition maintains the focus of conversations, allowing negotiation of meaning; it also helps unify prose around a single topic.*

Experience.

1. Listen and follow along as your trainer plays Text #1 again. (***K****: Kelly. **D***: *Dana,)* 🎧 📖

[Play **Discourse and vocabulary #1***.]*

K: Does she always come home in the summer? From school?

D: Mhm.

K: Oh really?

D: Cause, she gets really homesick?

K: Oh does she?

D: so, and she likes to come home. And we have that house, at the Cape and stuff,

K: Yeah. See I don't really miss .. home. I mean I miss my family you know, but like, I don't think about them, when I'm up here really. Except for I call every few days,

D: Oh I don't, I miss my house.

K: Yeah. I miss ... my house.

D: I miss the feeling of being home.

K: Mm. Mhm. But like I'm not ... homesick at all. Like I'm .. perfectly, happy up here.

D: Yeah

K: Plus it's such a pain to drive home.

Reflect.

2. LEXICAL COHESION (ORAL). 🍴

a. What is the topic of the conversation? How do you know?

[Home. The word home *and related words are repeated over and over.]*

b. What other words are related to the word home?

[homesick, family, house]

c. Do *home* and *house* and *family* have the same meaning for the speakers? Or do the speakers feel differently about them?

[The words home *and* family *seem to have similar significance, but* house *has a different significance for them.]*

d. Why is the topic important to these speakers?

[They are university students. it is probably the first time they have lived away from their families.]

e. Do they have similar feelings about home?

[They agree that they don't miss home but they miss their houses and the feeling of being home. One admits that she calls her family every few days.]

Conceptualize.

3. What purpose does the repetition of a word and related terms have in the conversation above? 🖤 ✒

*[They are **negotiating the meanings** of the words* home, house, *and* family *with each other. They are roommates getting to know each other so it is important that they find ideas and feelings they have in common.]*

Experience.

4. <u>LEXICAL COHESION (WRITTEN)</u>. Read **Text #4** again. 📖

> We all face <u>obstacles</u> in our lives and careers — and while they *can* make us better and stronger, they can also put us over the edge. Turns out, the ability to get over those <u>hurdles</u> and persevere is the strongest sign of our ability to succeed, according to Mark Goulston, a psychiatrist, author, and former FBI hostage-negotiation trainer. "Possessing the skill of handling <u>obstacles</u> well demonstrates a high level of self-reliance, good judgment, and resourcefulness," he explains. "The more proactive and resourceful you are, and the better your judgment calls and decision-making are when you're dealing with an <u>obstacle,</u> the greater the trust and confidence others will have in you." And where there's trust, there's success. Goulston says savvy hiring managers will use the interview to determine whether you've mastered this skill and possess these traits.

Reflect.

5. What word does the text revolve around? How many times is it repeated? Underline it every time it occurs. ✒ *[obstacle]*

6. What other words are related to it as synonyms, antonyms or as words related in some other way? ◂

[hurdle (synonym); self-reliance, good judgment, resourcefulness, being pro-active and resourceful (traits needed to handle obstacles); traits, skills (general terms for self-reliance, good judgment, resourcefulness); face, handle, get over obstacles/hurdles (collocations); trust and confidence (the results of handling obstacles); success (the ultimate goal). It is important that you have trainees underline these words in the text and take notes about their relationships. If they understand these relationships, they can fill in the blanks easily in the next exercise.]

Conceptualize.

7. Fill in the blanks: ✐

a. Hurdle is a *synonym* for the word obstacle.

b. Self-reliance, good judgment, and resourcefulness are ___traits___ that are needed to handle obstacles.

c. Trust and confidence are the results of ___*handling/overcoming*___ obstacles, leading to *success/getting a job or getting hired, etc* which is the ultimate goal.

8. Are there any sentences that do not have these words or related words in them? How well has the author stayed on his topic? ◂

[No. Very well.]

9. What is the result of all words relating to one word in a text? ◂

*[Unity. The writing is **unified**.]*

Activity 4 | **Discourse and grammar**

Objective: *Trainees will learn that one characteristic of coherent prose is that it is organized according to the given/new principle, in that given information usually precedes new information in sentences, and that this is done through grammatical means.*

Experience.

1. ___LOGICAL COHERENCE. Read **Text #4** again.___

> We all face obstacles in our lives and careers — and while they *can* make us better and stronger, they can also put us over the edge. Turns out, the ability to get over those hurdles and persevere is the strongest sign of our ability to succeed, according to Mark Goulston, a psychiatrist, author, and former FBI hostage-negotiation trainer. "Possessing the skill of handling obstacles well demonstrates a high level of

self-reliance, good judgment, and resourcefulness," he explains. "The more proactive and resourceful you are, and the better your judgment calls and decision-making are when you're dealing with an obstacle, the greater the trust and confidence others will have in you." And where there's trust, there's success. Goulston says savvy hiring managers will use the interview to determine whether you've mastered this skill and possess these traits.

Reflect. 🐝

2.   How is the text organized? What comes first, second, third, etc.

[Analysis:

•*The text starts with the most inclusive of pronouns, we, which is the ultimate given.*

•*He then states ideas that are commonplace -- that we all face obstacles and that obstacles can either destroy a person or make them stronger.*

•*He then states his thesis, his main idea, that the ability to overcome obstacles is the most important trait for success -- not exactly astonishing but a truth that many readers often forget.*

•*He supports his argument with expert testimony that connects the trite-but-true with something of immediate concern to his readers: getting a job.]*

3.   In Unit A, you learned about the given/new principle of language. In the text above, underline information or ideas when they are first stated. Does the author include something that is given and something that is new in every sentence?

[The trainers' version has new information underlined. Every sentence has something given and something new in it.]

4.   In what grammatical section of his sentences is given information usually stated?

[Given information is at the beginning of sentences; it is usually in the subject of the main clause. See also question 6 below. The sentence " 'The more proactive and resourceful....dealing with an obstacle' " appears to be new information, but it is really a paraphrase of the sentence that went before -- he expects his readers to recognize this -- so it is given information. There is an exception to this pattern: In the second

to the last sentence, given information is in a short adverb clause instead of the subject of the main clause.]

5. In what grammatical section is the new information usually stated?

[New information, or at least the information he wants his readers to notice, comprises the predicate of most sentences.]

6. Could new information be introduced using other grammatical structures?

*[**New information**: In the second to the last sentence, new information is the subject of the main clause-- but he moves the new information to the end of the sentence by using an existential-there construction. ("there's success"). New information is introduced in a long participial phrase "according to Mark Goulston....", which is added to the end of a sentence. The author could have placed this participial phrase at the beginning of the sentence, but this information is important because in it he states the qualifications of his expert, and to believe the author, we must believe his source of info is a genuine expert. Therefore, he placed it in a stronger position at the end.]*

Conceptualize.

7. What general rules can you state for how coherent texts are generally organized in discursive prose? 🐟 🖉

*[**Given information usually precedes new information**. Given information can be in the subject of the main clause or in another clause or phrase. New information can be in the predicate of the main clause or it can be in a clause or phrase added to the main clause.]*

Activity 5 | **Discourse and context**

Objective: *Trainees will learn that discourse is about context as well as co-text.*

Experience.

1. **Text #3** is an excerpt from a love letter. Much of its romance and charm comes from its apparent lack of surface coherence. Love letters should not be written like academic prose. However, the letter does have unity. Read Text #3 again. The sentences are numbered for reference. 📖

> **1**...I wish I had read your note before you went last night that I might have assured you how far I was from suspecting any coldness: You had a just right to be a little silent to one who speaks so plainly to you. **2** You must believe you shall, you will that I can do nothing say nothing think nothing of

you but what has its spring in the Love which has so long been my pleasure and torment. **3** On the night I was taken ill when so violent a rush of blood came to my Lungs that I felt nearly suffocated – I assure you I felt it possible I might not survive and at that moment though[t] of nothing but you...

Reflect.

2. Discuss and write answers to the following questions. ✍

a. How many times do the words *you* or *your* appear in the first two sentences?

[9 times!]

b. What does the repetition of the word *you* suggest about the focus of his attention? How does it unify the prose?

[It maintains the reader's attention -- hers and ours -- on the person he loves.]

c. In sentence 1, he writes about a note from the woman: Do we know what was written in this note?

[We do not know for sure; however, in this letter he assures her that he did not suspect coldness in her, so apparently she was afraid that he thought she was being cold. Knowing the relationships of one text to another text is part of knowing context.]

d. If you knew what was written in the note, how would it help you understand the meaning of his statement about "coldness"?

[These last three questions are intended to help trainees understand how context helps us understand the meaning of language more precisely.]

e. Does knowing the letter was written by the poet John Keats help you understand it better? Could reading his poetry or reading more about his personal life help you to understand the exact meaning of this letter better?

Conceptualize.

3. What difference does context make to understanding the meaning of communication? ✍

Experience.

4. Read the following conversation and discuss it together. 📖 ✏
[If you wish, you can have them act it out in pairs.]

Narrator	Mary manages a large office. Since she is the office manager, she has a private office with a window.

[*Nokia ring tone; there are muffled sounds of a busy office in the background.*]

Mary   [*answering*] Yes?

John   Hi, Mary.

[*Sound of a door opening and office sounds are clearer; Mary's office assistant enters.*]

Mary   Oh, hi John. [*loud voice but not directly into the telephone*] It's cold in here.

John   So, turn up the heat.

Mary   I wasn't talking to you.

John   So, who's there with you?

[*Her office assistant leaves: sound of a door closing, and office sounds are muffled again.*]

Mary   No one.

John   I thought you said you were cold.

Mary   I meant close the window.

John   So, who's there with you?

Mary   No one, I said. I meant I'll catch a cold if the window isn't shut.

John   So, who was there?

Mary   It doesn't matter now.

[*Sound of a door opening and office sounds become clearer; her office assistant enters.*]

John   Well, you *are* cold.

[*Office assistant's voice speaking indistinctly in the background.*]

Mary   [*not directly into the telephone*] No, just shut it.

90

[Sound of a window closing.]

John   What do you mean, shut up! You can be so-o cold!

[Her office assistant leaves: sound of a door closing and office sounds are muffled again.]

Mary   I wasn't talking to you.

John   Didn't you just tell me to shut up? So, *who's there?*

Mary   No one. I meant the window.

John   Are you talking to a window?

Mary   Now, *you're* the one who's talking coldly.

John   No, *you're* the cool one today.

Mary   My fault again, and you're always so cool, right? You lose your temper too, y'know.

John   It's just you've been cool around me lately.

Mary   So, you think I'm cool? Thank you for the warm compliment!

John   Of course, I think you're cool, or I wouldn't be your friend. I'm just trying to help you realize...

Mary   Just shut it. Good bye!

Reflect.

5. Underline the word *cold* and all words related to it.   ✐

a. What are the various meanings of the word *cold* in the dialogue? What other words in the dialogue are related in meaning to the word *cold?*

[See the key to this exercise in the Trainers' Appendix.]

b. When Mary says *It's cold in here,* what does she really mean?

[She is asking someone to close the window. The pragmatic meaning of the statement is an indirect request that she expects her listener to understand.]

6. What are the various meanings of the word *shut?* What words in the dialogue are connected to the word shut?

[See the key to this exercise in the Trainers' Appendix.]

7. In your notebook, draw a mind-map or make a chart of the meanings of the words cold, cool, hot, heat, warm, shut, close, and any other words in the dialogue that are related to these.

a. Explain how the words relate to each other: Are they similar or opposite in meaning? 🍂 ✐

b. Can the same words have completely different meanings?

c. What are the connotations of the words in the **context** of the conversation? ✐

Conceptualize. Apply. 🍂

8. What is the reason for John and Mary's lack of complete communication with each other?

[John lacks knowledge of Mary's physical context; Mary does not explain it.]

9. John and Mary's personalities and relationship, which are not explained in the dialogue, are aspects of situational context. How would knowing more about their personalities and relationship help us to understand the conversation better?

[We would know what motivates John and Mary to use words the way they do. We would be able to understand the deeper meanings that their words have for them.]

10.   In Units A and C of this module, you learned about semantic and pragmatic meanings. How important is knowing **context** to understanding the pragmatic meanings of words?

[This is an opportunity for trainees to apply their knowledge from Units A, B, and C to this dialogue. Have them listen for voice intonation as well as reading the text to get the full meaning of each utterance in the dialogue. You can have them write an analysis of the dialogue. Use the Trainers' key to this dialogue to help them think and write.]

MODULE I | **Appendixes**

Text 1 key

The person preparing tea, in my region usually a **man**, puts green tea (imported from China) in one of the teapots and fresh **mint** leaves in the other. The kettle is used to boil water. He puts a small quantity of boiling water in the first teapot to clean the green tea leaves, then **throws** **it** **out**. He puts more hot water in the teapot and boils it again with the green tea. Then, he pours this tea in the second teapot, which contains the **mint**.To **sweeten** the tea, he pours from the second teapot into the large glass, which contains **sugar**. He must hold the teapot **high** **above** the glass so that the **falling** hot tea melts the **sugar** rapidly. When the **sweet** solution is ready, it is poured into tea glasses. This is the "first cup."

Text 2 key

Tea is the staple drink of Central Asia, and **chai** - **khanas** (tea houses) can be found almost everywhere in Uzbekistan, full of old **men** chatting the afternoon away with a pot of tea in the shade. In every Uzbek house, a guest is always offered a **piala** (a small bowl) of aromatic green tea. The tea from the teapot that has just been filled with boiling water to brew is poured into the **piala** and returned to the teapot three times. The first returning is called "**lov**", the second "**moy**" and only after the third time does it become "**chov**" or tea. Only in this way all the aroma and flavor of the tea is believed to emerge. As a token of respect, the host fills only **one** - **half** of the teapot, and then, putting his **left** hand to his heart, with his **right** hand holds out the teapot to the guest. At the same time, the fresh flat round Uzbek **non** is served.

Version 1:
After the _____ *and* _____ _____ _____ *the*
_____ _____ __ , _____ *for*
_____ , *it* _____ *by the* _____ *and*
_____ *into a* _____ .

Version 2:
_____ ___ *hungry* ___ *sleepy cat ate* _____ *table scraps up,*
hungering _____ *sleep,* _____ *lay* __
___ *fireplace* ___ *fell* _____ ___ *feline slumber.*

Appendix 3 | **Jen and Kate, part 2 (answer key)**

Conversation 1 (Jen and Kate), part B.

Kate   By George / of all people // I heard / he put the kibosh / on the whole thing // For what it's worth / I think the project'll be a cash cow // I say he should let you / see it through.

Jen   Yes, he DID terminate the project // He thought it was inconsistent with the company's core mission / with its

Kate   *raison d'être*
He's an old fogey if you ask me // If there's anything I hate

Jen   // it's a lack of originality

Kate   Well I suppose / he CAN be a bit old-fashioned
Now THAT'S a bit of an understatement // Let's face it // George needs a make-over from head-to-toe // He was at a

Jen   traffic light the other day? // I mean, his clothes, his hair //

Kate   What does THAT / have to do with management?

Jen   That reminds me // You know // I'm sick and tired of the

Kate   higher ups -

Jen   Really Kate / I need to go.

Kate   Really? // Okay / nice talking to you // See you mañana //

Sam   Bright 'n early? //
Good-bye.

Kate

Sam [looking around] Oh, I didn't see you there Sam // C'mon over.

Jen and George got married six weeks ago // Their marriage is just out of the starting gates / and could be biting the dust already.

Really? // I guessed as much.

SURE you did.

---

*[**Key**: put the kibosh on (idiom), cash cow (idiom and compound noun), see it through (phrasal verb), raison d'etre (fixed phrase), I suppose (fixed phrase), old fogey (variable phrase – can be made plural), if there's anything I hate it's (fixed phrase), a bit old-fashioned (collocation bit + old-fashioned), c'm on (fixed phrase, habitual formulation), let's face it (fixed phrase), make-over (compound noun), from head to toe (fixed phrase), traffic light (compound noun), the other day (fixed phrase), have to do with (phrasal verb), sick and tired of (fixed phrase), higher ups (compound noun), nice talking to you (habitual formulation/fixed phrase), see you mañana (possible habitual phrase), bright 'n early (fixed phrase), good-bye (compound word), come on over (habitual formulation), just out of the starting gates (idiom), starting gate (compound noun), biting the dust (idiom), guessed as much, sure you did (fixed phrases).]*

Appendix 4 | Are these tables?

1
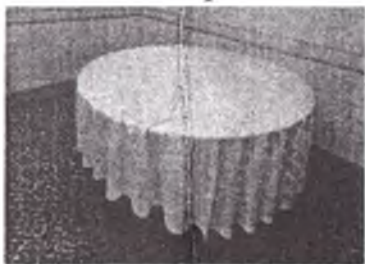
2
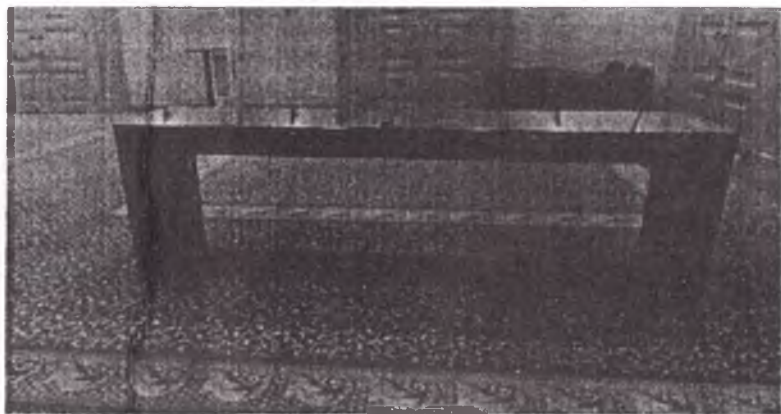
3

4
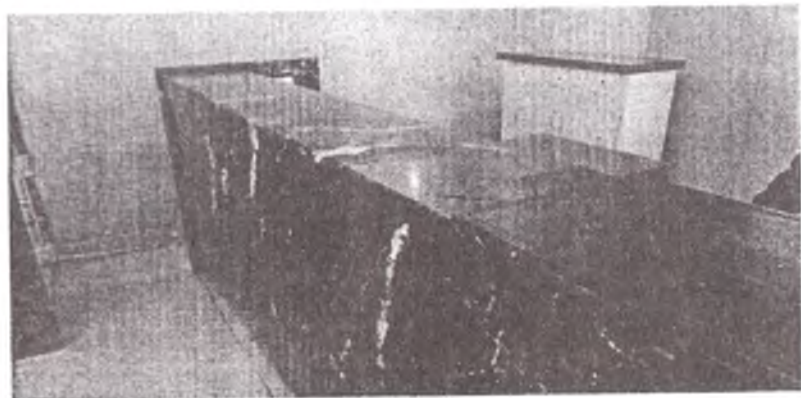
5

6

7

8

9

10

When I was living in Japan, I bought a **second-hand**[1] car for "free". It was in perfect working order, and even though it was five years old, it was still stylish to look at. It had a **handbrake**[2] between the seats instead of a foot pedal, making the parking brake **handier**[3] to use. The owner **handed over**[4] the car because in Japan, people generally want things that are new. When he **handed**[5] me the keys, he said, "It's been a good car, but it's just too old for me now." Usually, when objects of value **change hands**[6], payment is expected. In addition, I rarely take **hand-outs**[7] because I've always worked for what I've received. Even if I had to work as **a hand**[8] on a friend's farm, I would earn what I received. He would not take a single yen for the car. I **gave him a hand**[9] with moving the spare tire from the trunk and said, "Sayonara." I had a car. I couldn't drive it until I paid $1500 in taxes and $150 more for a new spare tire, but I had a "free" car.

KEY

1. second hand ≈ used
2. handbrake ≈ a brake activated by hand instead of foot
3. handier ≈ more convenient
4. hand over ≈ transfer possession
5. handed ≈ gave using his hand
6. change hands ≈ change ownership
7. hand-outs ≈ gifts (usually associated with giving to beggars who have their hands out)
8. a hand ≈ manual worker
9. give him a hand ≈ help out

This is the eighth uFone I've reviewed, and there's a feeling that this one is not like anything U-Fone has made before.

The uFone 8 certainly fixes a number of the flaws tne previous uFone had, now coming with a generous screen, an enhanced processor, a better camera, superior battery and its transformed design.

While the uFone 8 has resolved a lot of the concerns I've had with previous handsets from U-Fone, there were some things that concerned me when I first took my new uFone 8 out of the box.

Why has uFone decided not to go to a higher-resolution screen? Why is the uFone more expensive than other handsets? Has it extended the battery life of previous models?

U-Fone has updated the design of its recent models, advancing the ergonomics so the new model can compete with the best on the market.

The uFone 8 looks gorgeous, and at 6.9 mm, it sits comfortably in your hand.

The metallic keys have a little wiggle in them. Running your hand up and down the sides, you'll feel a slight give in the power and volume buttons.

The other noteworthy change in design is that the camera creates a slight bulge in the rear of the phone. It's good to see that U-Fone refuses to compromise on camera quality just to have a thinner phone.

The rest of the uFone 8 is very similar to the uFone 7, with the speaker at the bottom next to the Lightning port. Thanks to the lengthened bottom of the phone you won't cover it when holding the phone in landscape.

The headphone port remains at the bottom of the phone, which means that you'll draw your phone out of your pocket bottom-up when listening to music.

The uFone 8 is another iconic handset in terms of design for U-Fone. It's one of the best looking on the market, and for U-Fone's price, I expect nothing less.

Review #1: Marketing Survey

Answer the following questions, based on the above review.

1.   Based on the author's review, what is his opinion of the new uFone 8? Tick ✓ a phrase.

- He's impressed with it. (1)
- He's not sure about it. (0)
- He's not impressed with it. (-1)

2.   What features of the uFone 8 are attractive, according to the writer?

3.   What words or phrases made the features seem attractive?

4.   What features of the uFone 8 are unattractive, according to the writer?

5.   What words or phrases made the features seem unattractive?

6.   If you had to make a decision about buying the uFone 8 based only on the review, would you would buy a uFone 8 if you needed a new phone and price did not matter?

0	1	2	3	4	5
No	Only if desperate		I don't think so		Maybe
	Probably yes		Certainly!		

This is the eighth uFone I've reviewed, and this one is not like previous models.

The uFone 8 certainly addresses a number of the deficiencies of the previous uFone, coming with a wider screen, a faster processor, better camera, improved battery and changed design.

While the uFone 8 has addressed a lot of the issues I've had with previous handsets from uFone, there were some problems that worried me when I saw the uFone 8.

Why does uFone 8 still lack a high-resolution screen? Why is the uFone still the most expensive on the market? Has it finally improved the battery life of previous models?

U-Fone has updated the design of the last four models, improving the ergonomics of a phone entering a crowded market.

The uFone 8 looks good and, at 6.9 mm thick, it's easy to hold onto.

The metallic keys have some movement in them. Running your hand up and down the sides, you'll notice a little looseness to the power and volume buttons.

The other noticeable design change is that, because of the camera, there is now in the rear of the phone, a slight protrusion. U-Fone isn't giving up on the quality of the camera in order to make a phone thinner.

The rest of the uFone 8 is very similar to the uFone 7, with the speakers at the bottom next to the Lightning port. Due to the elongated bottom of the phone you won't cover it when gripping the phone in landscape.

The headphone port has not been moved from the bottom of the phone, meaning that, when listening to music, you'll get your phone out of the pocket the wrong way around.

The uFone 8 is another one-of-a-kind that's right up with the best looking on the market, and for the price U-Fone is asking, I expect this.

Review #2: Marketing Survey

Answer the following questions, based on the above review.

7.   Based on the author's review, what is his opinion of the new uFone 8? *Tick* ✓ *a phrase.*

☐   He's impressed with it. (1)

☐   He's not sure about it. (0)

☐   He's not impressed with it. (-1)

8.   What features of the uFone 8 are attractive, according to the writer?

9.   What words or phrases made the features seem attractive?

10.   What features of the uFone 8 are unattractive, according to the writer?

11.   What words or phrases made the features seem unattractive?

12.   If you had to make a decision about buying the uFone 8 based only on the review, would you would buy a uFone 8 if you needed a new phone and price did not matter?

0	1	2	3	4
		5		
No	Only if desperate	I don't think so	Maybe
	Probably yes	Certainly!	

Appendix 7 | Connotative language comparison

Connotative Language Comparison

uFone 8: Review #1	⇑⇓⇔	uFone 8: Review #2	⇑⇓⇔
this one is not like anything U-Fone has made before		this one is not like previous models	
fixes a number of the flaws of the previous uFone		addresses a number of the deficiencies of the previous uFone	
a generous screen, an enhanced processor, a better camera, superior battery, and its transformed design		a wider screen, a faster processor, better camera, improved battery and changed design	
things I that concerned me when I first took my new uFone 8 out of the box		problems that worried me when I saw the uFone 8	
why has uFone decided not to go to a higher-resolution screen?		why does uFone 8 still lack a high-resolution screen?	
more expensive than other handsets		the most expensive on the market	
Has it extended the battery life?		Has it finally improved the battery life?	
advancing the ergonomics		improving the ergonomics	
new model can compete with the best on the market		a phone entering a crowded market	
6.9 mm, it sits comfortably in your hand		6.9 mm thick, it's easy to hold onto	
have a little wiggle		have some movement	

feel a slight give		notice a little looseness
noteworthy change in design		noticeable design change
that U-Fone refuses to compromise on camera quality just to have a thinner phone		U-Fone isn't giving up on the quality of the camera in order to make a phone thinner
port remains at the bottom of the phone		port has not been moved from the bottom of the phone
you'll draw your phone out of your pocket bottom-up when listening to music		when listening to music, you'll get your phone out of the pocket the wrong way around
for U-Fone's price, I expect nothing less		for the price U-Fone is asking, I expect this
Connotations: ⇧ = positive.	⇔ = neutral.	⇩= negative.

Appendix 8 | Connotative language analysis example

The first example I've chosen is from the first paragraph. Review #1 states, "This one is not like anything U-Fone has made before." Review #2 states, "This one is not like previous models." Both examples have the same denotation, which is stated plainly in Review #2. The language of Review #1 is language often used in advertising and promotional literature. It suggests that it is not only different but so very different as to be revolutionary.

The second example is from paragraph four. The writer of Review #1 asks why the uFone more expensive than other phones. This is fairly neutral statement. The writer of Review #2, on the other hand, draws attention to the fact that it is the most expensive on the market. As a consumer, I'm willing to pay more for a product if I'm getting more for my money. However, I do not need to buy the most expensive on the market no matter how good it is. I'll wait for the price to drop, and if it doesn't drop, I'll buy another phone that is almost as good for a lot less money.

The third example is from paragraph six. Review #2 states that the uFone 8 is 6.9 millimeters thick, while Review #1 omits the word thick. In English, thickness is the dimension of measurement and so can be assumed, but the writer of Review #1 wants to emphasize its thinness (some writers would even say "6.9 mm thin") not its thickness. While the writer of Review #2 makes the fairly neutral statement that the phone is "easy to hold onto", the writer of Review #1 wants you to imagine the phone in your hand -- your own phone, the one you just purchased.

In all three examples, the denotation is the same while the connotations of the words create very different impressions.

Appendix 9 | Spoken grammar

Hilliard, A. (2014). Spoken English and its role in the English language classroom. *English Teaching Forum 52* (4) 2-13.

The following notes summarize a section of the article cited above about spoken grammar. Extra explanations and examples have been added.

Ellipsis. Ellipsis is the omission of grammatical elements normally required. Because important information tends to occur toward the end of sentences (end focus) in complements and objects, subjects and verbs are often omitted. This results in sentence fragments that would not be

acceptable in written language, but they are a normal part of spoken language.

Situational ellipsis: This is when the speaker omits items that are present for both the speaker and the listener. Omitting words about things that the speaker and listener know reduces the mental workload for both because fewer items need to be processed. e.g. "See the game last night?...a tie."

Textual ellipsis: This is when items are omitted from written text because they are retrievable from the text.

Heads. These are comments that introduce the topic before the speaker comments on it. In the utterance above, "See the game last night? I saw the whole thing. Ended in a tie." *The game last night* introduces the topic before the comment about it: "I saw the whole thing. Ended in a tie." Introducing the topic gives the speaker and listener more processing time. It also gives the speaker time to form a grammatical sentence about the topic and the listener time to become oriented to the topic.

Tails. These are comments added to the end of an utterance. They range from a phrase to one word, e.g. "My teacher is really nice, *the one from America*." "See the game last night? I saw the whole thing. Ended in a tie. *Boring, if you ask me.*" Tails add clarifications, qualifications, and evaluations to the main statement.

Fillers. These are words or sounds used by the speaker -- "uh" "hmm" "well" "ano" "nega" -- to fill time while he or she thinks of what to say. In the middle of an utterance, they indicate that the speaker is not giving up his or her turn to speak.

Backchannels. These are words or utterances by the listener -- like "uh-huh" "oh" "yeah" "I see" -- that let the speaker know the listener is paying attention.

Phrasal chunks. These are fixed words or phrases that can combine with other elements. Some common types are 1) vague quantifiers such as "He's *sorta* tall." or "stuff like that"; 2) words that modify and show politeness or elicit agreement, e.g. "you know what I mean, don't you?" 3) transitions and discourse structures. "Well, let me see what we've got here." "What I mean to say is." "It's like...."

Appendix 10 | **Examples of spoken grammar in "Kate and Jen"**
Ellipsis
Didn't expect to run into you
Not really your cup of tea
hasn't given me all the gory details yet
For six weeks,
Then to have the carpet pulled right out from under you?
Nice talking to you.
See you mañana.
Bright 'n early?
Got married six weeks ago.
Heads
Hillary, I mean,
Your work.
Speaking of George,
His clothes, his hair.
the higher-ups
Jen and George.
Tails
of all places
Not really your cup of tea
hasn't given me all the juicy details
And it's not fair either.
in my humble opinion.
with its *raison d'être*.
if you ask me.
if I ever heard one.
Fillers
Uh, Well, yeah, Hmm, Uh huh, Now, Yeah, You know, Yeah, Oh
Backchannels
Uh huh.
Phrasal chunks
It's like
not all *that*
sort of
Let's face it

MODULE II

LANGUAGE LEARNING

UNIT A
Learning and Acquisition

UNIT A | **Learning and Acquisition**

OBJECTIVE

In this unit, trainees gain a practical understanding of the concept of language acquisition as knowledge construction and are able to apply the concept to language teaching and learning.

