



Ўзбекистон
Республикаси
Олий ва Ўрта
Махсус Таълим
Вазирлиги

Ўзбекистон инглиз Тили Ўқитувчилари Касбий Малакасини Ошириш

Ўқув-услубий қўлланма

Модуль 2

Professional Development for Uzbekistan English Teachers

Training Toolkit

Module 2

Академик лицей, касб-ҳунар коллежлари ва олий таълим муассасалари инглиз тили ўқитувчиларининг касбий малакасини ошириш учун

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Тошкент – 2009

Мазкур қўлланма Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Британия Кенгаши ҳамкорлигида амалга оширилган лойиҳа доирасида ишлаб чиқилган малака ошириш дастурининг таркибий қисмидир.

Лойиҳа раҳбари: *Джамиля Гулямова*, Британия Кенгашининг Ўзбекистондаги ваколатхонаси директор уринбосари

Лойиҳа маслаҳатчиси: *Род Болайто*, Норвич Тил Ўқитиш Институти (NILE) директори

Муаллифлар гуруҳи мувофиқлаштирувчиси: *Анна Гореванова*, Британия Кенгашининг Ўзбекистондаги ваколатхонаси таълим лойиҳалари бўйича менежер

Муаллифлар:

Алексей Улько

Елена Волкова

Наталья Царикова

Нилуфар Мухамедова

Нодира Исамухамедова

Роза Зирянова

Миннатдорчилик

Биз Ўзбекистон давлат жаҳон тиллари университети ҳамда Самарқанд давлат чет тиллар институти раҳбариятига мазкур дастурни синовдан ўтказиш ва тадбиқ этишда кўрсатган ёрдамлари учун миннатдорчилик билдирамыз. Аббас Турсунович Ирискуловга лойиҳа давомида берган қимматли маслаҳати ва саъй-ҳаракатлари учун алоҳида ташаккур изҳор этамыз.

Шунингдек, биз Гулсара Ражабова, Ойбек Қурбонов ва Саида Иргашеваларга мазкур қўлланмани ишлаб чиқишга қўшган ҳиссалари учун миннатдорчилик билдирамыз. Дастурнинг муваффақиятли тадбиқ этилишида фидокор тренерлар гуруҳи: Эркин Мухаммедов, Мурод Исмаилов, Саида Нуриддинова, Шухрат Тагаев, Феруза Рустамова, Дилноза Нарзуллаева, Оксана Донцева ва Мохигул Каримовалар ҳамда ўзининг амалий ғоялари, ҳолис фикрларини аямаган тренерлар гуруҳи раҳбарлари Ульяна Ли ва Умида Нурджановаларнинг хизмати беқиёс.

Алоҳида миннатдорчиликни қўлланмани синовдан ўтказишда берган кўмаги ҳамда фойдали маслаҳатлари учун Буюк Британиянинг Плимут шаҳридаги Авлиё Марк ва Авлиё Джон Коллежидан Майк Сколлига билдирамыз.

Руминия колледжлари ва шахсан Рада Баланга лойиҳанинг илк босқичларида берган маслаҳатлари ва тажриба алмашганликлари учун ўз раҳматимизни изҳор этамыз.

Sheil Land Associates Ltd ташкилотига ва шахсан рухсатномалар назоратчиси жаноб Теренсе Вонг Лейнга Джон Фаулснинг “The Magus” ҳикоясини қўлланмада таълим мақсадларида қайта нашр қилиш учун рухсат берганлиги учун миннатдормыз.

Қолаверса, Британия Кенгашининг Ўзбекистондаги ваколатхонасидаги барча ҳамкасбларга лойиҳанинг барча босқичларида кўрсатган ёрдамлари учун раҳмат айтамыз.

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Project Manager: *Jamilya Gulyamova*, Deputy Director, British Council Uzbekistan

Project Consultant: *Rod Bolitho*, Academic Director, Norwich Institute for Language Education (NILE)

Materials Development Co-ordinator: *Anna Gorevanova*, Learner Services Manager, British Council Uzbekistan

Authors:

Alex Ulko

Elena Volkova

Natalia Tsarikova

Nilufar Mukhamedova

Nodira Isamukhamedova

Rosa Ziryanova

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INTRODUCTION FOR THE TRAINER

Dear Trainer,

You will be training participants on the Development for Uzbekistan English Teachers (DUET) programme which is designed for in-service teachers of English with various teaching experiences.

Programme aims and learning outcomes

The overall aim of the programme is to help English language teachers in Uzbekistan to articulate and understand their beliefs about teaching and learning, to reflect on their own teaching practices and share their experiences with each other.

By the end of the programme the participants will be able to:

- ~ understand language learning processes better;
- ~ satisfy the growing demands and interests of their students;
- ~ select and confidently apply appropriate methodology according to learning objectives;
- ~ find, adapt, and develop learning materials to meet learning objectives and students' needs;
- ~ give and receive professional support;
- ~ plan their own further professional development.

Programme structure

As seen from the chart below the programme is organised in two face-to-face modules and a distance module. Each face-to-face module lasts for two weeks with six working days each week.



During **Module 1** participants:

- ~ attend sessions
- ~ reflect on their own teaching
- ~ generate new ideas.

There are three sessions a day. Each session deals with one topic but all sessions are linked to each other, are often based on the previous sessions' material and contribute to the overall aim of the programme. The activities and tasks in the sessions are practical and offer food for thought and reflection for the teachers on their own teaching practices.

Participants will also be given recommendations for further reading. The articles will be available in a local Professional Development Centre (PDC) or can be found on-line.

During the **Distance module**, after participants have completed the first module, they go back to their workplaces and:

- ~ try out some of the materials
- ~ put into practice some ideas
- ~ complete portfolio tasks

They also reflect on their learning and teaching during the whole programme.

Module 2 has more practical sessions where participants have an opportunity to further:

- ~ apply their knowledge in the sessions
- ~ produce teaching materials
- ~ present their ideas
- ~ practise giving and receiving feedback

Training methodology

Our programme and materials are based on a set of principles that underpin our training methodology.

Starting where participants are

Participants are not 'empty vessels' to be filled with knowledge imparted by the trainer and the trainer is not the only source of knowledge. Participants' past experience, their values, attitudes and beliefs are important and should serve as a starting point for most sessions during the programme.

Reflection

Reflection in the programme means, for the participants, exploring and thinking critically about their learning experiences and teaching practices. They have an opportunity to

analyse these experiences and practices in order to become more aware of the reasons behind them and of their own beliefs about teaching and learning.

Cooperation

The programme includes a variety of activities which encourage participants to cooperate through group and project work and to appreciate the value of team work and professional cooperation.

Experiential learning

Starting with experience, either individual or shared, we encourage participants to reflect, make discoveries and draw conclusions based on these discoveries, thus bringing them gently to new understandings. We hope this will enable them to use their new skills and knowledge in their further practice.

Addressing teachers' needs

The programme prepares participants to address their own professional needs in their working contexts e.g. by giving them an opportunity to develop new materials suitable for their students' level, interests and needs.

Orientation towards continuing professional development

Professional development is a lifelong process. The programme encourages teachers' personal and professional development through a variety of strategies and activities and prepares participants to continue this process after this programme is over.

Opening up choices

Participants are invited to explore different ways of teaching, learning and decision making. They will become more confident in making informed professional choices for themselves.

Principled practice

In this programme theory and practice support each other. All activities are based on the programme's guiding principles and this in turn sends a message to participants about the importance of this reciprocity. In this sense trainers practise what they preach.

Professional learning as a social enterprise

The programme gives participants an opportunity to work together and learn from each other in a social group. This social dimension is important for adult learners and especially for teachers who usually work in isolation.

Language as communication

The programme explores participants' beliefs about language and offers a view of language which is rooted in communication rather than a system of rules. We reinforce this message throughout the programme. We use English in sessions, in our materials and in the participants' products.

A belief in autonomy

Teachers have to make professional decisions for themselves and language learners have to use English independently beyond the classroom. The programme values and encourages participants' autonomy, based on the belief that without being autonomous themselves teachers cannot encourage their students to take on personal responsibility for their own learning.

Assessment

To us, the process of professional growth of the programme participants is more important than the end product. So we believe that assessment shouldn't be done only at the end of the programme but it should rather be an on-going process contributing to each participant's awareness of the importance of professional development.

Trainer's role

Your role as a trainer is to facilitate the learning of the participants in the programme and to create favourable conditions for them to share their views and learn from each other. Since we believe that language is a means of communication and we learn by doing, you will be using a lot of group and pair work activities during which participants experience various activities and then draw their conclusions about their teaching and learning.

English is the language of instruction of the programme, which means that you need to encourage participants to speak English in the sessions.

We also believe that it is important for you as a trainer to establish a warm and friendly atmosphere in the programme among the participants so that they feel safe to take risks and share their views openly.








Interaction Patterns

The sessions contain a wide range of practical tasks. All sessions are participant-centred as opposed to lecture-based and therefore involve a lot of group and pair work. In the course of the programme participants are encouraged to share their ideas, experience and provide support to each other. Hence, different types of interaction are used during the sessions:

- ~ plenary discussions encourage participants to exchange their views with the whole group;
- ~ in small group work participants share their ideas with each other and come to a general agreement;
- ~ in pairs participants discuss things together and generate ideas;
- ~ while working individually they tap their inner resources and focus on their own individual experiences.

Programme materials

The programme materials consist of 2 books with session notes and handouts for participants. In the trainer's notes you will see the symbols (see below) that are given for your convenience.

	Individual work		Tape
	Pairwork		Video
	Groupwork	NB	Notice!
	Plenary		
	Handout/Article		

Handouts can be found at the end of each session. Note that, some handouts take up a full A 4 sheet or even more. Others are less than a page in length and therefore there are two or more *different* handouts on one A4 sheet. There are also cases when you will see two or more *identical* handouts on one A4 sheet. It is done in order to save paper. This is your responsibility to check the handouts and to cut them before the session.

Some sessions suggest further reading on the topic in the form of separate articles from various ELT journals and magazines. These are available as a separate pack. Professional reading will enable participants to get deeper insights into a topic of particular interest or relevance to their own teaching situation.

There is also a glossary with terminology used in the materials. You can refer to it if necessary. This glossary is also given to participants.

The pack also contains 2 DVDs and 2 Audio CDs for Modules 1 and 2.

How to use the trainer's notes

Each session consists of several activities. There are objectives for each activity as well as overall objectives for the whole session. Each activity lists all the necessary equipment and materials including handouts which are given at the end of each session.

Objectives

There are objectives at the beginning of each session. Sometimes you may decide to announce the objective of the session to your participants at the beginning of the session. At other times you may decide to let the participants figure out the objectives themselves, especially when some sessions assume an element of unpredictability.

Warm-up/Lead-in

You will notice that some sessions begin with a 'Warm-up' or 'Lead in'. 'Warm-ups' often serve as energisers and involve some physical movement whereas 'Lead-ins' ask participants to discuss some questions to start them thinking about the main points of the session.

Since the programme uses a learner-centred approach to teaching you will notice that there are many group work and pair work activities. Therefore, it is important to vary grouping techniques to bring some variety into the programme.

Grouping techniques

You can group participants according to the shapes/colours/numbers and so on.

In order to form 4 groups of 5 give each participant a card of a different colour e.g. 5 yellow strips, 5 red, 5 green and 5 blue. You can give out the strips at random or with particular grouping.

Another way to break your participants into groups or pairs is to ask them to line up according to their years of teaching experience/birthdays/height and so on. When participants stand in a line you can divide them into groups or pairs. This technique is also a good icebreaking activity which can be used at the beginning of the session.

The same technique can be used for pairing up participants but in this case you can also use shapes cut into two parts e.g. two parts of a broken heart. Or you can use famous pairs e.g. Tom and Jerry; Romeo and Juliet. Partners should find each other.

Giving instructions

For your convenience instructions are given for every activity in each session but you can also paraphrase the instructions to make them clear for the participants.

Possible answers

In some sessions we suggest possible answers to the questions or tasks for your convenience. Please note that these answers are possible but there may be other options as well. In this case you need to use your own expertise and experience to deal with participants' contributions.

Establish

You will see that at the end of some activities you will need to establish the main point(s) of the activity. This is needed to emphasize the important messages of the activity.

Eliciting

We also encourage you to elicit as much from your participants as possible as opposed to lecturing. We believe that your participants are knowledgeable and experienced and we value their contributions and ideas.

Summary

Each session ends with a 'summary' the aim of which is to summarise the main points of the session and to highlight the main messages. For this purpose you can either ask participants

questions and elicit the main points from them or simply summarise the main messages of the session yourself.

Activity types

The sessions use various task types which may be new to the participants and therefore you will often need to model an activity to make sure the participants know what is expected of them. Below are some activities that are often used in the sessions.

Jigsaw – for this activity put participants in groups, for example, if you have 20 participants, put them in 5 groups of 4 and give each group a task. It can be a reading passage, listening, writing task or something different. The main point here is that each group should receive incomplete information which is different from what the other groups have. Instruct participants that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.

After the groups have studied the information rearrange them into 4 new groups of 5 so that there are representatives from all the groups in each new group. Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on.

Rotation - put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc).

After the participants have finished their task ask a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or anticlockwise. The representatives should answer any questions and explain their group's choice. Encourage the 'visiting' group members to ask questions, share their views and offer suggestions.

After the groups have done the first 'visit' to the neighbouring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

Mingle – in this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can

sometimes limit the time to make the activity more exciting or let participants finish the activity.

This activity is good for kinaesthetic learners. It also fosters rapport between you and participants and is often used as an energiser or an icebreaking activity.

Role play – in a role play activity participants are asked to take a role of somebody else. The main condition for a successful role-play is that each participant of a role-play has a certain goal to pursue e.g. to persuade his/her partner to do something. Neither of the participants in the role play knows what his/her partner's goal is and therefore they don't know how their partner will respond.

Problem solving – put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution.

Programme evaluation

At the end of the programme participants will fill out a programme evaluation form. They will also be given an opportunity to evaluate themselves and their peers.

Assessment and certificates

This programme is a joint effort of the British Council and the Ministry of Higher Education of Uzbekistan, therefore upon the completion of the programme participants will receive certificates accredited by the Ministry of Higher Education.

Participants are required to attend all the sessions during the programme and complete all the tasks in the portfolio. You need to explain to participants that the portfolio is a collection of materials that they will prepare over the programme. The portfolio will include all the tasks that the participants will receive during the programme and will be evaluated at the end of it. In order to succeed in the programme and receive a certificate, participants will be required to attend all sessions and to submit their portfolio. At the end of the programme they will receive oral and written feedback from trainers on their portfolio and their performance on the course.

INTRODUCTION FOR PARTICIPANTS

Dear Participant,

Welcome to the Development for Uzbekistan English Teachers (DUET) programme which we hope will become an exciting learning experience for you. The programme is designed specifically for the local context and addresses the particular needs of English teachers in higher education in Uzbekistan.

Programme aims and outcomes

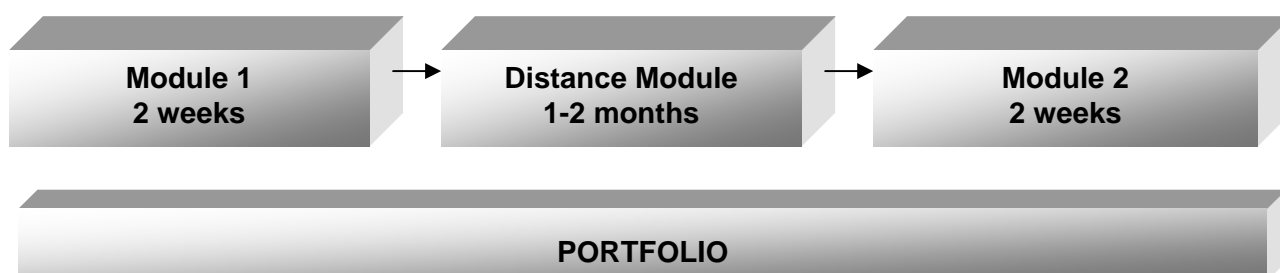
The programme's overall aim is to give you plenty of opportunities to share ideas about teaching and learning, reflect on your teaching and learning experience and draw professional conclusions. We hope that you will be able to put them into practice later at your workplace. We also hope that you will also have a chance to discover a lot of new things and generate ideas of your own.

During the programme you will have an opportunity to:

- understand language learning processes better;
- satisfy the growing demands and interests of your students;
- select and confidently apply appropriate methodology according to learning objectives;
- find, adapt, and develop learning materials;
- give and receive professional support and plan your further professional development.

Programme structure

There are 3 stages in the programme.



Module 1 lasts 2 weeks, 6 working days with 3 contact sessions each day. The Distance Module is between Module One and Two and it lasts 1 or 2 months. During this module you will return to your workplace and have a chance to try out some new ideas with your students. Also, during the Distance Module there will be several tasks for you to complete. You will then share the results and get feedback from trainers and colleagues when you

return for Module Two. Module 2 also lasts 2 weeks and its structure is similar to that of Module 1.

The box which says Portfolio shows that you will be required to complete a set of tasks over the whole programme. The task description will be given to you during session 4. You will be assigned a supervisor (one of the trainers) who will keep in touch with you during the Distance Module and assist whenever possible.

Sessions will be facilitated by the team of trainers who will help you as much as they can to make your learning an enjoyable experience! You will be involved in interesting and thought-provoking activities and challenging group work where you will be expected to provide professional support to each other.

Programme requirements

Participants are required to attend ALL the sessions of the programme and complete all the tasks from the Portfolio. The Portfolio is considered complete if:

- ~ it contains all entries
- ~ the Portfolio entries meet the requirements of the task
- ~ nothing in it is plagiarised

On the successful completion of the programme, participants will be awarded certificates.

We hope you will find this programme unique and valuable because:

- your knowledge and experience will become the starting point for trainers;
- you will closely cooperate with your colleagues;
- you will participate in a variety of activities and learn through this experience;
- you will be given many choices and opportunities to make your own professional decisions;
- you will communicate in English.

Your job during the programme is to be an active participant, to read all the suggested articles and ask as many questions as you wish. In addition, we hope that you will make as many friends, both professional and personal, as possible. You will be responsible for maintaining a friendly atmosphere and, of course, making the most of working together.

We wish you success!

DEVELOPMENT FOR UZBEKISTAN ENGLISH TEACHERS (DUET) PROGRAMME

MODULE 2

Week 3

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<p style="text-align: center;"><i>Session 37</i></p> <p style="text-align: center;">Flash Back and Flash Forward</p>	<p style="text-align: center;"><i>Session 40</i></p> <p style="text-align: center;">Learner-centred Approaches to Teaching</p>	<p style="text-align: center;"><i>Session 43</i></p> <p style="text-align: center;">Use of Video in the Classroom</p>	<p style="text-align: center;"><i>Session 46</i></p> <p style="text-align: center;">Phonology and Meaning 2</p>	<p style="text-align: center;"><i>Session 49</i></p> <p style="text-align: center;">Evaluating and Selecting Course books</p>	<p style="text-align: center;"><i>Session 52</i></p> <p style="text-align: center;">Facilitation in Language Teaching</p>
<p style="text-align: center;"><i>Session 38</i></p> <p style="text-align: center;">Working with Newspapers</p>	<p style="text-align: center;"><i>Session 41</i></p> <p style="text-align: center;">Learner autonomy</p>	<p style="text-align: center;"><i>Session 44</i></p> <p style="text-align: center;">Sharing the Results of Classroom Research and Giving Peer-feedback</p> <p style="text-align: center;">Portfolio entry 9</p>	<p style="text-align: center;"><i>Session 47</i></p> <p style="text-align: center;">Cultural Awareness in English Classes</p>	<p style="text-align: center;"><i>Session 50</i></p> <p style="text-align: center;">Adapting and Supplementing Materials 1</p>	<p style="text-align: center;"><i>Session 53</i></p> <p style="text-align: center;">Evaluation of Week 1 Module 2</p> <p style="text-align: center;">Portfolio preparation</p>
<p style="text-align: center;"><i>Session 39</i></p> <p style="text-align: center;">Various Types of Dictations</p>	<p style="text-align: center;"><i>Session 42</i></p> <p style="text-align: center;">A Good Language Learner: Developing Learning Strategies</p>	<p style="text-align: center;"><i>Session 45</i></p> <p style="text-align: center;">Sharing the Results of Classroom Research and Giving Peer-feedback</p> <p style="text-align: center;">Portfolio entry 9</p>	<p style="text-align: center;"><i>Session 48</i></p> <p style="text-align: center;">Language and Culture in English Classes</p>	<p style="text-align: center;"><i>Session 51</i></p> <p style="text-align: center;">Adapting and Supplementing Materials 2</p> <p style="text-align: center;">Portfolio entry 10</p>	<p style="text-align: center;"><i>Session 54</i></p> <p style="text-align: center;">Portfolio submission</p>

Week 4

Mon	Tue	Wed	Thu	Fri	Sat
<i>Session 55</i> Mixed Ability Classes	<i>Session 58</i> Basics of Testing	<i>Session 61</i> Assessing Speaking	<i>Sessions 64,65,66</i> Professional Development Day	<i>Session 67</i> English Language Development for Teachers of English	<i>Session 70</i> Round-up session
<i>Session 56</i> Instructions and Classroom Language	<i>Session 59</i> Testing Receptive Skills (Listening & Reading)	<i>Session 62</i> Alternative Ways of Assessment		<i>Session 68</i> Continuous Professional Development	<i>Session 71</i> Programme Evaluation
<i>Session 57</i> Asking Questions and Eliciting	<i>Session 60</i> Effective Lecturing	<i>Session 63</i> English for Specific Purposes		<i>Session 69</i> Giving Feedback on Portfolios	<i>Session 72</i> Closing Ceremony Giving out Certificates
		Instructions for Professional Development Day			

FLASH BACK AND FLASH FORWARD

Objective:

- to enable participants to review the material covered during Module 1
- to enable participants to share their teaching and professional learning experience during the distance module
- to help participants briefly explore Module 2

Activity 1 Module 1

Objective: to enable participants to recall and reflect on Module 1

Time: 40 min

Materials: flipchart paper, post-it notes, markers of different colours

► Procedure:

- 😊😊😊😊 (20 min) Put participants in groups of 4. Distribute flipchart paper, one sheet for each group. Ask participants to think back over the ideas, principles and concepts that were covered during Module 1. Ask them to summarise everything they remember on the flipchart paper. Encourage groups to work creatively: they may categorise their ideas in any way and use different colours, symbols, pictures, etc.
- (10 min) When the posters are ready, ask participants to leave them on the desks. Invite groups to move to the desks where the poster of another group is. Each 'visiting' group should comment, add, question the content of the 'host' poster sticking post-it notes on it. Ask groups not to write on the poster itself.
- Invite groups to rotate 3-4 times so that each group has 'visited' all the posters.
- 😊 (10 min) Ask groups to come back to their original posters and allow some time for reading through the received comments. Invite a spokesperson from each group to report briefly about the comments they got from other groups.
- Summarise the activity by saying that what participants have just done is one of the stages of reflection (remind them about the session on reflection in the first module). Emphasise these stages – **recalling, reflecting and planning**. Say that during the next activity they will be sharing their individual insights.

Activity 2 Individual Reflection

Objective: to provide participants with an opportunity to share their insights

Time: 20 min

Materials: board, markers

Preparation: write down the questions from the first step on the flipchart before the session.

► Procedure:

- 😊 (10 min) Tell participants that they will work individually. Ask them to write down a paragraph or two answering the following questions (displayed on the board):
 - ~ *What was the most important insight for you from Module 1?*
 - ~ *Did it help you to change anything in your teaching? If it did, what exactly did you change?*
 - ~ *Was there anything new (activity, technique, handout, etc) that you tried out during the distance module?*

~ *Have you noticed anything interesting about your students' reaction to the new ideas? Please, explain.*

- 😊😊😊 (10 min) Put participants in groups and ask them to share their answers.