KEY TERMS

conscious knowledge, input, intake, knowledge construction, language acquisition, language learning, unconscious knowledge

KEY CONCEPTS

- Language acquisition involves knowledge construction at a subconscious level.
- Learning refers to conscious knowledge while acquisition refers to unconscious knowledge that can be utilized to form meaningful utterances.
- Language acquisition requires language input and language intake.

UNIT A | **Contents**

Activity 1 | **Metaphor: Language learning**

Objective: Trainees will reflect on their own language-learning experience through metaphors.

Experience. Reflect.

[Trainees use their previous experience of learning language. Invite trainees to think of metaphors describing the process of language learning. State that trainees can also draw pictures of their metaphors. Ask trainees to explain the meanings of their metaphors. Elicit random responses and ask trainees to choose the metaphors which they like best and explain the reasons of their choice.] ✐

From time to time it is useful to think about language learning outside of the subject-verb-object box. Use your imagination and think of metaphors of language learning. Explain what you mean by describing the process of language learning in this way. You can also draw a picture of your metaphor. For example, language learning can be compared to building a house.

Language can be compared to a house. Learners are builders, and teachers are architects. The construction of the house to a great extent depends on the design and materials. In our case, the design is teaching methodology and the materials are phonology, vocabulary, grammar, and discourse. In addition, much depends on the skillfulness of the builder, how well he or she can make use of tools such as reading, writing, listening, and speaking to build the house of language. Everyone knows that a house is not built in a day. It takes time to erect a good house. Likewise, language learning is long-term process and cannot be mastered in a day.
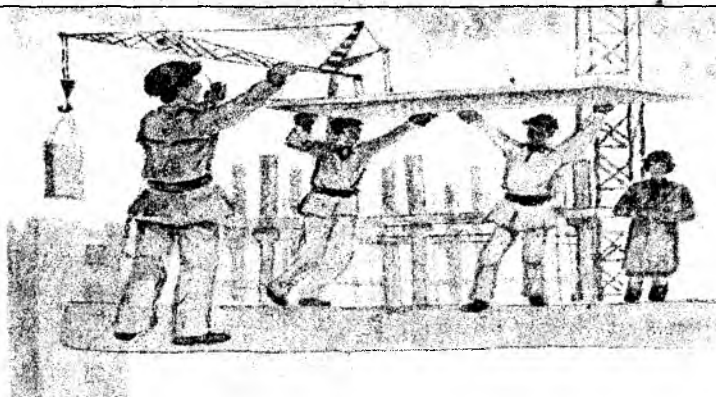
Artist: Muyassar Igamova

Activity 2 | **Acquisition or learning?**

Objective: Trainees will increase their awareness of the distinction between acquisition and learning through answering true and false questions.

[Invite trainees to think of the distinction between acquisition and learning. Ask them to read the given statements and decide if they agree or disagree. Tell them to provide their own examples to support their ideas.]

Experience. Reflect. 📣

[Ask the following questions:]

●What is your first language? Have you acquired or learned it?

●Do you have a second language other than English? Have you acquired or learned it?

●Have you acquired or learned English?

●If you plan to study another foreign language, would you acquire or learn it?

[Ask trainees to decide whether each statement is true or false for them. Also, tell them to identify whether the statement is about acquisition or learning. Ask them to provide the reasons for their choices.]

Decide whether each statement is true for you. Tell a story about your experience. Then, decide whether the statement is about acquisition or learning. Provide the reasons for your choice. (Very often the terms "acquisition" and "learning" are used interchangeably, but we want to make a distinction between them).

1.   People learn a foreign language in the same way as they acquired their first language.

2.   Learning a language in a natural setting can be more successful than learning it in a classroom setting.

3.   It is impossible to learn a foreign language without a teacher.

4.   All learners learn a foreign language through comparing and contrasting it to their native language.

5.   Children pick up languages through a subconscious process without knowing grammatical rules.

[Encourage trainees to support their answers with examples from their own lives. Help them clarify the distinction between learning and acquisition. Accept the trainees' experience whether or not it concurs with research. Research findings indicate the following:

1. False. People usually acquire their first language subconsciously, whereas in majority of the cases they learn foreign

language in formal settings. Provided enough exposure almost everyone can master their first language while mastering a foreign language may vary depending on different factors.

2.   Generally this is true. However, sometimes formal study can be more successful than living in a natural setting. Take, for example, an immigrant worker living in a second language environment and a student studying a language for the same number of years: It is difficult to predict who would make better progress as it would depend on a number of factors affecting language acquisition.

3.   False. There are many people who have been able to learn foreign languages without attending language courses or formal instruction.

4.   False. While adults can build on skills they have already acquired in their native language, children do not generally make connections between their first and second languages.

5.   True. Children acquire grammatical rules subconsciously through trial and error. They do not pay conscious attention to grammatical rules, as they cannot understand abstract notions yet.]

Conceptualize.

Before you read the text, write a short paragraph defining language acquisition and language learning.

[Ask trainees to write short paragraphs defining two terms: language learning and language acquisition. Invite volunteers to share their definitions. Tell trainees to read the text and check how close and comprehensive they were while writing their paragraphs.] 📖 ✒

Acquisition versus Learning
by Byrne Brewerton

Some applied linguists make a distinction between language acquisition and language learning. Children acquire language through a subconscious process during which they are exposed to a great deal of meaningful language. Thought they are not consciously aware of the rules governing the language, they get a feel for what is and isn't correct through experiencing what does and does not communicate their meaning. The emphasis is on the meaning of the communication and not on the form. Young children readily acquire the language to communicate.

Language learning, on the other hand, is a conscious process. It is the result of direct instruction in the rules of language. In language

learning, students gain conscious knowledge of the new language and can talk about the rules governing the language. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write meaningfully or correctly.

•Check whether your definitions are close to the ones provided in the text.

•Based on the text and your own experience, make a list of advantages of language acquisition and language learning.

Now after you have read about the distinction between acquisition and learning, answer the question stated in the title. Which is better: acquisition or learning? In order to explore the question, reread the text above and fill in the table. 📖 ✎

[After trainees have finished reading the text, invite them to list the advantages of language acquisition and advantages of language learning.]

Language Acquisition	Language Learning

What factors does language acquisition depend on?

[Elicit random responses. State that success in language mastery depends on several factors. Both acquisition and learning can take place when the learner has access to L2 input. Input will be explored in the next activity, and factors affecting acquisition will be explored in Units E and F.]

Activity 3 | **"Secret of a Wild Child"**

Objective: *Trainees will explore the importance of input in language learning and acquisition.*

Experience. Reflect.

[Invite trainees to watch a documentary film about a girl who grew up in Los Angeles with almost no human contact.]

You are going to watch a documentary film about a girl who grew up in Los Angeles with almost no human contact. She was locked in a room and tied to a potty chair for most of her life. Completely restrained, she was forced to sit alone day after day and often through the night. The girl had little to look at and no one to talk to for more than ten years. She was found on November 4, 1970. Before watching the film, make some predictions about the content of the film by thinking about the following question:

Do you think that she could speak when she was found?

To check your prediction, watch the video. ✍

Conceptualize. ✍

*[Play the video **"Secret of a Wild Child."** The transcript is in **Appendix 1**.) After trainees have watched the video, ask the questions for comprehension check and elicit random responses.]*

1. Why was the girl named as "Genie"?
2. When found, how old was she?
3. Why did Genie live under these conditions? What were the family circumstances?
4. Why did researchers become interested in her case?
5. How was Genie educated?
6. How long did it take Genie to produce some chunks of language?
7. What progress did Genie make in terms of language production?

[Read the information below before class. After the trainees watch the video, they should be able to answer at least some of the questions.]

1. *This is not the person's real name, but a name given to her by researchers from UCLA. When we think about what a genie is, a genie is a creature that comes out of a bottle and emerges into human society after childhood. Genie entered human society after childhood.*

2. *She was 13 years old.*

3. *When Genie was a baby, her father apparently decided she was retarded. He insisted on keeping her isolated because of that. Authorities pieced together these few facts in the early weeks. Genie's strange family circumstances made it hard to learn more. Genie's mother, weak and nearly blind, claimed that she, too, had been a victim of her domineering husband. Genie's father, shortly after authorities discovered Genie, shot and killed himself. The suicide only added to the interest in Genie's case.*

4. *Genie was the most extreme case scientists had ever seen. Solitary confinement is, diabolically, the most severe punishment, and really quite*

dramatic symptoms develop in as little as fifteen minutes to an hour, and certainly inside of two or three days. Expanding this to ten years boggles the mind. Word of the "wild child" spread, attracting scientists from all around the country. One of them was Oklahoma psychiatrist Jay Shurley. She had a thousand questions, immediately. "Who? What? How? How does this come about? Why is this? Why do I see what I'm seeing?" When found, Genie couldn't speak at all. She barely spoke or made any noises. She was beaten for making noise and consequently, had learned, basically, not to vocalize. And she really didn't vocalize very much at all. When researchers first met her, she was silent most of the time.

5. *Different researchers tried several approaches and one of them, Marilyn, a graduate student in human development, was Genie's teacher. She soon found herself giving Genie unconventional lessons. Genie would erupt in silent storms of rage, tugging and tearing her own body. To turn Genie's self-destructive anger outward, Marilyn taught her how to have a fit, how to slam doors, and stamp her feet. Eventually, Marilyn encouraged Genie to turn her pain and anger into words.*

6. *More than 5 years.*

7. *Genie didn't seem to be able to put words together in a normal, grammatical way. This seemed to support the idea of a critical period for acquiring language. Genie didn't seem to be able to put words together in a normal, grammatical way. This seemed to support the idea of a critical period for acquiring language. In Genie's case, the vocabulary was what she was good at. Conveying messages is what she was good at. But if you look at a sentence that she would utter, it wouldn't be grammatical, so she might say things like, "Spot chew glove," "Applesauce buy store," where the message was clear. You know, the dog named Spot chewed the glove, or we need applesauce, we need to buy applesauce at the store. But, in both of these cases, you can see they're not sentences of English. We wouldn't say, "Applesauce buy store." We would say, "We need to buy applesauce at the store." Or, "Applesauce is what we want from the store," or something that is an actual sentence of English.]*

Apply. 🖉

[Ask trainees to do the following task:]

Based on what you have learned in this unit, what role does input play in language acquisition? Write about 250 words.

[Depending on time, you can assign this as homework or it can be done in class.]

118

Unit B
Input, Intake and Interaction

OBJECTIVE

In this unit, trainees gain a practical understanding of the concepts of input, intake and interaction as knowledge construction and are able to apply the concepts to language teaching and learning.

KEY TERMS

input, intake, interaction, declarative knowledge, procedural knowledge

KEY CONCEPTS

- Language acquisition requires language input and language intake.
- Knowledge construction starts from input.
- Acquisition takes place when input is slightly above a learner's level of understanding.
- Language evolves through the interactions of its users.

UNIT B | **Contents**

Objective: Trainees learn about input, intake and interaction.

Activity 1 | **Input vs. intake**
Objective: *Trainees will learn about input, intake, and interaction.*
Experience. Reflect. Conceptualize.
[Refer trainees to Activity 1 in which they explored metaphors about language learning in previous lesson and ask them to give examples of the metaphors they explored.]

As we discussed in Unit A language learning is like building a house. Look at the picture and answer the following questions: 🐾

- How long do you think it took to build this house?
- What part was built first and what part was built last?
- What materials were used to build the house?
- How many people were involved in building the house?
- What knowledge and skills did they possess?

Now change the focus of the questions to language learning, rewrite the questions, and answer them. The first one is done for you. ✒

- How long does it take to learn a foreign language?
-
-
-

Discuss the following questions: 🐾

- Are they both processes: *language learning and building a house*?

- Do you need to have knowledge in order to become a language learner and a builder? If yes, what knowledge do you need to have?

- Do you need to develop any skills in order to learn a language and to build a house?

•If you lack one of them (knowledge or skill) do you consider yourself a language learner and a builder? Why?

*[Write the following two terms on the board: **declarative knowledge** and **procedural knowledge** and have them read paragraph below.]*

Read this paragraph: 📖

Declarative knowledge and procedural knowledge are different types of knowledge. Declarative knowledge means knowing that something is a fact. Declarative knowledge is knowing WHAT. It can often be put into words. For example, "B is the second letter of the alphabet,"or "Tashkent is the capital of Uzbekistan." Procedural knowledge means having the skills to do something. Procedural knowledge means knowing HOW. For example you can know that letter B is the second letter of alphabet without knowing how to write it, and you can write the letter B without knowing it is the second letter of the alphabet. The first is declarative knowledge, and the second is procedural knowledge.

[After trainees finish reading the paragraph, ask them to look at the photos and complete the task.]

Circle **D** for declarative knowledge or **P** for procedural knowledge.

•Most bicycles have a frame, two wheels, brakes, handle bar, pedals and a seat. D | P

•Sardor can ride his bicycle from his home to his lyceum. D | P

•In order to pump up a flat tire, you need a pump. D | P

•Sardor can pump up his flat tire. D | P

Listen to a short lecture about architecture and take notes of the main ideas.

*[Ask trainees to listen to the lecture and take notes of the main ideas of the lecture Play the recording **Input vs. Intake #1 (Lecture on***

*Architecture). See the tapescript of the lecture in **Appendix** 2. After trainees have listened to the lecture, have them answer these questions.]*

- What was the lecture about?
- Did you understand the main ideas of the lecture? Why?
- Were you able to take notes?
- If you listened to the same lecture a second time, would you be able to understand it?
- In your opinion, what can be done to make it comprehensible?

[teaching architectural concepts (schema development), pictures and videos, simplify vocabulary and grammar to the level of the learners, slower delivery of the lecture and translation into native language]

- If you were given an opportunity to ask the lecturer questions, what questions would you ask?

[Have trainees read the text and answer the questions. Keep in mind that trainees will be conducting a similar experiment at the end of this unit.]

You have just experienced some incomprehensible input and thought about ways to make it comprehensible. These ways might have included simplifying the architectural text or interacting with the speaker (lecturer).

In the 1990s a group of researchers wondered which would make a text more comprehensible to learners: simplifying the text? Or interacting with the speaker? So they conducted an experiment. Now read the paragraph below.

In 1987 Teresa Pica, Richard Young, and Catherine Doughty conducted a research study to investigate the relation between interaction and input. Two groups of 16 adult learners were asked to follow instructions and to complete a task. In both cases, learners listened to a script read by a native speaker. In one group, the script was simplified by paraphrasing, repeating and using simple grammatical structures and vocabulary. In the other group, learners listened to an unsimplified script that contained the same information but they were encouraged to ask questions when they had difficulties following the instructions. Afterwards, both groups' comprehension was checked. (Lightbown and Spada, 2002)

- How was the first group's lecture made more comprehensible? [the input was modified]

•How was the second group's lecture made more comprehensible? [the interaction was modified]

•Fill in the blank:

o   The students in the first group received modified
_____. *[input]*

o   The students in the second group received modified
_____. *[interaction]*

•Which group's comprehension do you think was higher?

[Answer: Students who had the opportunity to engage in interaction through asking clarification questions, and check their understanding as they were listening to the instructions comprehended much more than the students who listened to the simplified text but had no opportunity to interact You can try the same experiment with your trainees. Two texts with the same content, one unsimplified and the other simplified, can be found in Appendix 4.]

Read the text below and answer the questions with your partner. If you cannot answer any questions, ask them in the plenary. 📖 ✒

Three Models of Language Acquisition
by Byrne Brewerton

Have you ever thought about how you can understand and speak your native language so easily? You want to say something and correct phrases and sentences just come to you. Most of this is unconscious: something just appears in your mind and you say it. No definitive answer as to how children learn to use language without conscious attention has been discovered, and research is continuing. However, there are some things that most, if not all, researchers now agree on.

- Before you went to school did anybody teach you grammar and vocabulary?

- How did you learn to speak your language?

Rules and input

Language input is necessary. No child or adult acquires language without hearing it or reading it -- a lot! Language is extremely complex, but it also follows rules -- rules not made by teachers or professors or governments but by nature. Nature operates by rules such as the law of gravity. Rules also apply to the use of language. Without rules, nobody could predict the order or

---

structure of any sentence. Every utterance would be unique, and no communication would be possible.

Rules differ from language to language but every language has rules. For example, in English and many other European languages the order of words in sentences follows the pattern of Subject + Verb + Object (SVO), while in some Asian languages such as Turkish, Uzbek, Korean, and Japanese, the order is Subject + Object + Verb (SOV). Each language has so many rules that scholars spend their whole lives discovering them, yet small children discover how to use them very well by the time they are four to six years old.

- *How do children acquire this ability so naturally?*

- *How did you?*

- *Do you think we are born with language rules already in our minds?*

Universal Grammar

Linguists have put forth several explanations. One explanation is that we are born with rules. We all have a "universal grammar" (UG) in our minds at birth. One rule that we are born with is the ability to distinguish nouns from verbs and the ability to form phrases that go with them. A noun phrase can include adjectives, and verb phrases can include adverbs; verb phrases can also include noun phrases. We are also born with the knowledge that noun phrases and verb phrases are not formed the same in every language – English has articles like "the" and "a/an" but Uzbek and Russian do not – and are not constructed alike, but there are a limited number of ways they can be constructed. In other words, noun and verb phrases are constructed within certain parameters. We discover the parameters for the particular language we are acquiring and discard the rest. (This all occurs without learners knowing it, of course.) Using input from others, learners discover words that represent nouns and verbs, and rules that apply to certain types of words. Noun phrases and verb phrases can be put together to make sentences according to other rules. It is far more complex than this, but this is how Universal Grammarists believe we acquire our first language (Pinker, 1994).

- *Do we learn a second language in the same way as we learn a first language?*

- *Why? Why not?*

Acquiring a first and second language may be similar but is not the same. For one thing, child and adult brains are different. While children can absorb thousands of new words and ideas like sponges absorbing water, adults have to work at acquiring the use of new words. On the other hand, adults already have a first language, so they can use their first language to help them understand their second -- but having a first language also lead, oops! leads to mistakes because adults borrow rules and parameters from their first language. Adults have better developed abilities to reason, which they can use to make deductions from input, but adults also live in more complex economic and social environments than children. They can interact more with others to receive input, but the input they receive may not be understandable and therefore useless for learning the new language.

- *What advantages and disadvantages do adults have over children?*

- *Why did Genie from "Secret of a Wild Child" (Module II, Unit A) not learn language?*

Comprehensible-input model

Stephen Krashen once theorized that all that was really necessary for a person to acquire a second or foreign language is "comprehensible input" (CI), which he defined as language that is slightly above a person's current level of understanding. From the large amount of input that is understood, a person can deduce the meaning of the small amount of input that is not understood. The more we listen and understand and read and understand, the more input we receive and the better we can acquire a new language. Krashen also believed that for this input to become intake -- language that becomes our own and therefore useful -- we must not be nervous or anxious or afraid because our fears create an "affective filter" that can prevent input from becoming intake. (Krashen, 1985)

In accordance with this theory, a teacher's role is to provide opportunities for students to receive as much comprehensible input as possible. Teachers provide students with oral and written texts that are just above their level and help them understand them. Since students in the same class usually speak at the same level, interacting with other students regularly is a great way to receive

comprehensible input. In addition, teachers should create an atmosphere that is relaxed and open so that students' do not create an affective filter that prevents comprehensible input from becoming intake.

- *What can prevent input from becoming intake?*

- *If students are receiving input from their peers do you think they will learn their mistakes?*

Interactionist model

Now, most believe that more than comprehensible input is necessary for an adult to acquire a second language. At the heart of such models is the idea that interaction with other users of the language is essential to acquisition (Larsen-Freeman 2003). Interactionists see social interaction as a human development activity because it is a language development activity. In the interactionist view, language is not acquired: Language develops. The knowledge we gain of a new language is constantly changing (and so is the knowledge we gain of our native language). Language evolves like a biological organism through the interactions of its users. This applies to both native and non-native users of language. English is now spoken by more people using it as a foreign language than as a native language: These users also modify their own and others' use of English as they interact in it. Language is constantly changing, so language can never be fully acquired. For this reason, interactionists like Diane Larsen-Freeman prefer the term "language development" to language acquisition (Larsen-Freeman 2007, 2013).

- *Do you think that non- native speakers of English will have an impact on use of English?*

- *Why do interactionists prefer "language development" to "language acquisition"?*

Comparison of models

All three of these models agree that input is important, but the interactionist model differs from the UG model in that, while the UG model is focused on the inner competence of ideal users of language, the interactionist model is focused on the effectiveness of language use in daily life. The measure of our competence in language is not the internal representations of language in our minds but our ability to use it to accomplish our personal goals. As in the

CI model, in the interactionist model input must be comprehensible for it to become intake, but interactionists believe that output -- speaking, writing, doing -- is as essential as input. As learners interact in the new language with others, the need to be understood by the learners causes them to modify the language they are producing, making their input more comprehensible to the learners. Interactionists also agree with CI that an emotionally safe classroom will help learners communicate more effectively because their attention will not be on their anxieties but on their use of language to communicate. (Ellis, 1997)

Finally, whereas both UG and CI researchers have relied more on empirical research to test hypotheses about the grammatical competence of individuals in various stages of language acquisition, the interactionists have taken advantage of the existence of large bodies of authentic language (language corpora) -- stored on computers and transcribed into texts -- to study how both native and non-native speakers actually use language. (The use of such corpora to study language use is called "corpus linguistics.")

For interactionists, the teacher's role is to create opportunities for learners to use language purposefully. They can use it to accomplish real-life tasks, to learn a subject, or to do a project. The teacher supports learners in their interactions so that interactions become longer, more meaningful, and more accurate. (Ellis, 1997)

•Do you think that interacting with this text (input) and your partner has helped you understand this text better?

•Draw a Venn diagram in which you compare the UG, CI and interactionist models.

Apply.

Conduct the following experiment according to the instructions below.

[Ask trainees to conduct the following experiment. For this task, find two versions of the same text, one simplified and the other unsimplified. Also, a reading test for checking comprehension is required. Based on the level and experience of the trainees, you can provide them with two versions of a text along with a test of comprehension. It is essential they follow all steps.]

1. Work in groups of three.

2. In your groups, read the two versions of the text. Make sure you understand the text completely, especially version **B** of the text.

3. Contact a year-1 reading teacher and ask permission to conduct an experiment in her or his class. Tell the teacher it is for a year-2 Methodology class.

4. Divide the class into two groups and work in two different rooms.

5. Group 1 gets version A (simplified) of the text and group 2 gets version B (unsimplified) of the text.

6. Group 1 must do the task without asking questions within a limited period of time.

7. Group 2 is encouraged to ask any questions (content, language) about the text. Let them discuss the text among themselves and be ready to answer any questions. After they finish their discussion, give them a reading test.

8. Check the tests of both groups. Calculate their scores. Find the average score of each group (in order to do this add up all their scores and divide by the number of students).

9. Compare the results and write a report using the template provided.

[Reading texts can be found at a variety of websites such as the following:

- *www.readanybook.com*
- *www.nglife.com/content/reading-texts-world*
- *www.onestopenglish.com/skills/reading*
- *http://busvteacher.org/classroom_activities-reading*
- *http://linguapress.com/inter.htm*
- *www.myenglishpages.com/site_php_files/reading.php*
- *http://www.5minuteenglish.com/reading.htm*

Report on "Input vs. interaction" experiment

Date:
Name:
Group:

--------------------------------------Subjects of the research (by group number)

Purpose of the research:

Description of the process (what you did, what problems yon had, did everything go as you planned, how much time you spent):

Test results (both groups results presented in a table):

Conclusion (your conclusion should include references to "Three Models of Language Learning" and explain the reasons for the results):

UNIT C
Mistakes and Errors

UNIT C | Mistakes and Errors

OBJECTIVE
In this unit, trainees learn about the sources and types of errors and be able to identify them.

KEY TERMS
errors, slips, interlanguage, interference, overgeneralization, fossilization

KEY CONCEPTS
- There is a distinction between errors and mistakes.
- Mistakes are learning steps.
- Learners make mistakes under the influence of their L1.
- Developmental errors result from incomplete acquisition of an L2.

UNIT C | Contents

132

Activity 1 | **We all make mistakes**

Objective: Trainees will raise their awareness of the possible sources of errors and their types.

Experience.

[Ask trainees to think of something that they have learned to do. The following questions may help you:] 🐾

Think of something that you have learned to do. The following questions may help you:

•Can you think of a mistake that you made which helped you to learn? How did it help?

•Think of an occasion when you said something in a foreign language which was misunderstood.

•Was the misunderstanding caused by a grammar, vocabulary, pronunciation mistake? Were there other causes?

•What do you think: Was it a mistake, an error, or a slip?

•What is the difference between a mistake, an error, and a slip?

[Possible Answers: Mistakes are often divided into errors and slips. Errors happen when learners try to say something that is beyond their current level of language processing. Usually learners cannot correct errors themselves because they do not understand what is wrong. Slips are the result of tiredness, worry or other temporary emotions or circumstances. These kinds of mistakes can be corrected by learners once they realize they have made them.]

Conceptualize.

Listen to the recording of the following examples of learners' oral mistakes. There are mistakes of form, meaning and use. Can you identify them? *[Play "We all make mistakes #1".]*

1. She like this picture. (Talking about present habit)
2. Shut up! (Said to a classmate)
3. I wear a suit when I go swimming.
4. Do you know where is the post office?
5. The dog [bi:t] me (Talking about a dog attacking someone)
6. What [hæpƏn'ed]?
7. We all are agree.
8. We are lack of resources like computers and teaching materials.
9. Unit 5 I sent you yesterday.
10. I congratulate you on your birthday!

[Answers:

1. Error in form. The learner has missed the third person 's' from the verb. The learner should have said 'She likes the picture.'

2. Error in use. It is rude to say 'Shut up!' in the classroom. The learner should have said 'Can you be quiet, please?', or something similar.

3. Error in meaning. The sentence could mean that he was going to wear formal clothing like a jacket and tie. He was going to go swimming in a business suit. The learner should have said 'I wear my swimsuit when I go to the beach.'

4. Error in form. The learner has put the subject and verb in the wrong order in the indirect question. The learner should have said 'Do you know where the post office is?'

5. Error in form. The learner has used the long [i:] sound when she should have used the short [i] sound. The learner should have said 'The dog [bit] me'.

6. Error in form. The learner has stressed the final syllable of the word happened, making it into a three-syllable word when it is in fact pronounced as a two-syllable word ['hæp(ə)nd]

7. Error in grammatical form. The learner should have said "We all agree"

8. Error in grammatical form. The learner should have said "We lack resources like computers and teaching materials." Or, "We are lacking resources...." Or, "We have a lack of resources...."

9. Error in form. The learner has put the object in the wrong order in the sentence. The learner should have said "I sent you Unit 5 yesterday"

10.Error in use. In example 10 there is a wrong word. The learner could say "I congratulate you on your graduation/promotion, etc." The word congratulate *is used for achievement and in less informal occasions. People usually say just "Happy Birthday."]*

[Invite trainees to listen to the lecture. Before listening ask them to make their predictions.]

You are going to listen to a lecture. Before listening make your predictions about two main reasons why learners make errors. Can you think what they are? ☻

[Play "We all make mistakes #2.]

Listen to the lecture for a second time and fill in the blanks using the following terms: ☻ ✏

134

interference	interlanguage	developmental
overgeneralization	fossilized	unknown

1.   Influence from the learner's first language (L1) on the second language is called ....

2.   .... errors are made by learners when they are unconsciously working out and organizing language, and this process is not yet complete.

3.   .... errors are those which a learner does not stop making and which last for a long time, even forever, in his/her foreign language use.

4.   Errors in which learners wrongly apply a rule for one item of the language to another item are known as ....

5.   The learners' own version of the second language system is known as ....

[Answers: 1. interference   2. developmental   3. fossilized   4. overgeneralization   5. interlanguage]

Apply

[Invite trainees to read the following complaints by teachers about their students' language and identify the types of mistakes. Help the teachers out.]

Read the following complaints by teachers about their students' language and identify the types of mistakes. Help the teachers out.   📖

A. a slip

B. interference

C. a developmental error

D. lack of knowledge

Teacher's statements:

1.   "My year one students always confuse past with present perfect. I get so frustrated."

2.   "Erkin looked like he was going to fall asleep. He is usually a very good student, but today he kept making all kinds of errors in his oral presentations."

3.   "Feruza finally wrote 'taught' in her essay instead of 'teached'."

4.   "Why do my students keep saying 'vord document'?"

5.   "All of my first-year students write questions like 'Do you know where is the shop?' "

6.   "Why does the Deputy Dean call students who are absent 'dead students'? This sounds very rude."

7.   "Today, Katya called the shop a 'magazin'."

8.   "During the debate, Shakhnoza said, 'I'm totally agreed.' She never writes this in her essays."

9.   "I wonder why my Uzbek students make different mistakes from my Russian students."

[Possible answers: 1. C   2. A/B   3. C 4. B 5. B/ C/D 6. D   7. B 8. A 9. B]

Have a set space in your notebooks to write down your errors and corrections. One way of doing it is to divide a page into four columns. ✐

Mistake	Correction	Note	Type of Error
It depends of the weather.	It depends on the weather.	Revise prepositions: after "depend" use "on"	Interference/ slip
I have lived in Fergana since 6 years.	I have lived in Fergana for 6 years.	"since" – for points in time and "for" – for periods of time.	lack of knowledge

[Invite trainees to do the following task:]

In the next task, you will analyze an essay written by a Year 1 student. 📖

- What do you think caused these mistakes?
- Is it a case of overgeneralization or interference?
- What type of error is it? Is it a developmental or fossilized error?

Student essay

Nowadays smoking is one of the big problems all over the world. Even each country fights with it and has own laws against the smoking but as we see it is not so helpful. As if smoking is increasing day by day. Especially public smoking is not acceptable at all, for example in restaurants.

The first reason is cause damage. Because the smoke of cigarette can fester any reaction of people. They may not carry out the smell of cigarette. Here we can say also about passive smoking is more dangerous than active. People who do not smoke can suffer because of who smokes. It may lead to different problems with health even problems with lungs. From experience I have hard headaches from smoke and feel some sickness.

The second reason is that in restaurants can be children for whom in my opinion it is bad example. They can see and interest in it. They may try it themselves. Because children do what they see from adult people.

Just simple example is from my life once my nephew saw how one man was smoking and after he tried to do it just through showing how it is done.

And the last which I want to describe is that anyway we cannot forbid smoking and that is why in restaurants should be some place where they may smoke separately without suffering people.

Concluding my essay I would like to say that each government should have strong laws against the smoking they should have results. Smoking people should not suffer other people and be as bad example for children. If smokers do not carry about their health at least they should think about people who do not smoke, about children's' future, pollution and for future human being.

Fill in the table with mistakes from the essay.

Mistake	Correction	Type of Error	Note
As if smoking is increasing day by day.	Fragment: Smoking is increasing day by day.	Transfer	This is direct translation from Uzbek as it is possible to consider it a complete sentence.

The reason is cause damage.	*The first reason is that it causes damage.*	Developmental error	As this essay is written by Year 1 student, probably the student does not recognize that it is a complex sentence and lacks grammatical understanding of the sentence structure.
Smoking people should not suffer other people….	*Smoking people should not cause other people to suffer.*	*Developmental error*	A student doesn't know how to use the word "suffer" in a content.
From experience I have hard headaches from smoke…	*I usually have a bad headache from people smoking.*	*Developmental error and transfer*	*Collocation error: "a hard headache" is a direct translation from Uzbek.*
Trainees add three more from the essay and complete the table in their notebooks.			

UNIT D
Learning Styles
and Strategies

OBJECTIVE

In this unit, trainees gain knowledge about learning styles and strategies and are able to identify their own learning styles and develop their language learning strategies.

KEY TERMS

learning styles, field dependence, field independence, language learning strategies

KEY CONCEPTS

- Learning strategies are intentional behaviors that learners make use of during learning in order to better acquire language and communicate with others.

- Visual learners are people who tend to think in pictures rather than in words.

- Learners with an auditory style prefer to use their hearing.

- Kinesthetic learners learn best by carrying out physical activities.

- Field independent learners see the trees before they see forest while field dependent learners see the forest before they see the trees.

- The effectiveness of second language acquisition is improved by teaching learners more effective strategies.

UNIT D | **Contents**

Activity 1 | **Not now, Bernard**

Objective: *Trainees will learn about different learning styles through being exposed to a poem.*

Experience.

Listen as your trainer reads a poem aloud.

Not now, Bernard
by David Mckee

"Hello, Dad," said Bernard.
"Not now, Bernard," said his father.
"Hello, Mum" said Bernard.
"Not now, Bernard," said his mother.
"There's a monster in the garden and it's going to eat me," said Bernard.
"Not now, Bernard," said his mother.
Bernard went into the garden.
"Hello, monster," he said to the monster.
The monster ate Bernard up.
Then the monster went indoors.
"ROAR," went the monster behind Bernard's mother.
"Not now, Bernard," said Bernard's mother.
The monster bit Bernard's father.
Not now, Bernard," said Bernard's father.
"Your dinner's ready," said Bernard's mother.
She put the dinner in front of the television.
The monster ate the dinner.
Then it watched the television.
Then it read one of Bernard's comics
And broke one of his toys.
"Go to bed. I've taken up your milk," called Bernard's mother.
The monster went upstairs.
"But I'm a monster," said the monster.
"Not now, Bernard," said Bernard's mother.

Listen again and draw images of the people or things you visualize while listening to the poem the second time.

Read the poem in **Appendix 1** and act out the poem in groups. 📖

Reflect.

[Invite trainees to reflect on the previous task by answering the following questions:]

Answer the following questions: 🔊

• How did you feel while listening/drawing/reading/acting?

• Which did you enjoy most: listening to it, reading it, or acting it out?

• What does this indicate about the way you experience the world?

Experience.

[Invite trainees to identify their own learning styles with the help of the questionnaire.]

Identify your dominant learning style with the help of a questionnaire: 🖊

Score

5 – almost always

4 – fairly often

3 – sometimes

2 – rarely

1 – almost never

Score	Statements
	1. It helps me understand if I discuss things with other people.
	2. When learning, I watch the teacher's face a lot.
	3. I use colors when I take down notes or read.
	4. I get good ideas while I am doing some kind of physical activity.
	5. I prefer spoken to written instructions.
	6. I'd rather listen to a tape than read about a topic.
	7. I prefer someone to dram me a map than to tell me directions to somewhere.
	8. I do less well on written tests than on oral tests.
	9. I don't like sitting at a desk, but study, for example, on the floor, on the bed, in all kinds of places.
	10. I take notes but they are a bit of a mess.

	11. I can easily understand maps, charts, graphs, etc.
	12. I can't sit still for very long.
	13. I like making things with my hands.
	14. If I am doing some work, having the radio on annoys me.
	15. I like to take a lot of breaks when I study.
	16. I use a lot of body language when talking.
	17. I can't picture things in my head very well.
	18. I would rather start doing an activity instead of listening to instructions about how to do it.
	19. I like telling jokes and can remember them well.
	20. I take lots of notes when I read or listen to a lecture.
	21. I doodle when I listen to a lecture.
	22. If I don't look at a speaker, I can still follow well what he or she is saying.
	23. I like creating models of what I am learning.
	24. In a test, I can visualize the place on the page where I learnt something.
	25. I like making projects better than writing reports.
	26. I like to talk when I write.
	27. If I read, I "listen" to the words in my head.
	28. If I write something down, I remember it better.
	29. I can't remember what people look like very well; I remember better what they say.
	30. If you want to remember something, for example someone's telephone number, it helps if I make a picture of it in my head.

31.	If I study aloud, I can remember better.				

32.	I can see pictures in my head.	

33.	I would rather read than be read to.	

2. Transfer your scores and add them up: ✐

2		4		1	
3		9		5	
7		10		6	
11		12		8	
14		13		17	
20		15		19	
24		16		22	
28		18		26	
30		21		27	
32		23		29	
33		25		31	

Visual learner	Kinaesthetic	Auditory
Total score:	learner	learner
	Total score:	Total score:

(adapted from Reid 1995)

Reflect.

Discuss the following questions: 🖋

1. According to your score on the questionnaire, which is your dominant learning style: visual, auditory or kinesthetic?

2. Do you have one strong and one weak, or do you have a mixture of learning styles?

3. How could you improve your weakest learning style?

4. How do you learn in general? Do you prefer listening to the lectures, discussing, reading, note-taking or drawing images?

5. How might your learning style influence your teaching?

Apply.

[Invite trainees to discuss the case studies.]

Read the case studies describing different learning styles and identify the following: 📖 🖋

• What is the student's learning style? Underline the words that indicate the learning style.

• What suggestions would you give to the student?

Case Study #1

Maftuna is a Year 1 student at UWL. She is experiencing some challenges in her classes, especially in a course on Listening and Speaking. Maftuna generally does well in one-on-one conversations, makes excellent PPts and beautiful posters. She likes to use mind-mapping to conceptualize. She also performs well when she is tested on material she has read. Maftuna finds other aspects of her studies challenging. She struggles to do well on the portions of the listening test that require her to listen for specific information. Maftuna is concerned because the majority of her grade for the class comes from these listening tests.

[Possible answer

1. Maftuna is a visual learner.

2. The learning style challenge is that the class requires a lot of listening skills and learning through listening.

3. Suggestions: Maftuna could speak with her teacher about her learning style and ask for ways to increase her skill in auditory tasks:

• Maftuna could increase the number of hours she spends practicing her listening skills in order to develop her ability to learn by auditory methods.

• Maftuna could speak with classmates who are auditory and work with them to study for the listening assignments.]

Case Study #2

Jamshid is taking a country-study class this semester which requires a lot of reading. Jamshid is doing well in the class as he enjoys the lectures and is able to understand the material when the teacher lectures to the group. However, Jamshid is struggling with the course assignments as the students are required to read a lot in order to accomplish them. It takes Jamshid much longer to complete the assignment than it does everyone else in class. He also performs poorly on the quizzes which cover the material they are required to read in the book, as he doesn't understand fully what he reads. Although he remembers quite well the things that were lectured, he

has difficulties in recalling the information he has read. Jamshid is seriously concerned about his grades.

[Possible answer:
1. *Jamshid is an auditory learner.*
2. *The learning style challenge is that the course assignment is a combination of visual and auditory learning methods.*
3. *Suggestions:*

•*Jamshid could read the books out loud so that he is hearing the information.*

•*Jamshid could speak with his teacher to see if there are any suggestions that he or she has for learning the material based on his auditory learning style.*

•*Discuss his problems with his groupmates*

•*While reading, he could make annotations.]*

Case Study #3

Aziza is taking a psychology class this semester. She is very interested in psychology and wants to major in it. She was excited early in the semester, but after the first month and a half of class, she finds it challenging. Aziza finds that she is attentive during the first 30 minutes or so of class, but for the remaining 50 minutes of the class she is fidgety and impatient. She realizes that at this point in the teacher's lecture she starts to tune out and lose interest, so she misses a great deal of information the teacher shares in class. Aziza often steps out of class and walks around the hall for a few minutes before returning to class. She wishes the teacher would let the class have small group discussions on some of the information or do role play activities to learn some of the theories and techniques she is lecturing about. Aziza is worried about her grade in the class. She has taken two tests and has found that she remembers the material she studies on her own when she is either with a study group or when she uses her flashcards on her walks around campus. She does poorly on the material from lectures, which is a least half of the material on each test.

[Possible answer:
1. *Aziza's primary learning style is kinesthetic/tactile.*

2. *The learning style challenge is that the class is primarily an auditory class, focusing on lecture as the mode of communicating information, which does not fit with Aziza's preferred learning style.*

3. *Suggestions:*

•*Aziza could share with the teacher that her preferred learning style is kinesthetic/tactile and ask if it is possible to add group discussions or role play to the class.*

•*Aziza could also, with the teacher's permission, record the lecture and then listen to it in her room where she can do kinesthetic activities, such as walking around the room or listening to it as she walks around campus to supplement her learning with the kinesthetic activities she enjoys.]*

Case Study #4

Malokhat is very frustrated in her history class. She was always a good student in lyceum but is finding this university course challenging. The class is a lecture class and the teacher definitely likes the sound of his own voice. The entire hour and twenty minutes is filled with the teacher lecturing. Malokhat has a hard time grasping the concepts her teacher is talking about. Malokhat also finds the lectures overwhelming because the teacher does not use PowerPoint presentations or even outlines, so Malokhat has no idea when the teacher has moved on to another topic or even what the main ideas are. It takes Malokhat a great deal of extra time to study for this course because she has to re-read her notes and find illustrations in her textbook that make what her teacher said in class make sense. Malokhat is concerned as she prepares for her first exam in the course.

[Possible answer:

1. *Malokhat's primary learning style is visual.*

2. *The learning style challenge in this case study is that the teacher's teaching style is auditory (lectures) with no visual aids.*

3. *Suggestions:*

•*Malokhat could let the teacher know that she is a visual learner and ask if the teacher could provide a lecture outline to follow and take notes by.*

•*Malokhat could create her own outline of the chapter when she is reading the chapter before class and use it to follow along in class.*

•*Malokhat could sit near the front of the class room so that she could at least see the instructor to stimulate her visual learning preference.]*

Activity 2 | **Field dependence and filed independence**
[the misprint "filed" is intentional]
Objective: *Trainees will raise their awareness of the concepts of field dependence and field independence*
Experience.
Have a quick look at the photo below. 🐾

•What do you see in the photo?
[Accept all possible answers. When a trainee says the word "frog," say something like, "How many of you saw the frog before _____ said she/he did? Did you immediately see the frog there? If yes, then you tend toward a field independent style. If, no, then you tend toward a field dependent style."]

•How do you understand these two terms: field dependent and field independent?
[Possible answer: Field independence is the tendency to see the trees before seeing the forest, and field dependence is the tendency to see the forest before seeing the trees.]

Reflect.
[Ask the following questions:]
Answer the following questions: 🐾
•Are you field dependent or field independent?
•Why do you think so?
•What type of learners can make better progress in language learning?

Conceptualize
[Invite trainees to fill in the table on characteristics of two styles.]

Fill in the table on characteristics of two styles. ✎
[Possible answers:]

Field dependence	Field independence
1. Impersonal orientation i.e. reliance on internal frame of reference in processing information	*1. Personal orientation: i.e. reliance on external frame of reference in processing information*
2. Analytic i.e. perceives a field in terms of its component parts; parts are distinguished from background	2. Holistic i.e. perceives field as a whole; parts are fused with background
3. Independent i.e. sense of separate identity	*3. Dependent i.e. the self view is derived from others*
4. Socially sensitive i.e. greater skill in interpersonal/social relationships	4. Not so socially aware i.e. less skilled in interpersonal/social relationships

(Adapted from Ellis 1993; based on Hawkey 1982)

Did you notice the misprint in the title of this activity, "filed" instead of "field"? If you noticed, you are more likely field independent.

Apply.

[Invite trainees to identify their own learning styles with the help of the form.]

Tick (✓) one box in each item that best describes you. Boxes A and E would indicate that the sentence is very much like you. Boxes B and D would indicate that the sentence is more or less like you. Box C would indicate that you have no particular inclination one way or the other. ✎

		A	B	C	D	E	
1	I need a quiet environment in order to concentrate well.						I have no problem concentrating amid noise and confusion.

2	I find grammar analysis tedious and boring.						I enjoy analyzing grammar structures
3	I don't mind reading or listening in the L2 without understanding every single word as long as I 'catch' the main idea.						I feel I must understand every word of what I read or hear.
4	I think communication is the key to effective language learning.						I think classroom study is the key to effective language learning.
5	I really enjoy working with other people in pairs or groups.						I prefer working alone to working with other people.
6	I find feedback useful as a means of understanding my problem areas.						Receiving feedback from other people really doesn't affect my learning at all.

Activity 3 | **Strategies used by good language learners**

Objective: *Trainees will reflect on their own language learning strategies and identify the areas in which improvement is needed*

Experience. Reflect.

[Ask the following questions:]

Discuss the following questions: 🐾

• Do you consider yourself to be a good language learner? Why? Why not?

• Can you identify some of your own strengths and weaknesses in language learning?

• Which activities below do you think you do well? Which don't you do enough of?

[Invite trainees to do the given checklist].

The list below contains strategies that relate both to Accuracy and Fluency. Tick the ones you do on a regular basis and label A for Accuracy or F for Fluency. ✍

Tick where appropriate	✔	A / F
1. I plan my language learning.		A
2. I use every opportunity to speak English.		F
3. I monitor my progress in language learning regularly.		A
4. I work on language learning tasks with other people (e.g. friends, people on my course) as well as on my own.		F
5. I try to communicate my message instead of worrying about mistakes.		F
6. I try to find opportunities to practice speaking (even to myself) to improve my fluency.		F
7. I review my independent study program regularly and change it when I find deficiencies.		A
8. I try to motivate myself by setting weekly or monthly language learning goals, targets, etc.		A
9. I try to adopt an active approach towards my language learning; I don't just study when I have to.		A
10. I find listening materials on the internet for listening practice.		F
11. I reflect on what I need to learn to meet my objectives.		A
12. I push myself to read more quickly.		F
13. I review what I've learned at regular intervals.		A
14. I reflect on how I learn so I can improve my learning methods.		A
15. I keep a daily diary in English.		F

16. I have an organized approach to my language learning and try to think about language in terms of the different categories, systems and patterns within it (e.g. grammar, function, register, vocabulary, sound).	*A*
17. I try to personalize my language learning.	*F*
18. I am willing to take risks and be adventurous with language to try out my skills.	*F*
19. I try to learn from the mistakes I make.	*A*
20. When I write my first draft, I write freely.	*F*
21. I try to guess the meaning of the unknown words from the context rather than looking at the dictionary.	*F*
22. I use gestures when I do not know how to describe certain actions.	*F*

Do you make use of more accuracy or fluency strategies? 🐝
Conceptualize.
Explore six categories of strategies suggested by R. Oxford. Oxford (1989) identifies six broad categories of strategies:
    1. metacognitive (e.g. self-monitoring, paying attention)
    2. affective (e.g. self-encouragement, anxiety reduction)
    3. social (e.g. ask questions, become culturally aware)
    4. memory (e.g. grouping, imagery, associating)
    5. cognitive (e.g. reasoning, analyzing, summarizing)
    6. compensation (e.g. guessing meanings, using synonyms)
[Ask them to look at the examples of strategies again and identify the type of strategies. Possible answers:]

Examples of strategies	**Type of strategy**
1. I plan my language learning.	*Metacognitive*
2. I use every opportunity to speak English.	*Social*

3. I monitor my progress in language learning regularly.	*Metacognitive*
4. I work on language learning tasks with other people (e.g. friends, people on my course) as well as on my own.	*Social*
5. I try to communicate my message instead of worrying about mistakes.	*Affective*
6. I try to find opportunities to practice speaking (even to myself) to improve my fluency.	*Social*
7. I review my independent study program regularly and change it when I find deficiencies.	*Metacognitive*
8. I try to motivate myself by setting weekly or monthly language learning goals, targets, etc.	*Affective*
9. I try to adopt an active approach towards my language learning; I don't just study when I have to.	*Metacognitive*
10. I find listening materials on the internet for listening practice.	*Cognitive*
11. I reflect on what I need to learn to meet my objectives.	*Metacognitive*
12. I push myself to read more quickly.	*Cognitive*
13. I review what I've learned at regular intervals.	*Cognitive*
14. I reflect on how I learn so I can improve my learning methods.	*Metacognitive*
15. I keep a daily diary in English.	*Cognitive*
16. I have an organized approach to my language learning and try to think about language in terms of the different categories, systems and patterns within it (e.g. grammar, function, register, vocabulary, sound).	*Metacognitive*
17. I try to personalize my language learning.	*Affective*

18. I am willing to take risks and be adventurous with language to try out my skills.	*Affective*
19. I try to learn from the mistakes I make.	*Compensation*
20. When I write my first draft, I write freely.	*Cognitive*
21. I try to guess the meaning of the unknown words from the context rather than looking at the dictionary.	*Compensation*
22. I use gestures when I do not know how to describe certain actions.	*Compensation*

UNIT E

Factors Affecting Language Acquisition: Internal to the Learner

UNIT E | Factors Affecting Language Acquisition: Internal to the Learner

OBJECTIVE
Trainees gain a practical understanding of the internal factors affecting the process of language learning.

KEY TERMS
aptitude, intelligence, motivation, extrovert, introvert, mnemonics

KEY CONCEPTS
➤ Language learners may differ in terms of their age, which influences the rate of learning.

➤ Cognitive factors refer to mental processes involved in language acquisition.

➤ Affective factors refer to learners' feelings, interests and attitudes towards the target language.

➤ Personality factors refer to personal characteristics of individual learners and how they affect the process of language learning.

UNIT E | Contents

Activity 1 | **Age and Language**

Objective: *Trainees will raise their awareness of age as a factor in language acquisition.*

Experience. Reflect.

[Ask trainees the following questions:] 🐾

• At what age did you start to learn English?

• Do you think it was the right age to start learning a foreign language?

• Was English the first foreign language you learned?

• At what age do you want your children to learn a foreign language?

Conceptualize.

[Ask trainees to read the statements and decide whether they agree or disagree.]

Read the following statements and decide whether you agree or disagree: 📖 🐾

1. Age is not an important factor in language learning: learners may start learning a language at any age.

2. Young learners can learn foreign languages more easily than adults.

3. Adults can become successful learners if they are motivated.

4. For all learners, the language environment is the most important factor in learning a language.

5. It is easier for teachers to motivate young learners than adults.

[After trainees complete the task, ask them to share their answers in the whole group supporting their answers with examples. Allow trainees to give answers according to their experience. If their answers are not clear, ask them to expand or give examples.]

[Answers:

1. It's commonly known that age is a factor in language learning, but the importance of age remains an open question. Lenneberg (1967) suggests that there is a biologically determined period when language can be acquired more easily. However, according to Dimroth (2003), language learning is an accumulative process that allows people to build on already existing knowledge, which means children cannot acquire complex structures easily.

2. Based on the claims of Penfield and Roberts (1959) and further developed by Lenneberg (1967), young children are born with a capacity for language, which enables them to acquire their first language; however, at puberty this capacity begins to disappear.

3. According to Knowles (1973), adult learners' interests and needs are the starting points for involving them in learning foreign languages.

4. According to Sulzberger (1969), people who are exposed to a real foreign language environment are more advantaged than those who receive formal language instruction.

5. Research indicates that young learners are generally more enthusiastic about learning a language than adults. However, children can lose interest easily, and adults with goals have more perseverance (Ur, 1996).

Read about an interesting case of language learning by a literary figure.

Conrad's case

Joseph Conrad was an English novelist. He did not speak English until he was twenty-one years old, but he developed a beautiful English prose style that is at the same time both elaborate and clear. Very few people can write well in their first language, so how could a person who did not start speaking English until he was an adult become one of the greatest writers of a foreign language? What can you learn about language acquisition from the life of Joseph Conrad?

Joseph Conrad's birth name was Józef Teodor Conrad Korzeniowski. He was an only child. His father, Apollo Korzeniowski, was a Polish writer and translator of the works of the French novelist and poet Victor Hugo, the English dramatist, William Shakespeare, and the English novelist Charles Dickens, among others. Tutored by his father and a French governess, Joseph was reading the works of French and English writers from an early age. Joseph's parents were Polish nationalists and were exiled to northern Russia because of their political activities. By 1869, his parents were both dead from tuberculosis, and Joseph was put into the care of his uncle in Poland. His uncle hired tutors to educate him, but Joseph longed for travel and adventure.

In 1874, Conrad went to Marseilles, on the south coast of France, and soon found work on French cargo ships. Four years later, he tried to commit suicide as a result of poor health and gambling debts. His uncle paid off his debts but Conrad lost his position with the French merchants and joined the English ship Mavis in 1878. To work on an English ship, he had to acquire spoken English. He served in the British merchant navy for the next sixteen years. After two years in the British merchant marine, he passed his third mate's exam; in 1886, he earned his Master's certificate. Conrad identified himself as Polish all of his life and spoke English with a heavy Polish accent, yet in 1886, he became a British Citizen and changed his name to Joseph Conrad. Over the next few years, he traveled to the Malay Archipelago, the Gulf of Siam and the Belgian Congo. Under the employ of a Belgian company in 1890, Conrad traveled to the Congo and wrote his Congo Diary, which would later become his novel, The Heart of Darkness.

On long sea voyages while in the British merchant marine, he began to write novels. In 1894, he retired with a small pension and in 1895, he published Almayer's Folly, a novel set on the coast of Borneo. Over the next thirty years, he wrote many of the works for which he is now famous including Lord Jim in 1900, Youth in 1902, and Nostromo in 1904. (He also wrote poetry in French.) The first book to achieve great commercial success was the novel Chance, published in 1914. In 1923, he traveled to the United States and gave recitations to thousands of fans. It is said that in conversation he spoke with a heavy Polish accent, but when he recited his prose, he spoke in perfect British English. In 1924, he was offered a British knighthood, but he declined it. He died on the third of August, 1924.

Discuss the following questions in groups: 🐾
1. Who was Joseph Conrad?
[Joseph Conrad was Polish born English novelist]
2. How did he find himself in an English speaking country?
[He served in the British merchant navy]
3. Was he successful in learning English? In what ways?
[Yes. To work on an English ship, he had to acquire spoken English. He served in the British merchant navy for the next sixteen years. After two years in the British merchant marine, he passed his third mate's exam; in 1886, he earned his Master's certificate. Conrad identified himself as Polish

all of his life and spoke English with a heavy Polish accent, yet in 1886, he became a British Citizen and changed his name to Joseph Conrad. It is said that in conversation he spoke with a heavy Polish accent, but when he recited his prose, he spoke in perfect British English.]

    4.   What were the reasons of his success in learning English?

[He was motivated because he had to communicate with his shipmates. Because he had read books in English and French as a child, he was able to read as an adult. On long voyages, he had time to read lot of books in English and practice writing in English. Perhaps, he wanted to be like his father, or he wanted to write novels that his father would want to translate into Polish.]

Activity 2 | **Other factors affecting language learning**

Objective: *Trainees will familiarize themselves with other factors affecting language learning.*

Experience. Reflect.

Discuss the following questions:

As you have seen in the example of Joseph Conrad, people can succeed in learning many languages.

●Do you think that your success at learning a foreign language is due to your own motivation or your teacher?

●Or did it have something to do with the environment?

●Or would you say that you developed some special study habits?

●Or do you have some particular personal or cognitive characteristics that helped you in learning? 🔖

Conceptualize.

[Invite trainees to read a story about Ernesto's language learning experience.]

Now read an autobiographical story written by a person who speaks five languages as fluently as a native speaker. 📖 🔖

Ernesto's case

    There's a great line in the song *C'est Ma Vie* by Belgian singer Salvatore Adamo that I think sums up the vagaries of life quite well: *C'est ma vie, je n'y peux rien c'est elle qui m'achoisi!* [This means] *That's my life, I can't do anything about it, it's life that chose me.* So one could say that multilingualism chose me rather than the other way round because I became multilingual almost by accident. I was born in Nicaragua which meant that my first and only language was Spanish

for the first 5 years of my life. Then my family immigrated to the United States and we became Americans. Luckily, I was young enough that I became a bilingual native speaker of both English and Spanish, with English, of course, being my dominant language since it was the language of my formal schooling. I was able to retain and develop my Spanish because I come from an educated family that is proud of its heritage. It also helped to grow up in Los Angeles where I had many opportunities to practice Spanish in many different contexts on a daily basis. In addition, Spanish has a phonetic orthography and is a European language like English, so becoming literate in Spanish was not difficult.

In school, I was an awkward immigrant kid who daydreamed about having a completely different life, but eventually I embraced my otherness and decided that being bilingual was something that could set me apart from other kids. When I lived with my father in Vermont, I was exposed to French and to my amazement it sounded and looked like Spanish. This was a revelation that permanently set me on a path of linguistic adventure and discovery.

I started learning French in earnest around the age of 11 and continued through high school where I was lucky to have amazing and inspirational teachers who encouraged my natural language abilities. In my last year of high school, I took German and was instantly fascinated with the language even though I found it harder than French—not least because I was older than when I had started learning French.

In college, I double majored in French and German and minored in Spanish and again was lucky to have really dedicated teachers. During my junior year I studied in Berlin and Paris, where my language skills really took off. I eventually became an English teacher and set off on traveling throughout the world. A job offer led to Japan where I worked for 5 years and learned Japanese through diligent effort. Japanese presented a veritable challenge because it was unlike the European languages that I had studied before, but because I already knew so many languages I was able to quickly grasp grammatical concepts and establish a study method that helped me become quite fluent in Japanese.

So in sum, here's the one simple secret to speaking many languages fluently: hard work and dedication! It is true that some people seem to have a natural aptitude for languages because they

have a good ear for sounds and rhythms, but for most people, it simply takes a lot of work! As a beginner, there is no substitute to having a caring and experienced teacher of the target language as a guide to make sense of everything at first. As one becomes more and more independent in the language though, there are many opportunities to learn and practice any language in today's globalized world full of ever-changing technology. A lot of language comes in the form of formulaic chunks, so it is very helpful, for example, to watch shows and listen to programs or music where one can pick out, not only useful vocabulary, but also longer useful phrases and start inserting them into one's own speech patterns. Since language is one of the most concrete features that makes us human, it is important to remember that every language is composed of a group of people with whom one can connect. Creating these connections by meeting new people, exploring different interests, discovering exciting ideas, and taking chances is one of the best parts of learning languages. I am currently discovering a whole new world in Russian.

[written by Ernesto Hernandez]

What factors do you think contributed to Ernesto's success in language learning? Go back to the story if needed and find the evidence to support your opinion. You can categorize your statements under the following headings: ✎

[Possible answers:]

Age	*He learned English at an early age. And was exposed to French before puberty.*
Aptitude	*He has a good ear for the sounds of language. He has natural language abilities. "I was exposed to French and to my amazement it sounded and looked like Spanish." "I was able to quickly grasp grammatical concepts."*
Personality	*He was shy, but he determined for himself that he should "embrace his otherness". He is not afraid of being different.*
Strategies	*He established a study method. "A lot of language comes in the form of formulaic chunks, so it is very helpful, for example, to watch shows and listen to programs or music*

	where one can pick out, not only useful vocabulary, but also longer useful phrases and start inserting them into one's own speech patterns. " *"Creating these connections by meeting new people, exploring different interests, discovering exciting ideas, and taking chances is one of the best parts of learning languages."*
Education	*"... with English, of course, being my dominant language since it was the language of my formal schooling." "In college, I double majored in French and German and minored in Spanish."*
Motivation	*He was highly motivated. "I took German and was instantly fascinated with the language even though I found it harder than French." "I was able to retain and develop my Spanish because I come from an educated family that is proud of its heritage." "I was lucky to have amazing and inspirational teachers who encouraged my natural language abilities."*

As you have seen in the case of Ernesto, motivation played a role in his acquisition of several languages.

- What is motivation in your opinion?
- Can it be acquired or is it just "there"?
- Can it be taught and developed?
- Do you think that people are differently motivated?

[State that motivation is the extent to which people make choices about goals to pursue and the effort they will devote to that pursuit. Then ask trainees to match the definitions with different types of motivation:]

Read the definitions of four types of motivation. Fill in the second column with examples from Ernesto's biography.

Definition	Example from the case of Ernesto
1. Intrinsic motivation: language is interesting in and of itself.	*"I took German and was instantly fascinated..."*

2. Extrinsic motivation: language is a way to pass tests, get jobs and travel abroad.	*He worked as a teacher of English and travelled a lot.*
3. Integrative motivation: language is a way to become a part of another group of people and culture.	*He moved to LA and wanted to become a part of American society. He wanted "to embrace his otherness".*
4. Instrumental motivation: language is a useful or necessary tool to achieve goals.	*English was the language of his formal schooling.*

Answer the questions and support your answer with examples. 🖐

• Do you consider yourself as a motivated learner?