Activity 3 Flash forward

Objectives: to check participants' expectations
to introduce the map of the programme for Module 2

Time: 15-20 min

Materials: slips of paper, markers, maps of the programme for Module 2

▶ Procedure:

- 😊 (3-5 min) Give each participant a slip of paper and ask them to think individually and write down one thing they are particularly interested in or want to find the answer to.
- 😊 (10-15 min) Invite participants to sit in a circle and in turns to share what they have written and to put their slips on the floor. Invite any comments if necessary.
- Try to classify participants' ideas (put similar ones together), if possible. Comment on any patterns that emerge from their wants.
- Distribute the map of the programme for Module 2 and ask participants to check if their ideas on the floor are somehow covered in it. Say that there will be an open session at the end of the Module and participants are welcome to raise any questions and discuss them at that point.

Summary

Say that this session aimed at helping participants to remember what they have already covered during Module 1 and the Distance Module, and what they can expect in Module 2.

WORKING WITH NEWSPAPERS

Objective:

- to give participants an opportunity to explore newspapers as a learning tool in their classes

Lead-in

Time: 5 min

▶ Procedure:

- 😊 (5 min) Ask participants the following questions and elicit a few random answers after each question:
 - ~ *Have you ever used English language newspapers (e.g. The Times, The Guardian, etc.) in your classroom?*
 - ~ *How did you use them? In what kind of lesson? For what purpose?*
 - ~ *(Optional question: How else do you think can newspapers be used in classroom?)*

Possible answers:

Newspapers are used/can be used: in 'Press' classes to explore features of mass media; in reading classes as the source of authentic modern English; in speaking classes to initiate discussion; as the source of news at the beginning of a lesson; as materials for language awareness raising tasks.

- Elicit random answers. Add your own examples if necessary. Say that in this session you would like participants to explore some ways newspapers can be used in classroom.

Activity 1 Exploring newspapers

Objective: to familiarise participants with the format of British newspapers

Time: 15 min

Materials: 6-7 copies of British newspapers (e.g. *The Times*, *The Daily Telegraph*, *The Independent*, *The Guardian*, *The Observer*), handouts 1a and 1b to each pair.

▶ Procedure:

- 😊😊😊 (8 min) Put participants in four groups of five and distribute newspapers among the groups. Ask them to look at different newspapers and compare them with Uzbek newspapers they know. Ask the following questions:
 - ~ *How are British newspapers different from Uzbek papers?*
 - ~ *What can these differences tell you about the British culture?*
- Elicit a few random answers. Add your own examples and comments if necessary.

Possible answers:

British newspapers are larger; they are subdivided into several sections (e.g. *Business*, *Property*, *Finance*, *Travel*, *Sports*) for different groups of readers; a lot of advertisements; cartoons used to comment on topical issues; a variety of views on different subjects; letters from readers; a big section of national news as compared

to international; large colourful photos and pictures; a lot of word games; a big Sports section that is usually to be found on the back pages; detailed weather forecasts etc.

These differences reflect the interests and obsessions of the British public in general and some groups of readers in particular (e.g. British women's interest in health, fitness and cooking; British men's interest in sports – this is why so many men start at the back when they read their newspaper).

😊😊 (7 min) Put participants into pairs. To introduce some key newspaper terms distribute handouts 1a and 1b📄 to each pair and ask them to match a term to its definition:

leader (the main article that starts on the front page)

report (an article in the news)

feature article (an article on an interesting current topic)

editorial (articles that reflect the opinion of the newspaper editors)

cartoons (a series of comic drawings often on a topical political subject)

captions (text with photos)

insets (short quotations or data to accompany a large article)

headlines (article titles).

Answer Key: **1c 2f 3a 4e 5g 6h 7d 8b**

- Ask participants to find all these features in the newspaper.
- Say that you would like participants to explore some newspaper-based tasks.

Activity 2 Exploring newspaper-based tasks I

Objective: to enable participants to do a culture-focused newspaper-based task

Time: 20 min

Materials: 6-7 copies of British newspapers (e.g. *The Times*, *The Daily Telegraph*, *The Independent*, *The Guardian*, *The Observer*) and handouts 1a-f – one per group.

▶ Procedure:

- 😊😊😊 (10 min) Put participants in six smaller groups and give each group the task of finding a particular piece of information in the newspapers they have. Ask representatives from each group to choose one handout 2a-f📄 at random.
- 😊 (10 min) Invite a spokesperson from each group to present their findings to the whole group. Comment where necessary.

Possible answers:

2a. The business section is almost always in the middle of a newspaper. It covers all areas of industry, and in some newspapers stock market news is covered across several pages.

2b. Sports news is almost always at the back of a newspaper or in a separate section. The most popular sports are likely to be football, rugby, cricket, horse racing, followed by tennis, athletics, boxing and motor racing.

2c. The British love different games, especially word games. Apart from the traditional crosswords, there are also chess, bridge, sudoku, scrabble, word watching, polygon and others. They are mostly found closer to the end of the paper, before the sports or business section, but may also be found in the Review section.

2d. Cartoons are often used to make political comments, especially about senior political figures. They can be found almost anywhere in the paper, but often in the political sections.

2e. Gossip about celebrities can be found almost in any British newspaper. Some newspapers, like *The Sun*, *The Daily Mail*, *The Daily Mirror*, *The Daily Express* (tabloids) devote very large amounts of space to features and articles on celebrities.

2f. There are special sections dedicated to travel; they contain advertisements and different descriptions of travel destinations, hotels, cities etc. One of the most popular travel destinations is the Mediterranean.

- Ask participants the following question:

~ *What was the focus of this task?*

Elicit a few random answers. Say that the main focus of the task was exploration of how different cultural issues are covered in different newspaper sections. Say that you would now like participants to do a few language-focused tasks.

Activity 3 Exploring newspaper-based tasks II

Objective: to enable participants to do a language-focused newspaper-based task.

Time: 22 min

Materials: handouts 3a- 3f – one per group.

▶ Procedure:

- 😊 (5 min) Say that you would like participants to work with headlines. Ask participants to look through the newspapers for one or two minutes and answer the following question:

~ *What have you noticed about the use of grammar, vocabulary and punctuation in newspaper headlines?*

Suggested answers:

Headlines are often 'ungrammatical'; there are frequent omissions of articles and linking verbs; verbs are often in the present and past simple tense; 'telescoped' passives without the auxiliary verb are common; there are often quotations from the main text in inverted commas; the use of informal and idiomatic language is frequent.

Elicit a few random answers and give your comments if necessary.

- 😊 (5 min) Say that you would like participants to guess the meaning of a few headlines and the topic of the main article. Write the following headlines on the board. Say that often it is not possible to do so due to the lack of context. Elicit a few guesses about each in turn, then give your comments if necessary:

- ~ **Haircut teacher sacked** (The Mail on Sunday, 4 March 2007 p53, about a college teacher who was sacked for cutting a pupil's hair without his permission in the middle of a lesson.)
 - ~ **I knew after two months I was there for one year only** (The Times, 3 March 2007, p94, about the football player Michael Owen's unsuccessful season with the Spanish team Real Madrid)
 - ~ **Five best... sunny breaks** (Saturday Guardian, 3 March 2007 Travel p8, about five recommended travel destinations in winter)
- 😊😊😊 (10 min) Ask participants to return to their six groups and say that you are going to give each group the task of expanding a headline into a full sentence and guessing the meaning of the article. Give your own example: 'Haircut teacher sacked' – 'A teacher who cut off her student's hair was sacked'. Ask representatives from each group to choose one handout 3a-3f at random. Give participants about 5 minutes to complete the task.
- Invite feedback from the groups and give your comments as necessary.

Suggested answers:

3a The last king of France has been found in India. The article is about one of Napoleon Bonaparte's distant descendants, who would be the first in line of succession to the French throne if it existed.

3b It is feared that caffeine added to soft drinks may cause addiction. The article is about new research which has shown that caffeine, added to soft drinks, like colas, may cause mild addiction to it with children who drink them in large quantities.

3c And you thought air travel was bad for the climate, but it is not as bad as shipping goods by sea. According to the article, carbon emission from cargo ships is greater and, consequently, more damaging to the environment than emissions from flights.

3d Furious Phil Neville, an Everton football player, was in a bottle-throwing row with a fan The article discusses Phil Neville's negative reaction to an Everton fan's disruptive behaviour that involved throwing a bottle of cider on the field during the match between Everton and another club.

3e Transatlantic routes have been opened for free competition between different airlines. The article is about the new agreement between the USA and the European Union that enables different airline companies to compete with each other on different transatlantic routes.

3f During the next total lunar eclipse the Moon will be seen as red. The article discusses the reasons why the Moon is seen as red during a total lunar eclipse, when the Earth shades it from the Sun.

- 😊 (2 min) Say that newspapers contain a wide variety of different texts and other authentic materials that can be used in class for different purposes. Say that you would like participants to brainstorm other ways of using newspapers in their classes.

Activity 4 Exploring newspapers for designing tasks

Objective: to enable participants to explore different ways of using newspapers in their

classes

Time: 15 min

Materials: 6-7 copies of newspapers (*The Times*, *The Independent*, *The Guardian* etc.)

► Procedure:

- ☺☺☺ (10 min) Ask participants to return to their six groups and remember different approaches to task design. Refer them back to the matching exercise in Activity 1. Distribute newspapers to the groups. Ask the following questions:

- ~ *What other newspaper sections apart from headlines can you use in your classes?*
- ~ *What can you do with them in your classroom?*

Give your own examples if necessary.

Possible answers:

Apart from culture-focused tasks and tasks exploring headlines, teachers can use **newspaper texts** both for language awareness purposes and as discussion points.

Cartoons can be used to infer their meaning and to discuss the point. **Photos** can be used in different ways, e.g. as discussion points, for students to write their own **captions**, for students to match photos with captions etc.

Advertisements can also be used for cultural awareness raising, for comparing different goods and services and for interpreting their visual and verbal messages.

Letters to the editor, **weather forecasts**, **announcements** and **short news** can be exploited as texts written in a specific genre (language-focused) as well as discussion points (topic-focused).

- ☺ (5 min) Take feedback from the groups and write down their ideas on the board. Comment where necessary.

Summary

- Remind participants about the discussion they had at the beginning of the session on different ways of using newspapers in class.
- Say that newspapers can be used in class for two main reasons: 1) in linguistic faculties in the classes studying mass media and/or the press, where the focus is on specific qualities of newspapers, their design, style and different sections (e.g. features, news, editorials, letters etc.); 2) in general English classes as a source of modern authentic English and other authentic materials. Emphasise that newspaper reading skills in such classes may be integrated with other skills (e.g. speaking and writing) and that these materials (i.e. pictures, headlines) may be helpful in this.
- Underline the role of newspapers in raising students' cultural awareness about the target language context.
- Conclude by saying that newspapers are also available online and distribute handout 4 📄 with a few addresses of internet websites.

WORKING WITH NEWSPAPERS**Activity 1, Handout 1a****With the help of your partner match the following terms with definitions:**

1. leader	2. report	3. feature article	4. insets	5. editorial	6. cartoons	7. headlines	8. captions

**Activity 1, Handout 1a****With the help of your partner match the following terms with definitions:**

1. leader	2. report	3. feature article	4. insets	5. editorial	6. cartoons	7. headlines	8. captions

**Activity 1, Handout 1a****With the help of your partner match the following terms with definitions:**

1. leader	2. report	3. feature article	4. insets	5. editorial	6. cartoons	7. headlines	8. captions

**Activity 1, Handout 1a****With the help of your partner match the following terms with definitions:**

1. leader	2. report	3. feature article	4. insets	5. editorial	6. cartoons	7. headlines	8. captions

**Activity 1, Handout 1a****With the help of your partner match the following terms with definitions:**

1. leader	2. report	3. feature article	4. insets	5. editorial	6. cartoons	7. headlines	8. captions



WORKING WITH NEWSPAPERS**Activity 1, Handout 1b**

With the help of your partner, match the following definitions with terms:

a. an article on an interesting current topic	
b. text with photos	
c. the main article that starts on the front page	
d. article titles	
e. short quotations or data to accompany a large article	
f. an article in the news	
g. articles that reflect the opinion of the newspaper editors	
h. a series of comic drawings often on a topical political subject	

**Activity 1, Handout 1b**

With the help of your partner, match the following definitions with terms:

a. an article on an interesting current topic	
b. text with photos	
c. the main article that starts on the front page	
d. article titles	
e. short quotations or data to accompany a large article	
f. an article in the news	
g. articles that reflect the opinion of the newspaper editors	
h. a series of comic drawings often on a topical political subject	

**Activity 1, Handout 1b**

With the help of your partner, match the following definitions with terms:

a. an article on an interesting current topic	
b. text with photos	
c. the main article that starts on the front page	
d. article titles	
e. short quotations or data to accompany a large article	
f. an article in the news	
g. articles that reflect the opinion of the newspaper editors	
h. a series of comic drawings often on a topical political subject	



WORKING WITH NEWSPAPERS**Activity 2, Handout 2a**

Look through one or several newspapers and identify where you can find the latest business news.

What areas of business are covered most widely?

**Activity, 2 Handout 2b**

Look through one or several newspapers and identify where you can find the latest sports news.

Which sports receive most coverage?

**Activity 2, Handout 2c**

Look through one or several newspapers and identify where you can find different games (e.g. crosswords).

How many games could you find and what are they?

**Activity 2, Handout 2d**

Look through one or several newspapers and identify where you can find cartoons.

What point do you think the cartoons illustrate?

**Activity 2, Handout 2e**

Look through one or several newspapers and identify where you can find some recent gossip about celebrities (e.g. film stars or famous sportsmen).

How many articles could you find and who are the celebrities?

**Activity 2, Handout 2f**

Look through one or several newspapers and identify where you can find information for travellers.

What are the most popular destinations?



WORKING WITH NEWSPAPERS**Activity 3, Handout 3a**

In your group expand the headline below into a full sentence and guess what the article could be about.

FOUND IN INDIA: THE LAST KING OF FRANCE (The Guardian, 3 March 2007 p7)

**Activity 3, Handout 2b**

In your group expand the headline below into a full sentence and guess what the article could be about.

CAFFEINE ADDICTION FEAR OVER SOFT DRINKS (The Sunday Times, 7 January 2007 p8)

**Activity 3, Handout 2c**

In your group expand the headline below into a full sentence and guess what the article could be about.

AND YOU THOUGHT AIR TRAVEL WAS BAD FOR THE CLIMATE... (The Guardian, 3 March 2007 p1)

**Activity 3, Handout 2d**

In your group expand the headline below into a full sentence and guess what the article could be about.

FURIOUS NEVILLE IN BOTTLE-THROWING ROW WITH FAN (The Mail on Sunday, Football, 4 March 2007 p16)

**Activity 3, Handout 2e**

In your group expand the headline below into a full sentence and guess what the article could be about.

TRANSATLANTIC SKIES 'FREED' (The Times, 3 March 2007 p1)

**Activity 3, Handout 2f**

In your group expand the headline below into a full sentence and guess what the article could be about.

TOTAL ECLIPSE WILL TURN MOON RED (The Times, 3 March 2007 p27)

WORKING WITH NEWSPAPERS

Summary, Handout 4

Broadsheets

1. BBC

<http://www.bbc.co.uk/>

Also, please visit:

a. *Special section for learners*

<http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/index.shtml>

b. *Special section for teachers:*

<http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/index.shtml>

2. The Guardian on-line

<http://www.guardian.co.uk/worldlatest/>

3. The Observer

<http://observer.guardian.co.uk/>

3. The Economist

<http://www.economist.com/>

4. Reuters

<http://www.reuters.com/>

5. The Times

<http://www.timesonline.co.uk/tol/news/>

6. Daily Telegraph

<http://www.telegraph.co.uk/>

7. Financial Times

<http://www.ft.com/home/europe>

8. The Independent

<http://www.independent.co.uk/>

9. The New Scientist

<http://www.newscientist.com/news.ns>

VARIOUS TYPES OF DICTATIONS

Objectives:

- to help participants explore ways of making dictations more communicative
- to familiarise participants with various techniques for using dictations



Lead-in

Time: 10 min

Materials: flipchart, markers

Preparation: Prepare a flipchart with the principles of Communicative Language Teaching (see session 28 on *Communicative Language Teaching*)

► Procedure:

-  (5 min) Ask participants the following questions and elicit random answers after each question:
 - ~ *What do you understand by dictation?*
 - ~ *Do you use dictations with your students? If you do, how often do you use them?*
 - ~ *Why do you use dictations?*
- Summarise the discussion by establishing that traditionally dictation in the language classroom is an activity in which a teacher reads some text aloud. Students write down what is said by the teacher word for word, then the teacher checks students' work and corrects their spelling mistakes.
-  (5 min) Remind participants of the principles of CLT established in Module 1. Show them on the flipchart.


Main principles of CLT

- ~ Interactive mode of work (group work, pair work)
- ~ Natural and spontaneous (free) use of language
- ~ Meaningful communication
- ~ Meaning has primacy over form
- ~ Balance between fluency and accuracy

- Ask the following questions:

~ *Do you think traditional dictations can be considered communicative? Why/Why not?*

No, traditional dictations are mainly focused on form and accuracy rather than meaning and fluency, students do not produce language freely, there is no interaction between students.

-  (5 min) Elicit random answers and comment and expand as necessary. Tell participants that this session is focused on looking at various ways of making dictations more communicative.

Activity 1 Running dictation

Objective: to familiarise participants with a communicative type of dictation

Time: 25 min

Materials: handout 1, handout 2, handout 3

► Procedure:

- 😊😊😊 (10 min) Put participants in 4 groups. Label groups from A to D. Display 4 copies of handout 1 📄 in different parts of the room and label them from A to D as well.
- Tell participants that when you say “go”, one messenger from each group should run to the text with the appropriate label (A group goes to A, B to B etc.). Messengers should go up to the text, read and memorise a chunk (e.g. a sentence) of the text. Then they return to their groups and dictate the chunk. At any one time only one messenger from a group can be running. The messengers then repeat this process until the whole text has been written down.
- Tell participants that the group who has finished the task first and with fewest mistakes wins. When they finish the task, distribute handout 1. If time allows ask groups to swap their texts with each other and correct each other’s writing according to the text (e.g. A group corrects the writing of group B etc.).
- 😊😊😊 (5 min) Distribute handout 2 📄 and ask groups to identify whether the statements in the handout are true, false or not given.
- 😊 (4 min) Check the answers. If necessary ask participants to check their versions with the original text.

#	Statements	True/False/Not Given
1	Traditional dictations were criticised for focusing mainly on form and reproducing the language without understanding its meaning.	True
2	Teacher selects the texts for dictation based on the syllabus.	Not Given
3	For students with average ability teacher should choose texts appropriate to their level, not higher or lower.	True
4	It might be useful to introduce new vocabulary and structures to low-level students through dictation.	False
5	Texts taken from textbooks cannot be adapted.	False
6	Authentic texts can also be used in dictations.	True

- 😊 (5 min) Distribute handout 3 📄 and ask participants to reflect on this technique and list its advantages and disadvantages.

	Advantages	Disadvantages
1. Running	Fun; interactive; good for kinaesthetic	Can be messy and noisy

dictation	learners; involves different learning styles. Student- centred: peer dictation and correction; helps to develop memory, teamwork, etc.; helps to develop writing, speaking (at a basic level) and listening skills.	Not suitable for large classes and small classrooms.
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- 😊 (1 min) Establish that this activity can motivate and interest students to write dictations, it can also bring fun to the classroom. This kind of dictation helps to develop not only writing, but reading, listening and even speaking skills. Besides this technique makes dictation student-centred as not a teacher but students themselves dictate and correct each other's mistakes. This technique to a certain extent also caters to the needs of students with different abilities and learning styles (some students are better at memorising texts visually, some students like writing, etc.). However, this technique may not be suitable for large classes, especially when movement is restricted because of the arrangement of desks and other furniture.

Activity 2 Coughing (clapping) dictation

Objective: to familiarise participants with a dictation that can be used in mixed-ability classes

Time: 20 min

Materials: handout 3 distributed in Activity 1

► Procedure:

- 😊 (7 min) Tell participants to get ready to write a dictation. Tell participants that this is a coughing/clapping dictation. Tell participants that you have a cough today, so when you cough participants should write a word (or words), which suits the context. Read the text coughing (or clapping) when it comes to gaps. Read the text at normal speed and with necessary pauses in those places where there is a slash in the text.

A railway incident

A lady travelling in England / got into a compartment in a smoking carriage / where a man was smoking. / For a short time she / _____ quietly/, expecting that the man would / _____ smoking./ But when the train was under way for / _____ hour/, she started to / _____ and sneeze/, trying in this way to show him / that she objected to the smoke./ At last, / seeing that all her efforts to attract his / _____ failed./ she addressed him impatiently:/ "If you are a gentleman, /you stop / _____ when a lady gets into the / _____." / "If you are a lady,"/ replied the man, /"you do not get

into a smoking/ _____.”/

“If you / _____ my husband,”/ said the lady angrily, “I / _____ _____you
poison.”/

The man / _____ at her for a moment or two. /

“Well,”/ he / _____ at last,/ “If I / _____ your husband, /I would / _____ it.”

(Adapted from Bonk N.A. et al. Part 2, p. 318)

- 😊😊 (5 min) Ask participants to exchange their notes with their partner and check the dictation.
- 😊 (2 min) Check the answers. Accept any words which might be grammatically and communicatively correct in the given context.

Suggested answer:

A railway incident

A lady travelling in England got into compartment in a smoking carriage where a man was smoking. For a short time she *sat* quietly, expecting that the man would *stop* smoking. But when the train was under way for *an/half an* hour, she started to *cough* and sneeze, trying in this way to show him that she objected to the smoke. At last, seeing that all her efforts to attract his *attention* failed, she addressed him impatiently: “If you are a gentleman, you stop *smoking* when a lady gets into the *carriage*.” “If you are a lady,” replied the man, “you do not get into a smoking *carriage*.”

“If you were my husband,” said the lady angrily, “I *would give* you poison.”

The man *looked* at her for a moment or two.

“Well,” he *said* at last, “If I *were* your husband, I would *take* it.”

(Adapted from Bonk N.A. et al. The Practical Course of English. Part 2, p. 318)

- 😊😊 (5 min) Ask participants to reflect on this technique and fill in the table in handout 3 distributed in Activity 1.

	Advantages	Disadvantages
2.Coughing (clapping) dictation	Suitable for mixed-ability classes as students might insert words they know according to the context. The technique focuses on spelling and listening skills,	May take a while to review different choices in a large class.

	good for guessing words in a context; could be a nice way of checking vocabulary and/or grammar from the unit they have just covered.	
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- 😊 (1 min) Establish that the advantage of this activity is that in the gap everyone can write words students like or know better, it also helps to develop listening skills, good for guessing words in a context. It might also be a nice way of checking vocabulary and/or grammar from the unit they have just covered

Activity 3 Spelling dictation

Objective: to familiarise participants with a way of organising a spelling dictation

Time: 15 min

Materials: handout 4 (per participant), handout 5 (one set (cut into pieces) per group)

► Procedure:

- 😊 (2 min) Ask participants the following question:
 - ~ *What do you usually do if your students make spelling mistakes in their writing?*
- Elicit random answers. Tell participants that this activity will show one of the ways of working on students' mistakes in spelling.
- 😊😊😊 (10 min) Put participants in 4 groups. Distribute handout 4 📄 and ask participants to fold it in half vertically. Distribute handout 5 📄 cut into pieces to each group.
- Ask participants to take one word given on the piece of paper from handout 5 and in turn spell it out. They should do it once so that others write it down in the 'Words Spelt' column of the handout. When they finish ask participants to turn to the other side of their handout 4.
- Ask participants to reshuffle the cut pieces of paper and to take one word in turn and read it only once so that others write it down. Ask participants to compare how they have written the words in both columns.
- 😊 (2 min) Ask participants to reflect on this technique and fill in the table in handout 3 📄.

	Advantages	Disadvantages
3.Spelling dictation	Could be a nice way of dealing with students' spelling mistakes and used as a follow-up activity after a dictation Students themselves correct their mistakes; the activity promotes interaction between students; it helps to develop listening skills.	Noise, students might cheat. Words can sound different in isolation from the way they sound in a text.