• What motivates you and how would you classify your motivation?

[Ask trainees to agree or disagree with the following statements. Each answer should be supported by evidence from the case study or their in-class research or personal examples.]

Do you agree or disagree with the following statements? Support your opinions with examples. 🖐

1. A positive attitude is necessary but not sufficient to achieve success in language learning.

2. Teachers can not influence students' individual characteristics.

3. Children who already have good literacy skills in their own language seem to be in the best position to acquire a new language efficiently.

4. An extrinsically motivated ESL student who needs to learn English to communicate with a new English boy/girlfriend is likely to make progress than an intrinsically motivated student.

5. Language learning ability is stronger in some students than in others.

6. Students can learn a second language from the same language family as their first language more easily than from another language family.

7. Extroverts learn to speak faster and better than introverts.

8. Students from families that place little importance on language learning are likely to progress less quickly.

9. Native speakers are the only linguistic models and can provide appropriate feedback.

10. Women are good at learning languages because they have stronger connections between the left and the right hemispheres of their brains than men have.

[Answers will vary]

Based on the activities we have been working on, draw a mind map of internal and external factors that affect language learning. ✎

[Possible answer: It is commonly known that in the same classes there are students who differ from each other. Some students learn a new language more quickly and easily than others. Clearly, some language learners are successful due to their determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be categorized as internal and external. Internal factors are those that the individual language learner brings with him or her to the particular learning situation. External factors are those that characterize the particular language learning situation. It is their complex interconnection that determines the speed and facility with which the new language is learned. The diagram below presents an overview of internal and external factors.]

[Possible mind maps.]
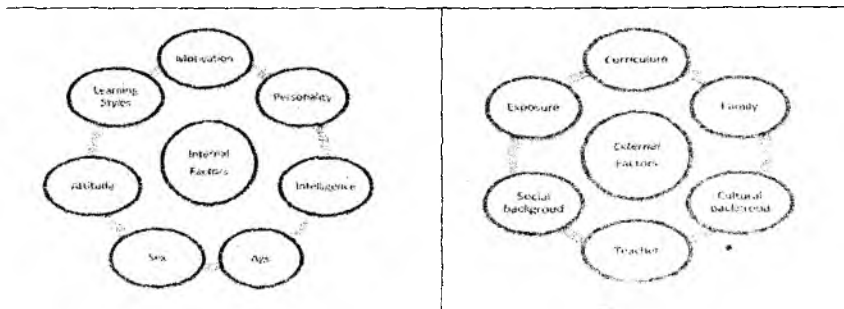
Apply.

[Invite trainees to write an essay based on the diagram.]

Study the diagrams and say to what extent these factors contributed to your success as a language learner, or which ones were less important that the others. Express your opinion in a 250-300 word essay. Your essay will be evaluated according to the following criteria: ✎

- task response
- adequate support with examples
- signs of reflection and critical thinking

UNIT F
Factors Affecting Language Acquisition: External to the Learner

UNIT F | **Factors Affecting Language Acquisition:**
External to the Learner

OBJECTIVE
Trainees gain a practical understanding of the external factors affecting the process of language learning and reflect on their language learning experiences.

KEY TERMS
teacher behavior, classroom climate, context

KEY CONCEPTS

•→ Learning takes place in a social context through interaction with other people.

•→ The "context" refers to the situation in which the language is produced.

•→ Language production occurs in a particular social context.

•→ Learners can be exposed to great quantities of input, but what counts is that which learners take in.

UNIT F | **Contents**

167

Activity 1 | **What makes learning effective?**

Objective: Trainees will raise their awareness of the importance of context, teacher behavior and classroom climate in the language learning process.

Experience. Reflect.

[Invite the trainees to look at the list of Tajik words and ask them to take a moment to memorize them.]

Look at the list of Tajik words and take a moment to memorize them.

education – tanvir, self-education – hudtarbiyakunye, preschool – tomaktabiye, school – omuzishgoh, student – donishyor, pencil – me'dod.

[After trainees have done the task, discuss the following with the whole class:]

Discuss the following with the whole class: 🐾

•Have you managed to learn by heart the given words?

•Even if you have remembered the words today, will you remember any of them tomorrow?

•If you were able to link language to an experience, would you have a better chance of remembering it?

Which of these following experiences would help you remember the Tajik words best:

•attending a six-month-language course?

•interacting with your Tajik neighbor or group mate on a daily basis?

•hiring a tutor of Tajik?

•watching films/listening to songs in Tajik?

•spending a month in a Tajik speaking family?

•chatting with Tajik friends via social networks?

[Elicit random responses and state that along with internal factors like motivation, intelligence, aptitude and age, external factors such as context, teacher behavior and classroom climate are also important in language learning.]

Conceptualize.

Task 1

[Ask trainees to explore the role of context/learning environment in the case of Alex Rawlings.]

168

Explore the role of context/learning environment in the case of Alex Rawlings. 📖 ✒

Scan the text to answer the following questions:
- How many languages does Alex speak/know?
- What was the role of his family in his language learning?
- What two languages was he studying at college?

Alex's case

Alex Rawlings, a 20 year old student at Oxford University, was identified as the most multilingual student in the UK according to the BBC reports. Rawlings has gained fluency or near fluency in 10 languages: Greek, German, Spanish, Russian, Dutch, Afrikaans, French, Hebrew, Catalan and Italian. His mother is half Greek and she spoke to him in English, Greek and some French when he was growing up. As he said, he always wanted to speak different languages when he was younger. He often visited his mother's family in Greece, and his father worked in Japan for four years. There he was angry when he couldn't talk to other children because of the language. Thus, he was determined to talk to people during his travels and sometimes he decided to learn the language because it seemed to him interesting or beautiful. While studying abroad in the small city Yaroslavl, Alex wanted to perfect his Russian, which he had been studying at college along with German. When he was asked what makes it easy for him to learn new languages, he stated, "The easiest way to learn is from context. I remember what I see or hear more easily than words written in a list."

[After trainees have read the case study, ask the following questions:]

After you finish reading the case study, answer the following questions: ✒
- Was he intrinsically or extrinsically motivated to learn Japanese?
- Would you consider Alex to be field dependent or field independent?
- How can people learn a foreign language without travelling abroad?

Task 2

Answer the following questions: ✒
- What is the role of a teacher in a context where language is taught as a foreign language? To what extent it differs from the context where language is taught as a second language?

- In what ways teachers can affect the language learning process?
- What is the role of a classroom climate in learning language?
- Who creates the language climate: teacher or students?

[Elicit random answers from trainees and comment where necessary. Invite trainees to read a diary entry written by a Year 1 student, Madina, reflecting on her classroom experience as a language learner at the end of a term.]

Read a diary entry written by a Year 1 student, Madina, reflecting on her classroom experience as a language learner at the end of a term. 📖

Madina's case

The whole term was disaster. I hardly managed to pass all my exams. Almost in all courses I got below 65. I don't know why it happened that way. My highest score is in my writing class, and in classes like Listening and Speaking, Integrated Skills, and Study Skills, I have had more problems than in others. The problem is that in these classes we are usually asked to work in groups. I feel that I am not as strong and confident as my group mates, and I am simply afraid of expressing my thoughts in our group discussions. Some of my group mates whose English is really good usually dominate our classes. When I start saying something, they usually interrupt me, and I forget all the things that I have planned in my mind. Also, when I make a mistake, they burst into loud laughter, and I feel really embarrassed. In group projects, we are asked to work together and to make our own contributions, but usually my group mates do not consider my suggestions and simply avoid including my part of the project. I am losing my motivation for learning. Should I talk to my teacher? Will she help me?

Work in small groups and come up with practical suggestions for Madina's teacher. ✍

[Possible suggestions
1.   Arrange the physical setting for teaching:
- *Be sure students can be seen easily by the teacher;*
- *In small group discussions arrange desks in such a way that students are facing each other;*
2. Establish classroom rules:

•*Establish rules and procedures regarding expectations for behaviour;*

   •*Establish a democratic process for determining classroom rules;*

   •*Teach students to be respectful and listen to each other;*

   •*Conduct class meetings for team building and problem solving;*

   3.   Encourage cooperation in the classroom:

   •*Assign clear roles for small group members;*

   •*Assign tasks which involve every member;*

   •*Encourage students to monitor themselves and help each other;*

   •*Establish a feeling of community;*

   •*Speak personally with students;]*

Follow up discussion:

Think of a teacher who encouraged you to take ownership of your learning, helped you identify and decide for yourself the relevant learning goals, and provided continuous support. Support your opinions with specific examples.

[Ask trainees to support their opinions with specific examples. Facilitate the discussion.]

Task 3

Explore teacher behavior through *Dead Poets Society*. Look at the photo taken from the movie *Dead Poets' Society* and answer the question:

   •Why is the teacher standing on the desk?

   •Do you think he is a bad teacher? Why or why not?

[Tell trainees that the photo is taken from the film "Dead Poets' Society". Ask trainees to answer the given questions after they have read the text about the film.]

Read the text and answer the question that follows: 📖 🦑

[If trainees ask why the movie is called "Dead Poets' Society" *give them the following answer: One day some of the boys found a yearbook from the time Mr. Keating was a student on the same school. Under his picture it was written something about the DPS. The boys asked Mr. Keating what it was, and he told them about the secret meetings he and other boys, at that time, had in a cave in the forest. There they read poems to each other at night. They had called it the* "Dead Poets' Society", *DPS, because poets are rarely honored until after they are dead, and to be a true member, a person had to be a dead poet.*

The film is about a new teacher, John Keating, at Welton Academy. On the first day of class, Mr. Keating told his students to rip out the first chapter of their literature textbook because that chapter told students that they should learn how to measure poetry. He also told his students to call him "O Captain, my Captain." The students didn't really understand Mr. Keating and his philosophy, but some accepted it because it gave them more freedom than in their other courses. They often read poems in Mr. Keating's class, and one time they had to write one themselves.

His teaching made his students idolize him. They made him their 'Captain'. On another day of class, he took them to view photos of students from the past who were dead. As he said, they were "fertilizing daffodils." Keating taught his students to seize the day ("carpe diem") and challenged them to "make your lives extraordinary." In a subsequent lesson, he stood on his desk to teach the boys to look at life in a different way.

Watch two clips and fill in the table. *[Play **Dead Poets' Society 1** and 2.]* 🦑 ✏

Things observed in the film	Examples from the film
Teacher presence (teacher's appearance, behavior, voice, intonation, gestures, sense of humor, facial expression)	*Teacher is dressed formally, in a suit and tie but behaves unusually: He stands on his desk; voice is loud and clear and but he sometimes whispers (whispering "carpe diem"); intonation varies greatly; has a good sense of humor and smiles a lot.*

Student-teacher relationship (addressing the students, level of formality, student anxiety, teacher authority)	*Addresses the students as Mr ... and sometimes calls them "lads"; praises them when they answer his questions saying "very good"; makes jokes, laughs with them and uses real objects to explain complex ideas; students feel relaxed, look interested and they like their teacher.*
Climate in the classroom (friendly, interactive, authoritarian)	*Very informal as students can stand on the desk, walk around the classroom; teacher and students interact with each other in a friendly way, teacher earns students' respect.*

Apply.

> *The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.*
> William Arthur Ward

Observe an English lesson delivered at school or university using the following observation form. Get permission from the teacher to observe his/her lesson and fill in the provided observation form. 👁 ✎

Observation form

Name of the teacher: anonymous

Date:

Age of students:

Number of students:

Course title:

Classroom procedure	Teacher behavior	Student reaction	Comments
e.g., greeting	Teacher entered the classroom talking on mobile phone and didn't greet the class	Students stood up but teacher did not notice.	The beginning of the lesson is an important stage in establishing a good rapport in the classroom. It would be better if the teacher had greeted the class

			and started the lesson in a cheerful mood rather than ignoring the students' greetings. Greeting the teacher in chorus creates a sense of collaboration in the classroom.

MODULE II | **Appendixes**

"SECRET OF THE WILD CHILD"

PBS Airdate: March 4, 1997

ANNOUNCER: Tonight on NOVA, the Emmy Award-winning story of a girl who spent her childhood locked in a bedroom.

WALTER CRONKITE: The girl reportedly was still wearing diapers when a social worker discovered the case two weeks ago.

ANNOUNCER: Raised in isolation, "Genie" was a wild child, uncivilized, barely able to walk or talk.

SUSAN CURTISS: The indications are that she was beaten for making noise.

ANNOUNCER: With footage never before seen on television, NOVA follows the controversial efforts to unlock the "Secret of the Wild Child."

NOVA is funded by Prudential.

Prudential. Insurance, health care, real estate, and financial services. For more than a century, bringing strength and stability to America's families.

And by Merck.Merck.Pharmaceutical research.Dedicated to preventing disease and improving health.Merck.Committed to bringing out the best in medicine.

The Corporation for Public Broadcasting. And viewers like you.

STACY KEACH: Once in a great while, civilized society comes across a wild child, a child who has grown up in severe isolation with virtually no human contact. This is the story of such a case. The story begins in Los Angeles on November 4, 1970.

WALTER CRONKITE: Officials in the Los Angeles suburb of Arcadia have taken custody of a thirteen-year-old girl they say was kept in such isolation by her parents that she never even learned to talk. Her elderly parents have been charged with child abuse.

STACY KEACH: This is the scene of the crime. The child was locked in a room and tied to a potty chair for most of her life. Completely restrained, she was forced to sit alone day after day

and often through the night. She had little to look at and no one to talk to for more than ten years.

WALTER CRONKITE: The girl reportedly was uttering infantile noises and still wearing diapers when a social worker discovered the case two weeks ago, but the authorities are hoping she still may have a normal learning capacity.

STACY KEACH: Here was a thirteen-year-old who seemed like an infant, a girl who'd be known as "Genie." Genie was taken to Children's Hospital in Los Angeles where she immediately won the hearts of doctors and scientists.

SUSAN CURTISS: She was fragile and beautiful, almost haunting, and so I was pulled, I was very drawn to her, even though I was nervous and had no idea, in many respects, what to expect.

STACY KEACH: Genie was about to test an idea important to science and society: that a nurturing environment could make up for even the most nightmarish of pasts.

SUSAN CURTISS: If you make up a sentence in your head, or you write it down, and it has, say, ten, twelve words in it, chances are you can listen for the rest of your life for someone else to say the sentence. You can go to the library, and look for that sentence.

STACY KEACH: Here at UCLA, Susan Curtiss teaches students about a crucial human trait, the ability to learn language.

SUSAN CURTISS: And chances are, you will never come across that sentence.

STACY KEACH: The students begin their study through a famous case.

SUSAN CURTISS: The case name is Genie. This is not the person's real name, but when we think about what a genie is, a genie is a creature that comes out of a bottle or whatever, but emerges into human society past childhood. We assume that it really isn't a creature that had a human childhood.

STACY KEACH: Susan Curtiss has a special connection to the story she's telling. Twenty years ago, she was asked to join a team working to rehabilitate Genie.

SUSAN CURTISS: I was literally at the right place at the right time. I was a new graduate student interested in

177

language acquisition, unencumbered by family ties or responsibilities, and they asked me if I would be interested.

STACY KEACH: When Curtiss first joined the case, Genie had a strange bunny walk and other almost inhuman characteristics. Genie constantly spat. She sniffed and clawed. She barely spoke or made any noises.

SUSAN CURTISS: The indications are that she was beaten for making noise and consequently, had learned, basically, not to vocalize. And she really didn't vocalize very much at all. When I first met her, she was silent most of the time.

STACY KEACH: Genie also received daily visits at Children's Hospital from James Kent, her psychologist. Kent recalls first meeting his new patient.

JAMES KENT: I was captivated by her. I was not the last person to become captivated by her. The story, as we began to learn about it, was sort of one of the things, of course, that would reach out and grab you anyway. But she had a personal quality that seemed to elicit rescue fantasies, and this in a group of people who were interested in taking care of kids and who specialized in early childhood, who were going to be sort of powered by rescue fantasies anyway. She reached out and grabbed lots of us.

STACY KEACH: One of Genie's most captivating qualities was the intense way she explored her new environment. Oddly, even strangers who knew nothing about her story seemed to sense her need to do so.

SUSAN CURTISS: One particularly striking memory of those early months was an absolutely wonderful man who was a butcher, and he never asked her name, he never asked anything about her. They just connected and communicated somehow. And every time we came in—and I know this was so with others, as well—He would slide open the little window and hand her something that wasn't wrapped, a bone of some sort, some meat, fish, whatever. And he would allow her to do her thing with it, and to do her thing, what her thing was, basically, was to explore it tactilely, to put it up against her lips and feel it with her lips and touch it, almost as if she were blind.

STACY KEACH: Word of the "wild child" spread, attracting scientists from all around the country. One of them was Oklahoma psychiatrist Jay Shurley.

JAY SHURLEY: When introduced, I extended my hand. She reached out with her fingers and delicately touched my hand, and then, in a sense, that was it. She had made my acquaintance. She was satisfied, for herself, about me. But my reaction was, I had a thousand questions, immediately. Who? What? How? How does this come about? Why is this? Why do I see what I'm seeing?

STACY KEACH: Shurley was an expert in social isolation. Genie was the most extreme case he'd ever seen.

JAY SHURLEY: Solitary confinement is, diabolically, the most severe punishment, and in my experience, really quite dramatic symptoms develop in as little as fifteen minutes to an hour, and certainly inside of two or three days. And try to expand this to ten years boggles one's mind.

STACY KEACH: Shurley wanted to assess how well Genie had survived her long years of isolation. He directed the team to gather information on her brain waves. For four nights running, they wired Genie to instruments that measured the electrical activity in her brain while she slept. What they found was an unusually high number of so-called sleep spindles, the dense bunching patterns that look like spindles on a spinning machine. This was an abnormal brain wave pattern. The sleep studies raised a question that would puzzle the Genie team for years. Was Genie brain damaged from her years of abuse, or had she been retarded from birth? When Genie was a baby, her father apparently decided she was retarded. He insisted on keeping her isolated because of that. Authorities pieced together these few facts in the early weeks. Genie's strange family circumstances made it hard to learn more. Genie's mother, weak and nearly blind, claimed that she, too, had been a victim of her domineering husband. Genie's father, shortly after authorities discovered Genie, shot and killed himself. The suicide only added to the interest in Genie's case. She was a prize patient, and in the months to come, the number of visiting scientists increased. Genie's new celebrity status marked the beginning of a debate that would intensify over time: How should her case be handled? James

Kent's plan was the first to be adopted. He believed Genie could get better if she were allowed to form relationships, and he was encouraged when she started to do so.

JAMES KENT: Up until one particular day, Genie didn't seem to respond in any special way to my coming or going, at the end of our sessions. Then one day, when I'd left, her expression changed from happy to sad to indicate that there was some sadness in the separation for her. And it was the first indication that I had that we were beginning to form this relationship. I thought as long as she had the capacity to form attachments, she had the capacity to learn, she had the capacity to get better.

STACY KEACH: By the end of May, something had happened to add to the hopes for Genie's future. It was a breakthrough that everyone had waited for. It was captured on videotape by Jean Butler, Genie's special education teacher. Here, in a classroom at Children's Hospital, Butler is teaching Genie to tie her own shoes. Butler is about to tell Genie, "You do it, and we can tell Dr. Kent what you can do." Listen to Genie's reaction.

JEAN BUTLER: Then we can go tell Dr. Kent what you did today.

GENIE: Doctor.

JEAN BUTLER: Dr. Kent, uh-huh.

STACY KEACH: Genie said the word "doctor."

JEAN BUTLER: Right there it says that, doesn't it?

GENIE: Doctor.

JEAN BUTLER: Dr. Kent, huh?

STACY KEACH: It was one of more than a hundred words she knew by that spring. Listen to another.

JEAN BUTLER: Did you tie it?

GENIE: Tie.

JEAN BUTLER: Tie, yes.

STACY KEACH: She was difficult to understand, but Genie was repeating words. Genie was beginning to talk.

SUSAN CURTISS: I could tell, as all others could, just looking at her, that there was a lot to Genie, and that what we had to do was to make sure we gave her opportunities to express, find

a way to take what was latent and express it, or somehow then, you know, acquire it, because the potential just seemed so great.

STACY KEACH: For the first time in her life, Genie seemed to be thriving. Her mental and physical growth since coming to Children's Hospital was obvious. Genie's progress gave birth to a daring hope. She might fully recover, and science might learn how. Her doctors even publically predicted success. Their confidence was an eerie echo of a moment from the past, an echo of another case like Genie's that preceded hers by nearly two hundred years. The case began in 1800, when citizens of this region in southern France discovered a remarkable creature who had crept out of the nearby forest. He was animal in behavior, human in form, mute, and naked. He was a wild child. He would be known as Victor, and this statue would be erected to mark his entry into civilization. Citizens in the village where Victor was discovered guessed he was twelve years old. His food preferences, his lack of speech, and the scars on his body indicated he had been in the wild for most of his life. Victor's story intrigued historian and psychologist Harlan Lane. Around the time doctors in Los Angeles were following Genie's case, Lane was in France, tracking Victor's story.

HARLAN LANE: Shortly after the boy was captured, a biology professor took a very careful look at him, name of Bonaterre. Bonaterre tells a story of tremendous indifference to cold that Victor had. One day, he took him and took off all his clothes, and the boy was thrilled to have his clothes taken off, and he started leading him into the outdoors, and it was surrounded by snow at that time. And Victor, far from protesting, was filled with joy. He gave out cries of joy and pulled Bonaterre out the doors and wanted to get out into the snow. On other occasions, he was actually out in the snow bare naked, leaping about, throwing the snow in the air, eating snow. Bonaterre concludes—and I think we have to conclude—that our sensitivity to temperature is very much influenced by our life experiences.

STACY KEACH: Word of the wild child traveled north to Paris, where the first anthropological society had just formed. It was the end of the Age of Enlightenment, a time of enormous discovery and debate.

HARLAN LANE: Victor walked into the middle of a raging debate. His timing was incredible. The question was, what makes us human? What separates man from the beasts? Is it human appearance? Well, anthropological expeditions were returning with a wide variety of races, and Parisians were not so clear on human appearance. Is it walking upright? But orangutans walked upright. Is it language? First reports were that Victor had no language. Then again, perhaps he could learn some. In any case, philosophers, anatomists, and their ilk were convinced that careful study of Victor could finally answer the question, what is it that makes us human?

STACY KEACH: With Victor, Parisians had a chance to see human nature stripped of society and culture. This was a situation no one would set out to create on purpose. It was, therefore, referred to as "the forbidden experiment." The scientists in Paris quickly summoned Victor from the south of France. Although Victor could hear, they brought him to this school, the National Institute for the Deaf,

HARLAN LANE: OK. We're at the National Institute for the Deaf, and it happened right here. The gardener from Rodez brings the wild boy right through here into the courtyard, and I guess they were expected. And the director, the Abbe Sicard, comes out, and, come on, they would meet about here. Sicard comes out, and what does he see? Not a nice little bourgeois deaf kid in the school uniform, his new pupil, but a raging, spitting, snarling, filthy savage, defecating where he is, urinating where he is, biting, covered with scars, long hair, wadded, yellow teeth, long fingernails, a savage. Sicard had never seen anything like that in his life. So, he backs off. What's he going to do? Idea. He's just hired a young physician from the military hospital up the street, a fellow by the name of Jean-Marc Itard. So he calls, "Itard! Itard!"

STACY KEACH: Jean-Marc Itard was a twenty-six-year-old medical student who was ready to make his mark. He saw the wild boy as an opportunity.

HARLAN LANE: Oh, Itard was an interesting man, wasn't he? How was he going to make a name for himself, a place for himself, in medicine and in the intellectual excitement of the time? Because he was a brilliant fellow, and he read philosophy

astutely, he studied medicine. Well, the answer was that here was a chance that would make or break him. If he could actually civilize a wild child, the first person in history to do so, why, he would be a figure down through history. Even in the 20th century, people might be discussing him.

STACY KEACH: Itard's ambitions would pay off. Not only would people in the 20th century still be discussing him, but the famous French director, Francois Truffaut, would play Itard in a movie about the case. The movie illustrates the risk Itard took. More experienced doctors concluded Victor was profoundly retarded from birth and unable to learn. Itard, though, believed that Victor had become retarded because of his years of living in the wild. He believed he could civilize Victor. Itard's diary of his work with Victor makes this one of the most documented cases of wild children throughout history. In fact, the diary served as the basis for Truffaut's movie, called The Wild Child. In Los Angeles, Truffaut's movie premiered at the Los Feliztheater in Hollywood. One of the strangest chapters of this story is the timing of the premiere, for Truffaut's movie about history's most famous wild child opened exactly one week after Genie was discovered. In true Hollywood fashion, the Genie team took advantage of this coincidence. They arranged their own private screening. In charge of the event was hospital chief of psychiatry Howard Hansen.

HOWARD HANSEN: Well, that afternoon at 4:30, we left Children's Hospital and we paraded up the street. We had an entourage up the street to the Los Feliztheater. It was awe-inspiring to us, because here was the first case that had been documented in any scientific way, and here we were having an opportunity to see a film portrayal of that.

STACY KEACH: Here was history's stamp of approval for daring to rehabilitate a wild child. Itard inspired everyone at the screening.

JAY SHURLEY: Afterwards, everybody was shocked and stunned. They just sat in silence for a bit, because the film was so powerful in itself, and then the analogy with Genie began to hit. It was like, here history was repeating itself, and everybody there thought, 'Here is an opportunity to learn something.'

Transcript

The commercial interiors industry has evolved largely since the middle of the last century for a variety of reasons. Historically, architects have held responsibility for completing the architectural interior of buildings, although artisans, craftsmen, furniture makers and — more recently — interior decorators have played a role. Beginning in the mid-1900s, the idea of the speculative building and a shift from corporate ownership to leasing began to separate the design of the building from the design of its interior. Urban cores have aged, prompting the need for interior renovation of still viable building shells. More importantly, an increasing complexity associated with the building interior — in workplace, healthcare, institutional and other types of environments — required an increased expertise and an increased level of specialization in professional services. This trend toward specialization continues, as evidenced by such things as LEED-certification and similar credentialing, which continue to fragment expertise across the range of architectural and design services.

Appendix 3 | **The role of error (transcript)**

The Role of Error

There are two main reasons why second language learners make errors. The first reason is influence from the learner's first language (L1) on the second language. This is called interference or transfer. Learners may use sound patterns, lexis or grammatical structures from their own language in English.

The second reason why learners make errors is because they are unconsciously working out and organizing language, but this process is not yet complete. This kind of error is called a developmental error. Learners of whatever mother tongue make this kind of error, which are often similar to those made by a young first language speaker as part of their normal language development. For example, very young first language speakers of English often make mistakes with verb forms, saying things such as "I goed" instead of "I went". Errors such as this one, in which

learners wrongly apply a rule for one item of the language to another item, are known as overgeneralization. Once children develop, these errors disappear, and as a second language learner's language ability increases, these kinds of errors also disappear.

Errors are part of learners' interlanguage, i.e. the learners' own version of the second language which they speak as they learn. Learners unconsciously process, i.e. analyse and reorganize their interlanguage, so it is not fixed. It develops and progresses as they learn more. Experts think that interlanguage is an essential and unavoidable stage in language learning. In other words, interlanguage and errors are necessary to language learning.

Errors are a natural part of learning. They usually show that learners are learning and that their internal mental processes are working on and experimenting with language. We go through stages of learning new language, and each new piece of language we learn helps us to learn other pieces of language that we already know more fully – like pieces of a jigsaw puzzle which only make full sense when they are all in place.

Developmental errors and errors of interference can disappear by themselves, without correction, as the learner learns more language. In fact, correction may only help learners if they are ready for it, i.e. they are at the right stage in their individual learning process. But experts believe that learners can be helped to develop their interlanguage. There are three main ways of doing this. Firstly, learners need exposure to lots of interesting language at the right level: secondly they need to use language with other people; and thirdly they need to focus their attention on the forms of language.

Sometimes errors do not disappear, but get 'fossilized'. Fossilized errors are errors which a learner does not stop making and which last for a long time, even for ever, in his/her foreign language use. They often happen when learners, particularly adults, are able to communicate as much as they need to in the foreign language and so have no communicative reason to improve their language. These fossilized errors may be the result of lack of exposure to the L2 (second language) and/or of a learner's lack of motivation to improve their level of accuracy.

Appendix 4 | Simplified and unsimplified texts
Version A (simplified)
One day, a miller and his son set off to sell their donkey at a fair. Their donkey carried their luggage, and they walked beside him. Soon they met some women. "You're walking? How silly! You could ride!" one said. So the miller made his son ride the donkey. Then they met some old men. One said, "See that lazy boy ride the donkey? His poor old father has to walk!" So the son got down and the miller rode the donkey. Then they met some women and children. "Why, you mean old man!" one woman shouted. "Your poor little boy has to run to keep up with you on your donkey!" So the miller told his son to ride, too. When they were almost at the fair, they met a judge. He said, "Your poor old donkey has to carry you and your luggage? Why, you two could carry him easier than he can carry you." So the miller and his son got down. They tied the donkey's feet together. They put a pole between his legs and turned him upside down. Then they carried their own donkey on the pole! As they crossed a bridge, a crowd gathered to laugh at the silly sight. The laughter made the donkey angry. He broke free from the pole—and fell into the river. So the old miller went home. By trying to please everybody, he had pleased nobody. And he lost his donkey, too.