- 😊 (1 min) Establish that this technique can be a good way of helping learners to develop accuracy and dealing with students' spelling mistakes, also it can be used as a follow-up activity after dictations. A teacher can select words which his/her students have difficulties in spelling and design such an activity.

Activity 4 Reflection on the activities

Objective: to reflect on the activities in this session

Time: 5 min

Materials: none

▶ Procedure:

- 😊 (5 min) Ask participants to recall the techniques they have tried out and the principles of CLT and answer the following question:
 - ~ *Do you find these techniques to be more communicative compared to a traditional dictation?*
- Establish that these techniques help to make traditional dictations more communicative.
- Ask participants to share any other techniques for using dictations.

Summary

- Establish that a dictation is a useful and flexible activity that can be used to encourage careful listening and to introduce a new structure, to present the first paragraph of a text, to revise an area of vocabulary, to provide a summary of a reading or listening exercise, to provide practice in different areas of grammar and to work on students' spelling. If dictation is carefully linked to the rest of the lesson and has a clear purpose, students will probably enjoy it and benefit a lot from it.

VARIOUS TYPES OF DICTATIONS**Activity 1, Handout 1, Text for running dictation****EXERCISE FOR THE EARS**

Traditional dictation was once a popular exercise, but lately it has been criticised for focusing only on form. With the development of the communicative approach, new types of dictation emerged.

Selecting texts for dictations is largely a teacher's decision based on the needs and abilities of a particular class. Classes of average ability should be given texts that are more or less at their level, with currently studied structures and vocabulary in order to reinforce them through dictation. Low-level classes may require texts recycling old structures and vocabulary. For highly motivated classes, new structures and unfamiliar vocabulary can be introduced through dictation.

Texts may come straight from the textbook or be a modified form of a textbook passage. Teachers can also use authentic source material such as selections from newspapers, magazines, fiction, poetry, letters, texts of emails, and dialogues. The text may also be exploited for attention to separate points, such as finding a certain letter combination (for example, all the *ths*) or all the *-ly* adverbs, or all words related to a theme (such as *cooking/holidays/sport*).

*(Adapted from M.Fields, Dictations, Guardian Weekly, June 23, 2006,
www.guardianweekly.co.uk)*

VARIOUS TYPES OF DICTATIONS**Activity 1, Handout 2, Comprehension questions**

Based on the text “Exercise for the ears” identify whether the statements are True, False or Not Given.

#		True/ False/ Not Given
1	Traditional dictations were criticised for paying too much attention to form and reproducing the language without understanding its meaning.	
2	Teacher selects the texts for dictation based on the syllabus.	
3	For students with average ability teacher should choose texts appropriate to their level, not higher or lower.	
4	It might be useful to introduce new vocabulary and structures to low-level students through dictation.	
5	Texts taken from textbooks cannot be adapted.	
6	Authentic texts can also be used in dictations.	

✂

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VARIOUS TYPES OF DICTATIONS

Activity 1, Handout 3, Reflection on the activities

Reflect on the activities and list their advantages and disadvantages.

	ADVANTAGES	DISADVANTAGES
1. Running dictation		
2. Coughing (clapping) dictation		
3. Spelling dictation		

**VARIOUS TYPES OF DICTATIONS**

Activity 1, Handout 3, Reflection on the activities

Reflect on the activities and list their advantages and disadvantages.

	ADVANTAGES	DISADVANTAGES
1. Running dictation		
2. Coughing (clapping) dictation		
3. Spelling dictation		

VARIOUS TYPES OF DICTATIONS**Activity 3, Handout 4, Spelling dictation**

	<i>Words heard</i>		<i>Words spelt</i>
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	

**VARIOUS TYPES OF DICTATIONS****Activity 3, Handout 4, Spelling dictation**

	<i>Words heard</i>		<i>Words spelt</i>
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	

VARIOUS TYPES OF DICTATIONS**Activity 3, Handout 5, Words for spelling dictation**

ACCOMMODATE	ACCIDENTALLY	CONSCIOUS	EMBARRASS
ENVIRONMENT	FASCINATING	EMIGRATE	LICENCE
IMMIGRATE	MILLENNIUM	PRIVILEGE	MYSTERIOUS
RECEIPT	BUREAU	PARALLEL	RHYTHM

**VARIOUS TYPES OF DICTATIONS****Activity 3, Handout 5, Words for spelling dictation**

ACCOMMODATE	ACCIDENTALLY	CONSCIOUS	EMBARRASS
ENVIRONMENT	FASCINATING	EMIGRATE	LICENCE
IMMIGRATE	MILLENNIUM	PRIVILEGE	MYSTERIOUS
RECEIPT	BUREAU	PARALLEL	RHYTHM

LEARNER-CENTRED APPROACHES TO TEACHING

Objective: to introduce and explore the concept of learner-centred approaches to teaching

Activity 1 Analysing Two Activities

Objectives: to explore a teacher-centred and a learner-centred activity

Time: 25-30 min

Materials: board/flipchart, marker, handout 1

► Procedure:

- 😊 (10 min) Say that you want participants to experience two activities where you will show different approaches to teaching. Say that you will discuss both of them afterwards. Follow the instructions below.


Example 1

1. Distribute handout 1 📄 to each participant.
2. Tell them to read the first sentence in chorus.
3. Read the underlined words (the teacher underlined them for students) and make participants repeat after you. Correct pronunciation.
4. Tell participants to copy the underlined words into their copybooks.
5. Tell them that their homework will be to make up 2 sentences with each word.

Example 2

1. Say that participants will work with the same handout.
 2. Tell them to read the second paragraph individually.
 3. Ask students to write down one short sentence to summarise the meaning of the paragraph.
 4. Invite students to share their sentences in pairs or small groups.
 5. Ask participants to underline any unfamiliar words in the paragraph
 6. Tell them that they will have a choice of homework:
 1. They can work in small groups and share their unknown words and decide on the strategy they will use to work out the meaning of the words.
 2. They can write individual essays using the unknown words.
 3. They can think of another homework for them.
 7. Tell students that they will be evaluating each others' homework in the next lesson.
- 😊 (10 min) Say that now you want to analyse the activities with the whole group. Ask participants what differences they noticed in them. Say that one activity was an illustration of a teacher-centred approach and the second one - a learner-centred

approach to teaching. Ask participants if they understood which is which (1 – teacher-centred, 2 – learner-centred).

- Put a poster with questions (see handout 2 ) on the board and invite the whole group to answer the questions. Put ticks in the relevant columns. Say that some of the questions refer to activities that may take place beyond the class presented by the trainer. Ask participants what they think the answers to these questions may be in the context of teacher-centred and learner-centred teaching.
- Summarise the activity by saying that very often there is an imbalance of responsibility in a traditional classroom. And often teachers seem to be working too hard. *Shouldn't students be more involved in teaching and learning process?*




Activity 2 Towards Common Understanding of Learner-Centredness

Objectives: to give participants an opportunity to come up with their own definition of a learner-centred approach to teaching

Time: 30 min

Materials: flipchart, markers of different colours, blue tack

▶ Procedure:

-  (2 min) Say that it is very challenging to define what learner-centredness is in one clear-cut sentence because it is a very broad and diverse concept. Say that you want participants to work in small groups and come up with their own definition of the concept. Say that it can be easier to think about the definition if they imagine that they have to explain it to their colleagues back at their work place. Say that participants can use any metaphors, examples and images if they think these will help them in understanding the concept.
-  (20 min) Distribute a flipchart to each group and tell participants to write (using any pictures/symbols) their definitions on it.
-  (15 min) Invite groups to take turns to present their ideas.


Activity 3 Why Learner-Centredness?

Objectives: to explore the benefits of learner-centred approaches to teaching


Time: 25-30 min

Materials: questions on the flipchart prepared in advance

▶ Procedure:

-  (10 min) Ask participants to think about the following questions (prepared on the flipchart in advance) in groups:
 - ~ *Why is there a need to move from a traditional teacher-centred approach to a more modern learner-centred approach?*
 - ~ *How can teachers benefit from adopting a LC approach to teaching?*
 - ~ *What are the benefits of this approach for students?*

~ *Do you think teachers in our context might find it difficult to adopt a more learner-centred approach? Give your reasons.*

-  (15 min) Invite groups in turn to present their ideas.

Summary

- Summarise the session by saying that it is a teachers' job to create conditions for learning and it is impossible to do this if he/she does not care about the learners. Refer to participants' ideas from the previous discussion.

LEARNER-CENTRED APPROACHES TO TEACHING

Activity 1, Handout 1, Text

WHY SMALL-GROUP LEARNING IS SO IMPORTANT

-1-

“... Group learning is about getting people to work well together, in carefully set-up learning environments. The human species has evolved on the basis of group learning. Learning from other people is the most instinctive and natural of all the learning contexts we experience, and starts from birth. Although learning can only be done by the learner and cannot be done ‘to’ the learner, the roles of other people in accelerating and modifying that learning are vital important. Other people can enhance the quality of our learning and can also damage it.

-2-

We hear much of collaborative learning as if it is the most natural activity in the world. But it often seems the least natural, particularly amongst strangers. Sociological research tells us repeatedly that it is human nature not to be involved with people we do not know. [...] One key to working and learning with other people is therefore the ability to lower barriers and become friends with people who had been strangers while acknowledging differences and respecting different viewpoints.”

(Taken from Race (1998) The Lecturer’s Toolkit)



LEARNER-CENTRED APPROACHES TO TEACHING

Activity 1, Handout 1, Text

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-1-

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(Taken from Race (1998) The Lecturer’s Toolkit)

LEARNER-CENTRED APPROACHES TO TEACHING**Activity 1, Handout 2, Who makes the decisions?**

N	Question	Teacher-centred approach	Learner-centred approach
1.	Who decides what will be taught and learned in the classroom?		
2.	Who corrects mistakes?		
3.	Who decides on discussion topics?		
4.	Who asks most of the questions in the classroom?		
5.	Who decides on homework tasks?		
6.	Who does most of the talking in the classroom?		
7.	Who decides when students should speak?		
8.	Who is the ultimate authority on language issues?		
9.	Who does the marking?		
10.	Who keeps order in the classroom?		
11.	Who decides on seating and classroom organisation?		
12.	Who evaluates students' progress?		

LEARNER AUTONOMY



Objectives:

- to engage participants in a discussion of learner autonomy
- to discuss techniques and activities for developing learner autonomy
- to raise participants' awareness of the importance of developing autonomy in their learners

Lead-in

Materials: handout 1 (picture)

▶ Procedure:

-  (10 min) Show the picture of the taxi (handout 1 ). Ask participants the questions below. Take answers to each question one at a time and comment and expand as necessary:

- ~ *What are the roles of the passenger and the driver in the picture? Which of the roles is active/passive?*
- ~ *In a typical classroom situation in your institution, what role does a student have, passive or active?*
- ~ *How would you characterise such students?*

Possible answers:

- ~ The driver's role is active because he chooses the route to the destination. The passenger has a rather passive role; he just accepts the decisions made by the driver.
- ~ In a typical classroom situation the teacher usually makes all the decisions and students follow what has been said, so students are passive.
- ~ Rather passive, not willing to participate in decision-making processes, prefer when the teacher tells them what to do.

- Summarise the discussion by saying that the given metaphor shows a typical situation in universities. Point out that students are usually very dependent on their teacher and hardly ever make their own decisions about learning. They are often passengers rather than drivers. Tell participants that in this session they will discuss how to make students less dependent on their teachers and become more independent and responsible for their own learning.

Activity 1 What is learner autonomy?

Objective: to let participants explore the characteristics of autonomous learning

Time: 35 min

Materials: handout 2, board, markers

▶ Procedure:

- 😊😊😊 (10 min) Put participants in groups and ask them to think about any of their learners who take an active role in their learning. Ask them to characterise such learners in groups.

Possible answers:

Learners who take an active role in their learning:

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

- 😊 (5 min) Collect the ideas on the board. Establish that these are the characteristics of *autonomous* learners who define their own goals and ways to achieve those and who are responsible for their own learning and do not always depend on a teacher.
- 😊😊😊 (5 min) Tell participants that if they look up the word 'autonomous' in a dictionary, they will find the following definition: 'An autonomous person is independent and able to make his/her own decisions.' Ask participants to come up with their own definition of an autonomous learner and underline the key words in their definitions.
- 😊 (5 min) Collect participants' ideas. Distribute some definitions of autonomous learning/learners (handout 2 📄) and ask them to compare their own definitions with the ones on the handout, paying attention to the key words. Invite any comments on the definitions.
- 😊 (5 min) Refer participants to the list of characteristics of autonomous learners and ask whether they would like to add anything else after their discussions of the definitions of autonomous learning.
- 😊 (5 min) Ask participants the following question:
- ~ *Why is it important to develop autonomy in learners?*

Possible answers:

- ~ to prepare them for life beyond the classroom
- ~ to help them become effective learners
- ~ to help learners become effective language users

- Summarise the activity by saying that it is important to develop autonomy in learners to prepare them to become effective language users which is one of the big aims of ELT; and also simply because they won't always have a teacher there to guide them!

Activity 2 How to develop learner autonomy

Objective: to discuss activities that help teachers develop autonomy in their students

Time: 20 min

Materials: handout 3, 4

► Procedure:

- 😊😊😊 (5 min) Tell participants that now they will discuss some ways of developing autonomy in learners. Ask participants to read the case study and answer the questions below. Distribute handout 3 📄.

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

Suggested answers:

- ~ 1. The problem is that their learners are too dependent on the teacher. Some of them cannot even work in groups while the others don't know how to work outside the classroom.
- ~ 2. Answers may vary.
- ~ 3. Answers may vary.

- 😊 (5 min) Collect participants' ideas. Take answers to each question one at a time and comment and expand as necessary.
- 😊😊😊 (5 min) Ask participants to read another story. Tell them that this time it gives a different perspective i.e. the story is told from the point of view of a student. Distribute handout 4 📄. Tell participants to read the story and answer the questions below:

- ~ 1. *How does the student feel about his experience as a learner in the language classroom?*
- ~ 2. *What strategies/activities did the teacher use to help his students develop autonomy?*
- ~ 3. *What other activities can help to develop autonomy in learners?*

Suggested answers:

- ~ 1. He feels very happy about it because this experience helped him become a good learner/more autonomous and later succeed in learning the languages.
- ~ 2. The teacher gave a test which helped to define learners' preferred learning styles. This test raised their awareness about their own learning. The teacher shared a syllabus with students and asked them to choose the most important areas for them that they would like to work on. This helped learners define their

learning goals and objectives; learners revised their goals and objectives from time to time; learners were asked to evaluate their own work (self-evaluation) and their peers' work (peer-evaluation).

~ 3. Group work, pair work, project work and portfolios.

- 😊 (5 min) Collect participants' ideas. Comment when necessary.

Activity 3 The teacher's role in developing learner autonomy

Objective: to discuss the roles of students and the teacher in developing learner autonomy

Time: 10 min

Materials: none

▶ Procedure:

- 😊 (7 min) Ask participants the following question:

~ *What is the teacher's role in developing learner autonomy?*

Possible answers:

- ~ to guide learners
- ~ to arrange/create the conditions for autonomous learning
- ~ to equip learners with necessary skills and knowledge

Summary

Summarise the session and establish the following:

- ~ It is possible to develop autonomy in our learners which they need in order to continue learning outside the classroom.
- ~ There are different activities that a teacher can use to help learners become more autonomous.
- ~ Developing autonomy is a gradual process.

LEARNER AUTONOMY
Lead-in, Handout 1



LEARNER AUTONOMY

Activity 1, Handout 2, What is learner autonomy?

Autonomous:

Autonomous means being self-governing; acting independently or having the freedom to do so.

An autonomous learner

Someone who controls his or her learning is an autonomous learner. If you are an autonomous learner you work under your own direction.

Everyone controls his or her learning to some extent, but when children start school most of what they learn, how they learn, and the pace they learn at, is set by the teachers. We become more autonomous learners as we make more of our own choices of what we learn and how we learn it.

An autonomous learner is in charge of his/her own learning, they hold responsibility for all decisions concerning all aspects of their learning, i.e.: determines the objectives; defines the contents and progression; selects methods and techniques to be used; evaluates their progress.

Autonomous learning

Autonomous learning is self-managed learning.

It means that the learner has much of the responsibility for planning and organizing their learning, for doing it, for assessing its value to him or herself and even for suggesting the mark that the work produced should get.

Sometimes the term is used for learning with only a small amount of teacher support. A university document, for example, defined autonomous learning as “learning requiring no more than 12 hours lecturer contact” in a course.

LEARNER AUTONOMY**Activity 2, Handout 3, How to develop learner autonomy?**

Read the case study and answer the questions below:

- ~ *What is the problem that both teachers discuss?*
- ~ *Do you find this situation familiar? Explain.*
- ~ *What advice would you give to the teacher in the case study?*

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

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

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

They both complained in the end that our schools don't help students to become autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.

This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous, more independent. Is it possible at all to develop autonomy? If so, how?

LEARNER AUTONOMY**Activity 2, Handout 4, How to develop learner autonomy?****Read the case study and answer the questions below:**

- ~ *How does the student feel about his experience as a learner in the language classroom?*
- ~ *What strategies/activities did the teacher use to help his students develop autonomy?*
- ~ *What other activities can help develop autonomy in learners?*

So, after the conversation in the staff room I began to question my teaching and think how I could help my learners. Indeed, we can't expect them to be autonomous/independent learners if we don't help them to develop these qualities at university. I talked to other colleagues about this problem, read some articles and even interviewed some students! And then I remembered myself as a learner at university and one of my favourite teachers. I must say that I am very grateful to my university teacher because he taught me how to become a good learner.

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

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

I think this helped me in other subjects as well. Generally, that's how I later was able to learn Spanish and German and become an English teacher!

A GOOD LANGUAGE LEARNER: DEVELOPING LEARNING STRATEGIES

Objectives:

- to enable participants to explore individual learning strategies developed over their years as learners
- to introduce some new learning strategies to participants
- to emphasise the importance of encouraging students to develop their own strategies to become more effective learners
- to show the value of language learning strategies for teachers as language learners

Activity 1 An effective language learner

Objective: to explore the concept of an effective language learner

Time: 35-40 min

Materials: handout 1 and 2, board, markers, flipchart paper prepared in advance

Preparation suggested strategies written on the flipchart paper and hung on the board/wall BUT covered with slips of paper for step by step disclosure

► Procedure:

- 😊 (5-7 min) Say that all learners aim at becoming successful in order to get good results, to be able to use the language confidently, and for many other reasons. Say that you want to discuss what the characteristics of an effective language learner are. Write the unfinished sentence (see below) on the board/flipchart. Ask the whole group to complete it and write 3-4 responses on the board:

An effective language learner

- 😊 (5-6 min) Suggest that participants can compare their ideas and do the test to check how effective they are as language learners. Distribute handout 1 📄 and ask participants to do the test individually.
- 😊😊 (5 min) Invite participants to share the results with each other. Invite comments from the whole group.
- 😊 (10 min) Say that behind each question in the test there is a characteristic of an effective language learner. Try to elicit these characteristics. Reveal them one by one as they are elicited (see below) by taking off slips of paper from the flipchart.

Suggested strategies:

Q1 – Effective language learners tolerate ambiguity, they do not find unknown words off-putting and are not discouraged by the way they look.

Q2 – Effective language learners (ELL) are able to make guesses about the meaning of words.

Q3 – ELLs are quick at seeing patterns in a foreign language.

Q4 – ELLs are not scared of challenges.

Q5 – ELLs practise a lot on their own.
 Q6 – ELLs use reference books regularly.
 Q7 – ELLs have strategies for remembering words and keeping them in their short term memory.
 Q8 – ELLs are creative, they see things from different perspectives.
 Q9 – ELLs are risk takers.
 Q10 – ELLs are open to other cultures, they understand that it is impossible to separate language from culture.

- 😊😊😊 (4-5 min) Put participants in groups. Distribute handout 2📄. Draw participants' attention to the first column in the table where there is a summary of characteristics – 10 altogether. Say that there are 5 empty rows and the task for the group is to discuss what other characteristics of an effective language learner they think can be added to the ones from the test.
- 😊 (10 min) Invite groups to take turns to present their ideas.
- Summarise the activity by saying that to become an effective language learner a student can do many things. It is important that teachers should be able to help their students and during the next activity participants will discuss how they can do this.

Activity 2 How to become an effective learner – participants' experience

Objective: to give participants an opportunity to talk about their own language learning strategies; to enable participants to think about how they can help learners develop LLS

Time: 25 min

Materials: slips of paper, blue tack

▶ Procedure:

NB Through this activity the trainer should lead participants to an understanding of what a learning strategy is.

- 😊 (5 min) Ask the whole group the following question and take answers:
 - ~ *Do you think it is possible for a student to become an effective learner? How?*
- 😊😊😊 (4-5 min) Put participants in 4-5 groups. Invite them to think about the following question and share their answers with group members:
 - ~ *What did you do to become effective language learners when you were learning English?*
- Distribute several (5-6) slips of paper to each group and ask participants to write down the key words describing the things they did to become effective.
- 😊 (10 min) Collect the strips, inviting each group to contribute in turns. Avoid duplications. Stick the slips on the wall. Make them visible as they will be used later.

Possible strategies

- Using flashcards
- Creating mnemonics of different sorts (e.g. for spelling)
- Speaking English whenever possible
- Writing letters and/or e-mails
- Reading newspapers and magazines
- Listening to the radio
- Watching films in English
- Checking with a friend if s/he understands you
- Keeping short notes on cards or slips of paper
- Memorising words or phrases and putting them in context
- Playing games in English
- Memorising songs, poems, proverbs, etc in English

- Establish that in attempting to become more successful and effective as language learners, students have their own ways of and approaches to understanding, remembering and using language. These ways and approaches are often called **learning strategies**. Examples of learning strategies were just presented on the slips of paper.
- If possible try to categorise the strategies on the slips of paper under the following headings:
 - ~ Strategies for remembering new language items
 - ~ Strategies for understanding spoken and written texts
 - ~ Strategies for analysing how English works in the real world
 - ~ Strategies for using spoken language
 - ~ Strategies for learning together with someone
 - ~ Strategies for producing something in writing (e.g. writing essays, diaries)

NB If participants suggest strategies that are difficult to connect with a category, just say that there is a variety of strategies for different purposes.


Activity 3 How can teachers encourage students to develop and use learning strategies?

Objective: to enable participants to think about how they can help learners develop LLS

Time: 20-25 min

Materials: list of strategies written on the flipchart, handout 2

▶ Procedure:

-  Say that the task for the whole group is to analyse the strategies from activity 2 (the ones written on the slips of paper) and try to see any links between them and the characteristics of effective language learners that they now have expanded in groups.

- 😊 (5-6 min) Work with the whole group. Take a slip (activity 1) and ask participants which characteristic on the flipchart it can match. Stick it there. Do the same with the rest of the strategies. Keep this relatively brief. Encourage participants to write the strategy in the table so that they have all the information on their handouts.
- 😊 (3-4 min) Once the second column is filled (not necessarily completely), ask participants the following questions:
 - ~ *Do you think students are able to develop and use language learning strategies on their own?*
 - ~ *What can you as a teacher do to encourage your students to use language learning strategies and become more effective in language learning?*

Possible answers:

- ~ Yes, however, teachers should encourage their learners to develop learning strategies using any opportunity.
- ~ Teachers can develop exercises/activities/tests/types of assessment. They can consult students on an individual basis. They can allocate specific tutorial time to work on LLS exclusively.

- 😊😊😊 (7 min) Put participants back in groups. Tell groups to complete the third column. Groups have to think of other possible strategies that they as teachers (the second column contains their suggestions as learners) can teach/encourage students to use. Give an example (**see for more examples in the table attached**):

Effective language learners tolerate ambiguity, they do not find unknown words off-putting and are not discouraged if the word is long and looks difficult.

Teachers can ask students to take an unknown word and break it down to smaller parts to see if this helps understanding.