Version B (unsimplified)
A MILLER and his son were driving their Ass to a neighboring fair to sell him. They had not gone far when they met with a troop of women collected round a well, talking and laughing. "Look there," cried one of them, "did you ever see such fellows, to be trudging along the road on foot when they might ride?' The old man hearing this, quickly made his son mount the Ass, and continued to walk along merrily by his side. Presently they came up to a group of old men in earnest debate. "There," said one of them, "it proves what I was a-saying. What respect is shown to old age in these days? Do you see that idle lad riding while his old father has to walk? Get down, you young scapegrace, and let the old man rest his weary limbs." Upon this the old man made his son dismount, and got up himself. In this manner they had not proceeded far when they met a company of women and children: "Why, you lazy old fellow," cried several tongues at once, "how can you ride upon the beast, while that poor little lad there can hardly keep pace by the side of you?' The good-natured Miller immediately took up his son behind him. They had now almost reached the town. "Pray, honest friend," said a citizen, "is that Ass your

own?" "Yes," replied the old man. "O, one would not have thought so," said the other, "by the way you load him. Why, you two fellows are better able to carry the poor beast than he you." "Anything to please you," said the old man; "we can but try." So, alighting with his son, they tied the legs of the Ass together and with the help of a pole endeavored to carry him on their shoulders over a bridge near the entrance to the town. This entertaining sight brought the people in crowds to laugh at it, till the Ass, not liking the noise nor the strange handling that he was subject to, broke the cords that bound him and, tumbling off the pole, fell into the river. Upon this, the old man, vexed and ashamed, made the best of his way home again, convinced that by endeavoring to please everybody he had pleased nobody, and lost his Ass in the bargain.

(http://www.abcteach.com/free/a/aesop_fittingin1.pdf)

Comprehension Questions
1. Where were the miller and his son taking the donkey?
2. List the people that the miller and his son met.
3. What did the miller and his son do after they talked to the judge?
4. How did the donkey wind up in the river?
5. Was the miller a kind man? How can you tell?
6. Why do you think the miller kept doing what people said?
7. Was it smart to keep doing what each group said? Why or why not?
8. Do you think the people liked the miller because he did what they said?

Answers
1. To a neighboring fair to sell him.
2. A group of women, a group of old men, a group of women and children, a judge/citizen
3. Got off the donkey, turned him upside down, tied his legs together, and carried him on a pole.
4. When the crowd laughed at him, the donkey didn't like the noise or the strange handling, and tried to get away.
5. Yes. He put his son on the donkey first, instead of getting up himself.
6. He wanted them to like him.
7. No. He wound up losing his donkey.
8. Answers vary.

MODULE III
LANGUAGE TEACHING

UNIT A
Approach, Method and Technique

UNIT A | Approach, Method and Technique

OBJECTIVE
In this unit, trainees familiarize themselves with popular approaches and methods of language teaching.

KEY TERMS
approach, method, technique

KEY CONCEPTS

� An approach is a set of assumptions dealing with the nature of language learning.

➤ A method is an overall plan for systematic presentation of language based upon a selected approach.

➤ A technique is a wide variety of activities, exercises or tasks used in the language classrooms for realizing lesson objectives.

➤ Approach, method, and technique are interpreted in different ways by teachers and researchers.

UNIT A | Contents

Trainees explore and develop a practical understanding of some key ELT terms.

Activity 1 | **Differentiating approach, method and technique**

Objective: Trainees will explore and develop a practical understanding of some key ELT terms.

Experience. Reflect.

In the history of language teaching methodology, there have developed a variety of approaches and methods in the field of language teaching. It is necessary to differentiate three terms: approach, method and technique. **Be careful!** These terms are not used consistently. Some people call a technique a method or method an approach or approach a method.

Look at the picture of a Matryoshka Doll (a nesting doll – a set of wooden dolls of decreasing size placed one inside the other) and decide which of the three terms: ***approach, method and technique*** represent each Matryoshka doll and explain why. ✍

[If you can find real Matryoshka Dolls, bring them to class. If not, ask trainees to look at the picture of the dolls.]

[Depending on the level of the trainees, they may have to read the next selection more than once. Generally, invite trainees to read the following text two times. The first time they read for general understanding. The second time, they should identify which of the underlined words and word expressions refer to approach, method and technique.]

Read the text and answer the following questions: 📖 ✍

1. Which words talk about the philosophy or principles of mindful eating?

2. Which words explain the scheme or plan for mindful eating?

3. Which words tell people specific things to do and when to do them?

Read the text again and identify which of the underlined words and expressions refer to *approach, method and technique.* 📖 ✍

Eating Mindfully

Life is hectic and frequently we have to multi-task. This includes eating while reading, watching TV, driving a car, or working at our computers. And when we're finished doing whatever we're doing, we have eaten more than we need to have eaten, maybe without even realizing it. Then, we wonder why we are gaining weight.

In an article in the online magazine HEALTHBeat, called "A New Approach to Eating" Amy Stockwell Irving explains the concept of "mindful eating." She writes that dietologists have worked out <u>a new way</u> of eating, called "<u>Mindful Eating</u>" which is eating with conscious purpose. By paying attention to what we eat, we develop <u>a greater awareness of food</u> and slow down.

To <u>implement this way of eating, a special program</u> called <u>Mindfulness-Based-Eating Awareness</u> was developed which aimed at helping people regulate their food choices and eating habits. <u>The program</u> suggests starting gradually, eating one meal a day or week in a slower, more attentive manner. The program includes <u>tips</u> to help people get started. People should

• <u>Ask yourself, "Am I really hungry?"</u> Are you eating just to be polite or because you feel stressed and food makes you feel better.

• <u>Set their kitchen timer to 20 minutes, and take that time to eat a normal-sized meal.</u>

• <u>Try eating with their other hand: if they're right-handed, they should use their left hand to eat with, and vice-versa.</u>

• <u>Try eating with chopsticks.</u>

• <u>Take small bites and chew well.</u>

• <u>Take a breath and ask if they really need to eat. If not they should reading or take a walk.</u>

Reading Questions

1. Which words talk about the philosophy or principles of mindful eating?

[Approach -- a new way, "Mindful Eating," this way, eating with attention and intention, a greater awareness of food]

2. Which words explain the scheme or plan for mindful eating?

[Method -- program, a special program, Mindfulness Based-Eating Awareness, implement]

3. Which words tell people specific things to do and when to do them?

[Technique -- set your kitchen timer to 20 minutes, take that time to eat a normal-sized meal, try eating with your non-dominant hand; if you're a righty, hold your fork in your left hand when lifting food to your mouth, take small bites and chew well, eat with chopsticks, before opening the fridge or cabinet, take a breath and ask yourself, "Am I really hungry?" Do something else, like reading or going on a short walk.]

Conceptualize.

Define the terms approach, method, and technique and provide examples. ✑

•*[An approach is a well-informed set of assumptions and beliefs about the nature of teaching and learning.*

•*A method is a generalized set of rules that should be followed when teaching language.*

•*Methodology is the study of pedagogical practices in general.*

•*A technique is a specific activity manifested in the classroom, consistent with a method and therefore in harmony with an approach as well.]*

In the chart below about approaches, methods, and techniques, some information is given to you. After you study each approach and method in this module, return to this chart and fill in the descriptions of the methods and name some techniques.

Approach	Method	Technique
Oral Approaches *Description*: Language is learned through habit formation and without the use of the first language.	**Audio-Lingual Method** *Description: [Language learning is viewed as a process of habit formation.]*	- drilling - *learning by heart*
	Direct Method *Description: [Language learning happens directly in the target language through the use of demonstration and visual aids.]*	- *using realia* - *demonstrating reading in the target language*
Comprehension Approaches *Description*: Language is learned	**Grammar Translation Method** *Description: [Translating from one language to*	- *teaching the rules explicitly* - *translating*

through comprehending spoken or written language.	*another and being able to read literature written in a foreign language.]*	
	Total Physical Response *Description: [Language is learned through meaningful action and memory is activated through learner performance.]*	- *observing actions* - *performing the actions*
Communicative Approach *Description*: Language is learned through developing the ability to communicate clearly in spoken and written language.	**Communicative Language Teaching** *Description: [Language is learned through interacting meaningfully with others.]*	- *playing a language game* - *writing an observation based report*
Cognitive Approach *Description*: Language is constructed through starting with something learners already know and built from there.	**Silent Way** *Description: Learners are engaged in formulating hypotheses in order to discover the rules of the target language.*	- *using self-correcting gestures* - *using finger technique to isolate a word*

Apply.

Think about your language learning experience and write a reflection emphasizing the language learning you have been exposed to. State the following: ✎

- •What did you do to learn the language?
- •What was most useful?
- •What would you like to use in your future teaching?

UNIT B
Grammar-translation and
Audio-lingual Methods

OBJECTIVE

In this unit, trainees gain a practical understanding of the grammar-translation and audio-lingual methods and learn when to use them appropriately..

KEY TERMS

grammar-translation method, audio-lingual method, drilling, deductive and inductive methods

KEY CONCEPTS

↦ GTM focuses on grammatical rules, memorization of vocabulary, translation of texts and written exercises.

↦ ALM is grounded in linguistic and psychological theory that advocates habit formation models of learning.

↦ A difficult problem for teachers is to select the instructional method that best fits their personal teaching style and their teaching context.

UNIT B | **Contents**

Activity 1 | **Grammar-translation method**

Objective: *Trainees will experience and reflect on a lesson using the grammar-translation method.*

Experience.

You are going to experience a language lesson using the grammar-translation method. You will be playing the role of students.

START OF LESSON

[Introduce the formula of Simple Present tense and explain (in Uzbek/Russian) the usage as well as the importance of Simple Present tense.]

Look at the formula of Simple Present tense.

Formula: Subject (noun) + Predicate (verb) + object (noun)

Read the following sentences and translate them into Uzbek/Russian:

- You watch football every day.
- I love her.
- We study English.

[Randomly invite students to translate the sentences.]

Add **-s, -es** or **-ies** to the verb if the subject is **she/he/it**. Look at the examples:

- He loves rice.
- He watches football every day.
- She studies English every night.

Read and learn by heart the words.

English	Russian/Uzbek
to cry	плакать/yig'lamoq
rice	рис/guruch
to cook	готовить/taomtayorlamoq
chemistry	химия/kimyo
to laugh	смеяться/kulmoq

198

happily	счастливо, радостно/baxtiyor, shodon

Fill in the blanks with an appropriate word from the exercise above.

1. The baby (cry) ……………………….. every night.
2. My mother (cook) ……………………… rice very well.
3. The students (study) ……………………… chemistry.
4. My father (laugh) ……………………… very happily.
5. We (live) ……………………… in Uzbekistan.

Read and translate the text.

Daddy-Long-Legs
by Jean Webster

1st October

Dear Daddy-Long-Legs

I love college and I love you for sending me -- I'm very, very happy, and so excited every moment of the time that I can scarcely sleep. You can't imagine how different it is from the John Grier Home. I never dreamed there was such a place in the world. I'm feeling sorry for everybody who isn't a girl and who can't come here; I am sure the college you attended when you were a boy couldn't have been so nice. My room is up in a tower that used to be the contagious ward before they built the new infirmary. There are three other girls on the same floor of the tower -- a Senior who wears spectacles and is always asking us please to be a little more quiet, and two Freshmen named Sallie McBride and Julia Rutledge Pendleton. Sallie has red hair and a turned-up nose and is quite friendly; Julia comes from one of the first families in New York and hasn't noticed me yet. They room together and the Senior and I have singles. Usually Freshmen can't get singles; they are very scarce, but I got one without even asking. I suppose the registrar didn't think it would be right to ask a properly brought-up girl to room with a foundling. You see there are advantages!

My room is on the north-west corner with two windows and a view. After you've lived in a ward for eighteen years with twenty room-mates, it is restful to be alone. This is the first chance I've ever had to get acquainted with Jerusha Abbott. I think I'm going to like her.

Vocabulary

English	Uzbek/Russian
scarcely	едва, с трудом/qiyinchilik bilan, zo'rg'a
contagious ward	палата для инфекционных больных/yuqumli kasallikka chalingan bemorlar xonasi
infirmary	изолятор, лазарет/izolyator, kasalxonaning maxsus bo'limi
spectacles	очки/ko'zoynak
a turn-up nose	курносый/ ko'tarilgan burun
foundling	подкидыш, найденыш/tashlandiq
registrar	регистратор /ro'yhatga oluvchi, ma'mur
get acquainted	знакомиться /tanishmoq

END OF LESSON

Reflect.

Reflect on the sample lesson based on GTM lesson you have experienced by answering the following questions: 📢

- Did you like this lesson? Why?
- How did you feel during the lesson?
- What have you learned from the lesson?

Conceptualize.

1. Listen to the lecture on GTM. *[Transcript in **Appendix 1**.]* Before listening to the lecture, predict your responses, and after listening, fill in the third column of the table. ✏ 🎧

Grammar-translation method	Your responses	
	before listening	after listening
originated from		*Classical method*
focuses on		*Grammar rules, memorization of vocabulary, translations of text and written exercises*
applies the following principles		• *teaching grammar deductively* • *developing reading and writing skills* • *getting students to produce the right forms of the foreign language through teacher correction* • *learning vocabulary from bilingual word lists* • *using L1 as the medium of instruction* • *using great amount of translation exercises*
uses materials like		*easy classics, translation exercises, bilingual dictionaries*
assesses students using		*grammar tests and translation exercises*
refers to L1 usage as		*an essential medium of instruction.*

Read and discuss the quote: 📖 🐾

"I have no patience with the stupidity of the average grammarian who wastes precious years in hammering rules into children's heads."

[Invite trainees to discuss the quote by asking the following questions:

●Who do you think said this and when?

[Desiderius Erasmus in 1512. Already, in the 16ᵗʰ century, people were tired of grammar-translation, yet it still survives.]

●What do you think is the reason that grammar-translation is still in use?

[It's teacher-friendly because it requires little emotional involvement; it requires little preparation once the materials are developed; and discrete grammar and vocabulary are easily assessed. This makes teachers' lives easier.]

Activity 2 | **Audio-lingual method**

Objective: *Trainees will experience and reflect on the lesson on the audio-lingual method.*

Experience.

You are going to experience a language lesson using the grammar-translation method. You will be playing the role of students.

*[Follow the transcript in **Appendix 2**.]*

Reflect.

[Invite trainees to reflect on the lesson they have experienced based on the following questions:]

Reflect on the lesson you have experienced based on the following questions: 🐾

●Did you like this lesson? Why?

●How did you feel during the lesson?

●Can you now communicate in similar situations?

●To what extent does the Audio-lingual Method differ from the Grammar-translation Method?

Conceptualize.

Your trainer will show a PowerPoint presentation on the audio-lingual method.

*[Present PPP on Audio-lingual method. See **Appendix 3**.]*

Activity 3 | **Enhanced input + analysis**

Objective: *Trainees will analyze the methods of teaching from different perspectives.*

Conceptualize.

[Divide trainees into smaller groups and ask them to evaluate the two methods of teaching using the provided criteria.]

Form small groups and evaluate the GTM and ALM using the provided criteria. ✐ 🌸

Criteria	Grammar-translation method	Audio-lingual method
Goals	*To be able to read literature written in the target language.* *To do this, students need to learn about the grammar rules & vocabulary of the target language.*	*To have students to be able to use the target language communicatively.* *To do this they need to over-learn the target language by forming new habits.*
Role of the teacher	*The teacher is the authority in the classroom.*	*The teacher directs and controls the language behavior of the students & is responsible for providing students with a good model for imitation.*
Characteristics of the teaching/ learning process	*Students are taught to translate from one language to another language; students study deductively; they memorize native language equivalents for target language vocabulary words.*	*New vocabulary & structural patterns are presented through dialogues. Drills (such as repetition, backward build-up, chain, substitution, transformation) are conducted based upon the patterns present in the dialogue.*
Nature of student-teacher and student-student interaction	*Most of the interaction is from the teacher to the student; there is little student-student interaction.*	*Interaction is teacher directed & mostly initiated by the teacher.*

Areas of language skills emphasized	*Vocabulary & grammar are emphasized; reading & writing are the primary skills that the students work on; less attention is given to speaking & listening.*	*Vocabulary is kept to a minimum while the students are mastering the sound system & grammatical patterns. Oral skills receive most of the attention.*
Role of the native language	*The language that is used in the class is mostly students' L1.*	*The target language is mainly used in the classroom.*
Assessment criteria and techniques	*Written test in which students are asked to translate from their native language to the target language or vice versa.*	*Students do not actually take a formal test & might be asked to distinguish between words in a minimal pair or supply an appropriate word form in a sentence & reciting the dialogues by heart.*

[Invite groups to present their findings. Make necessary comments and corrections.]

Present your findings.

UNIT C
Total Physical Response

UNIT C | Total Physical Response

OBJECTIVE
In this unit, trainees develop a practical understanding of the Total Physical Response and come up with practical implications for further teaching.

KEY TERMS
TPR, realia, Asher's method

KEY CONCEPTS
- TPR is built around the coordination of speech and action.
- TPR must be combined with other teaching, approaches and methods.

UNIT C | Contents

Activity 1 | **Reflection on Children's Language Learning**

Objective: Trainees will discuss how children's language develops naturally.

Experience. Reflect.

Discuss the following questions: 🗨

• How do infants acquire their native language? What do they do first?

• When do they start speaking?

• What helps them to learn language?

• Can a foreign language be learned in the same way? Why and why not?

Conceptualize.

[Through questioning and answering, help trainees to understand the following ideas:

• *Infants spend many months listening to the people around them long before they say a word.*

• *Young children choose to speak when they are ready to speak; no one tells babies they must speak.*

• *Listening to other people, observing them and imitating their actions helps children to learn language.]*

Write a paragraph that answers the following question: ✐

> How is learning a foreign language similar to learning a first language?

Activity 2 | **Total Physical Response**

Objective: Trainees will familiarize themselves with the basic practice and principles of TPR through experiencing a sample lesson.

Experience.

You are going to experience a language lesson based on the principles of the Total Physical Response method. (It is sometimes called an approach but it is really a method.) You will be playing the role of students.

*[Teach according to the lesson script in **Appendix 4**.]*

Reflect.
[Ask trainees to answer the questions and underline the appropriate answers.]

Read the following questions and underline the appropriate answers:
📖 ✎

What language is used by the teacher? What language is she/he trying to teach the students?	Target language / mother tongue
What techniques are used in the lesson?	Drilling / physical actions / translations / demonstration
What materials does teacher use in the lesson?	Realia / pictures / textbook / handouts / board
How would you describe the role of the teacher?	Facilitator / non-verbal model / director

Activity 3 | **Enhancing the TPR Experience**
***Objective:** Trainees will explore the principles of TPR more deeply.*
Conceptualize.
Recall the lesson you have experienced and fill in the second column of the table by writing principles that match the appropriate classroom behaviors. ✎

Sta ge	Lesson procedure	TPR principles
1	The teacher created a relaxed, friendly classroom.	One goal of TPR is to reduce the *[stress, anxiety]*_____ people feel when studying a foreign language.
2	Learners were asked to behave as children.	Another goal of TPR is to base learning on *the way children learn their native language.]* _____ _____.

208

	Like children, students learned the meaning of the words by seeing them acted out and following the teachers' actions.	
3	The teacher first demonstrated the actions herself and then asked students to follow her. The students responded nonverbally: observing, listening, imitating, pointing, acting.	The teacher is the *[model for imitation]* _____ for both speaking and acting. *[Understanding/comprehending]* _____ language comes before speaking.
4	Only after hearing	Students do not learn to use create sentences by studying *[grammar]* _____ .

	and acting did they begin to produce language chunks.	
5	She changed or combined the sequence of commands. She added new commands and new names of objects one at a time.	Students receive new language *[from a teacher]* _____ , connecting the words to real *[life]* _____ and *[classroom situations]* _____ .
7	The new language was the language used throughout the lesson. The lesson moves quickly so students have to stay attentive.	Students stay *(involved)* _____ in the lesson. They are given no time to *(translate)* _____ from the new language back to their first language. They must begin to *(respond nonverbally)* _____ in the new language.

8	Vocabulary was introduced using through actions and physical objects. Grammar structures were very simple (imperatives). Mainly students were involved in speaking and only at the end of the lesson were they given an opportunity to read and copy the words from the board.	*(Vocabulary)*_____ is emphasized over grammar, and *(spoken)*_____ language is emphasized over written language.

Your summary ✍

The main characteristics of the TPR teaching and learning process are

-
-

UNIT D
Communicative
Language Teaching

Objective
In this unit, trainees learn the rudiments of CLT and implications for learning and teaching.

Key Terms
CLT, learner-centeredness, authentic materials, authentic task, communicative competence

Key Concepts
⊷   CLT aims at the development of communicative competence.
⊷   Language learners are engaged in authentic use of language for meaningful purposes.
⊷   The role of the teacher is that of facilitator and learners in a CLT class are active participants in their own learning process.

UNIT D | **Contents**

Activity 1 | **True or False?**

Objective: Trainees will learn about CLT methodology.

Experience. Reflect.

True or False?

1. All language teaching approaches aim at enabling students to communicate in the target language. *[F]*

2. Knowledge of the forms of a language is enough to communicate in that language. *[F]*

3. To communicate in a language you have to know not only the forms and meanings of words but also their uses in various situations. *[T]*

4. Use of real-life materials may slow down language learning. *[F]*

5. A teacher tests not only the students' accuracy but also their fluency.*[T]*

6. Students can learn from each other as well as from the teacher. *[T]*

7. Students should study only grammar and vocabulary. *[F]*

[Do not discuss the statements at this point in the lesson. Tell trainees that the statements will be addressed at the end of the lesson.

Activity 2 | **CLT lesson**

Objective: Trainees will experience a communicative language lesson and discover its principles.

Experience.

You are going to experience a language lesson based on communicative language teaching (CLT). You will be playing the role of students. Your trainer will hand out materials for you to use.

*[All of the materials that you need for the lesson are in **Appendix 5**. Teach according to the lesson plan. While you need not memorize the script, the script is provided to show precisely how the lesson should be conducted.]*

Reflect. Conceptualize.

Match the CLT principles given in the third column with the lesson procedures described in the first column. Write the numbers of appropriate CLT principles in the second column as shown in the example. ✐

Lesson Procedure	CLT Principles (from right column)	CLT principles
Reading sports column from a newspaper and identifying and discussing predictions made by the reporter.	e.g., 1, 3, 5, 7	1. authentic language input 2. real communicative need 3. authentic task 4. negotiated meaning 5. multiple skill use 6. critical thinking 7. form and meaning acquired through use in context 8. fluency over accuracy
Making predictions about the winner of the World Cup.	1, 2, 5, 6,	
Playing a language game.	2, 4, 7, 8	
Making predictions about the future	3, 6, 8	
Involving students in role-play.	4, 5, 6, 8	

CLT Multiple Choice
1. Materials used in a CLT lesson are....
a) always authentic   b) *as authentic as possible*   c) prepared to teach a specific form   d) developed only by experts
2. The language used mainly is
a) mother tongue   b) *target language* c) written   d) spoken
3. Emphasis is on
a) *communication* b) language forms   c) language chunks
 d) memorization
4. Students work with language at the
a) *discourse level* b) sentence level   c) word level
d) syntactical level
5. Students are given an opportunity to express their ideas and opinions.

a) _Yes_   b) No   c) Sometimes   d) only if asked by the teacher

6. The teacher acts as a
a) controller   b) _facilitator_   c) observer   d) examiner

7. One of the teacher's major responsibilities is to establish situations that
a) _promote communication_
b) provide the students with a good model for imitation
c) test students' knowledge
d) challenge their opinions

8. The target language is
a) heard and repeated
b) _a vehicle for classroom communication_
c) the object of study
d) the object of examination.

9. Language learning is
a) listening and understanding
b) having conversations
c) memorizing grammar rules and word meanings
d) _learning to communicate in speech and writing_

10. The desired goal is
a) _communicative competence_
b) grammatical competence
c) correct grammatical form
d) literary appreciation

Go back to the True/False statements presented at the beginning of the lesson and reconsider your opinions. Make needed changes. How have your ideas changed? 🖎

Activity 3 | **Four communicative competencies**

Objective: *Trainees will differentiate between "communication" and "practice" and learn about four communicative competences.*

Conceptualize.

What is the difference between communication and practice?

*[Before listening (see transcript in **Appendix** 6), depending on the level of trainees, pre-teach the following vocabulary:*

•Continuum *(something that keeps on going, changing slowly over time, like in a high school, at any time there are students who are*

learning algebra, then advancing to geometry, trigonometry, and calculus)

•Holistic *(something not divided into parts, one whole)*

•Analytic(al) *(dividing into parts and examining each part)*

•Synthetic *(combining or integrating different elements into one whole)]*

Listen to the lecture that contrasts guided practice with communicative activities. As you listen, fill in the table. ✐ ဂ

Guided practice	Communicative activities
Teacher controlled	Learner controlled
Pedagogical	*Real life, authentic*
Analytic (one thing at a time)	*Synthetic/holistic (many things at time)*
Closed (one right answer)	*Open (no single answer)*
Focus on accuracy of language	*Focus on communication*

The lecture you have just listened to: 🖐

•Is listening to a lecture more like practice or communication?

•What characteristics does it have of each?

[Answers: teacher controlled, authentic lecture, holistic, closed, focus on accuracy of ideas but not language.]

•How could you make it more like real communication?

Listen to the second part of the lecture and take notes in your notebooks about four main competences that constitute communicative competence. ✐ ဂ

Apply.

Which language sample below indicates a lack of which competency? ✐ 🖐

Sample 1

"Next move your cursor to the left and choose programs from the menu".

"What? What did you say?"

"The menu."

"The menu? Why is it called "a menu"?

"Well, because you choose from a list, just like in a restaurant – a menu that offers range of meals and drinks."

"OK, I see what it is."

Lack of _____ **competency.**

[strategic]

Sample 2

"Hello, Mr. Brown, thanks for your coming. I've reviewed your bank statement...."

(interrupts) "Dude, you gonna ask me a bunch of lame questions?"

"Ah... lame questions ... uhm....I don't know, uhm.. well, I DO have a few more questions."

"Well, make it fast 'cause I am on a tight schedule!"

Lack of _____

competency. *[sociolinguistic]*

Sample 3

"I asked them about it."

"Told whom about what?"

"Farrukh and Jamshid about the group report and he wasn't happy about it."

"Who wasn't happy?"

"Farrukh wasn't."

Lack of _____

competency. *[discourse]*

Sample 4

"She teached Spanish. She no know English."

Lack of _____ **competency.**

[lexico-grammatical]

Follow up questions: ✏

•In your opinion, which of the four competencies defined by Canale and Swain has received the most attention in foreign language education in Uzbekistan? What is the reason for that?

•Think of your own communicative competence in a second language. Are you equally strong in all four competencies?

Activity 4 | **CLT activities**

Objective: Trainees will become more familiar with CLT activities.
Reflect. 🖝

•Which of the CLT activities below have you experienced before?
Did you know they were CLT activities at the time you experienced
them?

•What are the characteristics of a CLT activity?

•Fill in the blank sections based on your experience. Your trainer
may provide opportunities to experience a CLT activity for you to
reflect on.

*[This is a review of what they have learned. They will apply the
principles to the CLT activities in the chart below. If you wish, you may
conduct a CLT activity that they are already familiar with and have
trainees reflect on its characteristics. In this table, the words content
and meaning in the fourth column are used interchangeably.]*

	Acti-vity	Purpose	Meaning or Form Focused?	Teacher/ Student role	Mate-rials
1	**Role play**	To provide opportunities to improve listening, conversation skills	*Focus on meaning first then form, e.g., using all the verbs in present continuous*	*Teacher as facilitator; students as active players*	*Role-cards prepared by teacher* ·
2	**Jig-saw task**	*To provide an opportunity for genuine communicatio n which integrates (reading and speaking)*	Focus on meaning	*Teacher as organizer, facilitator; students as active participants*	*Reading material (preferabl y authentic) prepared by a teacher.*

219

3	Sur-vey task	To provide practice in free, but purposeful interaction	Mainly on the content	Teacher as organizer, facilitator; students as active participants	Question-naires developed by a teacher or students
4	De-bate	To use information from various sources and reasoning to defend a position on a topic or issue	Mainly on the content	Teacher as organizer, facilitator; students as active participants	Background reading
5	Ga-mes	To provide context for meaningful communication and to add variety and joy into the process of language learning	Depending on the type of the game focus can be on the content or form	Teacher as an organizer, facilitator; students as active participants	Varies depending on the type of the game

Task 1

[Divide trainees into four groups using cards with the names of teaching methods: GTM, ALM, TPR, and CLT. Trainees with the same card are asked to form a group which means they will be working with those teaching methods.]

Imagine a situation in which you are all members of the teaching staff of a primary school. The school principal has asked you to choose an effective teaching method that will work best at your school. Work on poster presentations describing your assigned teaching method. You are expected to present a description of the method and compare it with other teaching methods.

Task 2

Observe an English lesson at a school, college, lyceum or university using the observation form below. ✏️

Observation form		
Name of the teacher: anonymous		
Date:		
Age of students:		
Number of students:		
Course title:		
Lesson Procedure	**CLT Principles Experienced**	**CLT principles**
		1. authentic language input 2. real communicative need
		3. authentic task 4. negotiated meaning 5. multiple skill use
		6. critical thinking 7. form and meaning acquired through use in context
		8. fluency over accuracy

UNIT E
CLT Applied

UNIT E | CLT Applied

OBJECTIVE

In this unit, trainees learn the rudiments of Task Based Learning (TBL) and Content Based Instruction (CBI) and implications for learning and teaching.

KEY TERMS

TBL, CBI

KEY CONCEPTS

- A task is the core unit of planning and instruction in task-based language teaching.
- CBI is "the integration of content learning with language teaching aims."
- In TBL and CBI, language is the medium for conveying informational content that is of interest and relevance to learners.

UNIT E | Contents

Activity 1 | **Our mascot**
Objective: Trainees will become familiar with the main principles of TBL through experiencing a sample lesson

Experience.

START OF LESSON

Get into small groups of three or four. As you are completing this activity, one person in each group is responsible for taking photos. After you have completed the activity, all members in each group will be responsible for taking notes that explain the photos. You may want to number the photos so that each member of your group has a note corresponding to each photo. Keep in mind that you must take photos that illustrate and explain each of the following:

•Pre task, task, post task stages
•At least two skills integrated during each stage
•A language focus activity

Pre task
Read the following: 📖

> "You are going to suggest a mascot (an animal or object used to represent a group with a common public identity such as school, university, sports team or brand name) for our university. As you know a mythical bird, a semurg (phoenix) is placed with outstretched wings, symbolizing the national rebirth of Uzbekistan in the center of the state emblem of Uzbekistan.

Many groups have mascots as symbols. For example, almost all American sports teams, universities, colleges, high schools, elementary

schools have chosen mascots. Do you know any other examples of mascots? What do they symbolize?

Before you start the work on your own mascot, read the following text about the national bird of the United States.

American Mascot

Since 1782, the bald eagle has been national emblem of the United States. The bald eagle isn't actually bald; it gets its name because its white head against its dark brown body makes it seem bald from a distance. The bald eagle first appeared as an American symbol on a Massachusetts copper cent coined in 1776.

For six years, members of Congress debated what the national emblem should be. It wasn't until 1789 that the bald eagle was finally chosen to represent the new nation. One of the most prominent opponents to the bald eagle's status was Benjamin Franklin. In a letter to a friend, Franklin wrote: "I wish the bald eagle had not been chosen as the representative of our country; he is a bird of bad moral character; like those among men who live by sharping and robbing, he is generally poor, and often very lousy. The turkey is a much more respectable bird and withal a true, original native of America" (livescience.com).

But not all of Congress shared Franklin's sentiments. Bald eagles, like other eagles worldwide, was seen by many as a symbol of strength, courage, freedom and immortality for generations. And, unlike other eagles, the bald eagle was indigenous only to North America.

Sources: livescience.com/va.gov.

Read the extract taken from Benjamin Franklin's letter one more time. Why was he against choosing this bird? Do you agree with his opinion? 📖 🔊

Task

Now start the work on the university mascot. During your group work, use English only. If you do not know a word or phrase, look it up or ask your trainer for the words you need.

1. Form groups of three.

2. Create a list of animals that might make excellent mascots for the university.

3. In your group discuss the options and choose one to compete for the position.

4. Do an internet search if needed.

5. Come up with your proposal and draw a picture of your mascot.

6. Present your mascots by explaining your reasons why you chose this particular mascot.

Language Focus

While presenting and discussing the mascots try to use the following expressions:

•In my opinion, ...

•To my mind, ...

•As far as I am concerned, ...

•Speaking personally, ...

•From my point of view, ...

•As for me, ...

•My view / opinion / belief / impression / conviction is that ...

•I am of the opinion that ...

•My impression is that ...

•I have the feeling that ...

•I think / consider / find / feel / believe / suppose / presume / assume that ..

•I hold the opinion that...

Your presentation will be assessed by your group mates and your trainer based on the following criteria:

✓ Creativity (originality of ideas)

✓ Content (meaningful, interesting, appropriate (both culturally and contextually))

✓ Design (attractive, colorful, explanatory)

✓   Language (free of serious mistakes and ambiguity, persuasive language)"

Post task

Vote for the best mascot by writing their opinions individually based on the criteria. Tell them to start their writing by using one of the above expressions. Note: Not all of the expressions are used in written language.

END OF LESSON

Reflect.

Think about the lesson by answering the following questions.✍

1. What was the actual task? What did you do to prepare for the task? What did you do after the task?
2. For what level (age, CEFR) was the task appropriate?
3. How could you adapt the same task to higher or lower levels?
4. Did you like the task? Why? Why not?
5. Was the task authentic or specific to the classroom? *[Very close to authentic]*
6. Did the task emphasize interaction and meaning? *[Yes. Trainees were involved in a meaningful interaction]*
7. Did the task end up with a product? *[Yes. A mascot]*
8. What was more important: process or product?

[Although the purpose was to come up with the end-product, the process of creating, which involved learning, doing and interacting was equally important.]

Conceptualize.

Listen to a lecture on TBL *[Appendix 7]* and answer the given questions. 🎧 ✍

1. What is the aim of TBL?
2. How is a task viewed in TBL?
3. What are the main principles of TBL? (state at least 3 principles)
4. What are the phases of a task cycle?
5. What is the difference between information-gap, opinion-gap and reasoning-gap activities?

Activity 2 | **Geography Lesson**

Objective: Trainees will explore the main principles of CBI through experiencing a sample lesson.

Experience.

You will be experiencing a content-based language lesson. During the lesson you will play the role of students and your trainer will play the role of teacher.

START OF LESSON

Get into small groups of three or four. As you are completing this activity, one person in each group is responsible for taking photos. After you have completed the activity, all members in each group will be responsible for taking notes that explain the photos. You may want to number the photos so that each member of your group has a note corresponding to each photo. Keep in mind that you must take photos that illustrate and explain each of the following:

- The content of the lesson
- The teaching of vocabulary and language use
- The integration of at least two skills in the same activity

[Write the following words on the board: degree, latitude, longitude, located, co-ordinates. Check whether students know the meanings of these words. State that these words are used to locate any place in the world. Invite trainees to read information about geographical coordinates.] 📖

A Coordinate Scheme

Latitude and longitude are angles that uniquely define points on a sphere. Together, the angles comprise a coordinate scheme that can locate or identify geographic positions on the surfaces of planets such as the earth.

Latitude is defined in terms of circles that run parallel to the equator. The circle that surrounds the earth at the center is called the equator. Each circle that surrounds the earth is called a parallel. The equator is the outside edge of a plane that passes through the **center (C)** of the earth. The latitude of a **point (P)** on the surface of the earth is defined as the angle that a straight line, passing through the center of the earth and the point, makes with respect to the equatorial plane. If P is above the reference plane, the latitude is positive (or northerly); if P is below the reference plane, the latitude is negative (or southerly).

Longitude is defined in terms of meridians, which are half-circles running from pole to pole. A reference meridian, called the prime meridian, is selected, and this forms the reference by which longitudes are defined. On the earth, the **prime meridian** passes

through **Greenwich**, England; for this reason it is also called the Greenwich meridian. The longitude of a point P on the surface is defined as the angle that the plane containing the meridian passing through P makes with respect to the plane containing the prime meridian. If P is to the east of the prime meridian, the longitude is positive; if P is to the west of the prime meridian, the longitude is negative.

Latitude and longitude coordinates on the earth are sometimes extended into space to form a set of celestial coordinates.

[Ask trainees to find the bold terms on a world map. If needed, ask them to provide Uzbek/Russian equivalents. Bring a map of Uzbekistan to class, either printed or projected. Say, "This city is located at 39 degrees north latitude and 64 degrees east longitude. What is it?" [Bukhara]. Explain that like time, latitude and longitude is divided into minutes and seconds. Say, "This city is located at 39 degrees and 39 minutes north latitude and 66 degrees and 58 minutes east longitude. What is it?" [Samarkand]. Give another example. Say, "This city located at 40 degrees, 60 minutes north and 71 degrees, 40 minutes east. What is it?" [Namangan]. Have students work in pairs, practicing the following coordinates.]

Look at the coordinates of these cities. Work with a partner to practice stating their geographical Have your partner look at a map of Uzbekistan and guess the name of the city. ✎

1. Latitude: 41°15' N
Longitude: 69°12' E
Name of city: *[Tashkent]*
2. 40°29' N
68°47' E
Name of city: *[Guliston]*
3. 40°31' N
70°56' E
Name of city: *[Kokand]*
4. 37°13'N
67°17'E
Name of city: *[Termez]*
5. 42°28' N
59°36' E

Name of city: *[Nukus]*

Work in the same pairs and play a guessing game. Each partner thinks of three more cities and writes down the latitude and longitude co-ordinates. Then, take turns saying the co-ordinates to see if your partner can guess the name of the city.

Language Focus
There are other ways of describing locations. Some are formal and others are informal.

Formal Q&A
Q: "At which point on the earth is Tashkent located?"

A: "It is located at Latitude 41 degrees and 15 minutes north and at Longitude 69 degrees and 13 minutes east.

Informal Q&A:
Q: Where's Tashkent?

A: Oh, it's in Central Asia between Russia and Afghanistan.]

What are the differences between the two ways of describing the location of Tashkent?

[Have trainees describe the differences. Point to specific differences in the language.]

Neutral question:
What does Movaraunnahr mean?

Informal answer:
Movaraunnahr is a really old name. It means "between two rivers, the Amudarya and Sirdarya."

Formal answer:
Movaraunnahr is an ancient term for the land now occupied by Uzbekistan and other central Asian countries. The word means "situated between two rivers."

What are the differences between the two ways of explaining the meaning of Movaraunnahr?

[Have trainees describe the differences. Point to specific differences in the language.]

Read the following sentences. Identify them as formal or informal. If a sentence is formal, re-write it as informal or vice-versa. Be ready to explain your answer.

1. Bhutan, officially called the Kingdom of Bhutan, is a small, landlocked country on the Indian Subcontinent between the Himalayas and India.

[Formal to informal: Bhutan is near India close to the Himalayas. It has no outlet on the sea.]

2. New York City is located on the eastern coast of the United States approximately 1000 miles north of Florida and 200 miles South of Boston. It is situated at the mouth of the Hudson River, and is divided into five districts called boroughs.

[Formal to informal: New York's on the east coast of the U.S. It's about a thousand miles away from Orlando and Boston. It's on the Hudson and split into five boroughs.]

3. Sudan is in Africa and the Nile River flows through it.

[Informal to formal: The nation of Sudan is located on the River Nile in northeast Africa.]

4. Russia lies across two continents – Europe and Asia.

[Neutral. Another, slightly less formal, word for lie across is straddle.]

5. The city of Dubai is located in the Persian Gulf nation known as the United Arab Emirates (UAE).

[Formal to very informal: Dubai's in the Emirates. Or, Dubai's, I dunno, somewhere in the Middle East.]

6. Kokand is in the middle of the Fergana valley. *[Neutral.]*

7. Paris is the capital city of France. It is situated on the River Seine, in northern France, at the heart of the Île-de-France region.

[Formal to informal: Paris is the capital of France, in an area called Île-de-France.]

8. Orenburg is in Russia near Kazakhstan.

[Orenburg is located in Russia close to the border of Kazakhstan.]

9. London is located in the southeastern region of the United Kingdom on the River Thames.

[Formal to informal: London's on the Thames.]

END OF LESSON

Reflect.

Discuss the geography lesson you have experienced based on the following questions. 🖋

1. Did you like the lesson? Why? Why not?

2. Were the task and materials authentic?

[Yes. The task was similar to the one done in a typical geography lesson.]

3. What content was used for language teaching purpose? [*geography*]

4. How was that content learned?

[Reading and a variety of application questions]

5. Were contextual clues used to help convey meaning?

[Yes. Map, text about coordinates]

6. What language was taught?

[Vocabulary and register.]

Conceptualize.

[Invite trainees to listen to the lecture on CBI and answer the given questions.] ☺ 🔊

1. What is the main focus of CBI?
2. How is a typical CBI lesson organized?
3. In what ways are language skills integrated in CBI?
4. What are the two main principles of CBI?
5. How are students viewed in CBI?

*[For answers see transcript in **Appendix 8.**]*

Apply.

In this unit, you learned about TBL and CBI. The difference between these approaches and others is a matter of their focus. For example, in the CBI lesson above, was it "English through geography" or "geography through English"? Provide examples to illustrate your understanding of the topic. Write a paragraph that explains your ideas. ✎

MODULE III | **Appendixes**

Script of the lecture

For centuries in the western world, foreign language learning in schools was synonymous with the learning of Latin and Greek. Latin was taught by means of what has been called the Classical Method with the focus being on grammatical rules, memorization of vocabulary, translations of text and written exercises. In the 19th century, the Classical Method came to be known as the Grammar-translation Method. Since the teaching of Latin was based on the written language of classical literature, the grammar-translation method ignored authentic spoken communication and social contexts of the language. It was also hoped that, through the study of the grammar of the target language, students would become familiar with the grammar of their native language. The fundamental reason that people learned a foreign language was to be able to read literature that was written in the foreign language; therefore, students were provided with exercises to read and write in the foreign language. The principles of the grammar-translation method are these:

1. Grammar rules are presented and studied explicitly; grammar is taught deductively and then practiced through translation exercises.

2. The primary skills to be developed are reading and writing.

3. Teacher correction is the only way to make students produce the right forms of the foreign language.

4. Vocabulary is learned from bilingual word lists.

5. The mother tongue is used as the medium of instruction.

6. Many translation exercises are given.

The teaching procedure is simply a combination of teaching grammar and translation. The teaching begins with English rules, isolated vocabulary items and translation. The teacher explains the rules in students' first language and then simple words are put into slots of grammar rules. The rules are memorized as units. The teacher provides the class with the words and their translations, and then students practice the rules by using the words provided. The texts to be translated are usually easy classics; this type of texts is used in order to have students practice their understanding of the literature in the target language. The students should memorize lists of words. Language materials are arranged based on the grammar of English. The grammar syllabus is graded from simple rules to more complex

ones. Even though reading texts are written in the target language and translated directly into the mother tongue, the discussion is conducted in the mother tongue. Language learners are not expected to be able to use the target language for communication. Teaching method affects assessment. Assessment of the learners is carried out almost exclusively through translation or learners are given a grammar test only.

START OF LESSON
Script of the video "Audio-Lingual Method"
T: Good morning, class!
Ss: Good morning
T: How are you?
Ss: Fine, thanks
   T: Good. I am happy to hear that. Today's lesson is going to be about two women walking in the park and talking about their sons.
   Now, listen carefully, watch what I do and try to understand. OK.?
   Well, I am going to play two roles, which means I will be talking for both. Listen to their conversation.
   [*T* acts two roles: a woman with a scarf on her head and another woman with a scarf on her neck. Also *T* needs to be constantly changing her places as well.]
   A: I have a perfect son.
   B: Does he smoke?
   A: No, he doesn't.
   B: Does he drink whiskey?
   A: No, he doesn't.
   B: Does he ever come home late?
   A: No, he doesn't.
   B: I guess you really do have a perfect son. How old is he?
   A: He will be six months old next Wednesday.
   T: Now, listen. I am going to repeat the dialogue. I'll do it one more time. Try to understand all that I am saying. [T acts it out again]
   T: All right. We are going to learn this together now. So, please repeat the first line:
   T: I have a perfect son.
   Class: I have a perfect son.
   T: Does he smoke?
   Class: Does he smoke?
   T: No, he doesn't.
   Class: No, he doesn't.
   T: Does he drink whiskey?
   Class: Does he drink whiskey?
   T: No, he doesn't.
   Class: No, he doesn't.

T: Does he ever come home late?

Class: Does he ever come home late?

T: No, he doesn't.

Class: No, he doesn't.

[At this point T starts backward build-up drill]

T: a perfect son.

Class: a perfect son.

T: you really do have a perfect son.

Class: you really do have a perfect son.

T: I guess you really do have a perfect son.

Class: I guess you really do have a perfect son.

T: How old is he?

Class: How old is he?

T: ...next Wednesday

Class: ...next Wednesday

T: He will be six months old next Wednesday

Class: He will be six months old next Wednesday

[During the drilling, *T* asks small groups or individual students to repeat the lines several times and says: "Good, OK, Very good. Say it louder. Say it with emotions. Everybody. Just you. This group only."]

T: Now, we are not writing this dialogue. At the end of the lesson I'll give you a copy of the dialogue, so you can read it. Right now concentrate on memorizing it just from the sounds. Later, you we'll be able to see it on the paper. Now, class repeat after me, from the very beginning.

T: I have a perfect son.

Class: I have a perfect son.

T: Does he smoke?

Class: Does he smoke?

T: No, he doesn't

Class: No, he doesn't

T: Does he drink whiskey?

Class: Does he drink whiskey?

T: No, he doesn't.

Class: No, he doesn't.

T: Does he ever come home late?

Class: Does he ever come home late?

T: No, he doesn't.

Class: No, he doesn't.

T: a perfect son

Class: a perfect son

T: you really do have a perfect son

Class: you really do have a perfect son

T: I guess you really do have a perfect son

Class: I guess you really do have a perfect son

T: How old is he?

Class: How old is he?

T: ...next Wednesday

Class: ...next Wednesday

T: He will be six months old next Wednesday

Class: He will be six months old next Wednesday

T: Now, I'll be an inquisitive woman who asks questions about your son and you we'll be the 2nd woman who answers. You start first.

Class: I have a perfect son.

T: Does he smoke?

Class: No, he doesn't.

T: Does he drink whiskey?

Class: No, he doesn't.

T: Does he ever come home late?

Class: No, he doesn't.

T: I guess you really do have a perfect son. How old is he?

Class: He will be six months old next Wednesday.

T: OK. now we'll change. I'll start first and you continue.

T: I have a perfect son.

Class: Does he smoke?

T: No, he doesn't.

Class: Does he drink whiskey?

T: No, he doesn't.

Class: Does he ever come home late?

T: No, he doesn't.

Class: I guess you really do have a perfect son. How old is he?

T: He will be six months old next Wednesday.

T: OK, can we have two volunteers. Just begin.

[Two students perform the dialogue.]

T: Two more people, please. Two more brave, courageous volunteers.

[Two more students perform the dialogue.]

T leads a single-slot substitution drill in which Ss repeat a sentence from the dialogue and replace a word or phrase in the sentence the T gives them.

T: Now, class repeat after me, but this time we'll be substituting some words and phrases. Listen to me attentively: I have a perfect son.

Class: I have a perfect son.

T: a perfect house.

Class: a perfect house.

T: I have a perfect house.

T: Now, class "a perfect husband."

Class: I have a perfect husband.

T: a perfect job.

Class: I have a perfect job.

T: an amazing book.

Class: I have an amazing book.

T: a wonderful picture.

Class: I have a wonderful picture.

T moves from substitution drills to a transformation drill. In this type of drill *T* asks students to change one type of sentence into another [e.g. a statement into a question, an affirmative into a negative, or active into passive]

T: All right, class. This time you we'll be asked to form questions from the statements and reverse. I'll start.

T: Does he smoke? [makes a short pause] He smokes.

Class: Does he smoke? He smokes.

T: Does he drink?

Class: He drinks.

T: Does he ever come home late?

Class: He never comes home late.

T: Does he play computer games?

Class: He plays computer games.

T: He works at the airport.

Class: Does he work at the airport?

T: She plays volleyball in the yard.

Class: Does she play volleyball in the yard.

T: They watch TV in the evenings.

Class: Do they watch TV in the evenings?

T: She is always late for classes.

Class: Is she always late for classes?

T: He never misses the classes.

Class: Does he ever miss the classes?

T gives out the copies of the dialogue. *T* reads aloud and *Ss* repeat after *T*.

T: For tomorrow memorize this dialogue and I'll be asking you in the class to say this dialogue perfectly, without mistakes and without paper. That's all for today. See you tomorrow.

END OF LESSON

Appendix 3 | PPt on ALM

Audio-Lingual Method

Definition

A method for foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing.

It is based on behaviorism and relies on habit formation as a basis for learning through a great deal of mechanical repetition.

History

With the outbreak of WWII armies needed to become orally proficient in the languages of their allies and enemies.

It was initially called the "Army Method".

The ALM was widely used in the 1950s & 1960s.

The characteristics of ALM

- New material is presented in dialogue form.
- Dependence on mimicry memorization and overlearning.
- Structural patterns are taught using repetitive drills.
- Vocabulary is limited and learned in context.
- Great importance is paid to pronunciation.
- Very little use of L1.
- Emphasis on producing-error free utterances.

Types of drilling

- A single-slot substitution drill (students repeat a sentence & replace a word or phrase in it)
- A multiple-slot substitution drill (students must recognize what part of speech the cue word is & where it fits into the sentence)
- Transformation drill (students change one type of sentence into another, E.g., an affirmative sentence into a negative one)

Prons & Cons of ALM

Emphasis is on speaking & listening	No exposure to authentic language
Language learning is more accessible	Techniques lead to boredom
Clear framework for teacher	Reading & Writing are neglected
Vocabulary is learned in context	No grammatical explanation
Use of target language	Too much attention to pronunciation

Modern usage of ALM

It is unusual in modern language learning & has largely fallen out of use as a methodology;

Still in use today, as a par of individual lessons rather as the foundation of the course;

TRUE / FALSE STATEMENTS

1. ALM emphasizes the teaching of reading and writing.
2. ALM is a method emerged from the necessity in the army.
3. New material is presented in monologue form.
4. L1 is widely used in teaching.
5. Work on pronunciation is neglected.
6. Currently ALM is not used at all

START OF LESSON
Lesson Script

T: Today we are going to learn about cleaning the house, something that everybody likes to do, maybe some do not like it. But anyway we have to do it. In order to clean the house we need [teacher gets the items from the bag and shows them to the class]: a brush, a sponge, a dust cloth, a vacuum cleaner, a broom.

Could I have someone to come up to the front and be a volunteer?
[Student 1 [Jasur] comes.]

T: Thank you, Jasur. I would like you to point to the vacuum cleaner.
[Student 1 points to the vacuum cleaner.]

T: OK, could you point to the sponge?
[Student 1 points to the sponge.]

T: Well, could you point to the brush?
[Student 1 points to the brush.]

T: That's right, could you point to the broom?
[Student 1 points to the broom.]

[*T* asks Student 1 to point to the several objects again.]

T: OK, very well. Sit down. Now I want the whole class to do that. Point to the dust cloth/vacuum cleaner/broom/sponge/brush, etc.
[The class points to the objects.]

T: Now, could you point to the brush and sponge.

T: OK, point to the groom, vacuum cleaner and brush.

T: OK, very good. Now we are going to use the sponge to wipe the counter.

[*T* draws a sink on the board and next to it draws a table and says: "This area is called a counter"]

T: And we use the sponge to wipe the counter. [demonstrates how to wipe using the sponge.] So let's try it together. Watch me. I am sweeping the floor [sweeps a flour with a broom]. I am vacuuming the rug [she demonstrates the action] and I am dusting the bookshelf [she demonstrates the action]. OK, let's try it together. Could someone come up here and help me to do the actions.

[Student 2 comes up to the teacher.]

T: [pointing to the objects] Actually we do not need these, we can pretend. We are going to sweep the kitchen floor. [teacher does the action and student 2 follows her.]

241

T: OK. What we do next? Let's wipe the counter [teacher does the action and student 2 follows her]. An then we are going to scrub the kitchen sink. [Teacher does the action and student 2 follows her]. OK, now we are going to the living room and we are going to vacuum the rug [teacher does the action and student 2 follows her] then we are going to dust the bookshelf [teacher does the action and student 2 follows her].

[*T* gives several commands to student 2.]

T: Dust the bookshelf/vacuum the rug/sweep the floor/scrub the sink/wipe the counter/dust the bookshelf again. [Student 2 does the actions with the teachers] Thank you very much, could you sit down.

T: Let's everyone do it together. Everybody stands up. Let's first vacuum the rug/dust the bookshelves, wipe the counter/scrub the sink/sweep the floor. [Teacher demonstrates the action; students follow her.]

T: OK, good! Now sweep the floor and vacuum the rug. [This time only students do the actions; teacher watches them.]

T: OK, that's right! Dust the bookshelf and wipe the counter. [Students do the actions; teacher watches them.]

T: Well, scrub the sink and wipe the counter. [Students do the actions, teacher watches them.]

T: Let's go to the living room. Now dust the shelves and vacuum the rug. [Students do the actions; teacher watches them].

T: OK, now house is clean. That's great! Now you may sit down.

T: Now, Jasur tell to Nargiza to vacuum the rug.

Nargiza: Jasur vacuum the rug.

T: Jasur tell Umida to wipe the counter.

Jasur: Umida, wipe the counter.

T: OK, Umida, tell Dildora to sweep the floor.

Umida: Dildora, sweep the floor.

T: And Now, I am going to ask you to scrub the sink. Scrub it quickly. [Teacher shows how to do it quickly]. OK, now, scrub the sink carefully. [teacher shows how to do it carefully].

T: OK, wipe the counter quickly.

T: OK, wipe the counter carefully.

T: Sweep the floor carefully.   Now sweep it quickly. And vacuum the rug quickly. Now, vacuum it carefully.

T: OK, now, vacuum the rug carefully and scrub the sink quickly.

T: OK, great! Now, dust the bookshelf carefully and vacuum the rug quickly.

T: OK, now, vacuum the rug carefully; dust the bookshelf quickly and then go to the kitchen and wipe the counter carefully. [Students do all the mentioned actions. Teacher only observes them.]

[*T* invites four students to the front of the class and tells them to do a number of actions.]

T: Vacuum the rug slowly and dust the bookshelf quickly.

T: OK, good job! Now go the kitchen and scrub the sink quickly and wipe the counter carefully and then sweep the floor carefully.

T: Good job! Thank you sit down.

T: Now, Shuhrat, wipe the counter carefully. Keep on wiping the counter.

T: Now, Dilbar, sweep the floor quickly.

T: Now, Shuhrat, tell Dilbar to vacuum the rug quickly.

Shuhra: Dilbar, vacuum the rug quickly.

T: Dilbar, tell Malika to dust the bookshelf quickly and sweep the floor carefully.

Dilbar: Malika to dust the bookshelf quickly and sweep the floor carefully.

T: Dilbar, tell Malika to stop dusting the bookshelf.

Dilbar: Malika, stop dusting the bookshelf.

T: Very good! Let me ask some questions. Who likes cleaning the house? Raise your hands.

T: Who doesn't like cleaning the house. Raise your hands.

T: I like cleaning the house. It is relaxing.

T: Again raise your hands who likes cleaning the house.

T: OK, now, point to someone who likes cleaning the house.

T: OK, point to someone who doesn't like cleaning the house.

[Then teacher writes the new words they have learned]

T: This is vocabulary that we have learned:

•scrub the sink with a brush

•wipe the counter with a sponge

•vacuum the rug with a vacuum cleaner

•dust the bookshelf with a dust cloth

•sweep the floor with a broom

T: Your home for the next lesson to learn this vocabulary and next lesson you will be telling each other. OK, thank you very much.

<div align="right">Adapted from D. Larsen-Freeman</div>

Appendix 5 | **Sample CLT Lesson**

START OF LESSON

Lesson Plan

Topic

Making predictions

Objectives

By the end of the lesson, students will have

•learned the expressions for making predictions and used them in a meaningful context;

•developed their reading and speaking skills through being involved in a wide range of activities.

Materials

Handout 1, handout 2 [cards with pictures]

Warm up

Start the lesson by saying that yesterday they read an old article about the predictions made for the football World Cup 2014 and ask the following questions:

•Did you also make predictions before World Cup 2014?

•Did your predictions come true?

Elicit random responses.

Activity 1

Step 1

Invite students to read the article in which the football pundits discuss who they think will win the Football World Cup. (See Handout 1.)

[Ask students to read again and fill in the table.]

Facts predicted	Language of prediction	Degree of certainty
e.g. Lionel Messi's time, and Argentina's World Cup.	I just get a feeling this might be	not very certain

[Messi was saving himself the last few months of the season	I think ... he will take some stopping.	fairly certain
And they have got a nice easy group so without wasting too much energy ... get to the knock-out stages	will probably	fairly certain
Argentina wins the World Cup	is very likely to]	almost certain
Germany ... all of the elements to win.	I doubt they have	very uncertain

Step 2

Ask students to look at the sentences and express the same predictions in different ways. For example: "Brazil probably will win the World Cup." or "I think Brazil will win the World Cup."

Then ask students to make their own predictions for the World Cup 2018.

Activity 2

Step 1

Invite students to play a game. For this, ask them to form groups of five. Distribute each group a set of pictures of sport equipment. The students' task is to identify the names of the item.

[Cards: basketball, volleyball, soccer ball, tennis racket, skis, ice skates, roller skates, football, baseball bat, golf clubs, bowling ball, badminton racket, hockey stick.]

Write each name on the board.

Step 2

Ask groups to shuffle their cards. Four of the students get three cards and do not show their cards to anyone else. The extra card should be placed face down in the middle of the table. The fifth person in the group receives no card and that student is to make statements like "Nasiba may go skiing this weekend". If another member of the group has a card showing skis, the student with the card says, "Nasiba can't go skiing because I have her skis." If no one has the picture of skis, it means that the prediction of the fifth student is correct, and it can be checked by

turning over the card that was placed faced down. Students can take turns so that each person has a chance to make predictions about how a group mate will spend his or her time. While students are involved in the game, walk around observing them.

Activity 3

Invite students to make predictions about the future and justify them.

E.g., "By 2030 solar energy will replace the world's reliance on fossil fuels. Fossil fuels are finite resources, which means they are not endless, and currently scientists are involved in searching for alternative sources of energy. Also, burning fossil fuels releases carbon dioxide and other gases into the air, intensifying the greenhouse effect."

Activity 4

Ask students to perform a role play in three groups. Tell them to imagine they are all teachers in the same school. One of them is the school principal. They are having a meeting to discuss what will possibly occur as a result of banning mobiles phones at school. Tell them to discuss the possibilities and make predictions.

Invite students to perform their role-plays.

Wrap up

Tell students that their homework will be to watch a debate in English between two political candidates. Tell them to write their predictions of who they think will win the election and why they think so. Remind them to use the expressions they have discussed today.

END OF LESSON

Handout 1 for the Lesson on CLT

Prediction 1. I just get a feeling this might be Lionel Messi's time, and Argentina's World Cup. They are a bit lightweight defensively but have a good coach in Alejandro Sabella and some brilliant forward players. I think Messi was saving himself the last few months of the season and he will take some stopping. And they have got a nice easy group so will probably get to the knock-out stages without wasting too much energy.

Prediction 2. I'm going for Brazil. They had a great Confederations Cup and have a manager in Luiz Felipe Scolari who has done it all before. If Neymar performs, which he did last summer, then they have a great chance. Spain and Argentina will go close but my pick is Brazil. They are the hosts and they have a very powerful squad.

Prediction 3. Argentina is very likely to win the World Cup this year. They have one of the best if not the best player in the world in Messi and also have a settled system that suits him as well. Messi is not the only reason I am going for Argentina. They also have Sergio Aguero in their attack and going forward they will be able to blow teams away. They have some class players at the back too and I think they will be ruthless when they have to be.

Prediction 4. I'm having a hard time looking past Brazil. I know it is an easy choice but they have got some exceptional talent and they are going to be able to cope with all the elements like the different weather and travelling around their own country better than the other teams. Brazil has a top quality team too - Neymar will be the tournament's stand-out player. There is lots of pressure on them, but I think they are good enough to deal with it.