Unputdownable = - un + put + down + able

- 😊 (7 min) Invite groups to present their ideas to each other in turns.

Summary

- Distribute the test interpretation (handout 3 📄).
- Say that this session can have a double value for EL teachers as they can encourage their learner to use LLS and also use the strategies themselves because teachers never stop learning a language they teach.

Establish that learning strategies can be acquired by students in the course of study in any subject and it is a teacher's task to assist language learning by promoting awareness of the learning strategies. Suggest that teachers should be aware of the strategies that their students use and should be able to recommend new ones to them depending on their abilities and other factors which influence learning.

NB Teachers' and students' perceptions of the most efficient learning strategies may be quite different. Teachers must take this into account.

Establish that learning strategies can help immensely but there are no universal recipes. What works for one student may not work for others. Say that it is important for students to have an informed choice of LS most suitable to their learning style as well as to the language area they study (e.g. use of flash cards is focused on vocabulary acquisition and will not be suitable for developing listening skills).

A GOOD LANGUAGE LEARNER :DEVELOPING LEARNING STRATEGIES

Activity 2, Handout 1, Test

1. Learn the following Samoan (South Pacific) words:

toalua	husband
tamaloa	Man
tamatiti	Child
tauleatea	Youth
loomatua	old woman

Did you find this task

- easy and fascinating?
 - very difficult?
 - not easy because the words look the same?
 - so boring that you did not even try?
2. Exhausted after swimming the river, Fred decided to get some sleep but the boolles made it impossible and even the smoke from the camp fire did not keep them away.

Boolles are

- wild animals
 - giant mosquitoes
 - noises
 - don't know
3. Here is a new language

Ek kum chuchu	The train is coming
Ek namas chuchu	The train is very big
Nek kum niva chuchu	The train is not coming
Ek chuchu	It is a train

How would you say 'It is not a train'?

- nek chuchu niva
 - ek niva chuchu
 - nek niva chuchu
 - don't know
4. Your boss tells you that you have been chosen to go on a six-month course to learn a completely new language. You ...
- start looking for another job
 - say that the boss chose the wrong person
 - worry that you will not cope
 - cannot wait to go
5. You take an evening class to learn a language. The class lasts 2 hours a week. List what sort of practice you might do on your own at home.
6. What do you prefer to use and why?
- A bilingual dictionary
 - A monolingual dictionary

- c. Both a bilingual and monolingual dictionary
- d. I do not need a dictionary at all.

7. *Read through this list of words, then write down as many of them as you can without looking.*

**PIN CHURCH IDENTIFY LUXURY ACCELERATE CAREFULLY
MISCALCULATE OCCASIONAL ANXIOUS KNOT DAFFODIL IMPERTINENT**

8. *In 20 seconds write a list of things you could do with a hairbrush apart from using it to brush your hair.*

9. *Fill in the blank with one of the words below.*

Shakukomespiteare isos wonone ovofef tehe wororolid's grematerest wriritererners.
Hehe wasis _____ onin Staratarafoorrd-inon-Aravont.

- a. Borotone
- b. Born
- c. Shoroit
- d. I do not know

10. *What is your attitude to learning something about British culture (art, literature, way of life)?*

- a. I do not need to know about it
- b. I am interested a little bit, just out of curiosity
- c. I am very interested to find out more about the people whose language I am learning

(Adapted from J. Soars & L. Soars (1989) Headway Advanced)

A GOOD LANGUAGE LEARNER - DEVELOPING LEARNING STRATEGIES
Summary, Handout 2, Language Learning Strategies

	CHARACTERISTIC OF AN EFFECTIVE LEARNER	STRATEGIES FROM PARTICIPANTS	TEACHER SUGGESTED STRATEGIES
1.	Effective language learners (ELLs) tolerate ambiguity; they find unknown words easy and are not put off by the way they look.		
2.	Effective language learners are able to make guesses about the meaning of words.		
3.	ELLs are quick at seeing patterns in a foreign language.		
4.	ELLs are not scared of challenges.		
5.	ELLs practise a lot on their own.		
6.	ELLs have reference books and consult them regularly.		
7.	ELLs have strategies for remembering words and keeping them in their short term memory.		
8.	ELLs are creative, they see things from different perspectives.		
9.	ELLs are risk takers.		
10.	ELLs are open to other cultures, they understand that it is impossible to separate language from culture.		
11.			
12.			
13.			
14.			
15.			

Example

	CHARACTERISTIC OF AN EFFECTIVE LEARNER	STRATEGIES FROM PARTICIPANTS	TEACHER SUGGESTED STRATEGIES
1.	Effective language learners (ELL) tolerate ambiguity, they do not find unknown words off-putting and are not discouraged by the way they look.	Reading newspapers and magazines Listening to the radio Watching films in English	Breaking a long word into smaller parts
2.	Effective language learners are able to make guesses about the meaning of words.		Look at context and probable grammatical status of words for clues to meaning
3.	ELLs are quick at seeing patterns in a foreign language.		Looking for patterns and noting them down
4.	ELLs are not scared of challenges.	Reading newspapers and magazines Listening to the radio	Working with linguistically difficult text to simplify it and make understandable
5.	ELLs practise a lot on their own.	Writing letters, e-mails Listening to the radio Watching films in English Playing games in English Memorizing songs, poems, proverbs, etc in English	In-class discussions in English
6.	ELLs have reference books and consult them regularly.		Consulting a bilingual dictionary first and then a monolingual one to double-check.
7.	ELLs have strategies for remembering words and keeping them in their short term memory.	Mnemonics, flash cards. Keeping short notes on cards or slips of paper	Associations, finding a word with similar sounding, etc
8.	ELLs are creative, they see things from different perspectives.	Checking with a friend if s/he understands you	Build in right-brain-oriented activities to activate creativity
9.	ELLs are risk takers.	Speaking a language whenever possible	Don't worry about mistakes
10.	ELLs are open to other cultures, they understand that it is impossible to separate language from culture.		Analysing newspaper language from a cultural perspective
11.			
12.			
13.			

GOOD LANGUAGE LEARNER - DEVELOPING LEARNING STRATEGIES**Summary, Handout 3, Test interpretation**

- | | |
|---|---|
| <p>1. a – 10
b – 4
c – 8
d – 0</p> <p>2. a – 5
b – 10
c – 0
d – 0</p> <p>3. a – 2
b – 2
c – 10
d – 0</p> <p>4. a – 0
b – 3
c – 7
d – 10</p> | <p>5. 2 point for each different activity</p> <p>6. a – 5
b – 8
c – 10
d – 0</p> <p>7. 0-5 things – 5
6-8 – 5
more than 8 – 10</p> <p>8. a point for each idea</p> <p>9. a – 10
b – 2
c – 7
d – 0</p> <p>10. a – 0
b – 5
c – 10</p> |
|---|---|

- | | |
|----------------|---|
| 0 – 20 | Do not worry. You still have a chance for improvement. |
| 20 – 40 | Learning a language is hard work for you. However, if you try you will succeed. Hard work, intuition, all the skills you can apply – the secret for you as a learner. |
| 40 – 60
a | You are an average learner. Not brilliant but you can manage quite well. You are always ready to have a go. You need to add some systematic study, and bit of practice. You will be able to cope with many situations. |
| 60 – 80
for | You can get by in one or two languages already. Learning a new language you is not a problem. Do not give up when it seems to you that you are not making any progress. A bit more confidence and some concentrated practice and you will be able to manage any foreign language. |
| 80 – 100 | You are an outstanding language learner. You are very effective and enjoy learning very much. |

USE OF VIDEO IN THE CLASSROOM

Objectives:

- to expose participants to various techniques of using video in the EL classroom
- to explore the advantages of using video in the EL classroom

Lead-in

Objective: to uncover current practices in using video

Time: 5 min

Materials: none

► Procedure:

- 😊 (5 min) Ask participants the following questions:
 - ~ Do you use video in your classes?
 - ~ If you do, what video materials do you use? (films, documentaries, the TV news, TV ads)
 - ~ How do you use video in your classes? What activities do you do with your students?
 - ~ Why do you use video in your classes?
 - ~ At what level do you think you can use video: elementary, intermediate or advanced?
- Tell participants that this session is very practical and focuses on sharing various activities, which bring video into a class, and are appropriate for different levels of students.
- Say that all the activities in this session are based on the film *Notting Hill* where they can see British and American culture.

Activity 1 Wordhunt

Objective: to expose participants to an activity that focuses on language for elementary classes

Time: 25 min

Materials: a short sequence of 5 min from the film *Notting Hill*

Watching time: start at 0:05:40 – finish at 0:10:40

Preparation: find the extract that starts at 0:05:40 from the film *Notting Hill* where Anna enters the book shop


► Procedure:

- 😊 (2 min) Tell participants that they will watch a short sequence for 10 min. Describe the content of the video.
NB If some of the participants have seen the film, ask them not to tell the rest of the group anything about it.


Content of the film if needed:

William Thacker is the owner of a bookshop in the heart of Notting Hill in London. One day, by a one-in-a-million chance, the world's most famous actress, Anna Scott, comes into his shop. He watches in amazement as she leaves and he thinks he will never see


her again. But fate intervenes – and minutes later William collides with Anna on Portobello Road. So begins a tale of romance and adventure in London. With a little help from his chaotic flatmate Spike and his old friends, Max and Bella, William seeks the face he can't forget. Together with his friends William finds Anna in the press conference before she leaves London and they stay together.

-  Invite participants to watch the fragment and answer the questions while watching it (start at 0:06:40 – finish at 0:07:55)

*How many people are there?
Where are they?
Who are they?
Why did the salesperson go to the next room?*




-  (10 min) Divide participants into 4 groups and assign the following task for each group:

Group 1: Write all the words you can hear ending in –ed (max 6)
Group 2: Write all the words you can hear ending in –s (max 6)
Group 3: Write all the words you can hear ending in –ing (max 6)
Group 4: Write all the adjectives or adverbs you can hear (max 6)

-  Play the video (start 0:05:40 – finish at 0:10:40)


Suggested answers:

Group 1: turned, signed, changed, would, ordered, unsigned.
Group 2: thanks, book's, helps, news, trousers, does.
Group 3: buying, wasting, browsing, amusing, something, tempting.
Group 5: good, bad, wrong, fine, nice, childish.

-
-  (3 min) Ask participants to compare their lists in groups and make sure they all understand the meaning of all the words they have written down.
-  (3 min) Ask groups to give examples of their words from the film.
-  (5 min) Say that now you want participants to discuss the activity from a teaching point of view. Ask participants to discuss the following questions in groups:
- ~ *What is the aim of the task?*
 - ~ *At what level do you think you can use this activity?*
 - ~ *What benefits would elementary learners get from this kind of activity?*

Possible answers:

- The aim is to help learners to recognize words they hear in the sequence.
- It can be used with elementary learners.
- Elementary learners will be motivated by their small success.

-  (2 min) Elicit groups' answers after each question and summarise the activity by saying that video gives elementary learners an opportunity to listen to authentic English and understand the language while watching the film.

Activity 2 Body language

Objective: to expose participants to an activity that focuses on recognizing and describing significant reactions, vocabulary of the body and body movements

Time: 20 min

Materials: a short sequence for 10 min from the film *Notting Hill*, handout 1

Watching time: start at 0:33:00 – finish at 0:43:05

Preparation: find the sequence from the film *Notting Hill* where William invites Anna to his sister's birthday.

► Procedure:

- 😊 (2 min) Tell participants that they will watch a short sequence from the film with sound off.
Ask them to write 5 examples of body language which they notice in the sequence while watching it. Distribute handout 1 📄 to participants and ask them to write 5 examples of body language on their handout.
- 😊 (10 min) 🎬 View the sequence with the sound off, then freeze it and give participants some time to write their 5 examples.

Suggested answers:

- ~ Shaking hands firmly means greeting and shows that they see each other for the first time.
- ~ Kissing on the cheek means that they are close to each other.
- ~ Covering her mouth with her hands shows her surprise.
- ~ Receiving presents with both hands means respect towards the guest. However, in British culture awards, presents etc are normally given and taken with one hand and an accompanying handshake or embrace.

- 😊 (2 min) Ask participants individually to explain what those 5 examples of body language mean in the film.
- 😊😊 (3 min) Ask participants to share their answers with their partners.
- 😊😊😊 (5 min) Ask participants to discuss the following questions in groups.
 - *What is the aim of the task?*
 - *At what level do you think you can use this activity?*

Possible answers:

- The aim is to discuss body language in different cultures.
- It can be used with low intermediate learners.

- Summarise the activity by saying that watching video will help learners not only discuss the language but also explore how body language is different in different cultures.

Activity 3 Adopt a character

Objective: to expose participants to an activity that focuses on comprehension of sequences and understanding the characters

Time: 25 min

Materials: a 10-minute sequence from the film *Notting Hill*

Watching time: start at 1:41:40 - finish at 1:51:40

Preparation: find the following extract from the film *Notting Hill* where Anna talks to William in the book shop for the last time before she leaves UK

► Procedure:

► 😊😊😊 (1 min) Put participants into 4 groups. Tell that they have to choose one person from their group who will pretend to be a character you assign them, and answer the questions that other 3 groups ask.

► 😊 (1 min) Assign the characters:

Group 1 Anna Scott

Group 2 William Thacker

Group 3 Honey or Spike

Group 4 Bella

► 😊😊😊 (2 min) Ask groups to watch the sequence carefully and take notes about their character's behaviour, mood, and feelings they have in the film.

► 😊😊😊 (5 min) 🎬 Play the video and then give groups 5 minutes to prepare their presentation. Say that a representative from each group will introduce himself/herself saying a couple of things the group has decided on and then will answer the questions asked by other groups.

► 😊😊😊 (10 min) Groups present: a representative from the group comes to the centre, introduces his/her new self (e.g., *I am William Thacker, the owner of a bookshop in London. In my bookshop I have books related to all spheres of life and you are welcome to the shop.*) to the whole class and tells that he/she is ready to answer all the questions they want to ask. Encourage the other 3 groups to ask questions. E.g. a question for group 1 can be *Why did you decide to be an actress? Do you like your profession?*

► 😊😊😊 (6 min) Ask participants to discuss the following questions in groups:

- *How did you feel after the task?*
- *What is the aim of the task?*
- *At what level do you think you can use this activity?*

Possible answers:

- Answers may vary.
- The aim is to discuss the personal life and interests of characters and thus develop speaking skills.
- It can be used with upper intermediate learners.

► Say that this activity is good for developing speaking skills. It also works well when students have watched the whole film, which may take several classes.

Activity 4 Exploring advantages of using video

Objective: to help participants to explore the advantages of using video in the EL classroom

Time: 5 min
Materials: board, markers

► Procedure:

► 😊 (2 min) Ask participants the following question:

~ *What are the advantages of using video in the class?*

Possible answers:

It can

- ~ bring culture to a class;
- ~ bring the English language world to the learner;
- ~ show the language of daily conversational exchange;
- ~ give access to things, places, people, events and behaviour;
- ~ provide a vast, up-to-date linguistic resource of accents, vocabulary, and grammar;
- ~ appeal to both auditory and visual learning styles.

► 😊 (3 min) Elicit participants' ideas and put them on the board. Ask participants to clarify what they mean if necessary.

Summary

Say that teachers can bring video to their classes as a source of modern authentic English. It can be adapted for all levels of learners and has the potential to integrate all the language skills.

USE OF VIDEO IN THE CLASSROOM
Activity 2, Handout 1, Body language

EXAMPLES OF BODY LANGUAGE	
1.	
2.	
3.	
4.	
5.	

✂

EXAMPLES OF BODY LANGUAGE	
1.	
2.	
3.	
4.	
5.	

✂

EXAMPLES OF BODY LANGUAGE	
1.	
2.	
3.	
4.	
5.	

SHARING THE RESULTS OF CLASSROOM RESEARCH AND GIVING PEER FEEDBACK

Objectives:

- to give participants an opportunity to share the results of their classroom research
- to encourage participants to give each other feedback

NB Give participants enough time to finish their reports. It may take more time than indicated in Activity 1.

Activity 1 Classroom research results

Objective: to give participants an opportunity to share the results of their classroom research

Time: 30 min

► Procedure:

- 😊 (10 min) Remind participants of the classroom research task they were given in session 31. Give participants 10-15 min to check that Entry 4 is ready. They may wish to come back to the task and remind themselves of it
- Monitor and check that everybody stays on track. Refer to the task if necessary.

Entry 4 - Classroom research (Distance Module: refer to Session 31)

For this portfolio entry you will have to:

1. Prepare a report (300-500 words excluding any attachments) on your classroom research. Include the following sections in your report:
 - 1) Describe your teaching context (institution you work for, subject you teach, level, number, age, gender of your students, specific characteristics of the group where the research was conducted and any other relevant background information)
 - 2) State the research question that you have chosen.
 - 3) Describe the methods that you have used to research the question. Attach any documentation (questionnaires, observation tools, photos etc) that you have designed.
 - 4) Describe what you have found out.
 - 5) Present your conclusions (what you would like to change/improve/continue doing in your teaching as a result of the research)
 - 6) Personal reflection (what you liked about doing this research, difficulties that you experienced, your own and your students' feelings, etc.).
 2. Attach feedback that you received from your peer (see Entry 9).
- 😊 😊 (20 min) Put participants in pairs and explain that they will give each other written feedback on the classroom research they conducted. But before they start writing, they need to discuss the classroom research process orally. Invite participants in turns to present their classroom research findings to each other and clarify any points if needed.

Activity 2 Peer feedback

Objective: to encourage participants to give each other feedback

Time: 50 min

► Procedure:

- 😊 (1 min) Say that during this activity, participants will write feedback to each other and then, based on their written comments, will hold a feedback session with their partners.
- 😊 (30 min) Tell participants to exchange (they remain in the same pairs) their classroom research reports (Entry 4). Make sure that participants give each other all the documentation (evidence) that they have prepared. Allow enough time for participants to familiarise themselves with their peer's materials. They can comment in written form on anything they wish. Comments should be written on a separate A4 sheet. Participants can also use post-it notes if they wish to. Remind them of the session on Observation and Feedback where they discussed how constructive feedback should be given.
- 😊 😊 (20 min) When feedback has been written, invite participants to hold a feedback session.
- Tell participants to make a copy of the written feedback and give it to their partner to be included in portfolio **entry 4**. Tell participants to include the original feedback in portfolio **entry 9**.

PHONOLOGY AND MEANING 2

Objective: to give participants an opportunity to explore the relationship between teaching phonology and other skills and competencies

Lead-in

Time: 5 min

Materials: handouts, flipchart

► Procedure:

- ☺ (1 min) Remind participants about the first session on Phonology and Meaning. If necessary, recap the main points of the session.
- ☺ (4 min) Ask participants the following questions and elicit a few random answers after each question:
 - ~ *What language skills are most naturally related to phonology?*
 - ~ *Is it important to incorporate phonology into classes focused on these skills? Why / Why not?*

Suggested answers:

Speaking and listening. Other skills (reading and writing) and competencies (grammar and vocabulary) are less directly related to phonology.

Yes, it is important. Phonological features are important in real life communication. A successful speaker will be intelligible (acceptable pronunciation) and will use a range of phonological features (intonation, stress, pauses, tone of voice) to convey appropriate meaning. A successful listener will be able to understand different accents and correctly interpret different phonological features (e.g. accent as a reference to speaker's background; intonation and stress as the ways to convey emotional meaning). Phonology can also be linked with reading and writing (e.g. texts representing certain language varieties), vocabulary and grammar (e.g. the role of punctuation in conveying certain phonological features).

- Establish that you would like to explore some of the ways phonology can be incorporated in teaching these skills and competencies.

Activity 1 Phonology and listening activities

Objective: to explore the link between phonology and listening


Time: 30 min

Materials: CD, recorded tape from *Headway Advanced*, handout (transcript) to each participant, flipchart

► Procedure:

- ☺ (5 min) Ask participants to listen to a recording (1-2 min) and answer the following question:
 - ~ *What language is this? How do you know?*

- ~ *What sort of text is this (e.g. dialogue, political speech, casual talk)? How do you know?*
- ~ *What kind of emotional meaning is conveyed in this text (joke, love, drama, fear)?*

-  Play the recording Track 1 (A text)


Possible answers:

The text is in Armenian (which is unlikely to be known to participants). As Armenian is very different from Roman, Slavonic, Turkic or Germanic languages, there would be very few hints about the origin of the language.




The text is a poem *My Fate* by O. Tatevosyan. The manner of reading, intonation and underlying rhythm, rhyme and meter should be discernible by participants. Compare this with a lecture, a dialogue, an everyday conversation.

The poem is quite dramatic. This is evident from the tone of voice and the intonation of the speaker.

- Discuss the answers. Ask participants about the focus of this activity. Elicit a few random answers. Establish that it is meant to demonstrate that even listening to a text in an unfamiliar language one can infer a lot of meaning with the help of different phonological features.

-  (5 min) Say that one phonological feature which has not yet been sufficiently covered in the programme is **accent**. Establish that in English-speaking countries, in particular, in Britain, accent plays an important role. Remind participants that various international dialects of English (e.g. American, Australian, Indian, Caribbean etc.) are receiving recognition on a par with the British English. They have their own accents that sometimes are quite different from each other. Ask the following question and elicit a few random answers:

- ~ *Do you think students should be able to understand different accents of English (in real life)?*

- Remind participants that in Britain people can normally place each other's accent geographically (e.g. from Newcastle, South-East, West Country etc.) as well as socially (e.g. working class, public school, etc.) To them it carries an important personal and social information (e.g. as in G.B Shaw's *Pygmalion*). Say that you would like participants to do a listening activity from *Headway Advanced* that focuses on accents (Tapescript 22).
-  (15 min) Ask participants to listen to several people talking about the places they come from and their accents. Ask them to guess the place and to take note of some peculiar phonological features of a particular accent.  Play 3 recordings of your choice (5 min) and discuss the texts. Distribute handout 11  with the transcript at an appropriate time.

NB

You should familiarise yourself with the recordings and the transcript before the session.

Depending on the level of participants this activity may take more time or less. Thus, Scottish or West Country accents may be difficult to understand and you may need to play the fragment twice or choose other fragments.

Alternatively, you may give out transcripts earlier for participants to follow. Play at least one fragment without the transcript.

-  (5 min) Ask participants the following question and elicit a few random answers:

~ *What else could you do with your students using such recordings?*

Write the answers on the board.

Possible answers:

Ask students to notice the difference between different accents; write a dictation; fill in the gaps in the transcript while listening. Use video (films) where different accents are represented and ask students to guess where the characters come from and so on.

- Suggest that such an activity can be preceded by a pre-listening activity and followed by a post-listening activity that extends the integration of phonology with speaking or writing. Refer participants to the first session on Phonology and Meaning to illustrate this.


Activity 2 Phonology and speaking

Objective: to explore the link between phonology and speaking

Time: 20 min

Materials: none

▶ Procedure:

-  (5 min) Tell participants that you would like them to develop a few simple speaking activities focusing on different phonological features. Say that one of the most useful starting points in working on students' speaking and pronunciation is **recording** students' speech (conversations with other students or with the teacher) on tape or video and then listening to the recordings. Ask participants the following question and elicit a few random answers:

~ *What can students learn from listening to their own speech recorded on tape?*

Possible answers:

The mistakes they make; their use of intonation and stress; their accent; their manner of speech; their body language (video).

- Say that such reflection can help a teacher and students to identify the strengths and weaknesses in their pronunciation and speaking to work on.
- As an example, tell participants that if the focus is intonation, this can be worked on through practicing simple dialogues in different situational contexts. An activity may look like following:

“In pairs practise the dialogue below with an appropriate intonation:

A

- Let's go to the cinema. (*bored; if there's nothing else we can do...*)

- All right. (*I don't want to, but if you insist...*)

B

- Let's go... to the... cinema! (*first uncertain, and then a bright idea pops up*)

- All right! (*wow, what a great idea*) etc.

- 😊😊😊 (10 min) Put participants in groups of four or five and ask them to think of a speaking activity that focuses on a particular phonological feature. Group A: stress; Group B: intonation; Group C: accent; Group D: pronunciation of confusing words; Group E: difference between written and oral speech. Remind them to incorporate context in their activities: the same words and phrases are said differently depending on person and context. Monitor their work and make your suggestions if necessary.

Possible answers:

- The same phrases said with different stress (e.g. answering different questions: Who gave Sandy the matches? *Mike* gave Sandy the matches. Who did Mike give the matches to? Mike gave *Sandy* the matches, etc.);
- the same phrases said with different intonation (as in the example);
- role play (e.g. a dialogue between an American and a Brit);
- using easily confused words in the same story / dialogue (e.g. ship – sheep; bag – back)
- retelling a written story, noticing the difference or writing an invitation and inviting someone on the phone.

- 😊 (5 min) Ask a spokesperson from each group to describe their activity to the whole group. Discuss the examples focusing on the relationship between phonological features and contextual meanings. Say that now you would like to work on more general principles of teaching phonology.

Activity 3 Principles of teaching phonology

Objective: to enable participants to develop some principles of teaching phonology

Time: 25 min

Materials: handouts 2 and 3 to each participant

► Procedure:

- 😊😊 (5 min) Tell participants that you would like to work on principles of teaching phonology. Distribute handout 2 📄 to each participant; give them some time to read it individually and then discuss it in pairs.

- 😊 (5 min) Elicit a few random responses. Discuss them with the whole group. Say that the statements on the handout represent two extreme views on teaching phonology.
- Say that forcing students to follow one 'right' model of pronunciation makes their spoken English inflexible and may prevent them from accepting phonological features of English that may be closer to their personality. It also weakens their ability to understand speakers of other varieties of English (e.g. different regional accents and social groups).
- Establish that to ignore phonological features for the sake of 'communication' means to over-simplify the notion of communication. This approach weakens students' ability to convey and perceive different meanings through pronunciation and may lead to serious misunderstandings, as was demonstrated by Rod in the video from the previous session on pronunciation. (e.g. the use of 'of course').
- Say that acceptance of multiple standards and forms of spoken English implies that students should be able to recognise and use them appropriately according to the context (e.g. formal/informal situation; your audience: nationality, age, gender etc.; emotions and attitudes).
- 😊 (15 min) Say that in the light of these principles you would like participants to explore some guidelines for working on pronunciation and designing phonological tasks. Distribute handout 3 📄 to each participant and discuss the issues with them.

NB

During the discussion remind participants that by applying the guidelines from Handout 3, they will

- expose students to a wide range of regional and social accents;
- let them choose the pronunciation model which is closer to their personality;
- raise their awareness of a link between people's feelings and intonation;
- attract their attention to the ways different phonological features convey different meanings;
- raise their awareness of the role of context;
- make them practise as well as notice different phonological features (e.g. accent, particular intonation, stress)

PHONOLOGY AND MEANING 2**Activity 3, Handout 2**

Read the following two statements. Which do you find easier to agree with? What is your view on this? Discuss it with your partner.

- There is only one right way to speak, one correct form of good English pronunciation which should be taught to students. Any contact with bad English, mispronunciation, colloquial speech, non-native accents, and slang should be prevented. The use of these by students should be prohibited.
- It doesn't matter at all how a person speaks. Students should just understand others and make themselves understood, so they can speak whatever way they like without thinking about how they speak. Every pronunciation is equally acceptable and teachers should never restrict or direct students' personal way of speaking.



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PHONOLOGY AND MEANING 2**Activity 3, Handout 3a****GUIDELINES FOR TEACHING PHONOLOGY**

- There is a strong connection between phonology, emotion and meaning.
- Even simple words and phrases can carry different meanings depending on pronunciation and context; therefore context should be explored while teaching phonetics.
- There are different phonological features that can say a lot about a speaker as a person and as a social being.
- Particular attention should be paid to the areas of possible confusion resulting from mispronunciation.
- Relations between phonology and meaning should be explored in teaching listening as well as speaking.
- Awareness of a wide range of regional and social accents makes students' speech more flexible and increases their ability to communicate with other speakers of English.

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PHONOLOGY AND MEANING 2
Activity 3, Handout 3b

GUIDELINES FOR DESIGNING PHONOLOGY TEACHING TASKS

- Identify the teaching focus (e.g. pronunciation of certain words or phrases; intonation; stress; accent)
- Identify the text and context you are going to use (e.g. written text; recording; film etc.)
- You may use the pre-, while- and post-task model and work with the following or similar questions at each stage:

<p>a) PRE-TASK QUESTIONS</p>	<p>e.g.</p> <ul style="list-style-type: none"> - <i>When is (e.g. a certain word, phrase, intonation, accent etc.) used?</i> - <i>Does it always have the same meaning?</i> - <i>Does it always express the same emotion and attitude?</i> - <i>(Is it always pronounced in the same way?)</i>
<p>b) WHILE-TASK QUESTIONS</p>	<p>e.g.</p> <ul style="list-style-type: none"> - <i>Where is the situation taking place? How do you know?</i> - <i>Who is / are the character(s) in the text / recording / video? (Identify their gender, age, nationality, occupation). How do you know?</i> - <i>What are the relationships between the characters?</i> - <i>Comment on each use of (e.g. a certain word, phrase, intonation, accent etc.) in the text / recording / video. What attitudes do they convey?</i> - <i>How is it related to the way these words / phrases are pronounced?</i> - <i>What other words or phrases help to clarify their meaning?</i> - <i>How is it related to the personality of the character(s) and the social context?</i> - <i>What responses and reactions do they generate?</i> - <i>What conclusions can be made about the use of these words/phrases?</i>
<p>c) POST-TASK SPEAKING ACTIVITIES</p> <p>that will provoke students to render certain meanings using different intonation and other phonological features</p>	<p>e.g.</p> <p>Role play: students in pairs get cards with certain instructions and practise together (e.g. an impatient customer in a shop and a slow, indifferent shop assistant.)</p> <p>Gap-filling: students receive scripts of dialogues with gaps which they have to fill in depending on the context. Then they practise these responses and discuss the phonological features appropriate in each case.</p> <p>Recording and analysing conversations. Students' speech is recorded on tape / video and then played back for the whole group to discuss</p>

CULTURAL AWARENESS IN ENGLISH CLASSES

Objective: to raise participants' awareness of the role of culture in learning and teaching English

Lead-in

Time: 5 min

Materials: none

► Procedure:

-  (5 min) Ask participants the following question:

~ *What do you understand by culture?*

Possible answers:

Having good manners; being well-educated and knowledgeable; one's ethnic or national identity; a set of qualities common for a certain group of people.

- Accept all answers and tell participants that there are several interpretations of culture. The most common ones distinguish between culture with a capital 'C' – a nation's history, literature, music, architecture, and culture with a small 'c' – people's customs, everyday habits, traditions and traditional values. Say that in this session you would like to focus mostly on culture with a small 'c' and language. Ask the following question:

~ *How do you think culture is related to the use of a language?*

Accept all answers. Say that dealing with everyday cultural issues people use language, e.g. while buying something in a shop, talking on the phone, hiring a taxi, asking for help and so on.

- Say that this link between language and culture has important implications for teaching English. Establish that any communication in English for non-native speakers is by definition cross-cultural and therefore students should raise their cultural awareness in order to make this communication more successful.
- Establish that students of English deal with two broad areas of possible cross-cultural communication problems that are often interlinked: **extra-linguistic and paralinguistic issues** that include different attitudes, rituals, traditions, body language, taboos and social roles, and **linguistic issues** that arise from different use and interpretation of certain words and phrases in context. Say that in this session you would like to focus mostly on the first area of issues.

Activity 1 Strangers on a train

Objective: to raise participants' awareness of the role of culture in communication

Time: 20 min

Materials: handout 1 to each participant

► Procedure:

- 😊 (2 min) Ask participants the following question:

~ *How do you meet new people? What questions do you ask and what questions do you expect to hear?*

Invite a few random responses and accept all answers. Say that you would like participants to explore a case and notice the way language is used in this context.

- 😊😊😊 (8 min) Put participants into four groups of five and distribute handout 1 📄 to each participant. Give them about 3-4 minutes for individual and 4-5 minutes for group work.

- 😊 (5 min) Elicit a few random responses from the group.

Suggested answers:

Q1 b (from) Q2 c (please) Q3 a (thank)

Possible answers to the questions after the text:

1. *How are you doing? Where are you from? Are you married? Why not? You don't like this music? Why are you not eating? You mean that you don't eat meat? Are you ill?*

2. John Palmer wanted to read his newspaper and did not particularly want to be engaged in a conversation. The boy asked a lot of personal questions and made a few personal comments which made John feel uneasy. On the other hand, John's unwillingness to talk and his other 'peculiarities' (e.g. being unmarried; dislike of loud music; being a vegetarian) were perceived by others as 'strange' and maybe even unfriendly.

3. John used 'thank you' five times; he also used 'please', 'sorry' and other polite forms (e.g. 'could you...', 'it's rather nice'). He also avoided discussing personal matters ('it's a long story'). The boy was interested in different details about John's private life and asked a few questions. At the same time he quite openly showed his attitude towards John's reactions (e.g. he showed surprise when learned that John was not married and did not eat meat) and used some imperative forms (e.g. 'take it'). He also made a few other mistakes typical of non-native speakers (e.g. the use of 'mister' without a surname).

4. John Palmer belongs to British culture which values privacy, so his behaviour is focused on his **private space** (e.g. reading newspaper, unwillingness to talk to strangers). Other passengers belong to Uzbek culture which values social rituals and **shared space**. In this culture it is acceptable to ask personal questions and share food with strangers.

- 😊 (5 min) Accept all answers and comment on the case. Say that cultural differences may lead to misunderstanding and that it is particularly important for English language teaching. Remind participants that their students will be using language **outside the classroom** and that you would like them to explore how cultural differences influence communication and how to deal with that kind of situation.

Activity 2 Guest and host

Objective: to raise participants' awareness of relations between culture and values, attitudes and beliefs

Time: 25 min

Materials: handouts 2a and 2b to each pair of participants

► Procedure:

- 😊 (15 min) Put participants in pairs. Ask them to read one part of each case and to present it to the other participant in turn. Distribute handouts 2a and 2b to each pair. Give 5 minutes for individual reading and 5 minutes for the discussion of each case.
- 😊 (6 min) Ask participants the following questions and elicit a few random responses after each:
 - ~ *Did you find it easy to identify yourself with the author's position? Whose position do you understand better – the guest's or the host's?*
 - ~ *What was the main problem between the guest and the host family? Who was to blame?*
 - ~ *How would you prepare for a guest from abroad?*

Suggested answers:

Most participants will probably find it easier to identify themselves with the host family, which is closer to Uzbek culture. However, in this case it is important to explore both positions and discover the differences as well as possible ways to find common understanding.

The main problem is the guest's and the host family's lack of **cultural awareness**. Both take for granted what is normal for their culture and show little regard for the other side's cultural values, norms and traditions.

Examples:

- ☑ In Uzbek culture it is normal to look after guests and to treat them with food as a sign of hospitality. In British culture guests do not expect that much attention, but more freedom and privacy.
- ☑ In Uzbek culture the social status (e.g. a title, post or position) of a person is regarded as important in many areas of life, while in British culture it is often limited only to the workplace.
- ☑ It is more common to discuss family issues and income in Uzbek culture, while the British are more likely to talk about the weather or sport.
- ☑ Big family gatherings and social rituals are important in Uzbek culture but less important for the British.
- ☑ It is common in Britain not to take shoes off in the house, while in Uzbek culture shoes are left at the doorstep or entrance.

Guests as well as hosts should raise their cultural awareness – before as well as during their contact. They should learn about different cultures, traditions and behaviours. Most importantly, they should be able to take part in a constructive dialogue in order to sort out possible problems.

- 😊 (4 min) Discuss the answers with participants. Say that there are no right or wrong answers, but there are differences between people that are sometimes difficult to overcome. These differences are rooted in the various cultures people belong to. Clarify that you mean not only national or ethnic culture, but also personal, family, social, class, professional and other cultures. Establish that although misunderstandings and problems often occur on the level of behaviour, they are usually determined by different sets of **values, attitudes and beliefs**.
- Say that you would like participants to explore the impact of culture on English language learning and teaching.

Activity 3 Principles of cultural awareness raising

Objective: to familiarise participants with some culture sensitising activities

Time: 30 min

Materials: handouts 3 and 4 to each participant, flipchart/board, article

▶ Procedure:

- 😊😊😊 (10 min) Put participants in groups of four or five. Ask them to do the task on their own and then discuss it in their groups. Distribute handout 3 📄.
- 😊 (10 min) Discuss the questionnaire with the whole group.

Note for the trainer:

1. Some other examples of cultural misunderstanding can include: different attitudes to being punctual (e.g. Germans vs Latin Americans); gender issues and sexism; acceptable conversation topics and taboos (e.g. marital status, personal income, death etc.); table manners (e.g. using knife and fork vs eating with hands) and so on.

2. Students often misinterpret cultural messages in films, books, newspapers and make mistakes while communicating with foreigners. Unaware of cultural differences, they tend to over-generalise and follow stereotypes (e.g. an Englishman = gentleman; American English is less formal; Indians speak bad English etc.).

3. Most participants will probably tick British and American English. Say that less than 20% of efficient users of English are native speakers and that the emergence of Global English as the world language is having a serious impact on the teaching of English worldwide.

4. Theoretically students of English should be able to communicate with all these groups in English. On the whole, they are less likely to come across English aristocrats or Scottish fishermen than Israeli tourists or Korean managers.

5. Both statements are only partly true and should complement one another. To learn English successfully students may not need to be experts in British and American history and culture. On the other hand, they should be aware of the culture that underpins the use of English and makes it different from other languages. Students should also be familiar with various cultural and historical facts, events, names and concepts that influence the everyday use of English.

- 😊 (5 min) Ask participants the following question and elicit a few random responses. Write the responses on the board.

~ *What can we, as English language teachers, do in order to help our students raise their cultural awareness?*

Possible answers:

To tell students about different cultures and traditions; to attract their attention to various cultural issues in books, films, newspapers etc.; to develop and use culture-sensitising activities in the class; to encourage students to reflect on their own and other people's values, attitudes and beliefs; to encourage students to use English outside the classroom.

- 😊 (5 min) Tell participants that both teachers and students should work on raising their cultural awareness.
- Say that one useful type of awareness-raising activity consists of a text / story discussing a cultural issue and a few thinking questions highlighting this issue and enabling students to reflect on its deeper causes. Say that these questions usually start with noticing (What has happened?) and continue with examining the reasons (Why has it happened?).
- Say that you would like participants to have several short texts that can be used for this purpose in their classes. Distribute handout 4 📄 and ask them to have a look at the texts and tasks at home. Distribute N. Tsarikova's article and ask them to read it at home. Say that you would like to discuss the article and the tasks in the next session on Language and Culture.
- Conclude by saying that cultural issues in English language teaching are also explored in other sessions.

CULTURAL AWARENESS IN ENGLISH CLASSES

Activity 1, Handout 1

On your own read the following text and fill in the gaps in the text choosing the correct answer from the three options (a, b and c) below.

John Palmer was travelling by train from Tashkent to Samarkand in a small compartment with two young men and an elderly gentleman. John was trying to read *The Times*, the elderly man was sleeping and the boys were talking and laughing. They could hardly hear each other because the radio was playing some very loud pop music. Then one of the boys shouted in English: 'How are you doing, mister? Where are you (Q1) _____? America?' 'Thank you, I'm from Britain', said John and kept on reading. The boy laughed and asked: 'Are you married?' 'No, I'm not', said John. 'Really? Why?' John smiled and shrugged his shoulders. 'It's a long story. Could you turn the music down, (Q2) _____?' 'You don't like this music?' asked the boy. 'Well, it's rather nice but it's just too loud... Thank you.' For about two minutes they kept silent, then the boys started talking again. By that time the elderly man woke up, produced a big bag full of samosas and offered them to the boys and to John. 'Eat, mister', said the boy, biting into his samosa. 'Thank you very much', said John, 'maybe later. Thank you. *Rahmat.*' The boys and the man looked surprised. 'Why? You should eat. It's a long journey. Take it!' John felt uneasy and said: 'It's very kind of you, but really, I'm not hungry... and I'm a vegetarian, but (Q3) _____ you anyway.' The boy frowned. 'Vegetarian? You mean you don't eat *meat*? Why? Are you ill?' 'No, I'm fine, I just don't. Sorry.' 'Strange', said the boy and translated the conversation into Uzbek to the other boy and the elderly man. They were surprised and did not attempt to speak to John for the rest of the journey.

- | | | | |
|----|------------|------------|------------|
| Q1 | a) going | b) from | c) staying |
| Q2 | a) brother | b) quickly | c) please |
| Q3 | a) thank | b) damn | c) see |

Answer the questions below and discuss them in your group.

1. *What questions did the boy ask John Palmer? What questions would you ask in a similar situation?*
2. *Why was the dialogue between John Palmer and other passengers so short? How do you feel about it?*
3. *What have you noticed about John's and the boy's use of English in this context?*
4. *What cultural differences between John Palmer and the other passengers have you noticed?*

CULTURAL AWARENESS IN ENGLISH CLASSES**Activity 2, Handout 2a****BEING A GUEST**

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

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

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CULTURAL AWARENESS IN ENGLISH CLASSES

Activity 3, Handout 3

Individually, answer the questions below. Then discuss your answers with your colleagues.

1. What other examples of cultural misunderstanding do you know?

2. What cultural problems can your students face in the class?

3. Which variety of English do you teach your students? (tick as many boxes as needed)

BBC English / Queen's English

British English

American English

Indian English

Global English

4. Who do your students should be able to communicate with in English? (tick as many boxes as needed)

English aristocracy

Texan farmers

German students

Scottish fishermen

Korean managers

Israeli tourists

5. Read the following two statements. Which do you find easier to agree with? What is your view on this? Discuss it with your colleagues.

- A. When you learn the English language, you must also learn the culture and history of the UK and the USA. You must know their traditions, geography, art, historical events, important dates and great people. This will help you understand English and American people better and be more like them when you speak their language. Knowing another language is like being another person.
- B. When you learn the English language, you should think of it as a useful communication tool. It does not belong only to the native speakers of English, so knowing their culture is not that important. You should use English the same way you use your mother tongue and remain your usual self. There is no need to adapt yourself when you learn another language.

CULTURAL AWARENESS IN ENGLISH CLASSES**Activity 3, Handout 4****SHORT TEXTS FOR RAISING STUDENTS' CULTURAL AWARENESS****Text 1**

A: When I arrived there, people seemed to be very polite and always smiling. They would always say 'thank you' and 'please'. Once I bumped into a teacher in the corridor and he said 'sorry' although it was my fault! Later on, however, I discovered that behind this mask of politeness people were quite cold, closed and distant from you. They would never let you know what they really think and after a year there I was never invited to anyone's home.

B: The very first thing I noticed there was how serious these people were. They never smiled at you and looked and spoke as if they were always angry. Very formally dressed, they seemed to be totally lacking any feeling of self-irony or a sense of humour. Later I discovered that they could also have fun, but that would always involve a lot of people, noise, food and drink forced upon you. To tell the truth, after a while I tried to avoid such social gatherings even if invited to.

Text 2

In the college I lived on campus, sharing a little cottage with other three girls, all from different countries. We had our own little rooms but only one kitchen with a big refrigerator where we kept our products with the labels carrying our names. One day I came back from my classes, opened the fridge and saw that almost half of my bottle of milk had gone! I got really angry and decided to wait until all the girls were back home to raise the issue. Before long I heard one of my neighbours coming and soon she knocked on my door. 'Excuse me', she said smiling shyly, 'this morning I took some of your milk.' 'I've noticed *that*, my dear', said I coldly. She just kept smiling. 'You know what', I went on, 'if you want to continue living in this cottage, you'll have to learn certain rules. You'll have to respect the people you're living with. Is this clear? You...' 'I just thought that it was everybody's fridge...' she said, her voice trembling. Then she was gone, almost in tears. Still furious I went down to the kitchen and opened the fridge. The first thing I saw there was a big plastic bottle of milk with an attached note: 'This is for all of us.'

Text 3

If there's anything I am good at, it's definitely football. No wonder that after the first semester at university I became the central midfield player in one of our college's teams. That day we played a University Cup fixture against another team from the same college. I was surprised when I noticed our dean playing for the opposite side! He was not the best player, but he obviously played with a passion and was evidently upset when I stopped him a couple of times. I felt really embarrassed and kept on thinking about my approaching exams and unwritten assignments. The last thing I needed was to make him my enemy! Next time he rushed at me with the ball I simply let him through to kick the ball in our net. 'What were you doing?' shouted my team mates at me in the break. 'You know, he's our dean and I haven't yet submitted my two assignments...' I tried to explain. Then our captain said, 'Listen, man. He's not *our dean*; he's opposite side's centre forward! When you're on the pitch, your loyalty should be with your club! You have only 45 minutes to correct your mistake.' And I did.

SOME IDEAS FOR CULTURAL AWARENESS RAISING ACTIVITIES

Using the above (or similar) texts you can develop different activities for your English language classes. Here are some ideas.

1. Develop a few questions checking students' understanding of a situation described in a text and of the motives behind each character's behaviour. (e.g. Activity 2)
2. Develop a simple rating system (e.g. 1-5) and ask students to give their 'marks' to the characters of a story explaining their reasons.
3. Cut a text into fragments and ask students to assemble it in the correct order and ask them to explain what enabled them to do so.
4. Ask students to guess who the characters in the stories are (e.g. what culture they come from; their social background) and to explain how they knew.
5. Tell students to find in the text words and phrases that carry a particular emotional and/or cultural meaning. Ask them to discuss how these words/phrases could be used in different contexts (with a different meaning).
6. Ask students to write a short essay exploring the issues raised in the texts. (e.g. Text 1: *What it means to be polite in my culture*. Text 2: *Some rules of peaceful coexistence on campus*. Text 3: *Dean or centre-forward: student life on and off pitch*.)

Article: Tsarikova N. (2005) *Issues in teaching 'culture' in Uzbekistan*. IATEFL Voices 187 Oct-Nov.



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LANGUAGE AND CULTURE IN ENGLISH CLASSES

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

Lead-in

Time: 5 min
Materials: none

► Procedure:

- 😊 (5 min) Remind participants about the previous session. Check if they have read the article by Tsarikova (2005) *Issues in teaching 'culture' in Uzbekistan*. Ask participants the following question:
 - ~ *What are the main ideas of the article?*

Possible answers:

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

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

Activity 1 Thank you, спасибо and rahmat

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

Time: 16 min
Materials: handouts 1 and 2 to all participants.

► Procedure:

- 😊 (5 min) Tell participants that cultural differences in the use of language take place at all levels, even at the most elementary level. Ask them to consider the difference in the use of 'thank you' and its equivalent in their own language (спасибо or rahmat). Distribute handout 1 📄 and ask participants to work on their own for 4-5 minutes.
- 😊😊 (5 min) Ask participants to compare their answers in pairs or in groups of three.
- 😊 (5 min) Discuss the answers with the whole group (see handout 2 📄). Ask participants the following questions and elicit a few random answers after each one:
 - ~ *How would speakers of English feel if the rules of using 'thank you' in this language were not followed?*
 - ~ *What implications does it have for teaching English?*
 - ~

Possible answers:

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

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

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

Activity 2 Culturally inappropriate usage

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

Time: 32 min

Materials: handout 3 to all participants

▶ Procedure:

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

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

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

Suggested answer:

Many Uzbek / Russian school textbooks teach 'yes, of course' as a standard positive response to general questions. This is also reinforced by the similar use of 'конечно' in Russian and 'bo'lmasachi' in Uzbek with the function of general emphasis. However, in English such use of 'of course' with falling tone in such a context means 'it goes without saying; what a stupid question to ask; it is obvious' and may sound offensive. More appropriately it is used in such a context as: 'May I take another biscuit, please?' – 'Of course, my dear! Take two!'