Handout 2 for the Lesson on CLT
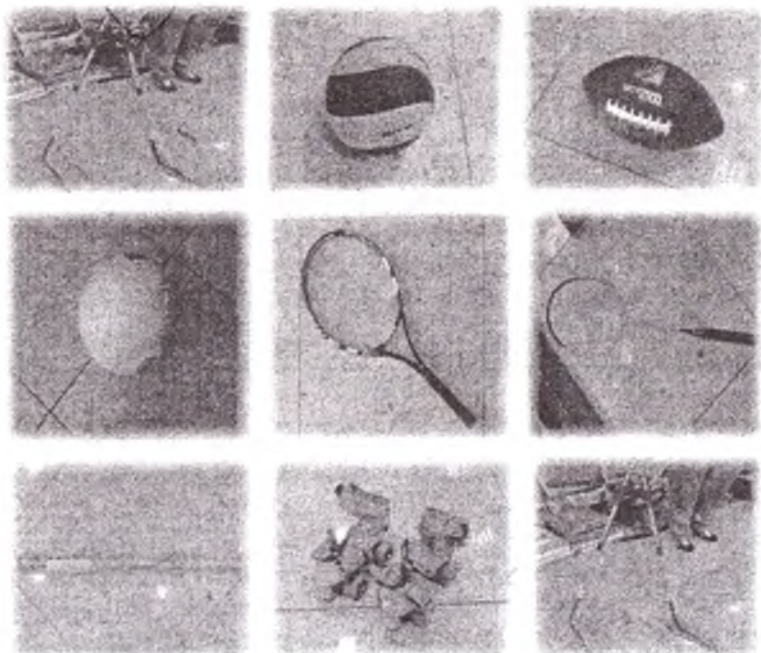
Part 1

In my experience as a teacher trainer, I have found that beginning teachers often confuse oral practice with real communication. It is possible to have an active classroom with weak students speaking a lot but that does not mean that they are communicating.

In order to identify the difference between communication and oral practice, it is good to start with the notion of control. When a teacher has control of an activity, it is a guided practice activity. No real communication is taking place. For there to be real communication, the learner must be in control. By this I mean, when the teacher stands in front of a classroom and tells students what to do and how to do it, it is a teacher-controlled activity. It is practice. Don't get me wrong – learners need practice. But practice is not real communication. For there to be real communication, learners have to be given some kind of freedom to make their own choices.

Another important issue is how authentic or real-life the activity is. If a teacher asks, "Anvar, what is your name?" it's a pretty unusual question. But if a teacher asks, "Sorry, I've forgotten, what's your name?" then it is an authentic use of language because there was a genuine need for communication.

One way to tell if communication is real or not is whether the language is used holistically or whether the language focuses on a particular aspect of language to be learned. If the focus is on a particular aspect of language, it is at the analytical end of a continuum, but if language is used holistically – as it is in real life – it is at the synthetic of this continuum. Analytic means taking language apart and focusing on one thing at a time, while synthetic means putting all parts together – many parts into one whole, this is holistic. This means that in practice activities there can be only one right answer because one aspect of the language [such as a grammar structure or word choice] is being focused

on. However, in a holistic language activity, there can be many right because you can answer a question in many different ways.

The last important point is that if you are focusing on getting the form right, it means you are practicing. But if you are focused on getting your message through, then it means you are communicating.

Part 2

In 1980, the applied linguists Canale and Swain published an influential article in which they argue that the ability to communicate requires four different abilities or competencies. The first competency is grammatical competence, which is ability to create grammatically correct utterances and sentences. The second is sociolinguistic competence, which is defined as the ability to produce appropriate utterances. The third is discourse competence, which is the ability to produce coherent and cohesive spoken and written texts. And the last, the fourth one is strategic competence, which is the ability to solve communication problems as they arise.

Appendix 7 | **Lecture on TBL**

Lecture on TBL

TBL refers to an approach based on the use of tasks as the core unit of planning and teaching which aims to provide learners with a natural context for language use. Tasks are proposed as useful vehicles to provide opportunities for learners to interact. Such interaction facilitates the process of language learning as learners have to work to understand each other and express their own meaning. By being engaged in tasks learners have a better context for the activation of learning processes than form focused activities. The principles of TBL are as follows:

- The focus is on process rather than product

- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks

- The class activities have clear purpose and clear outcome

- Learners are free of language control as a natural context is developed from the learners' experiences

- Motivation for communication becomes the primary driving force

Willis recommends the following task cycle according to which each task is organized as:

- Pre task: an introduction to topic and task
- Task: planning, report
- Post task: language focus and feedback

In the pre task the teacher presents what will be expected of the students in the task phase. During the task phase students perform the task, typically in small groups. In the post task phase if students have created tangible linguistic product they can review each other's work and offer constructive feedback.

According to Prabhu there are three main categories of task: information-gap, reasoning gap and opinion gap. Information-gap activity involves a transfer of given information from one person to another. E.g., a pair work in which each member of the pair has a part of the total information and attempts to convey it to the other. Reasoning-gap activity involves deriving some new information from given information through processes of inference, deduction and reasoning. One example is working out a teacher's time table on the basis of given class timetables. Opinion- gap activity involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of social issue.

Appendix 8 | Lecture on CBI

Lecture on CBI

In recent years CBI has become popular in secondary schools. It has been observed that academic subjects provide natural content for language instruction. CBI may focus on a serious science subject or even topical news stories or films. There are many ways to creating a CBI lesson. The typical CBI lesson can be organized in the following way:

- Teacher chooses a subject of interest to students
- Then teacher finds suitable sources like websites, reference books, audio or video lectures that deal with the subject
- During the lesson class can be divided into small groups and each group is assigned a small research
- There should be then a product as the end result in the form of a group report or presentation

CBI views language use as involving several skills together. In a CBI class students are often involved in activities that link the skills because skills are integrated a real class. Students might read and take notes, listen and write a summary or respond orally to things they have read or written.

CBI is grounded on the following two main principles:

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself;

2. CBI better reflects learners' needs for learning a second language.

One more important characteristic of CBI is that it tries to build on students' knowledge and previous experience. Students do not start out as blank slates but are treated as bringing important knowledge and understanding to the classroom.

MODULE IV
TEACHING LANGUAGE SYSTEMS

UNIT A
Teaching Grammar
for Communication

UNIT A | Teaching Grammar for Communication

OBJECTIVE
In this unit, trainees learn about different approaches to teaching grammar, spoken grammar, and error correction.

KEY TERMS
backchannels, descriptive rules, ellipsis, error correction, fillers, heads, prescriptive rules, tails, teaching grammar through rules, teaching grammar through examples, teaching grammar through texts

KEY CONCEPTS

- Descriptive rules explain how a language works to produce meaning.

- Prescriptive rules define what language is appropriate for various purposes and contexts.

- Teaching through rules means taking a deductive approach to teaching grammar, teaching the rule and applying it to examples.

- Teaching through examples means taking an inductive approach to teaching grammar, presenting examples and having students discover the rule for themselves.

- Teaching through texts means taking a holistic approach to teaching grammar in which context plays a central role in the choice of grammatical structures.

- Spoken grammar differs from written grammar, and students should be made aware of features of spoken grammar.

- Errors are a natural part of language learning, and error correction should be student-centered and student-controlled.

UNIT A | **Contents**

Activity 1 | **Teaching grammar: Introduction**

Objective: Trainees will think about the grammar and be introduced to a text for the teaching of grammar.

Experience.

1.   Do you like grammar lessons? What is your experience with the study of English grammar? Discuss it with your trainer and group mates. 🔊

[Encourage open discussion as long as you feel it is useful.]

2.   In this unit, you will experience three approaches to teaching grammar, learn about teaching spoken grammar, and learn techniques for correcting students' errors, not only grammar errors but other errors as well. Much of this unit will make use of a dialogue written about Laura and Sevara (not real people). Listen to the dialogue, read along, and answer the questions about it. 🎧 or 📖

*[Play **Teaching grammar: Introduction Parts 1 and 2**. Ask trainees not to read the transcript, which can be found in their Appendix 1, until after they have completed Activity 2: Teaching grammar through rules."]*

> Laura has been an English Language Fellow teaching at the University of World Languages in Tashkent, Uzbekistan. She has just finished the second year of her Fellowship, which she enjoyed very much. Sevara was a fourth-year student the previous year and has now graduated. They meet by chance in front of Kulkedesh Medressa.
>
> *[Sounds of a busy street]*
>
> *Laura:* Sevara! What a surprise! Haven't seen you since last June. How are you doing?
>
> *Sevara:* [shocked] Uh, hi Laura. I thought you went home to, where was it, Oregon?
>
> *Laura:* Yes, Oregon. You remembered. By the way, how did you do on your final exam?
>
> *Sevara:* I passed. When I graduated, I received a red diploma.
>
> *Laura:* Red? That means....
>
> *Sevara:* It means I got only A's in every course.
>
> *Laura:* Congratulations. And since then? What've you been doing?
>
> *Sevara:* Since then, I am working at a language center near the bazaar.

Laura: So, you've been working at a language center nearby.

Sevara: Yes, I have been working at a language center near here.

Laura: What's it called?

Sevara: Its name was changed.

Laura: Oh, when?

Sevara: It was changed sometime last year, I think. It has been called "The Language Institute" for the past six months.

Laura: Interesting name. How did they come up with that that name?

Sevara: Do you remember that in class you told us that you had worked at the English Institute before you came to Uzbekistan? I told the owner this, and he changed the name.

Laura: Yeah, I worked at the ELI at Oregon State University. It was a great place to work -- well sort of. Corvallis's bad for hay fever and I've got allergies. Anyway, I thought about going back once last year -- actually, I've thought about it several times since.

Sevara: So, you are going back.

Laura: I dunno. Lately, I've been thinking about opening up a school here. [pause] You know, why don't you come work for me? ...

*[Continue immediately with **Part 2**.]*

Sevara: I am grateful for that you think I could teach at your language school. I have learned a lot of new things from you when I was a student.

Laura: Well, I'm grateful that you were my student! Believe it or not, I learned a lot too! Uh, is that a ring on your finger?

Sevara: Yes, I got married last month. I wish I knew you were still in Tashkent.

Laura: Was it someone in your group?

Sevara: No, my mother's cousin used to have a neighbor. They moved. However, the neighbor had a son, and they arranged for us to meet. He is kind of shy, but I am not, you know. So, we liked each other from the moment we met.

Laura: So, you hit it off!

Sevara: We hit it off?

Laura: I mean, you liked each other from the very beginning. Your personalities fit.

Sevara: We've been married for a month now. We are still getting to know each other, but so far, so good.

Laura: That's good.

Sevara: Speaking of him --

Laura: What's his name?

Sevara: His name is Abdurahim.

Laura: That's a popular name.

Sevara: Yes, he had been named after his grandfather.

Laura: Had been? Was his name changed?

Sevara: No, he still has that name.

Laura: Oh.

Sevara: Yes, speaking about him, I am going to meet him for dinner tonight. It is our one-month anniversary today, so he is taking me out to eat at a restaurant. He told me he will pick me up here, in front of the medressa. Oh, there, he is coming now.

[Abdurahim drives up in a car, and Sevara opens the door to get in.]

Laura: So, are you interested in a job?

Sevara: Maybe I am. Call me and we will talk about it some more. Will you come for dinner?

Laura: No, I don't want to intrude. I want you to enjoy the time with your new husband.

Sevara: He is my first husband.

Laura: I mean you haven't been married for very long.

Sevara: Yes, good evening.

Laura: Bye!

---

3. Discuss these questions as a class.

a. Did Sevara make any errors in grammar or vocabulary?

b. Did Laura correct her errors? How did she do so?

[It's not necessary to discuss the mistakes and corrections in detail because they will be discussed below, but allow trainees to express their perceptions.]

c. Laura and Sevara had been teacher and student, but at the time of the conversation they were both teachers. Was it appropriate for Laura to continue to correct Sevara's mistakes? Why or why not?

[This is a cultural as well as an educational question. In some cultures, once a student becomes a teacher, it is no longer appropriate to correct his or her mistakes. In other cultures, it may be acceptable. Discuss this in detail because the answers affect the when *and* how *of error correction, the topic of Activity 6.]*

4. Some laws or rules are **prescriptive**: They tell us what we should do. Other laws or rules are **descriptive**: They tell us how things work. 🐾

a. Society, schools, the university -- these are all governed by laws and rules. Laws and rules create order in society. Who makes those laws and rules? Are they prescriptive or descriptive? *[prescriptive]*

b. Nature is governed by law -- e.g. the law of gravity. Laws create order in nature. Who makes those laws? Are they prescriptive or descriptive? *[descriptive]*

c. Language is governed by rules. Are they prescriptive or descriptive?

[Both! Descriptive and prescriptive. Explain that descriptive rules are necessary for language to function. Examples of descriptive rules are rules for word order and case endings. English is a subject + verb + object (SVO) language while Uzbek is a subject + object + verb (SOV) language. Uzbek and Russian have case endings; English does not. These rules have to be used to communicate. Prescriptive rules are rules of usage -- what is appropriate in various situations. One classic English rule is "Don't use ain't*" e.g. "She ain't here." and "I ain't gonna go." Grammatically, there is nothing wrong with* ain't *because it communicates meaning, but it may not be appropriate socially.]*

5. How many ways are there to teach and learn grammar? What is the best way to teach grammar? Which type of rules is more important for teaching grammar: Descriptive rules or prescriptive rules? 🐾

[Trainees may have different feeling about rules. **Both** *types of rules are important for teaching grammar. Students need to know how English works (descriptive rules) to communicate meaning, and they need to know what is socially appropriate in various situations (prescriptive rules).]*

Activity 2 | **Teaching grammar through rules**

Objective: Trainees will experience and reflect on a grammar lesson using the "teaching-through-rules" approach.

The first of three approaches to teaching grammar is called "teaching grammar through rules." Now you will experience a short lesson based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

START OF LESSON

1.   Study the chart on the next page about simple past and present perfect verbs in English. 📖

[Explain the chart to the trainees. Take as much time as necessary. Make sure they understand it. Write examples on the board and explain them.

Form: *Write lists of both regular and irregular verbs along with their simple past and past participle forms. e.g. play-played-have played, walk-walked-have walked, boast-boasted-have boasted, eat-ate-have eaten, run-ran-have run, sell-sold-have sold, hit-hit-have hit, etc.*

Meaning: *Write examples with various ways of stating time. e.g. simple past: "I came home at five o'clock." "When I arrived home, I saw the food on the table." present perfect vs. simple past: "I haven't seen you since last year. The last time I saw you was in November, right?" "Have you tried sushi? Before I tried it, I thought I could never eat raw fish, but since I tried it, I've eaten it often."]*

	Simple Past	**Present Perfect**
FORM	**Regular verbs** verb + ed: e.g. like + ed = liked,	**Regular verbs** have + verb + ed: have + like +ed = have liked
	Irregular verbs Many common verbs are irregular, e.g. eat/ate, meet/met, sing/sang, read/read (/ri:d/red/), have/had, hit/hit, go/went, is/was/are/were.	**Irregular verbs** Many common verbs are irregular. The past participle of these verbs is often formed by adding -en to the verb (-n, if it ends in a vowel sound). Some past participles change the vowel, e.g. sing/sang/have sung, go/went/have gone, are/were/have been

MEANING	simple past = past tense verb + specific time	present perfect = present perfect verb + time duration or no specific time
	The simple past is used to talk about events that happened at a specific time. Time may be stated or implied. Time indicator can be a time of day, a day of the week or month or year, a phrase or clause, or implied by context.	The present perfect is used to talk about the past that is in some way related to the present. The time may be a time period that started in the past and continues to the present or the time may be an inJefinite time before the present.

We've known each other since that day in June.

X->----------------------have known------------

---------->X

past <- - - - - - - - -X- -

- - - - -X- - - - - - - -> *future*

          ↑   ↑

the   *day*   *of*   *meeting*

now

       liked   like

We liked each other at first sight.

Exercise

2. Fill in the blanks in the paragraph below according to the rules in the chart above. ✍

Laura is an English Language Fellow teaching at the University of World Languages in Tashkent, Uzbekistan. She is in the second year of her Fellowship, which she *has enyoyed* (enjoy) very much. Sevara was a fourth-year student last year and now *has graduated* (graduate).

Laura: Sevara! What a surprise! *(I) haven't seen* (see) you since last June, was it! How you on your final exam!

Sevara: I *passed* (pass). When I *graduated* (graduate), I *received* (receive) a red diploma.

Laura: Red? That means....

Sevara: It means I *got* (get) only A's in every course.

Laura: Congratulations. And since then? What've you been doing?

Sevara: Since then, I am working at a language center near the bazaar.

Laura: So, you've been working at a language center nearby.

Sevara: Yes, I have been working at a language center near here.

Laura: What's it called?

Sevara: Its name was changed.

Laura: Oh, when?

Sevara: It was changed sometime last year, I think. It *has been called* (call) "The Language Institute" for the past six months.

Laura: Interesting name. How did you come up with that that name?

Sevara: Do you remember that in class you *told* (tell) us that you had worked at the English Institute before you *came* (come) to Uzbekistan.

Laura: Yes, I *worked* (work) at the ELI at Oregon State University. It's a great place to live and work, well sort off -- it's bad for hay fever and I've got allergies. Anyway, I *thought* (think) about going back last year -- actually, I *'ve thought* (think) about it several times. But lately, I've been thinking about opening up a language school here. You know, why don't you come work for me?

3. Check your answers. Ask your teacher how to spell any words. Make sure they are spelled correctly.

4. TOPIC: Shopping. Use the list of verbs below and write a short paragraph about shopping in Tashkent. ✎

accept	buy	cost	give	go	pay
purchase	sell	take	take along	try on	wrap

END OF LESSON

Reflect. 📣

5. What did you do in this lesson? Did you enjoy it? Why or why not?

[Answers vary.]

6. What would students learn from this lesson?

[form and meaning of past simple and present perfect]

7. In which part of the lesson

a. were the rules **presented**?

b. did you **practice** the forms and meanings?

c. did you **produce** your own sentences?

[Present: 1   Practice: 2 and 3   Produce: 4]

Activity 3 | **Teaching grammar through examples**

Objective: *Trainees will experience and reflect on a grammar lesson using the "teaching-through-examples" approach.*

The second of three approaches to teaching grammar is called "teaching grammar through examples." Now you will experience a short lesson on based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

START OF LESSON

1.   Look at the examples taken from the dialogue above. Underline the verb structure in each sentence. ✎

> ***Laura***: Congratulations. And since then? What've you <u>been doing</u>?
>
> ***Sevara:*** Since then, I <u>am working</u> at a language center near the bazaar.
>
> ***Laura:*** So, you've <u>been working</u> at a language center nearby.
>
> ***Sevara:*** Yes, I <u>have been working</u> at a language center near here.

262

2.   What are the similarities and differences in form and meaning between *I am working* and *I have been working*? 🐾

*[**Form:** Both have BE + ING. The perfect form has HAVE or 'VE.*

***Meaning:** In both, the activity continues over a space of time, but in the present form, the focus is only on the moment while in the perfect form, the present is related to the past.]*

3.   Look at the next example taken from the dialogue. Underline the verb structures in Laura's speech. ✎

Laura: Yes, I <u>worked</u> at the ELI at Oregon State University. A wonderful place to live and work. I <u>thought</u> about it once last year — actually, I'<u>vethought</u> about it several times. Lately, I'<u>ve been thinking</u> about staying here and opening up a language school of my own. Would you come work for me if I <u>did</u> that?

---

4. What are the similarities and differences in form and meaning between *I thought* and *I've thought.* 🐾

*[**Form:** Both have the word thought, which is used as both a simple past and a past participle form. The perfect form has 'VE.*

***Meaning:** In the simple past, the action took place once last year and is over. In the present perfect, the action took place several times over the last year, but she did not say exactly when.]*

5. What are the similarities and differences in form and meaning between *I've thought* and *I've been thinking?* 🐾

*[**Form:** Both have 'VE because they are both in the perfect aspect. The progressive aspect I've been thinking adds BE + ING.*

***Meaning:** In both, the action took place over time and connects the past with the present. She is now thinking about her thinking in the past. In the progressive aspect, the action took place in the past, continues in the present, and may continue into the future. That is, she is now thinking about her thinking in the past and is still thinking about her thinking.]*

6. Can Can you state a set of rules or make a diagram that will help you know when to use past, present perfect, and present perfect progressive? Sketch the diagram and state the rules in your notebooks.

[The rules are stated in the trainer notes to the previous question. An example diagram is in Appendix 2. Before they look at the diagram, you may have them help you draw it on the board.]

7. Laura's manager at the American Embassy asked her about her experience in Uzbekistan and her present activities. Fill in the blanks with

the present continuous, present perfect, present perfect continuous, or simple past. ✐

> **Laura:** I *have done* (do) several things. For one, I *judged* (judge) the Student Olympiad. Our student *came in* (come in) third, unfortunately, but it *was* (be) a fair competition. I also *have been working* (work) with a group of teachers to help them create a teacher-training book. They *are now writing* (now, write) their own materials. In addition, I *gave* (give) a presentation at the UZTEA conference about the need for teachers to keep themselves informed about current methodology. Finally, my materials writing group *have been putting* (put together) a corpus of Uzbek English. They *have been recording* (record) teachers as they give lessons and students as they give presentations and have conversations. We were thinking about putting it online but *decided* (decide) they need to make more recordings. I feel I *have achieved* (achieve) a great deal in Uzbekistan.

8. Check your answers. If you do not know how to spell any words, make a guess based on your knowledge. After guessing, ask your teacher for help.

9. **Language use.** Laura used the same verb form to begin and end her report to her manager. What was that verb form? What purpose did it serve?

[She used the present perfect. The present perfect is often used by native speakers to "frame" an oral or written narrative about a set of past experiences. The frame is in the present perfect while experiences are in the simple past.]

10. Read Laura's answer to her manager again and think about your accomplishments and present activities. Think about those you finished at a specific time, those that you worked on over a period of time, and those that you started in the past and are continuing to work on.

END OF LESSON

Reflect. ✐

1. What did you do in this lesson? Did you enjoy it? Why or why not?

2. What would students learn from this lesson?

[form and meaning of past simple, present perfect, and present continuous]

3. In which part of the lesson
a. were the rules *presented*?
b. did you *practice* the forms and meanings?
c. did you *produce* your own sentences?

[Present: 1-6   Practice: 7   Produce: 8]

Conceptualize.

4.   You have experienced two lessons so far. What are the similarities and differences between them?

[Answers may vary. Write their comments on the board and discuss them.]

Activity 4 | Teaching grammar through texts

Objective: *Trainees will experience and reflect on a grammar lesson using the "teaching-through-texts" approach.*

A third approach to teaching grammar is called "teaching grammar through texts." Now you will experience a short lesson based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

Teaching grammar through texts means teaching grammar through **context**. For this approach, it is essential that your students understand the context of an article or a dialogue. You have heard the conversation, and you should assume that the students in this lesson are also familiar with the speakers and the situation.

START OF LESSON

1.   Laura has to write a report of her activities as an English Language Fellow in Uzbekistan. Her title is "Final Report from Teaching English in Uzbekistan." It was written by Laura, who taught academic writing to fourth-year and M.A. students at the University of World Languages. She also worked on improving English teaching in other ways.

2.   Read the following excerpt from Laura's report. Answer the questions that follow about her report. 📖

Final Report from Teaching English in Uzbekistan

1   This is a short summary of my work over the past two years. I believe I have made significant contributions to language education in Uzbekistan. While I was in Uzbekistan, I helped a group of teachers write a book about language teaching methodology. They researched current issues and trends, and

---

they created engaging and meaningful activities for their trainees. They were provided vital support by the Rector of the university.

2   I believe I made a difference in other ways that are not directly connected to my Fellowship. Over the past two years, I have participated in several teacher conferences. At the Samarkand conference last November, I gave the keynote address on vocabulary development for teachers. During my time here, I have also served as a judge for teaching competitions and two student Olympiads. At that last Student Olympiad, our student came in third, unfortunately. He's been a great student for the past four years, and we all wanted him to win, but it was more important for the competition to be fair than for our student to win, and the student from Bukhara truly deserved to win.

3   Finally, some work that we started months ago is continuing and will continue after I leave. For the past few months, my materials writing group has been compiling a corpus of Uzbek English. They have been recording teachers as they give lessons and students as they give presentations and have conversations -- they have recorded five teachers and ten students so far -- and we were thinking about putting it online. However, we decided they need to make more recordings. I have achieved a great deal in Uzbekistan. I feel satisfied with my work here.

Uses of the simple past and present perfect

3. What is Laura's overall evaluation of her work in Uzbekistan? In which paragraphs and sentences does she state it? ✎

[para. 1, sent. 2: she has made significant contributions; para.2, sent.1: she has made a difference in other ways; para. 3, sent. 5: she has achieved a great deal]

a. What tense or aspect of the verb was used to state her overall evaluation?

[present perfect]

b. What are some things she specifically accomplished?

[Orally or on the board, make a list that includes sentences with past tense verbs.]

c. What tense or aspect was used to state her specific accomplishments?

*[past tense] [**Ask:** "What is one difference between the use of the past tense and the present perfect aspect?" Answer: The past tense is used to state specific actions in the past while the present perfect is used to "frame" those specific actions.]*

4. In paragraph two, Laura talks about participating in teacher conferences and judging the Student Olympiad. 🐾 ✍

   a. In sentence two, did she say when those took place? *[no]*

   b. At what point in your reading did you know? *[in the next sentence]*

   c. What verb tense or aspect was used? *[present perfect]*

   d. In sentence three, did she say when the Samarkand conference took place? When?

[yes, in November]

   e. What verb tense was used? *[simple past]*

   f. What is the difference between the simple past and the present perfect?

[present perfect: no indication of time; simple past: a time indicator is needed]

[Have the trainees close their books for a moment. Say aloud or on the board write the following two sentences and ask them which sentence is in the text.]

- *I also served as a judge for teaching competitions and two student Olympiads.*
- *I have also served as a judge for teaching competitions and two student Olympiads.* ✓

[Do the same with the following two sentences.]   •

- *At that last Student Olympiad, our student came in third, unfortunately.* ✓
- *At that last Student Olympiad, our student has come in third, unfortunately.*

---

*[**Ask:** What is another difference in the use of the present perfect and the simple past? **Answer:** With simple past, there is an indicator of time. The indicator could be specific or indefinite; it could be a word or a phrase or a clause.]*

[Do the same as above with the following two sentences.]

- *He was a great student for the past four years, and we all wanted him to win...*

- *He's been a great student for the past four years, and we all wanted him to win.* ✓

*[Ask: What is another difference in the use of the present perfect and the simple past? **Answer**: With simple past, the action takes place at a specific time and does not continue but with the present perfect, the action takes place over time.]*

5. Summarize the differences between the uses of the simple past and the present perfect. ✐

- *[Simple past: A completed event in the past with a time indicator.*
- *Present perfect: 1) events in the past without a time indicator; 2) a series of events or a repeated event that continues to, but not beyond, the present; 3) a frame for a series of completed events in the past.]*

Uses of the present perfect and present perfect continuous

6. In paragraph 3, Laura talks about compiling a corpus and recording teachers and students. 🖃

a. When did the events begin and when will they end?

[They began in the past and will continue into the future.]

b. What verb tense or aspect was used? Why?

[present perfect continuous: ppc is used for events beginning in the past, continuing on through the present and possibly into the future]

7. In Laura's report above, she wrote phrases like "over the past six months." What other expressions of time and duration can you find? What verb tense was used with each?

[See the text above.]

8. After Laura wrote her report, her manager, Jon Larson, reported to his supervisor on Laura's activities. Here is a short excerpt from his report. Fill in the blanks with the correct verb tenses or aspects. ✐

Laura *has completed* (complete) a very successful Fellowship. Her work *has been* (be) very beneficial to the Uzbek people. She *has spoken* (speak) at conferences, *(has) judged* (judge) competitions, and *(has) supported* (support) teachers as they *wrote* (write) materials for courses. She also *initiated* (initiate) a project that will create a body of Uzbek English for future study. For the past six month, teachers and students *have been making* (make) recordings of authentic use of English by speakers of Uzbek. This project will continue for another year. I

believe that Laura *has represented* (represent) us very well in Uzbekistan.

[Correct the practice exercise with the students.]

9.   After making sure you have all of the answers, cover up Jon Larsen's report and tell it to your partner. You do not need to say every word, but you should use every verb tense correctly.

10. Study Laura's report and summarize it in your own words. In other words, pretend you are Laura's manager and tell your supervisor about Laura's work in Uzbekistan. You can also invent new things she did while she was here. Use verb tenses correctly.

[Give them time to take notes and prepare oral reports.]

11.   Write a report about your own accomplishments as a student over the past year. Write from 75 to 100 words. Use the present perfect and simple past at least four times each. Try to use the present perfect continuous as well.

END OF LESSON

Reflect.

12. What did you do in this lesson? Did you enjoy it? Why or why not?

[Answers vary.]

13. What would students learn from this lesson?

[use of past simple, present perfect, and present continuous]

14. In which part of the lesson

a.   were the rules *presented*?

b.   did you *practice* the forms and meanings?

c.   did you *produce* your own sentences?

[Present: 1-7   Practice: 8-9   Produce: 10-11]

Conceptualize.

15. You have now experienced three approaches to teaching grammar.

a.   Which did you prefer? Why?

b.   Which approach will help students learn to use grammar in speaking and writing?

c.   Which approach is easiest to teach?

d.   Which approach is best for low level (A1-A2) students? Which is best for intermediate or higher level students (B1 and above)?

[Lower level students need more direct instruction in grammar, so teaching through rules and teaching through examples usually work best. Higher level students need to learn about use in context, so teaching through texts is important for them.]

Activity 5 | **Teaching spoken grammar**
Objective: *Trainees will reflect on their introduction to spoken grammar in this unit and Module I and teach mini-lessons to their peers.*
Reflect. Conceptualize.
[The first part of this activity is a review of the features of spoken grammar. This same material may have been covered in Module I, Unit E, Activity 4 (Discourse and grammar). You may refer back to it or review it again below.]

1. In Module I, Unit D, you learned about some characteristics of spoken English. Make a list of the characteristics and give an example from the "Kate and Jen" dialogue (also in Unit C).