- Discuss the example. Ask participants if they know any other examples of culturally inappropriate use of words, phrases or intonation. Discuss them.
- 😊😊😊 (10 min) Tell participants that you would like them to examine a few more examples of culturally inappropriate use of English words or phrases and decide why they are inappropriate. Put participants in groups of four or five and distribute handout 3 📄.
- 😊 (15 min) Ask spokespersons from each group to present their answers in turn. Discuss the answers with the whole group.

Guidelines for discussion:

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

- 😊 (2 min) Say that such mistakes often happen when non-native speakers of English automatically apply rules and conventions of their own languages to English (e.g. 1, 7), or become confused by words and phrases that look familiar (e.g. 2, 3). Sometimes speakers get confused about different varieties of English (e.g. 6). Inappropriateness

may also be caused by desire to sound polite (e.g. 4) or when speakers lack the awareness of cultural conventions in English (e.g. 5, 8).

- Establish that the former types of mistakes are linked with the proficiency level and tend to disappear along with the learner's progress. However, lack of awareness of cultural conventions in English, or of types of discourse is **not** directly linked to the development of skills and acquisition of knowledge. Say that you would like to explore certain features of English language discourse.

Activity 3 English language discourse

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

Time: 32 min

Materials: handout 4 to all participants

► Procedure:

- 😊 (2 min) Tell participants that speakers of all languages use language according to context, e.g. informal social event; business presentation; small talk in a supermarket; and so on. However, each language reflects certain aspects of 'small c' culture of its speakers.
- Say that learning a foreign language we automatically bring our own principle of discourse into the way we use this language. Remind participants of the previous session on Cultural Awareness and the session on Phonology and Meaning. Say that now you would like to explore some features of the way the English use their language. Distribute handout 4 📄.
- 😊 😊 😊 (15 min) Allow 5 to 10 minutes of individual reading and 5 to 10 minutes of pair work.

Key:

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

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

Summary

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

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

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 1, Handout 1

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

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



LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 2, Handout 3

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

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

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

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 1, Handout 2

1. In English, in particular in British English, 'thank you' is generally used more often than its equivalent in other languages and in a wider range of contexts.

2. People say 'thank you' or more informally, 'thanks', to acknowledge a service (e.g. when paying money in a shop), a request granted (e.g. 'Could you pass me salt, please? Thanks. '), a service performed (e.g. a shop assistant to customer), understanding or agreement (e.g. 'So you're coming at 6pm? Thank you. '), the end of a process (e.g. teacher to students: 'The time is up. Thank you. Now give me your papers, please. '), and so on. It is common to acknowledge even the most elementary service or help from strangers and friends alike, unlike in Uzbek, Russian and some other cultures, where expressions of gratitude are often reserved for more formal or significant occasions.

3. Apart from the above contexts, in English 'thank you' is a must when *delivering* a service (e.g. shop assistant to customer: 'Here's your tea and your change. Thank you. ') As the customer will normally thank the shop assistant in return, the dialogue between them may sound like a chain of reciprocal 'thanks' and 'thank you's'. This is very uncommon in Russian / Uzbek culture.

4. In English 'thank you' and other polite verbal forms (e.g. 'please', 'excuse me') are normally used by all population groups in the same way. It may be less common with youngsters and in informal context (especially between men) it may be replaced by other phrases (e.g. 'Cheers', 'Cheers, mate', 'Cool' etc.). In Uzbek / Russian and some other cultures such forms of politeness are more strongly linked with the position of authority. For example, it is expected that children must be polite to their parents and elders, while the opposite is often not true. Similarly, employees must be polite to their managers, while top administrators often use only imperative language with their subordinates. Also, in some groups (especially male), the frequent use of 'спасибо' or 'rahmat' may be interpreted as a sign of 'weakness' or desire to put some distance between people.

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

LANGUAGE AND CULTURE IN ENGLISH CLASSES

Activity 3, Handout 4

Read the following article and answer the questions below.

HOW THE ENGLISH USE THEIR LANGUAGE

Alex Ulko

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

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

The English like to think of themselves as straightforward people, not bound by social regulations to avoid talking about 'bad' things. However, there is a delicate balance between straightforwardness and understatement. As a German manager put it, 'it took me a year to understand that when a British engineer says: "I'm afraid we've got a little problem", it may well mean that our plant has burned down.' Emotions may sometimes be explicit, e.g. in a football match, but otherwise strong opinions and judgements are seldom expressed bluntly.

The common misperception of the English (that owes much to the Victorian stereotype of a 'perfect gentleman') is that they are always formal and well-mannered; they are all 'ladies and gentlemen', in full control of their language and behaviour. Not really so. On the contrary, they are often quite informal, proud of their regional dialect, ironic and capable of laughing at themselves. In fact, this latter quality makes them so different from other Europeans and even Americans, who treat themselves so much more seriously. This also partly explains English humour, which tends to be spontaneous and often self-directed.

Boasting is bad taste; you reserve your praise for others: 'Betty's French is perfect; Campbell is an expert in Medieval History; she is so talented', but never 'my French is perfect; I'm an expert; I'm talented'. You may have known a person for years but never suspect that he's written a couple of books on your subject. People seldom talk about their achievements or successes; their professional status seldom or never applies to anything but their professional life. Compare it with Switzerland, where a doctor's wife is often referred to as 'Frau Doktor' ('Mrs Doctor').

Finally, there is this invention of the Anglo-Saxons, 'political correctness' or 'pc', which, on the one hand, developed from the 19th century's linguistic taboos and on the other, from the feeling of 'fairness', so deeply ingrained in the English. The most well-known examples of pc are related to the early human rights issues: you don't call Black people 'Negroes' but 'Afro-Americans' or 'Black British'; you cannot say 'each student must submit *his* paper by Friday' unless they are all male (it should be 'his or her paper' or even 'their paper'); a meeting is declared open not by a chairman, but a chairperson; you don't call people mad, crazy or an idiot unless they are definitely not so, instead you say 'mentally challenged' and so on. As the result, the English seldom talk about such sensitive issues like politics, race, religion and so on, especially with strangers. Most of them still don't really talk to strangers and the weather remains as safe a conversation topic as ever.

Of course, the above observations are only sweeping and superficial generalisations; however, they highlight some important features of the way the English use their language. In fact, dozens of books have been written on this subject, so for further reading please refer to *How to be an Alien* by George Mikes; *Mother Tongue* by Bill Bryson; *The English* by Jeremy Paxman; *The Official Sloane Ranger Handbook* by Ann Barr and Peter York; and many others.

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

TYPICAL FEATURES OF ENGLISH DISCOURSE

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

EVALUATING AND SELECTING COURSE BOOKS


Objectives:

- to help participants develop criteria for evaluating course books
- to give participants an opportunity to apply their own criteria in selecting course books

Lead-in

Objective: to uncover current practices of choosing and using course books
 Time: 10 min

► Procedure:

-  (5 min) Ask participants the following questions and elicit answers after each question:
 1. *What materials do you use to teach your students?*
 2. *Do you have to use certain course books in your institution? What are they?*
 3. *Who chooses the books you use in your teaching?*

Possible answers:

1. Books, magazines, newspapers, songs, etc.
2. Some teachers have to use certain textbooks (e.g. course books by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like.
3. Teachers themselves, students, head of the chair, dean, vice-rector.

- (5 min) Establish that in some institutions and disciplines teachers can choose the course book they want to use and in others they have to keep to the course book prescribed by the authorities (chair, faculty, the Ministry of education, etc.). Tell participants that in any case they should be able to evaluate and select course books, especially now when teachers (through PDCs, British Council library, UzTEA Resource Centres, Macmillan Publishers and others) have more access to modern course books like Headway, Inside Out, Reward etc. However, not many teachers are able to evaluate and select the course book which will suit their needs. This session will focus on exploring criteria for evaluating and selecting course books.

Activity 1 Evaluating course books

Objective: to help participants develop criteria for evaluating course books

Time: 35 min

Materials: 6 copies of each course book: Inside Out Pre-intermediate, Reward Pre-intermediate, Natural English, True to Life Upper-intermediate, Culturally Speaking Intermediate, 5-6 sheets of A4 paper, markers

NB: The course books were suggested in accordance with their availability in the Professional Development Centre at the University of World Languages, Tashkent. You can choose any other modern course books but it is recommended to give no more than 4-5 different titles to the whole class due to time constraints.

► Procedure:

- 😊 (10 min) Distribute one copy of a modern textbook to each participant and ask them to review the course book and make notes on the following question:
 - ~ *Do you think this course book is suitable for your students? Why?/Why not?*
- 😊😊😊 (5 min) Ask participants who have reviewed the same textbook to form a group and compare their notes and share their opinions about this book.
- 😊😊😊 (10 min) Distribute A4 paper and ask groups to make a list of the criteria they have used for evaluating their textbook, for example, relevant to students' level of English, students' age and interests etc.
- 😊 (10 min) Ask groups to present their list of criteria to the whole class.
- Summarise the activity by saying that criteria for evaluating and selecting course books are developed in relation to a variety of factors: students' age and ability, their needs and interests, learning objectives, context etc.

Activity 2 Selecting textbooks for a specific group

Objective: to give participants an opportunity to apply their own criteria in selecting textbooks for the classrooms

Time: 35 min

Materials: handout 1, the same 6 copies of each 4 different course books (Inside Out Pre-intermediate, Reward Pre-intermediate, Natural English, True to Life Upper-intermediate, Culturally speaking Intermediate) from Activity 2.

NB: Handout 1, which outlines students' profiles, was based on the suggested course books. If you've decided to change course books evaluate them yourself beforehand against handout 1 and make sure that participants will be able to find a course book for a specific group profiled in handout 1.

► Procedure:

- 😊😊😊 (10 min) Ask participants to work in the same groups as in Activity 1. Distribute one strip (A, B, or C) from handout 1 📄 per group and at least one copy of 3 other course books.
- Ask groups to evaluate the course books and select a course book for the specific group described in the handout. Ask them to be ready to justify their choice.
- 😊 (10 min) Ask groups to present their students' profiles, the course book they have chosen and explain their choice.

Possible answers:

A. Inside Out Pre-intermediate: this book provides over 90 hours' teaching material which consists of 20 units. Each unit can be covered within 4-5 hours which will enable the teacher to change topics every week. After each 4 units the book provides review tasks which might be

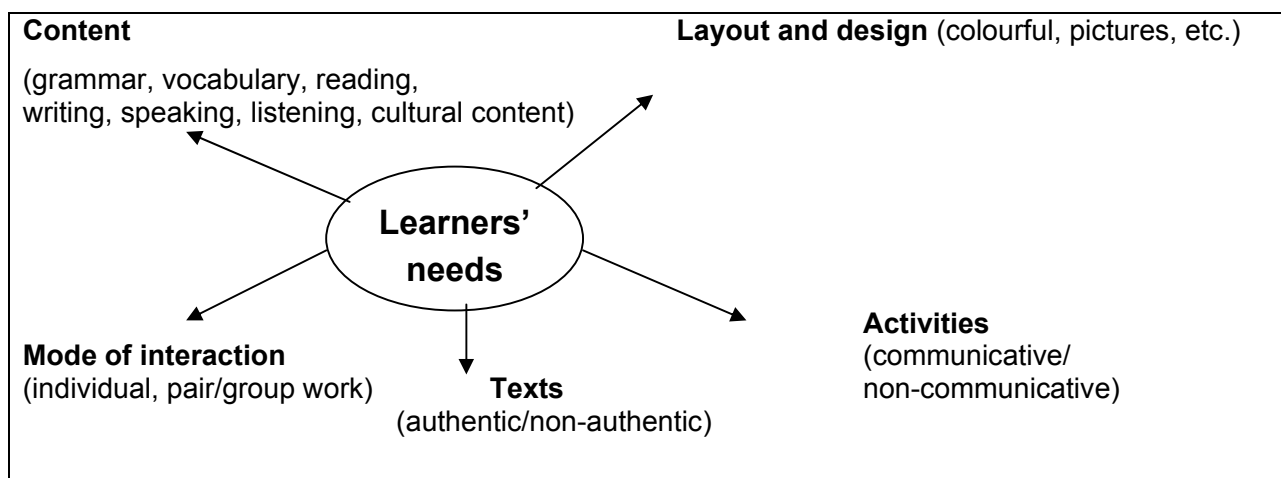
used as a progress test. The book provides plenty of opportunity to practice all four skills. However, there is not much focus on reading and grammar. So probably a teacher will have to supplement the book with extra reading and grammar exercises.


B. Reward Pre-intermediate provides a grammar-based syllabus of minimum of 70 hours' work. It provides some opportunities for practising all four skills. The book is colourful and easy to follow. However, there are no extracts from fiction.

C. True to Life Upper-intermediate: the book is suitable for adults. It consists of 18 units providing upwards of 72 hours of class work, extensive opportunities for practising grammar and vocabulary through speaking; lots of reading materials. Though it provides a wide range of tasks to develop writing skills it does not specifically focus on argumentative and descriptive essays.

D. Culturally Speaking Intermediate: the goal of the book is to get students to speak and act comfortably in a new culture, thus it offers lots of role-plays, discussions etc. The book is suitable for all learning styles, but it is black and white and thus not very attractive. Besides, the instructions to the tasks are usually long and not straightforward.

- 😊😊😊 (5 min) Ask participants to add any other criteria that could be useful in evaluating course books.
- 😊😊😊 (5 min) Draw the diagram below on a flipchart and summarise the criteria for choosing course books. State that textbooks can mainly be evaluated according to the layout (colourful or black and white, with pictures or not, clear instructions, etc.) content (what it is focused to develop: grammar, vocabulary, speaking, etc.), recommended mode of interaction (individual work, pair work, group work, etc.), activities (communicative, non-communicative), texts (authentic, semi-authentic, non-authentic), time (outdated, up-to-date). But the main criterion which should be taken into consideration is the learners' needs which are at the core of all other criteria.



-  (5min) Establish that no textbook is ideal. Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials.

Summary

Establish:

- Course books should be evaluated against your learners' needs.
- There is no perfect course book that will contain everything you need.

EVALUATING AND SELECTING COURSE BOOKS**Activity 2, Handout 1, Profiles of students****A.**

You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.

✂

B.

You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.

✂

C.

You have been selected as a tutor to a group of students who are preparing to take part in an English language competition. The tasks in the competition will consist of a grammar and vocabulary test, reading a text aloud and answering questions, writing argumentative and descriptive essays. They are mainly third-year students. They will have classes with you 4 times (8 hours) a week over 2½ months.

✂

D.

You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

ADAPTING AND SUPPLEMENTING MATERIALS

Objectives:

- to help participants explore various ways of adapting and supplementing texts
- to give participants an opportunity to adapt texts

Lead-in

Objective: to uncover participants' current practices of adapting a text

Time: 10 min

Materials: marker, whiteboard

▶ Procedure:

- 😊 (10 min) Remind participants about the session on materials evaluation and say that there is no ideal course book which contains everything that teachers and students want. Ask the following questions and write up answers that participants give on the board or flipchart.

~ *What problems do you usually have with your course book?*

Possible answers:

- ~ Exercises too short / too long (not enough items for practice)
- ~ Grammar and vocabulary is not contextualised
- ~ Deductive, 'top-down' approach to grammar rules
- ~ Texts too long / too boring/ too difficult /out of date / culturally inappropriate
- ~ Texts not authentic
- ~ Not enough communicative activities
- ~ No visual material
- ~ No listening material
- ~ No progress checks
- ~ No pre-, while- and post- tasks for reading
- ~ Not enough opportunities for a variety of interaction

~ *What can you do if an exercise / a text / an activity is not what you want for your students?*

Possible answers:

- ~ adapt
- ~ supplement with interesting exercises or relevant material

- Elicit random answers and say that in this session we will focus on various ways of adapting a text from one of Arakin's books.

Activity 1 Adapting a text

Objective: to help participants explore various ways of adapting a text

Time: 25 min

Materials: handout 1a, 1b, 1c, 1d

► Procedure:

- 😊 (5 min) Ask participants the following question:

~ *How can you adapt a text if you feel that it is too long, boring, and difficult? E.g. this text from Arakin. (show the text on page 71 from the course book for the third-year students by Arakin.)*

Possible answers:

- ~ If it is long, divide the text into several parts.
- ~ If it is difficult, prepare some language exercises etc.
- ~ If it is boring, add pre, while, post reading activities, supplement with appropriate pictures.

- Establish that adaptation of a text can be of two types: *easification* and *simplification*. When a teacher makes the language of the text simpler e.g. paraphrasing, getting rid of difficult vocabulary, shortening the difficult passages, it is called *simplification*. This is difficult to do well, even for native-speakers and is not recommended as the authenticity of the English language can be lost. *Easification* is a process in which a teacher uses certain means to make it easier for the students to understand the text.
- Say that participants will explore 4 techniques for easifying a text.
- 😊😊😊 Divide participants into 4 groups and distribute
- handout 1a 📄 to group 1
 - handout 1b 📄 to group 2
 - handout 1c 📄 to group 3
 - handout 1d 📄 to group 4
- 😊😊😊 (15 min) Ask groups to do the tasks on their handouts.
- 😊😊😊 (5 min) Write the following questions on the board / flipchart and ask groups to discuss these questions:

- ~ *What did the teacher do with the text?*
- ~ *How was it helpful for learners?*

Possible answers:

- ~ The teacher adapted the text using four different techniques.
- ~ It was easy for learners to read the text as learners did not waste their time looking up every word they didn't know in the dictionary (handout 1a), questions in handout 1b made learners think about important things in the story and

understand what was happening in the story. It was easy for learners to do the pre-reading activity as it prepared them for reading, gave an idea what the text is about, and raised their interest in the story. The while-reading activity made learners read and complete the task by paying attention to specific details in the story. Post-reading tasks invited learners' imagination because they asked them to write a letter in the name of the teacher and the pupil. these post reading activities helped learners to develop critical thinking skills (handout 1c). It was easy for learners to read the story as it is divided into small parts with accompanying tasks that encourage learners into further reading (handout 1d).

- Ask groups to share their ideas with the whole group.
- Establish that some texts are not easy to read for students and in order to make them more accessible for students teachers need to find ways to 'easify' them as in the example they have just experienced.

Activity 2 Workshop

Objective: to give participants an opportunity to adapt a text in groups

Time: 45 min

Materials: a text from Course book 3 by Arakin, scissors, glue, markers, highlighters, A4 paper, posters, magazines, newspapers.

► Procedure:

- 😊😊😊 (35 min) Divide participants into groups of 4. Distribute the text from the course book by Arakin, ('The Apple Tree' by J. Galsworthy, page 251, course book 3 by Arakin) or ask them to choose any text from the course book they use to teach their students. Ask groups to adapt the text and prepare a photocopiable version of their work to present it to the whole group.
- Distribute handouts 1a📄, 1b📄, 1c📄, 1d📄 to the 4 groups and tell them that they can use one of the strategies presented on the handouts.
- Support groups with ideas as you monitor their work.
- When groups have finished, help participants to make photocopies of the materials they produced to include in their **Portfolio** as **entry 10**.
- Allow ten minutes for groups to review each others' work.
- 😊 (10 min) Invite questions and comments from groups.
- Tell participants that they have *easified* a long and difficult text which some students may find boring in order to make it more accessible for their students. Say that in the next activity you would like them to brainstorm practical ideas on how to *supplement* a text.

Activity 3 Practical ideas on supplementing a text

Objective: to give participants an opportunity to brainstorm ideas on supplementing a text

Time: 15 min

Materials: none

► Procedure:

- 😊 (15 min) Ask participants the following questions and elicit answers after each question:

- ~ *What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss?*
- ~ *Where can you find additional materials?*

Possible answers:

- ~ find appropriate exercises, pictures, additional information for the text and bring them to class
- ~ find pictures in magazines, newspapers, the internet, use encyclopaedias, other course books such as **Headway, Reward, Inside Out**, take additional grammar exercises from grammar practice books (e.g. from books by Murphy, Ur or Swan), add your own vocabulary tasks and questions on the text.

- Tell participants that by bringing supplementary materials teachers can make lessons more interesting and raise students' motivation to learn English.

- 😊 (10 min) Ask participants to go back to the list of problems in the **Lead-in** activity. Ask groups to discuss the following question in groups:

- ~ *Which of these problems can a teacher solve by adapting and/or supplementing course book materials?*

- Write the answers the groups give next to the problem on the flipchart. See the example below.

- ~ Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)
- ~ Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts
- ~ Deductive, 'top-down' approach to grammar rules – supplement (present grammar in context)
- ~ Text is too long/too boring/too difficult/out of date/culturally inappropriate – adapt by easifying
- ~ Text is not authentic – supplement with extra material from newspapers etc
- ~ Not enough communicative activities – supplement (use resource books)
- ~ No visual material – supplement (bring in pictures, draw on the board, act out etc)
- ~ No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately
- ~ No progress checks – develop progress checks on the material taught
- ~ No pre-, while- and post- tasks for reading – supplement and/or adapt
- ~ Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

Summary

- Establish that no course book is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the course book. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them.

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1a, Adapting a text

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)

Read the following text and write 3 words that you don't know, in the right column.

<p>Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was <u>sacred</u>, from the Headmaster down, and the child, moreover, was safe from any form of <u>reprisal</u>.</p> <p>"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to <u>set it down</u> as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably <u>fair</u>, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."</p> <p>On the first Friday of my <u>association</u> with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...</p> <p>It occurred to me that they probably imagined I would be as <u>transient</u> as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.</p> <p>Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not <u>making the grade</u>. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.</p>	<p>Recess n.- a time when children are allowed to go outside and play during the day</p> <p>Brook no sth v. - not to allow something</p> <p>Sacred adj. - very important and treated with great respect</p> <p>Reprisal n. - Usually: an act of revenge or punishment</p> <p>To set smth down v. - to write something on paper in order to record it</p> <p>Fair adj. - just and balanced</p> <p>Association n. – a connection or relationship with another person or group</p> <p>Transient n. - continuing for only a short time</p> <p>To make the grade v. - to succeed / to reach the necessary standard</p>
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Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest, one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

Conspiracy of indifference n. – Here: agreement not to show interest

Culprit n. - a person who has done something wrong or against the law

Aplomb n. - if somebody does something with aplomb they do it in a confident and successful way, often in a difficult situation

To inveigle v. - to achieve control over somebody in a clever and manipulative way, especially so that they will do what you want

'bleeding' is a taboo adjective; 'thing' refers to the



lid of the desk

To herald v. - to be a sign that something is going to start

Pretext n. - a false reason that you give for doing something.

Utter adj. - complete or extreme

Decency n. - morally correct behaviour

Viciousness n. - Cruelty and hatred combined

Filth n. - any very dirty and unpleasant substance

ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1b, Adapting a text

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)

Read the text and answer the questions on the right column.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and

What do you think pre-means here?

Were children criticised for criticising their teachers?

Do you see only advantage in this scheme?

Do you think they had different teachers in the past? Why did they have different teachers?

Why do you think "were" was used not "I was"?

<p>stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...</p> <p>I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.</p> <p>Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.</p> <p>They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.</p> <p>One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: “The bleeding thing won’t stay up.” It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words “bloody” or “bleeding” were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the “bleeding” this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. “Why, oh why,” I asked myself, “did they behave like that? What was wrong with them?”</p>	<p><i>Do you think there was more than one culprit? If you do, what makes you think so?</i></p>
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ADAPTING AND SUPPLEMENTING MATERIALS

Activity 1, Handout 1c, Adapting a text

Pre-reading task

Before you read discuss the following questions in groups:

- ~ Think of the time when you started teaching at school, college, university?
- ~ How did the principal / the head of the chair behave?
- ~ How did pupils / students behave?

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8
(Extract)

While-reading task

Read the following text and write **T** if the statement is true and **F** if the statement is false:

- a) Mr. Florian thinks that reading pupils' weekly reviews helps teachers a lot in their work.
- b) The narrator didn't find anything about himself in pupils' weekly reviews.
- c) The narrator worked hard on himself to make his lessons interesting.
- d) Pupils' didn't like the narrator's lessons at all and tried to interrupt him during the lessons.
- e) The narrator felt angry and frustrated when they rudely interrupted him, but couldn't do anything.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me.

But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

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Post-reading task

- ~ Write a letter to the Headmaster explaining the situation and asking for advice.
- ~ You are a pupil. Write a letter to a friend describing your feelings and the teacher's feelings about what happened in the class.

ADAPTING AND SUPPLEMENTING MATERIALS**Activity 1, Handout 1d, Adapting a text****TO SIR, WITH LOVE**by **E. R. Braithwaite**

Chapter 8

(Extract)

Read the 4 parts of the text and complete the tasks.

Part 1

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On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me.

Answer the following question and do the tasks:

- ~ *What do you think students wrote about this teacher?*
- ~ *Find any disadvantages in the scheme from a student's perspective.*
- ~ *Find any disadvantage from a teacher's perspective.*

Part 2

I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

- ~ *What do you think the teacher will do next?*

Read the next extract.

Part 3

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

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Answer the following questions:

- ~ *Why was the teacher dissatisfied with his class's attitude to him?*
- ~ *What do you think the teacher did? What would you do if you were in the same situation?*

Part 4

I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

Answer the following question:

- *Why didn't the narrator do anything to stop the third stage of the pupils' behaviour? Give reasons for your answer.*

FACILITATION IN LANGUAGE TEACHING

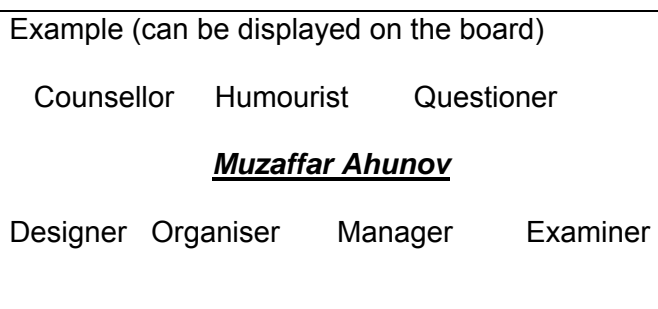
Objective: to help participants explore the nature of facilitation in teaching

Lead-in 10 min

Materials: A4 paper for each participant

► **Procedure:**

- ☺ (5 min) Say that during this session you would like participants to think about the roles a teacher can play in the classroom. Distribute A4 paper to each participant and ask them to put their names in the middle of the page and write all the possible roles they play in their classroom around the name (mind map style).



- ☺☺☺ (3 min) Put participants in 4 groups and invite them to compare their lists and share their ideas.
- ☺ (2 min) Invite each group to briefly report on the roles that they discussed and make a list of roles mentioned by the participants on the board.

Activity 1 Exploring the article

Objective: to enable participants to explore the article

Time: 25 min

Materials: article *Facilitation in Language Teaching* by Underhill (distributed earlier)

► **Procedure:**

- ☺ (5 min) Make sure that everyone has got the article *Facilitation in Language Teaching* by A. Underhill (it should be read by this session). Invite participants to go individually through pages 1-9 and underline 4 things they liked in the article in particular (limit the number of things to 4, otherwise the discussion that follows will take too much time).
- ☺☺☺ (10 min) Put participants in groups of 4 and ask them to share their ideas.
- ☺ (5 min) Invite a spokesperson from each group to summarise the main points of their discussion.
- (Optional) Share your own 4 things.
- Say that it is difficult to give a strict definition of the role of a facilitator and in this session participants will try to explore the concept of facilitation in teaching through the article.

Activity 2 Difference between Lecturer, Teacher and Facilitator

Objective: to enable participants to verbalise the difference between Lecturer, Teacher and Facilitator

Time: 27 min

Materials: handouts with symbols

► Procedure:

- 😊😊 (5 min) Put participants in pairs and ask them to share how they understand the roles of Lecturer, Teacher and Facilitator in the light of the article. Assign each pair a different task – task 1 - Lecturer, task 2 - Teacher, task 3 - Facilitator.

NB. Make a point that the words ‘lecturer’, ‘teacher’ and ‘facilitator’ are ONLY used in the article to represent some characteristics. It does not mean at all that it is good or bad to be a lecturer or a teacher.

- 😊😊 + 😊😊 (10 min) When pairs have finished their discussion, put those pairs who had similar tasks in groups (e.g. those who discussed the role of Lecturer will be in one group now) and ask them to share their ideas. Ask them to prepare a brief report summarising the main points of their discussion. Encourage groups to use examples from personal experience, if they think it is appropriate.
- 😊 (8 min) Ask groups to share. Invite any comments.
- 😊 (2 min) Distribute handout 1 📄 to each participant and ask them to examine the symbols on the handout and say how they understand them.
- 😊 (2 min) Collect ideas from the whole group. Refer to the symbols and establish that a facilitator is a teacher who has knowledge of the subject, skills to teach this subject and sensitivity towards learners, their needs, preferences, learning styles and so on.

Activity 3 Is it possible/difficult to become a facilitator?

Objective: to help participants analyse the second part of the article

Time: 20 min

Materials: article *Facilitation in Language Teaching* by Underhill, posters and markers

► Procedure:

- 😊 (5 min) Ask the whole group the following questions:
 - ~ *Is facilitation a skill or a talent?*
 - ~ *Is it possible to become a facilitator?*
 - ~ *Does a teacher need to go through special training to acquire the skills of a facilitator?*
- 😊 (3 min) Ask participants to go through pages 9-19 of the article individually and to pick several important things they have learnt and which they think would be useful as advice for their colleagues.
- 😊😊😊 (10 min) Put participants in 4 groups. Based on what they have chosen, ask groups to make a list of 6 (the ones they think have the priority) recommendations of

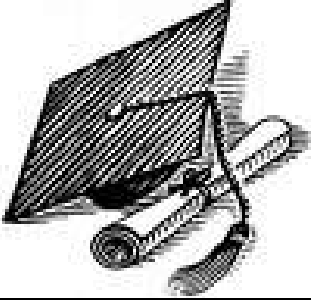


what should be the first steps towards facilitation. Tell groups to put their ideas on a poster.

- 😊 (10 min) Invite groups to display their posters and mingle around to comment on each other's recommendations.

Summary

Establish that *facilitation* in teaching is more of an attitude towards the teaching profession than just a set of certain skills. It is rooted deep in teachers' beliefs about learning and about how they teach their students to maximise their learning. There is no right or wrong way one can take to become a facilitator. A good facilitator has a perfect sense of the classroom and students and this guides her/him in selecting the methods s/he employs in teaching and supporting learning.

FACILITATION IN LANGUAGE TEACHING
Activity 2, Handout 1, Symbols

	<p><u>Symbol 1</u></p> <hr/> <hr/> <hr/> <hr/>
	<p><u>Symbol 2</u></p> <hr/> <hr/> <hr/> <hr/>
	<p><u>Symbol 3</u></p> <hr/> <hr/> <hr/> <hr/>

EVALUATION OF WEEK 1 MODULE 2 PORTFOLIO PREPARATION & SUBMISSION

Procedure:

- Distribute questionnaires for Week 1 Module 2. Tell participants that their opinion will be much appreciated and ask them to complete the questionnaires. When participants have completed their questionnaires collect them and analyse after the session or when you have time to do this. Refer to Session 36 on how to analyse the completed questionnaires.
- Tell participants that the rest of the session will be devoted to finalising portfolio entries produced by them over the programme. Encourage participants to mingle around and share portfolios with each other. Say that it is highly recommended to peer-review the portfolio entries before submission.
- Monitor the process and help if necessary. It is recommended that all trainers are available for/during sessions 53 and 54.
- When portfolios are ready for submission, one of the members of the training team should be responsible for collecting the portfolios from participants. While collecting their portfolios make sure that all entries have been included in the folder. If it is incomplete, return the portfolio to the owner and ask him/her to complete it.
- Make sure that portfolios do not contain identical entries. If this is the case, return portfolios to the owners and ask them to redo the entries.



DUET

QUESTIONNAIRE for PARTICIPANTS
Module 2 Week 1

Dear participant,
We would like to know how far the DUET programme met your expectations, and how useful you found it.

Your name
(Optional)

City.....

Institution

1. How do you feel by the end of the week? Tick as many boxes as you like.

- Interested
- Worried
- Confused
- Excited

- Bored
- Comfortable
- Relaxed
- Other, please specify

2. Which session(s) did you find most useful for your teaching context? Please specify.

3. Which session(s) did you find least useful for your teaching context? Please specify.

4. How helpful did you find the team of trainers? Please comment.

5. Did you feel comfortable working with other participants over the week? Please comment.

6. What do you think about the handouts?

- All handouts were clear for me.
- I found some handouts difficult to understand. Please specify which

All handouts were difficult to understand. Please comment

7. How useful did you find the articles provided by the trainers? Please comment.

8. How useful did you find programme audio and video materials? Please comment.

9. Name three ideas/activities that you will share with your colleagues or use in your classroom upon your return to your institution.

Thank you for cooperation! ☺

MIXED ABILITY CLASSES

Objectives:

- to raise participants' awareness of different approaches and attitudes to teaching mixed ability classes
- to raise participants' awareness of the impact that teachers' attitudes to mixed ability classes have on learners
- to help participants explore and evaluate different strategies that can be used when teaching mixed ability classes

Lead-in

Time: 5 min
Materials: board, markers

► Procedure:

-  (5 min) Ask participants the following questions:

1. *What do you understand by a mixed ability group?*
2. *Have you ever taught a mixed ability group? Tell us about it.*
3. *How do you pitch your lessons with mixed ability groups? What level do you teach to within a mixed ability group – the stronger, the average or the weaker students? Why?*

Possible answers:

1. A mixed ability group is a group where students differ in terms of language background, learning speed, learning ability and motivation, language level, learning styles etc.
- 2 & 3. Answers will vary.

- Establish that a mixed ability group is a group where students differ in terms of language background, learning speed, learning ability and motivation, language level, learning styles etc. Write the following question on the board:

~ *What level should we teach to within a mixed ability group and how?*

Ask participants to think about this question but not to answer it immediately. Tell participants that we will try to answer it in this session.

Activity 1 Learners' perspective

Objective: to let participants explore how learners feel in a mixed ability class

Time: 25 min
Materials: DVD, DVD player, handout 1 per participant

► Procedure:



-  (5 min) Ask participants the following questions:

1. *How do you think students feel in mixed ability classes?*

2. *What impact do you think the teacher's attitude has on learners? How do learners feel if the teacher focuses mainly on stronger/weaker/average students?*
3. *Have you ever asked your learners about it?*

Possible answers:

1. Weaker students might feel demotivated. Stronger students might make fun of weaker ones.
2. The teacher might encourage rivalry or friendship in a classroom. If the teacher focuses mainly on stronger students, weaker ones might be discouraged from learning. If the teacher focuses mainly on weaker students, stronger ones might lose motivation to make any further progress.
3. Answers may vary.




- Elicit random answers. Tell participants that they will watch a video fragment where a group of learners are talking about their feelings and attitudes towards working in mixed-ability groups. Distribute handout 1  and ask participants to take notes.
- (10 min)  Play the video.

Summary of the video fragment:

Jahongir –His teacher used to focus on weaker ones and used to say that stronger students can work autonomously; his teacher used to assess the whole group performance to motivate stronger students to help weaker ones and encourage team work. The teacher should pay more attention to weaker students.

Rushana – studied in a mixed ability class where stronger students didn't help weaker ones, now she regrets that her teacher paid more attention to stronger ones. She thinks that teachers should find the golden middle and encourage friendship among students.

Nargiza– she has changed schools several times and in some she was a weaker student and in others a stronger one. When she was regarded as strong and received less attention she stopped learning, "didn't put much effort". She would like to get extra tasks. Teachers should treat all students equally, stronger students should be challenged to achieve more, and weaker ones should be helped so that they are able to catch up with others.

-  (5 min) Ask participants to share answers to the tasks on handout 1  in their groups.
-  (5 min) Elicit random answers.

Suggested answers:

1. 1) Jahongir – c; Rushana – b 2) Nargiza - a
2. *Jahongir's* teacher mainly focused on weaker students, she made stronger ones help weaker ones by evaluating not only individual but group performance as well. *Rushana's* teacher paid more attention to stronger students and it resulted in ignoring weaker ones.

Nargiza's teacher addressed mixed-ability classes by giving extra tasks to stronger students and having additional classes for weaker ones.

3. 1) Jahongir- b; 2) Rushana- c; 3) Nargiza- d.

- 😊 (1 min) Establish that a teacher's attitude towards mixed ability groups has an impact on learners. If a teacher focuses only on stronger students, weaker ones might feel ignored. On the other hand if a teacher tries to work mainly with weaker students, stronger students might stop making progress. Providing equal opportunities for everybody promotes not only learning at the learners' optimum speed, and in her/his preferred style, but also helps to build trust and friendship in the classroom.

Activity 2 Teachers' attitudes

Objective: to give participants an opportunity to explore different attitudes of teachers towards working in a mixed ability class and strategies they employ

Time: 40 min

Materials: DVD, DVD player, handout 2 per participant



▶ Procedure:

- 😊 (5 min) Ask participants the following question:

1. *Are mixed-ability classes always a problem?*
2. *Are there any advantages of teaching mixed-ability classes? If there are, what are they?*
3. *How can a teacher turn the problem of teaching mixed-ability class into an advantage?*

Possible answers:

1. Yes/no/sometimes.
2. Yes/no/sometimes. In mixed-ability classes stronger students might help weaker ones.
3. Teacher can use group and pair work, project work, give extra tasks to stronger students, etc.

- 😊 (5 min) Tell participants that now they will watch a video in which teachers say how they feel about working with a mixed ability class. Distribute handout 2  and ask participants to look through the tasks.
- (5 min)  Play the video.
- 😊😊😊 (15 min) Put participants in groups of 4-5 and ask them to discuss their answers.

Suggested answers:

1. Alex complains about teaching a mixed ability class. He teaches only strong students without paying attention to weaker ones.

2. Natasha enjoys working with her mixed ability class. She is trying to focus on every student in the class.

3.

STRATEGIES	ADVANTAGES	DISADVANTAGES
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise. Stronger students might lose motivation.
Project work	Each student can play a role according to his/her abilities/aptitudes	Can be difficult to assess
Assigning tasks of different complexity	Every student can do a task according to his/her level, ability, needs etc. In this case weaker students will not feel frustrated, while stronger ones will not be bored.	A lot of preparation

4. Answers may vary.

- 😊 (10 min) Elicit random answers and establish that there are different attitudes towards working with mixed-ability classes. Some teachers believe that they should focus only on stronger students, while others take advantage of the opportunities presented by this situation. The advantages of working with mixed-ability classes are diversity of opinion, and the possibility for students to learn from each other. There are different strategies for working with mixed-ability classes.

Activity 3 Article discussion

Objective: to let participants explore strategies of addressing different levels of learners

Time: 5 min

Materials: handout 3, 4 per participant, articles by Gareth Rees *Teaching mixed-ability classes* 1& 2. Available at:
www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm
 and
www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

▶ Procedure:

- 😊 (5 min) Ask participants to try to answer the question asked at the beginning of the session:
 ~ *What level should we teach within a mixed ability group and how?*
- Elicit that teachers should try to address different levels of students by giving group work, project work, setting tasks of different complexity etc.
- 😊😊😊 (5 min) Ask participants to work in groups and discuss whether the strategies mentioned in the video will be suitable in their context. Ask groups to add any other strategies they know to those given in the table on handout 2.

- 😊 (5 min) Elicit random answers.
Distribute handout 4 📄 and ask participants to look through the questions. Distribute the articles by Gareth Rees *Teaching mixed-ability classes 1& 2*.
- (Optional) 😊😊😊 (15 min) If time allows ask participants to skim the article and in their groups try to find answers to the suggested questions.
- If there is no time left ask participants to read the article at home and try to find the answers suggested in the articles and to experiment with the ones they think are relevant to their context.

Follow-up reading

Rees Gareth. *Teaching mixed-ability classes 1& 2*. Available at:
www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm and
www.teachingenglish.org.uk/THINK/methodology/mixed_ability2.shtml.htm

MIXED ABILITY CLASSES**Activity 1, Handout 1, Learners' perspective**

You will watch a video where 3 learners are talking about their experience of studying in mixed ability classes. Watch the video and answer the questions below.

- Which of the speakers talked about their experience of:
 - being both a strong and a weak student in different schools;
 - being ignored because s/he was a weaker student;
 - encountering rivalry among strong students because of the discounts in the tuition fee?

1) Jahongir _____ 2) Rushana ____ 3) Nargiza _____
- How did their teachers manage mixed-ability classes and how did it affect learners?
 - Jahongir _____
 - Rushana _____
 - Nargiza _____
- Which of them would advise the teacher to focus on:

a) stronger students	c) average
b) weaker students	d) both?

1) Jahongir ____ 2) Rushana _____ 3) Nargiza _____

**MIXED ABILITY CLASSES****Activity 1, Handout 1, Learners' perspective**

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1) Jahongir _____ 2) Rushana ____ 3) Nargiza _____
- How did their teachers manage mixed-ability classes and how did it affect learners?
 - Jahongir _____
 - Rushana _____
 - Nargiza _____
- Which of them would advise the teacher to focus on:

e) stronger students	g) average
f) weaker students	h) both?

1) Jahongir ____ 2) Rushana _____ 3) Nargiza _____

MIXED ABILITY CLASSES

Activity 1, Handout 2, Teachers' perspective on teaching a mixed ability class.

Watch the video and answer the questions.

1. *What problem does Alex state? What level of students within the group is Alex teaching?*

2. *What's Natasha's attitude to working with mixed ability groups? What level of students within the group is Natasha teaching?*

3. Using the questions below complete the table.

- 1) *What strategies does Natasha suggest for working with mixed ability classes?*
- 2) *What advantages of employing these strategies does she mention?*
- 3) *What are Alex's arguments against these strategies?*

STRATEGIES	ADVANTAGES	DISADVANTAGES
Grouping stronger students with weaker ones	Stronger students help weaker ones	Too much noise

4. *To what extent do you agree with Alex's comment that weaker students are incapable and unwilling to learn?*

MIXED ABILITY CLASSES**Activity 3, Handout 3, 4 Pre-reading questions****PRE- READING QUESTIONS:**

1. *Should I discuss the situation in mixed ability groups with my students? If so, why?*
2. *How can I raise my students' awareness of their own strengths and weaknesses? How can I encourage them to evaluate their own progress?*
3. *Should I always group stronger students with weaker ones?*
4. *How should I set up pairwork in mixed ability groups?*
5. *What kind of whole group activities can be used in this context?*
6. *Should I give tasks according to the level of difficulty?*
7. *What kind of homework should I give to students of different levels?*
8. *How should I correct students of different levels when they speak or when they produce something in writing?*

**MIXED ABILITY CLASSES****Activity 3, Handout 3, 4 Pre-reading questions****PRE- READING QUESTIONS:**

1. *Should I discuss the situation in mixed ability groups with my students? If so, why?*
2. *How can I raise my students' awareness of their own strengths and weaknesses? How can I encourage them to evaluate their own progress?*
3. *Should I always group stronger students with weaker ones?*
4. *How should I set up pairwork in mixed ability groups?*
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6. *Should I give tasks according to the level of difficulty?*
7. *What kind of homework should I give to students of different levels?*
8. *How should I correct students of different levels when they speak or when they produce something in writing?*

GIVING INSTRUCTIONS

Objectives:

- to show participants the value of using English when giving instructions in class
- to explore the characteristics of effective instructions
- to give participants a range of English expressions which could be used in lessons

Lead-in

Time: 10 min

► Procedure:

- 😊 (10 min) Ask participants the following questions and elicit answers after each question:
 - ~ *What language do you use when giving instructions in English?*
 - ~ *Why do you use a certain language in class when giving instructions?*
 - ~ *Do you think it's important to use English in class as much as possible? Why/Why not?*
- Focus on the answers to the third question and briefly discuss the value of using English in class. Establish the following:
 - ~ When the teacher uses English, students understand that the classroom is an English-speaking environment and thus are encouraged to use the language themselves.
 - ~ If the teacher uses English most of the time, students practise listening and when they respond they very often go beyond 'textbook English', thereby using English for communication.

Activity 1 Giving instructions

Objective: to help participants explore the characteristics of good instructions and practise giving them

Time: 35 min

Materials: handouts 1, 2 and 3

► Procedure:

- 😊 (5 min) Say that most teachers use English a lot when giving instructions during classes. Say that this activity will be about giving effective instructions. Ask participants to listen very carefully to the explanation below. Read it out.

NB Check the pronunciation of every difficult word beforehand so that you do not make mistakes while reading. Make pauses when you read.

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug onto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

Switch off the flammable source and position the mug with its contents under the cold water tap to lower the temperature of the ripened egg. Shed the outer wrapping from the egg and take immense pleasure in eating it.

- 😊 (3 min) Ask participants the following questions:
 - ~ *What did the instruction ask you to do?*
 - ~ *Was it easy to understand? Why / Why not?*
- 😊 (3 min) Read out the second explanation.

HOW TO MAKE A HARD BOILED EGG

1. Take a raw egg and wash it in cold water.
2. Take a metal mug.
3. Put the washed egg into the mug.
4. Pour cold water into the mug to cover the egg.
5. Put the mug with the egg onto the flame.
6. Boil it for 8-10 minutes.
7. Switch off the flame.
8. Put the mug with the egg under cold water to cool the egg off.
9. Peel the shell.
10. Enjoy your egg.

- 😊 (2 min) Discuss these instructions with participants asking the following question:
 - ~ *Which of the instructions is easier to understand? Why?*

😊😊😊 (5 min) Distribute handout 1 📄 (instructions 1 & 2). Ask participants in groups to compare the instructions and brainstorm the characteristics of effective classroom instructions.

- 😊 (5 min) Invite a volunteer to collect answers from the group and make a list on the board.

Suggested answers:

Instructions should be:

- clear
- short
- in logical order
- in imperative sentences

NB In order not to sound very harsh, teachers can either use the word 'please' or use the 'Can you ... ?' construction. It is also important to check understanding. A good idea is to give an example.

- Establish that a teacher should use simple language while giving instructions i.e. familiar words and short sentences in the imperative mood. Say that in order to make communication in English lessons successful classroom instructions should be understandable.
- 😊😊😊 (12 min) Divide participants into four groups. Give each group a task to give instructions for the activities below. If necessary you can refer to the sessions 'Integrated

skills' and 'Information gap' or the glossary. Give out handout 2 (texts) to groups 1 and 2 and handout 3 (pictures) to groups 3 and 4. Tell participants that these handouts are given to them as a reminder of what the tasks are.

NB Make sure participants do not do the tasks, they should think of instructions only.

Group 1 – Jigsaw reading

Group 3 – Find five differences in two pictures

Group 2 – Jigsaw reading

Group 4 – Find five differences in two pictures

- When participants have finished ask groups 1 and 2 to work together and compare their instructions. Groups 3 and 4 should do the same. When groups compare their instructions they should make sure that they are clear, not too wordy, in a logical order and that no step is missing.
- Summarise the activity asking the groups how effective the instructions were. Refer to the characteristics of effective instructions on the board.

Activity 2 Teacher talk

Objective: to help participants come up with classroom expressions which teachers frequently use

Time: 20 min

Materials: Handout 4 and 5

► Procedure:

- Say that teachers use English to check attendance, to start or stop an activity, to set homework, to ask questions, to correct errors, etc. Tell participants that they will look at some common expressions used in the classroom.
- 😊😊(10 min) Make pairs. Give each pair handout 4 with a list of expressions in L1. Ask them to translate each expression into English. If you notice that participants spend too much time, allow them to translate only some sentences, e.g. half of the group translates the first eleven sentences and the other half translates sentences 12-22.
- 😊😊😊 (10 min) After most pairs have finished, ask them to compare their ideas in groups of four.
- Give out handout 5. Invite participants to compare their answers with the translation on the handout. Draw participants' attention to the fact that there may be several possible ways of translating. Accept all answers that convey the right meaning, emphasising that instructions shouldn't always take the form of a word-for-word translation from L1.