2. In Module I, Unit E, you listened to and read an excerpt from a real conversation of two American college students.

a. Listen to it again and read along. 🎧 📖

Teaching spoken grammar #1

> K: Does she always come home in the summer? From school?
> D: Mhm.
> K: Oh really?
> D: Cause, she gets really homesick?
> K: Oh does she?
> D: so, and she likes to come home. And we have that house, at the Cape and stuff,
> K: Yeah. See I don't really miss ..home. I mean I miss my family you know, but like, I don't think about them, when I'm up here really. Except for I call every few days,
> D: Oh I don't, I miss my house.
> K: Yeah. I miss ... my house.
> D: I miss the feeling of being home.
> K: Mm. Mhm. But like I'm not ... homesick at all. Like I'm ..perfectly, happy up here.
> D: Yeah
> K: Plus it's such a pain to drive home.

---

b. What features of spoken English are in the speech of these college students. Give examples.

[mhm (backchannel), oh really? (backchannel), oh does she? (backchannel), and stuff (phrasal chunk), yeah (filler/backchannel), See (header/phrasal chunk - discourse marker, indicating an explanation), I mean (phrasal chunk - discourse marker), you know (phrasal chunk), like (filler), except for I call every few days (tail), oh (filler), yeah (backchannel), Mm, Mhm (backchannel), yeah (backchannel).]

c. Can the same words fill more than one purpose? (e.g. as filler, backchannel, or phrasal chunk, etc.)

Apply. Experience.

*[Divide trainees into three or four groups and number them A, B, C, D. Within the groups, number the individuals 1, 2, 3, or 4, according to the mini-lesson they are teaching. The lessons can be found in **Trainees'** and **Trainers' Appendix 3**.]*

3. In your first groups, you will learn and practice teaching a mini-lesson about one aspect of spoken grammar. After you have practiced the mini-lesson, you will be re-divided so that there is one teacher of each mini-lesson in each group. You will then take turns teaching each other your lesson. Mini-lessons can be found in **Appendix 3**.

Reflect. 🖢

4. Get into your previous groups. Share your experience of the mini-lessons about spoken grammar.

- What feature of spoken grammar did you teach?
- What other features of spoken grammar did you learn from the other mini lessons you experienced?

5. After you finish experiencing mini lessons in your new groups, go back to your former group. In your former group share your experience of mini lessons on Spoken Grammar based on the following questions:

- What feature of spoken grammar did you teach?
- What other features of spoken grammar did you learn from other mini-lessons you have experienced?

[Draw trainees' attention to the board and write features of Spoken Grammar they have experienced by eliciting them from trainees. Ask trainees to discuss the following questions about teaching Spoken Grammar:

- *What is the role teaching spoken grammar in the English Language Classrooms?*
- *Will learners of English benefit from it? If yes, how?]*

Activity 6 | **Error correction**

Objective: Trainees will learn to recognize when and how to use error correction techniques.

Reflect. Conceptualize. 🖎

1. In Module II, Unit C you learned about types of errors and the reasons why EFL learners make mistakes. For review, can you remember the reasons that language learners make mistakes and their names?

[Review with trainees the differences between errors and slips: "Mistakes are often divided into errors and slips. Errors happen when learners try to say something that is beyond their current level of language processing. Usually learners cannot correct errors themselves because they do not understand what is wrong. Slips are the result of tiredness, worry or other temporary emotions or circumstances. These kinds of mistakes can be corrected by learners once they realize they have made them" (from Module II, Unit C.).]

2. Even though there are differences between errors and slips, they are all mistakes that can affect the ability to communicate well. Once you have identified students' mistakes, the questions are **when** you should correct errors and **how** you should errors.

When should you correct errors? What are some other factors you should think about when correcting students? Discuss the following questions: 🖎

•If the purpose of an activity is to promote the fluent use of English, should you correct errors? Will stopping them to correct their error prevent them from developing fluency?

•If a student is shy and lacks confidence, how will correcting her error affect her willingness to speak in the future? Is there a way to correct her error without embarrassing her?

•If your student's error does not affect the communication of his message, should you correct it or ignore it?

[Allow free discussion among trainees.]

How should you correct errors? Discuss the following questions. Try to think of examples of each technique named in quotation marks. 🖎

•Should you interrupt students as soon as you hear an error?

•Should you repeat what they say but with the error corrected? (This is called "re-casting.")

•If the error causes misunderstanding, should you ask the student to explain their meaning more clearly? (This is called "asking for clarification.")

• Should you explain the error to the student? (This is called "explanation.")

• Should you say nothing and do nothing? (This is called "ignoring the error.")

• Should you collect errors from student writing and create activities to help them understand better?

[Allow free discussion among trainees. Ask them if they can give examples of each of the error-correction techniques named above.]

Experience. Reflect. Conceptualize.

3. In Activity 1 above, you were introduced to Laura, an American who taught at the University of World Languages, and Sevara, one of her students. Turn back to Activity 1 and listen to it again. In each of the excerpts from the dialogue, underline the error, explain the error, and explain the error-correction technique. 🎧 ✎ 🗣 [Play **Teaching grammar: Introduction Parts 1 and 2.**]

a. **Error correction #1**

> ***Laura***: Congratulations. And since then? What've you been doing?
> ***Sevara***: Since then, I <u>am working</u> at a language center near the bazaar.
> ***Laura***: So, you've been working at a language center nearby.
> ***Sevara***: Yes, I have been working at a language center near here.

• What was the mistake?

[Mistake in verb use. The action started in the past and continues on to the present and indefinite future. Sevara should have used the present perfect progressive instead of the present progressive.]

• How was it corrected?

*[Laura repeated the sentence using the correct tense: **re-casting**.]*

b. **Error correction #2**

> ***Laura***: Interesting name. How did you come up with that that name?
> ***Sevara***: Do you remember that in class you told us that you <u>had worked</u> at the English Institute before you came to Uzbekistan.

> *Laura:* Yes, I worked at the ELI at Oregon State University. A wonderful place to live and work.

• What was the mistake?

[Mistake in verb use. This appears to be a correct use of the past perfect aspect of the verb -- speaking of one action in the past taking place before another: Laura had worked before she told them. However, the simple past would be preferred here because 1) it is conversation, and simple tenses are more common in conversation, and 2) it is a short narration of events, and the simple past is used for narration.]

•How was it corrected?

*[Laura repeated the sentence using the correct tense: **re-casting**.]*

c.   **Error correction #3**

> *Sevara:* I am grateful that you think I could teach at your language school. I remember working with you. I <u>have learned</u> a lot of new things from you when I was a student.
>
> *Laura:* Well, you were a great student! Believe it or not, I learned a lot too! Is that a ring on your finger?

• What was the mistake?

[Mistake in verb use. The action started in the past and ended in the past. Sevara should have used the simple past.]

•How was it corrected?

[Laura used a different verb (to be) but corrected the tense: re-casting.]

d. **Error correction #4**

> *Sevara:* Yes, I got married last month.
>
> *Laura:* Was it someone in your group?
>
> *Sevara:* No, my mother's cousin used to have a neighbor. They've moved. However, the neighbor had a son, and they arranged for us to meet. We liked each other from the moment we met.
>
> *Laura:* So, you <u>hit it off</u>!
>
> *Sevara:* We hit it off?
>
> *Laura:* Yes, you liked each other from the very beginning. Your personalities fit each other well.

•What was the mistake?

[Sevara made no mistakes. She did not understand the meaning of the verb to hit it off, *so she repeated the verb as a question. This signaled to Laura that Sevara did not understand.]*

•How was it corrected?

[Laura explained the meaning of the word: **explanation**. *Being able to ask for explanations in an appropriate way is a good strategy to learn.]*

e. **Error correction #5**

> *Sevara*: We've been married for a month now. We're still getting to know each other, but so far, so good. I learned this phrase from you.
>
> *Laura*: And you remembered it. That's good.
>
> *Sevara*: Speaking of him --
>
> *Laura*: What's his name?
>
> *Sevara*: His name is Abdurahim.
>
> *Laura*: That's a popular name.
>
> *Sevara*: Yes, he <u>had been named</u> after his grandfather.
>
> *Laura*: Had been? Was his name changed?
>
> *Sevara*: No, he still has that name.
>
> *Laura*: Oh, I get it.

•What was the mistake?

[Mistake in verb use. The action took place in the past. Sevara should have used the simple past. Using the past perfect implied that another event in the past had intervened, making the first event no longer true (he was no longer named after his grandfather).]

•How was it corrected?

[Laura asked for clarification because Sevara's implication•did not make sense. Since asking for clarification is normal in conversations, Laura was able to signal a mistake without making it appear that she was correcting Sevara.]

f. **Error correction #6**

> *Sevara*: Yes, <u>speaking about him,</u> I am supposed to meet him for dinner tonight. It is our one-month's anniversary today, so he is <u>taking me out at a restaurant</u>. He told me to wait for him here, in front of the madrassa. Here he is now. I hope to see you again.
>
> *Laura*: Would you be interested in a job?

•What was the mistake?

[Mistakes (two mistakes) in preposition use: speaking of him, taking me out to a restaurant. Prepositions are highly idiomatic in usage, so it is easy to make mistakes.]

•How was it corrected?

[Laura ignored the error. The mistakes had no effect on communication, and there was no opportunity to correct them without possibly embarrassing Sevara. Laura knew to let the mistakes pass uncorrected.]

5. What was Laura's attitude toward error correction? ✐

• Was the purpose to make sure that Sevara spoke correctly? Or was it to make sure that communication was clear?

• Would Sevara have learned much if she had been embarrassed?

Conceptualize.

7. Read posts from Teacher blogs on the issue of error correction. The discussion questions after the blogs will help you think about the teachers' opinions. 📖

Teresa from Germany

As a language teacher I always try to keep in mind that learners' making errors is an inevitable part of language learning. However, this does not tell us that errors can be ignored and just spotting the error and correcting it directly will not help much either. For me every teacher has to classify the error (grammar error, pronunciation error etc.). Then decide whether to handle it or not and when to correct the error, whether immediate or delayed correction. I also found out that a teacher should determine the appropriate technique to correct the error made.

As other students, my students also make mistakes during the lessons and I noticed that they want to be corrected. While dealing with their errors I noticed that explaining error without correction worked well. When I hear an error and doesn't want to interrupt, I write it on the board. I use this a lot when I have speaking activities. This way I offer the error correction they want and avoid the dreaded accusation that I am not helping them and not interrupting the flow of speech unnecessarily. Some students have gotten so good, they actually correct themselves, when they see me pick up my pen.

Gabriela from Spain

To tell the truth I usually don't worry if my students keep making errors. It shows that they're learning and trying things out with the language. All of which puts them on the road to success. I strongly believe that it is my job, however, to make sure that the errors don't 'fossilize' or get stuck into place. I listen to what student is saying and highlight in my mind that an error has been made. Then I repeat the error with emphasis saying "He must to go?" This way I let the student recover themselves. For me this increases the chance of not making the same error. Sometimes I also repeat the error with correction saying "He must read". When I repeat it with correction the student notices it and repeats after me and then continues speaking.

Although researchers have often doubted the effectiveness of repetition, I think the key is to keep them short and emphasize the correction.

Dilfuza from Uzbekistan

In my class, majority of students want to be corrected. They are familiar with my error correction techniques that I use often with them. And if I interrupt them in the middle of their speech, they do not feel offended. They know that I do correct if I feel it is important. The technique that I use very often and effective one with my students is explaining what form or word to use. For example I say "modal verbs do not take 'to' with the main verb" or I may say "What was the rule?". The student gets it quickly and tries to follow or avoid making mistake in his/her speech. They know all those grammar rules but when it comes to practice they do think about them. As a result they make mistakes. The same problem is with ending 's' or 'es' at the end of the verb in 3rd person singular, present simple or use irregular verbs. With my other group of learners I use different error correction technique that works well with them. When I repeated their errors they openly showed their disapproval. Then I understood I should use another technique. During the speaking activity if I feel they need to be corrected I started asking questions like "Did you mean you buyed?" This way I let them notice their mistake and correct it.

8. Discussion questions

•What did you learn about language learning errors in Module II, Unit C?

[Briefly, review the concepts from that Unit with the trainees.]

•Do the teacher's attitudes toward making errors agree with what you learned?

[Teresa and Gabriela say that errors are a natural part of language learning. Dilfuza does not say.]

•What techniques do the teachers use? Do they use any that you have studied so far in this activity?

•What are their students' attitudes toward errors? Do they want to be corrected?

[Mostly, students want to be corrected, but Teresa's students don't want the flow of their speech interrupted either, so she corrects them by writing their errors on the board.]

•What is your attitude toward errors? Do you like it when you are corrected?

•When is correction good for language learners and when is it bad for language learners?

Apply.

9. Two teachers in Mexico and one in the USA use a "stoplight approach" to error correction. Read the article in **Appendix 4** to learn about their approach. Then, return to this activity. 📖

a. What does it mean to "value the learner"? (three things)

[Viewing them as models to other learners, creating a safe learning environment, feedback done with empathy]

b. With the stoplight approach, who is in control of error correction?
[students!]

c. What happens during each step? (three steps)

[1) have a talk with with students about error correction, 2) explain the meaning behind the three colors, 3) use it in class]

d. In your own words, explain what each color means.

[Red: Do not correct me. Yellow: Correct major mistakes only. Green: Correct me at any time.]

e. What were the results when the authors used this approach? (three things)

[At first, many students flashed the red cards, and then they increased the amount they used their second language and flashed green cards most often. Students took increased responsibility for their own learning.]

10. Now it's your turn. ✏ 🔊

a. Make three signs: One that says "Stop!" another that says "Maybe!" and a third that says "Go!"

b. Your trainer will assign you to talk about a topic for two or three minutes in small groups. Before you speak, flash one of the signs for all to see. All MUST respect your wishes.

[Assign trainees to talk for two or three minutes about a topic of your choice or their choice. Use the traffic light approach to error correction.]

MODULE IV | **Appendixes**

Appendix 1 | **Laura and Sevara**

Laura has been an English Language Fellow teaching at the University of World Languages in Tashkent, Uzbekistan. She has just finished the second year of her Fellowship, which she enjoyed very much. Sevara was a fourth-year student the previous year and has now graduated. They meet by chance in front of Kulkedesh Medressa.

[Sounds of a busy street]

Laura: Sevara! What a surprise! Haven't seen you since last June. How are you doing?

Sevara: [shocked] Uh, hi Laura. I thought you went home to, where was it, Oregon?

Laura: Yes, Oregon. You remembered. By the way, how did you do on your final exam?

Sevara: I passed. When I graduated, I received a red diploma.

Laura: Red? That means....

Sevara: It means I got only A's in every course.

Laura: Congratulations. And since then? What've you been doing?

Sevara: Since then, I am working at a language center near the bazaar.

Laura: So, you've been working at a language center nearby.

Sevara: Yes, I have been working at a language center near here.

Laura: What's it called?

Sevara: Its name was changed.

Laura: Oh, when?

Sevara: It was changed sometime last year, I think. It has been called "The Language Institute" for the past six months.

Laura: Interesting name. How did they come up with that that name?

Sevara: Do you remember that in class you told us that you had worked at the English Institute before you came to Uzbekistan? I told the owner this, and he changed the name.

Laura: Yeah, I worked at the ELI at Oregon State University. It was a great place to work -- well sort of. Corvallis's bad for hay fever and I've got allergies. Anyway, I thought about going back once last year -- actually, I've thought about it several times since.

Sevara: So, you are going back.

Laura: I dunno. Lately, I've been thinking about opening up a school here. [pause] You know, why don't you come work for me? ...

Sevara: I am grateful for that you think I could teach at your language school. I have learned a lot of new things from you when I was a student.

Laura: Well, I'm grateful that you were my student! Believe it or not, I learned a lot too! Uh, is that a ring on your finger?

Sevara: Yes, I got married last month. I wish I knew you were still in Tashkent.

Laura: Was it someone in your group?

Sevara: No, my mother's cousin used to have a neighbor. They moved. However, the neighbor had a son, and they arranged for us to meet. He is kind of shy, but I am not, you know. So, we liked each other from the moment we met.

Laura: So, you hit it off!

Sevara: We hit it off?

Laura: I mean, you liked each other from the very beginning. Your personalities fit.

Sevara: We've been married for a month now. We are still getting to know each other, but so far, so good.

Laura: That's good.

Sevara: Speaking of him --

Laura: What's his name?

Sevara: His name is Abdurahim.

Laura: That's a popular name.

Sevara: Yes, he had been named after his grandfather.

Laura: Had been? Was his name changed?

Sevara: No, he still has that name.

Laura: Oh.

Sevara: Yes, speaking about him, I am going to meet him for dinner tonight. It is our one-month anniversary today, so he is taking me out to eat at a restaurant. He told me he will pick me up here, in front of the medressa. Oh, there, he is coming now.

[Abdurahim drives up in a car, and Sevara opens the door to get in.]

Laura: So, are you interested in a job?

Sevara: Maybe I am. Call me and we will talk about it some more. Will you come for dinner?

Laura: No, I don't want to intrude. I want you to enjoy the time with your new husband.

Sevara: He is my first husband.

Laura: I mean you haven't been married for very long.

Sevara: Yes, good evening.

Laura: Bye!

FORM

X->---------have been thinking---

---- X ------------------>

have   thought
↓   ↓ ↓   ↓   ↓

past <- - - - - - - - -X- -
- - - X - - - - - - - - - -> *future*

↑   ↑
one time in the past   *now*
I   thought   I am thinking

MEANING	simple past = specific time in the past	present perfect = action over time before the present or action at no specific time before the present	present perfect continuous = action that began in the past and may continue on through the present into the future
USE	The simple past is used to talk about events that happened at a specific time. Time may be stated or implied. Time indicator can be a time of day, a day of the week or month or year, a phrase or clause, or implied by context.	The present perfect is used to talk about the past that is in some way related to the present. The time may be a time period that started in the past and continues to the present or the time may be an indefinite time before the present.	The present perfect continuous is used to talk about actions that began in the past and may continue on through the present into the future. It can only be used with action verbs.

Appendix 3 | Spoken grammar mini-lessons

The activities in this appendix are taken from an article by Amanda Hilliard in *Forum Magazine*. Hilliard, A. (2014). Spoken grammar and its role in the English language classroom. *Forum Magazine 52* (4), 2-13.

Group A mini-lesson

In you group, study the two tasks below and make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the tasks yourself to a new group. On the left is the student version; on the right is the teacher version with answers.

Student	Teacher
Follow the instructions below.	Follow the instructions below.
1. Make the following conversation longer by filling in missing words.	1. Ask students make the following conversation on the left lonɟer by filling in missing words.
A: _____ Wanna go to the party on Sunday? B: Sure, _____ sounds good.	*Answer key:* A: Do you wanna go to the party on Sunday? B: Sure, that sounds good
2. Make the following conversation shorter by omitting appropriate words.	2. Ask students to make the following conversation shorter by omitting appropriate words.
A: Shall we go get lunch now? B: Yeah, that is a good idea.	A: Shall we go get lunch now? B: Yeah, that is a good idea. *Answer key: (omitted words are in parentheses)* A: (Shall we) go get lunch now? or Lunch? B: Yeah, (that is a) good idea. or Good idea.
3. **Discussion question:** Which words can be omitted	.

283

from conversations with friends? Why?	3. Which words can be omitted from conversations with friends? Why? *Discussion question (possible answer): You can omit subjects and verbs when they are clear from the context, so you can speak more efficiently, and it is an informal conversation with friends.*

Group B mini-lesson: Heads and tails

In you group study the description of Heads and tails below. Make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the game yourself to a new group.

1. Explain to students what heads and tails are in spoken grammar. Write the following on the board or make a small poster or PowerPoint.

Heads are a way to introduce and orient listeners to a topic before giving information on the topic. For example: "The soccer game last night, it was really exciting." (With head) "The soccer game last night was really exciting." (No head)	Tails are comments that are added to the end of a phrase. For example: "My teacher is really nice, the one from Canada." (With tail) "My teacher from America is really nice." (No tail)

Student

1. Underline any heads or tails. Rewrite the sentences to make them more like written English.
Your sister, she's an artist, isn't she?

Teacher

1. Underline any heads or tails. Rewrite the sentences to make them more like written English.
Your sister, she's an artist, isn't she? → Isn't your sister an artist?

284

Robert? He's really quite nice -- well, most of the time, anyway.

Samantha is a great singer -- when singing karaoke, that is.

2. Rewrite the following sentences by adding heads or tails or by moving introductory clauses to the end.

Over the last four years, your brother has learned to play soccer well, has he not?

In the bazaar, that pen costs only two dollars, does it not?

Sheila was the last one to leave the room, but did she lock the door?

Robert? He's really quite nice -- well, most of the time, anyway. → Most of the time, Robert is really quite nice

Samantha is a great singer -- when singing karaoke, that is. → When she sings karaoke, Samantha is a great singer.

2. Rewrite the following sentences by adding heads or tails or by moving introductory clauses to the end.

Over the last four years, your brother has become a good soccer player. → Your brother, he's turned into a good soccer player.

In the bazaar, that pen costs only two dollars, does it not? → That pen, it costs only two dollars in the bazaar, doesn't it?

Sheila was the last one to leave the room, but did she lock the door? → Sheila was the last to leave -- she locked the door, didn't she?

Group C mini-lesson: Adding fillers and backchannels to student dialogues

In you group, study the description of Adding fillers and backchannels to student dialogues below. Make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the activity to a new group.

1. Get into pairs and write a short dialogue or conversation.
2. **Speakers** use fillers to give them time to think, create a pause, or indicate they're not finished talking. **Listeners** use backchannels to show they are listening and understand what speakers are saying.

3. Work with a partner to put the following ten words and utterances in the correct column below. Then add at least two new words or utterances to each column.

   1. oh   2. hmm   3. ah   4. um   5. I see   6. uh   7. uh-

   8. er   9. Really   10. eh

   huh

Speaker fillers	Listener backchannels

4. Revise your original written conversation by adding in appropriate fillers and backchannels.
5. Practice your changed conversation and be prepared to act out both conversations for the class, the one without using fillers and backchannels and the one with fillers and backchannels.
6. How does including fillers and backchannels in your conversations affect your conversation skills, your relationship with your partner, and your feelings while speaking.

Answers: hmm, um, er, eh, uh   Answers: oh, ah, I see, uh-huh, really

Possible additional words: well, and   Possible additional words: wow, yeah, yes

Teaching Tips Error Correction: A Traffic Light Approach

Zenaida Lorena Talamante Ayvar, Celeex Acapulco and La Salle Acapulco Donald O. Prickel, Oregon State University

One of the more challenging and often frustrating tasks of the second language teacher is deciding when and how errors should be corrected. Controversy in the field of second language acquisition continues to focus on error correction (Guenette, 2007; Karra, 2006; Lasagabaster and Si rra, 2005). Studies in error detection and correction are far ranging and in some cases, even contradictory. They focus on such themes as feedback modes and methodologies (O'Reilly, Flaitz, and Kromrey, 2001), models for corrective discourse (Panova and Lyster, 2002), use of computer assisted language learning systems (Heift, 2003; Tschichold, 2003), self (student) versus teacher detection and correction (Renou, 2000; Camps, 2003), and specificity versus generality of feedback (Ferris and Roberts, 2001). The research is complex. However, as second language teachers, we know intuitively that the process of error correction and detection must be kept simple and safe for the learner.

Valuing the Learner

We begin with several primary tenets of successfully working with learners in general and with second language learners specifically. Viewing them as resources and models to other learners are strategies consistent with sound learning principles (Gray and Fleischman, 2005; Zehler, 1994). Creating a safe and supportive learning environment is paramount for those students who may lack confidence, fear making mistakes, and are generally weak learners (Bandura, 1997). This further assumes that feedback should be done with compassion and empathy (Fink, 2003).

Given empathic feedback, there is another important question that is critical to re-examining the arena of error detection and feedback. What role does choice play in error correction? When given a choice as to a set of strategies for learning new content, results show an increased level of performance in the use of the second language (Bishop, 2006; Schwartz, 2004). If choice plays such an important role in learning, then how could it be incorporated as a strategy in

error correction? What might be the results if a student were to choose how he/she wishes feedback on errors? Think "Traffic Light"

One technique that we have used in the EFL classroom is called the "Traffic Light." We have modified this technique from a strategy gleaned from Vohra (2006). The "traffic light" technique has two steps:

Step 1, The Awareness Talk: Error Detection and Correction

The first thing we did was to have a talk with our students about the importance of error correction in their language learning process. We did not just mention our reasons or opinions regarding this process, but we tried to encourage them to think about the positive effects error correction can have in their second language.

Step 2, The Traffic Light: Red, Yellow, and Green

The second step is to explain the use of the traffic light and the meaning behind the three colors: red, yellow, green. Each student is given three squares: one red, one yellow, and one green. When they volunteer or are asked to speak in class, they will flash one of the following three cards:

Red: When a student flashes a red card, the student does not want to be corrected at all. Some students find it frustrating to be corrected when they are trying to communicate. By showing their red card, they are telling us that they do not feel like being corrected at this time.

Yellow: By showing a square card, students want the teacher to correct their major mistakes. These types of students want to communicate freely without being stopped every time they make a minor mistake (e.g., using a male article with a female noun in Spanish).

Green: A green card indicates that the student wishes to be corrected at the very time of the error. Corrective feedback is requested for both minor and major errors.

Observations: Drive Carefully When Approaching Traffic Lights

Initially, many students flashed the red cards, indicating that they were somewhat uncomfortable with being corrected. Many other learners displayed yellow cards. The yellow cards indicated an increased level of confidence in their learning and the acceptance of more feedback. Another significant behavior began to evolve. Students learned from other students' mistakes, and teacher and

fellow student corrective feedback allowed additional learning and modeling for others.

Gradually, we began to notice a pattern in the majority of students. They increased the amount they used their second language and flashed green cards most often. They now were seeking clear and honest feedback and correction of their errors. Students explained that when they showed their red cards, they wanted to focus on speaking in the classroom and not worry about their errors at that time. Once they generated the language more freely, they sought more error correction, flashing the yellow cards. Students gradually moved to the point of wanting error correction. They consistently showed the green card, indicating the value they placed on the importance of immediate feedback when they made errors.

Since adopting this strategy in the classroom, we have seen students taking increased responsibility for their own learning and for their own error corrections. They pay attention to feedback more readily, especially when they can choose how feedback is to be given to them. Letting them make choices and use cues with the flashed cards have increased their confidence and participation in class. Most amazingly, there is a substantial reduction in their reluctance to speak, leading to an increased level of speaking in their second language. They speak with greater levels of confidence, their meaning is more clearly conveyed, and their common errors are fewer. Students are much more eager to speak. The 'traffic light" strategy has definitely changed the dynamics of the classroom and has become an effective technique in the correction of errors.

Ayvar, Z. & Prickel, D. (2008). Error correction: A traffic light approach. *ORTESOL Journal 26* (2), 26-28.

Batstone, R. (1994). *Grammar.* Oxford: Oxford University Press.

Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The grammar book, second edition.* Boston: Heinle & Heinle.

Dalton, C. & Seidlhofer, B. (1994). *Pronunciation.* Oxford: Oxford University Press.

Ellis, R. (1993). *The study of second language acquisition.* Oxford: Oxford University Press

Ellis, R. (1997). *Second language acquisition.* Oxford: Oxford University Press.

Freeman, D. & Michael H.L. (1991). *An introduction to second language acquisition research.* London: Longman

Freeman, D. & Richards, J. (1993). Conceptions of teaching and the education of second language teachers. *TESOL Quarterly 25* (2), 193-216.

Gottschalk, K. & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines.* Boston: Bedford/St. Martin's.

Hilliard, A. (2014). Spoken grammar and its role in the English language classroom. *Forum Magazine 52* (4), 2-13.

Krashen, S. (1980). The input hypothesis. In J. Alatis (Ed.). *Current Issues in Bilingual Education.* Washington, DC.: Georgetown University Press.

Krashen, S. (1995). *Principles and practice in second language acquisition.* New York, N.Y.: Phoenix ELT.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching.* Oxford: Oxford University Press.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring.* New, York, N.Y: Thomson-Heinle.

Larsen-Freeman, D., & Henner-Stanchina, C. (2007). *Grammar dimensions: Form, meaning, and use,* ed.). Boston, Mass: Thomson Heinle

Lightbown, P., & Spada, N. M. (2006). *How languages are learned.* Oxford: Oxford University Press.

McCarthy, M. (1990). *Vocabulary.* Oxford: Oxford University Press.

Nation, I. (1990). *Teaching and learning vocabulary.* Boston: Heinle & Heinle.

Oliver, R. & Philip, J. (2014). *Focus on oral interaction*. Oxford: Oxford University Press.

Oxford, R (1989). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle

Oxford, R.L. (1989). *Use of language learning strategies: a synthesis of studies with implications for strategy training. System, 17*(2), 235-247.

Pinker, S. (1994). *The language instinct: The new science of language and mind*. London: Penguin Press.

Quenca, D. (2012). They're, like, way ahead of the linguistic currrrve. *New York Times*. Retrieved from http://www. nytimes.com /2012/02/28/science/young-women-often-trendsetters-in-vocal-patterns.html.

Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. New York: Heinle & Heinle.

Richards, J. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Spada, N., & Lightbown, P. (2002). Second language acquisition. In N. Schmitt (Ed.), *An introduction to applied linguistics*, (pp. 115-132). London: Edward Arnold.

Thornbury, S. (1997). *About language*. Cambridge, U.K.: Cambridge University Press.

Thornbury, S. (1999). *How to teach grammar*. Harlow, U.K: Pearson Education.

Weir. P. (Director), & Haft. S., Witt, P. Thomas. T. (Producers). (1989). *Dead Poets' Society* [DVD]. United States: Touchstone Pictures.

Widdowson, H. (2007). *Discourse analysis*. Oxford: Oxford University Press.

KAMOLA ALIMOVA, NILUFAR MUKHAMMEDOVA,
BYRNE BREWERTON

BECOMING A TEACHER
Trainees' Coursebook

Toshkent – «Fan va texnologiya» – 2017

FAN VA TEXNOLOGIYALAR