Activity 3 Student talk

Objective: to raise participants' awareness of the need for students to talk in class and to equip them with some typical examples of student talk

Time: 15 min

► Procedure:

- Tell participants that since classroom language is the kind of language necessary to communicate and survive in the classroom it is not only the teacher who should use it.

Students should also be prepared to use English when they communicate with the teacher and each other.

- 😊 (3 min) Ask participants the following question:

~ How can you introduce common classroom expressions which students should use?

Invite several random responses. Elicit or tell participants that these expressions can be introduced at the very beginning of the course/school year with the help of students themselves.

- 😊😊😊😊 (5 min) Tell participants that now they are students. Put your 'students' into groups of five and ask them to write down some expressions they can think of which they might need to use in the classroom. They may write in English or in L1.
- 😊 (7 min) When the 'students' have done this, ask a member of each group to read out their list phrase by phrase. Ask other groups to help correct/translate and then write up the English translation on the board. After writing all the phrases elicited from your students on the board, tell them that with real students you might ask them to copy these into their notebooks and to start a Classroom Language List. They should have enough space to add to this list as more classroom language is introduced throughout the course.

Possible examples of classroom expressions:

Can I come in?
 Could you say this again, please? / Can you repeat this, please?
 How do you spell this?
 How do you say xxx in English?
 I've got a question.
 I would like to answer this question.
 Shall I begin?
 I'm not ready yet.
 Can anybody lend me a dictionary/a pen/...?

- Summarise the activity by saying that a teacher should help students to learn useful classroom expressions in English to create English-speaking atmosphere.

Activity 4 Chatting (optional)

NB If you decide to do this activity make sure you save time for it by spending less time on Activities 1, 2 and 3

Objective: to provide an opportunity to practise chatting

Time: 15 min

Materials: Handout 2

▶ Procedure:

- Tell participants that teachers should try and use English not only to organise students' work or teach them, but also to create a 'language atmosphere' in the classroom. This can be done, for example, at the beginning of the lesson when teachers can spend several minutes chatting with their students. Teachers should not pay much attention to

students' mistakes as the aim is to create a friendly atmosphere, establish rapport and expose students to real communication.

- 😊 (5 min) Elicit from participants possible topics for chatting and write them on the board.

Possible topics:

An interesting TV programme.
 A piece of local or international news.
 Things students and/or the teacher did at the weekend/the previous day.
 Advice students can give the teacher about her problem.
 Weather – finding out who likes a particular kind of weather and why.

- 😊 😊 😊 (10 min) Make groups of five. In each group one participant will play the role of the teacher. S/he should choose one of the topics and practise chatting to the group. Make sure 'teachers' understand that they should not just ask questions, but also talk about themselves and show interest in 'students' answers. Say that they should not spend more than 5 minutes. Walk round and listen in. When they finish, in a plenary ask each group to report back quickly and then give feedback to the whole group commenting on the chatting in smaller groups.

An example of chatting

Teacher: I have a problem and I need your advice.
 Ss: Why? What's the matter?
 Teacher: It's my nephew's birthday next Saturday and I don't know what present to give him.
 Ss: How old is your nephew?
 Teacher: 15.
 Ss: What does he like doing?/ What's his hobby?/What is he fond of?
 Teacher: He likes watching films.
 Ss: Buy him a DVD.
 Teacher: He doesn't have a DVD player.
 Ss: Buy one for him.
 Teacher: I don't have that much money. But you know what? I'll buy a DVD for his computer. Can you recommend a film that a 15-year old boy may like? Etc.

Summary

Summarise the session by saying that

- there are plenty of opportunities for using English in lessons – from simple instructions to communicating with students in English;
- if a teacher uses English for communication, students understand that they should respond in English too;
- the more you use English in class the more chance you give your students to develop their own English.

Follow up reading

S. Gonçalves. Ways of presenting classroom language, available at: www.clas.language.pt.britishcouncil.org

GIVING INSTRUCTIONS**Activity 1, Handout 1, Instructions – two texts****I**

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug unto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

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II**HOW TO MAKE A HARD BOILED EGG**

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6. Boil it for 8-10 minutes.
7. Switch off the flame.
8. Put the mug with the egg under cold water to cool the egg off.
9. Peel the shell.
10. Enjoy your egg.

GIVING INSTRUCTIONS**Activity 1, Handout 2, Texts for jigsaw reading**

Give your learners instructions for the following jigsaw reading activity.

A The White Cliffs of Dover are world-famous and have been of major historical importance for generations. They were formed in the Cretaceous Period (Mesozoic Era) about 65-80 million years ago, when dinosaurs walked the earth. In the sea lived billions of microscopic single-celled animals and plants, called plankton, with shells made of lime. When they died, their shells fell to the sea bed. The shells accumulated, very slowly, at a rate of around 0.015mm a year, which built up to a depth of 15 metre in one million years. The White Cliffs are a symbol of the nation's strength against enemies and a reassuring sight to returning travellers. They have been immortalised in song, in literature and in art.

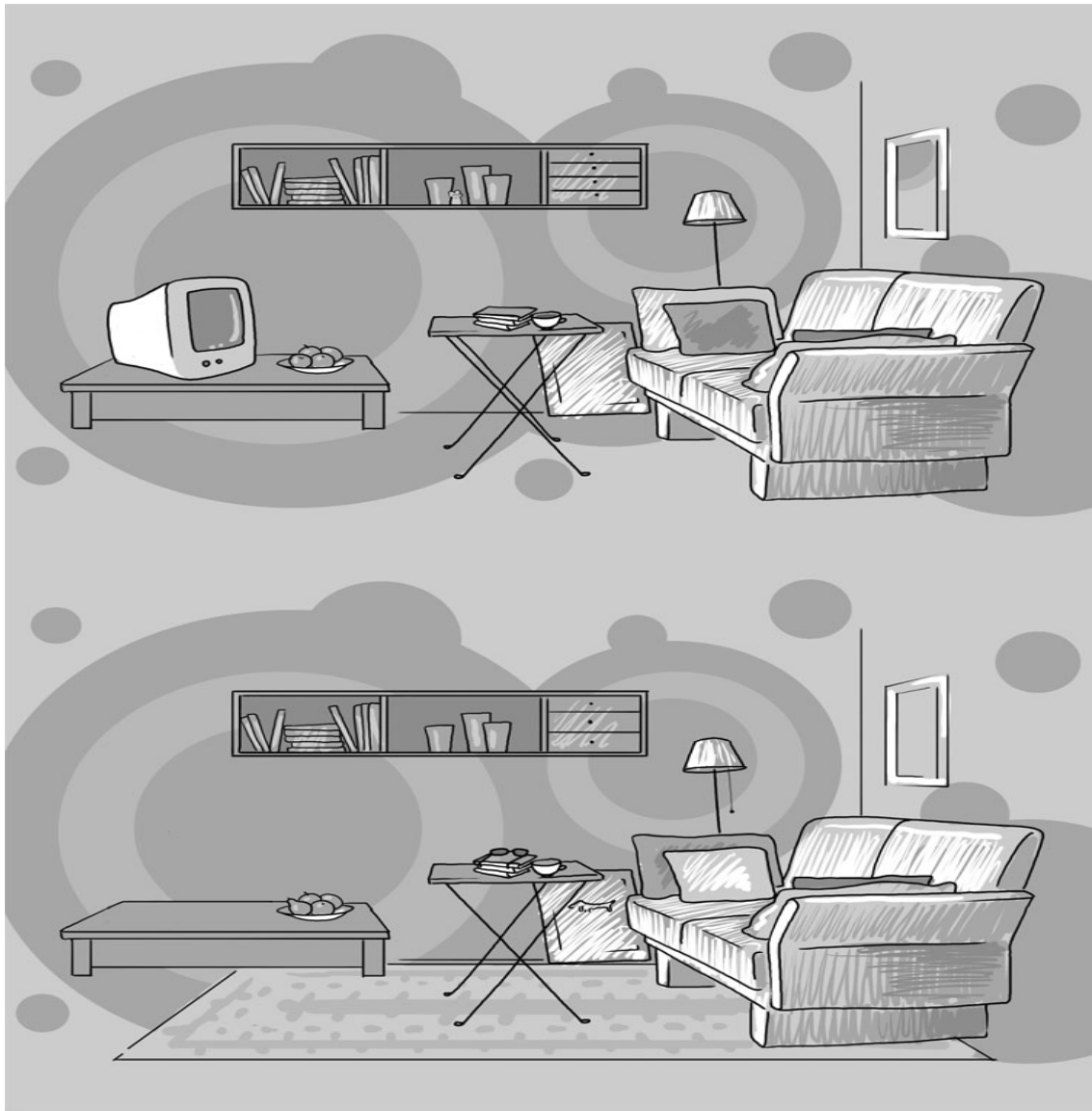
B '(There'll Be Bluebirds Over) The White Cliffs of Dover' is one of the most famous of all the World War II era pop classics. It became a sensational hit in 1942, as it reflected the feelings of all the Allies towards the British people in their brave fight against Nazi Germany. Pilots flying to Germany from the airfields in south England would know that they had made it home safely when they saw the white cliffs of Dover, so this sight had a special significance at that time.

Originally the song was released in the U.S. by bandleader Kay Kyser. The most well known version of the song is probably the one recorded by Vera Lynn in 1942. Vera Lynn was one of Britain's leading entertainers during the war and kept up the spirits of the public when times were difficult.

GIVING INSTRUCTIONS

Activity 1, Handout 3, Pictures – information gap

Give your learners instructions for the following information gap activity.



GIVING INSTRUCTIONS**Activity 2, Handout 4, Classroom expressions**

Read and translate the following expressions into English:

CLASSROOM EXPRESSIONS IN RUSSIAN AND UZBEK	CLASSROOM EXPRESSIONS IN ENGLISH
1. Повторите!	1. Takrorlang!
2. Прекратите разговаривать!	2. Gapirishni to'xtating!
3. Успокойтесь.	3. Tinchlaning!
4. Выйди к доске.	4. Doska oldiga keling!
5. Кто сегодня отсутствует?	5. Bugun kim yo'q?
6. Всем внимание!	6. Diqqat!
7. Закройте окно, пожалуйста.	7. Iltimos, derazani yoping!
8. Кто вытрет доску?	8. Kim doskani tozalaydi?
9. Откройте учебники на странице 19.	9. Darslikning 19 betini oching!
10. Сегодня/На сегодняшнем уроке мы будем проходить ...	10. Bugun/ Bugungi darsda biz ... mavzusini o'ta boshlaymiz.
11. А теперь посмотрите на упражнение 3 на странице 26.	11. Endi 26 betdagi 3-mashqqa qarang.
12. Прочтите текст про себя.	12. Matnni ovoz chiqarmay o'qib chiqing.
13. Когда закончите, поднимите руку.	13. Tugatganingizda qo'lingizni ko'taring.
14. Не выкрикивайте ответ.	14. Javobni baland ovozda ayt mang.
15. Как вы ответили на вопрос 2? Кто ответил по-другому?	15. 2-savolga qanday javob berdingiz? Kimning javobi boshqacha?
16. Все согласны?	16. Hamma shu fikrga qo'shiladimi?
17. Ещё варианты?	17. Boshqa javoblar bormi?
18. Говорите громче, пожалуйста.	18. Iltimos, balandroq gapiring.
19. На сегодня всё.	19. Bugungi darsimiz shu.
20. Закончите это упражнение дома.	20. Bu mashqni uyda yakuniga yetkazing.
21. Дома выполните упражнение 3 письменно.	21. Uyda 3-mashqni yozma bajaring.
22. Сдайте свои работы/ домашнее задание, пожалуйста.	22. Marhamat, ishlaringizni/ uy vazifalaringizni topshiring.

GIVING INSTRUCTIONS**Activity 2, Handout 5, Classroom expressions in English****SUGGESTED TRANSLATION (for handout 4)**

1. Repeat (it)! / Say it again! / One more time, please.
2. Stop talking.
3. Be quiet (please).
4. Come to the blackboard. / Come to the front.
5. Who's absent today?
6. Now, pay attention, everybody.
7. Could you close the window, please? / Can you close the window, please?
8. Who will clean the blackboard? / Would someone clean the blackboard, please?
9. Open your books at page 19.
10. Today / In today's lesson we're going to begin ...
11. And now look at Exercise 3 on page 26. / And now turn to exercise 3 on page 26.
12. Read the text silently.
13. When you have finished, raise your hand. /... , put your hand up.
14. Don't call out / shout out the answer.
15. What's the answer to question 2? Who has got a different answer?
16. Does everybody agree?
17. Any other ideas? / Any other versions?
18. Speak up, please. / Speak louder, please.
19. That's all for today. / We will stop here today. / Let's call it a day.
20. Please finish the exercise for homework.
21. For homework do exercise 3 in writing.
22. Hand in your papers/homework, please. (Br) / Turn your papers/homework in,
please.(Am)

ASKING QUESTIONS AND ELICITING

Objectives:


- to raise participants' awareness of different kinds of questions that teachers ask
- to give participants practice in asking eliciting questions

Lead-in

Time: 5 min

Materials: flipchart, markers

Preparation: Write the quotation on the board or flipchart

-  Draw participants' attention to the quotation on the board/flipchart (see below). Ask participants to read the quotation and express their opinion on it.

Teaching is more about asking the right questions than answering them.

- Establish that questions are the most important tools in teaching and learning and say that the session is devoted to this topic.

Activity 1 Graded questions



Objective: to raise participants' awareness of the importance of grading questions

Time: 15 min

Materials: handout 1

Preparation: write the five questions on the board/flipchart (see the table in bullet 1)

► Procedure:


-  (10 min) Divide participants into four groups. Distribute handout 1  to each participant. Ask participants to look at the picture and the questions. Explain that they have to sequence them from easy to difficult: 1 – the easiest to answer, 5 – the most difficult.

Suggested answer:

#	Question	Number
1	<i>Why is the dog not attacking the men?</i>	4/5
2	<i>Is the dog barking?</i>	1/2
3	<i>How many men are there?</i>	2/1
4	<i>What will the owners of the house find out when they come home?</i>	5/4
5	<i>What does the dog look like?</i>	3

Give groups 3-5 minutes to complete the task and then invite a representative from each group to come to the board and write the number of each question to show the order suggested by their group. Ask them to explain their decisions.

NB Different groups may have different orders, so in the table four numbers might appear near each question. Accept all answers and do not let participants turn this exercise into a debate.

-  (5 min) Say or elicit that the easiest type of question is a YES/NO question because it requires a short answer. This type of question is even easier to answer if the answer

can be SEEN in the picture. Thus, Question 2 could be the first. Wh-questions are more difficult to answer and usually the most difficult type of Wh-questions is a WHY question. If the answer to such a question cannot be seen but we must guess it or imagine something, it is even more difficult to answer it. However, the words in the bubble in this picture make it a little bit easier to answer Question 1 than Question 4, that's why the numbers 4 and 5 are given with a slash.

Activity 2 Categorising questions

Objective: to show participants the connection between questions and thinking skills

Time: 35 min

Materials: markers

Preparation: Prepare in advance the table with **Thinking Skills** (see bullet 6) on the board/flipchart

► Procedure:

- ☺☺☺☺ (10 min) Add three more questions to those on the board/flipchart and number them.

#	Question	Number
1	<i>Why is the dog not attacking the men?</i>	
2	<i>Is the dog barking?</i>	
3	<i>How many men are there?</i>	
4	<i>What will the owners of the house find out when they come home?</i>	
5	<i>What does the dog look like?</i>	
6	<i>Did the men come to clean the house?</i>	
7	<i>What will the men steal from the house?</i>	
8	<i>Would you like to have such a dog in your house? Why/Why not?</i>	

Ask participants to discuss the following question in their groups:

~ *What must a person know and/or understand in order to answer each of these eight questions?*

- ☺ (7 min) After they have finished, ask groups to report. They may talk about any question/s, not necessarily all of them.

Suggested answers:

Question 1 requires an analysis of the situation and the words in the speech bubble. After you analyse the words, you can apply your understanding of them to answer the Wh-question.

Questions 2, 3 and 5 can be answered by simply looking at the picture, e.g. you see that the dog is not barking and you can count the men in the picture.

Question 4 requires extra thinking, not only from you but also from the viewpoint of the owners of the house; after this act of thinking you combine several analysed pieces of knowledge into a whole picture.

Question 6 requires your understanding of the fact that burglars do not come to clean houses.

Question 7 can be answered when you apply your general knowledge of what happens in such situations and also your understanding of the words in the speech bubble.

Question 8 requires evaluative thinking and is connected with question 1, so analytical and evaluative thinking go together here.

- (8 min) Write one more question on the board/flipchart:

9. Do you like the picture? Why/ Why not?

- Ask participants the following question:

~ *When do you think this question should be asked: as the first or the last in a series of questions?*

- Invite several random responses and ask them to explain their answer. Say that the question ‘Do you like...?’ is also an evaluative question and it can be either the first or the last. If it is the first it opens up the discussion, when it is the last, it concludes it.
- Draw participants’ attention to the table on the board/flipchart.

N	Thinking skills	N of question
1	Knowledge-focussed	2, 3, 5,
2	Comprehension focussed	6
3	Application-focussed	1,7
1	Analysis	1
2	Synthesis	4
3	Evaluation	8,9

Tell participants that the first three categories belong to LOWER ORDER THINKING SKILLS and the second three categories are HIGHER ORDER THINKING SKILLS. (Based on *Bloom's Taxonomy of Educational Objectives*)

- Elicit or tell participants that normally teachers find it easier to ask questions in the first three categories. However, if we always ask only such questions we will not help our learners’ develop intellectually. Questions belonging in the second three categories should not be ignored because it is these questions that help teachers to find out their learners’ personal opinions. By these questions we show our students that we are interested in them, we show our respect for them. Moreover, these questions provide stimuli for critical thinking and can help lead learners towards intellectual independence.
- 😊😊😊 (10 min) Ask groups to think of one interesting question that could be asked about the picture. When they are ready invite spokespeople to ask their question. Other groups should comment on it. They can say where it could fit into on the existing list of questions and what category it belongs to.

Activity 3 Eliciting techniques

Objectives:

- to give participants practice in asking eliciting questions
- to demonstrate different eliciting techniques

Time: 25 min

Materials: handout 2

▶ Procedure:

- 😊😊😊 (5 min) Give out handout 2📄 to each participant. In the same four groups ask participants to decide what questions should be asked to elicit the answers on the handout.

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

- 😊 (5 min) Ask the group which questions could be asked. Discuss their suggestions but do not evaluate them. Try not to spend too much time on this task.

Suggested answers:

1. *What time of day is it?*
2. *How do we know that it's night?*
3. *Who are these two men? / Who has broken into the house?*
4. *Where is the dog sitting?*
5. *Why is it sitting there?*

- (2 min) Say that it does not matter if students cannot answer these questions. The whole point of eliciting is to find out whether someone knows the correct answer. Some students may actually have a bigger vocabulary than others. If nobody can give the answer it is a signal to the teacher that she should introduce the word or words which are needed to answer the question. By trying to elicit the needed vocabulary first teachers can make the class listen with more interest.
- (5 min) Ask participants the following question:

~ What else besides asking questions can a teacher do to elicit vocabulary and get students to produce language?

Invite random responses.

- 😊 (8 min) Say that now you will demonstrate three elicitation techniques. Ask participants to act as students. Do the following:

N	YOU	PARTICIPANTS
1	<p>Say, "A small electric lamp which one burglar is carrying in his hand is called a ..."</p> <p>Say, "Right. 'Torch' is British English and 'flashlight' is American English."</p> <p>NB If participants do not know the answer give it yourself and write both words on the board / flipchart.</p>	Torch/Flashlight
2	<p>Say, "Describe the burglar in the window".</p>	<p><i>Possible answer:</i> He is a young man who is wearing.... He is a little bit clumsy; he has dropped his torch.</p>
3	<p>Say, "I will mime the action now, and you will give the verb". Move quietly on tiptoe looking stealthily around you as if you didn't want to be seen or heard.</p> <p>NB If participants do not know the answer, write the word 'sneak' on the board and say that this is how the first burglar is moving.</p>	Sneak.

- Elicit from participants or tell them that first you said an unfinished sentence to elicit the word 'torch/flashlight'. During the second demonstration you gave a short prompt and elicited a long answer. In the third demonstration you mimed the action to get them to produce a verb. Stress that eliciting is really only suitable for 'closed'-type information, when the teacher is 'fishing' for a particular answer.

Summary

Establish that

- when teachers ask students questions they should start with easy questions and then move on to more difficult ones;
- it is not enough to ask questions which develop only lower order thinking skills; teachers should ask questions which require higher order thinking skills;
- elicitation is important because it gives a teacher information about how much and what exactly students know;
- elicitation is also motivating for students because it gives them a chance to be actively involved in a lesson. It can also be a more entertaining and memorable way to learn.

ASKING QUESTIONS AND ELICITING
Activity 1, Handout 1, The dog and the burglars



#	Questions	Number
1	<i>Why is the dog not attacking the men?</i>	
2	<i>Is the dog barking?</i>	
3	<i>How many men are there?</i>	
4	<i>What will the owners of the house find out when they come home?</i>	
5	<i>What does the dog look like?</i>	

ASKING QUESTIONS AND ELICITING
Activity 3, Handout 2, Eliciting questions

Q 1. _____
A. It's night.

Q 2. _____
A. Because it's dark. The moon is in the sky.

Q 3. _____
A. Burglars.

Q 4. _____
A. Near the fridge.

Q 5. _____
A. Because it's guarding the food.

✂ _____

ASKING QUESTIONS AND ELICITING
Activity 3, Handout 2, Eliciting questions

Q 1. _____
A. It's night.

Q 2. _____
A. Because it's dark. The moon is in the sky.

Q 3. _____
A. Burglars.

Q 4. _____
A. Near the fridge.

Q 5. _____
A. Because it's guarding the food.

BASICS OF TESTING

Objectives:

- to review current practices of testing and assessment
- to raise awareness about different purposes of testing
- to explore the advantages and disadvantages of multiple choice items
- to explore some principles of testing

Activity 1 Different types of tests

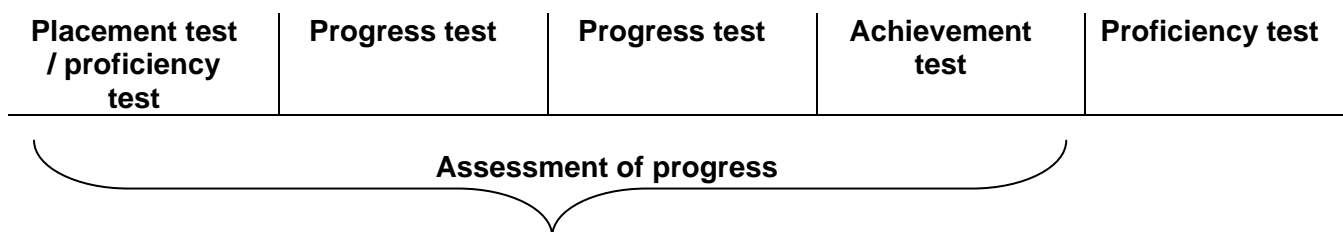
Objective: to discuss current practices of testing, different test types and their purposes

Time: 20 min

Materials: flipchart, markers

▶ Procedure:

- 😊 (5 min) Ask participants the following questions. Take answers to each question one at a time and comment and expand as necessary:
 - ~ Do you test your students' knowledge? If you do, how do you do it?
 - ~ Why do you have tests with your students?
 - ~ Are there any obligatory tests at your universities? If yes, what kinds of test are these?
- 😊 (10 min) Ask participants when each of the tests is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:
 - ~ When are the tests conducted ?
 - ~ What is the purpose of each of the tests?



~ What is the difference between a progress test and an achievement test?

Possible answers:

- ~ Answers may vary. Note that some teachers prefer to use other means of assessment rather than testing. Some teachers may tell you that they assess their students on a regular basis without conducting any tests, others may say that they have tests. Note that a test is usually an event when students have to complete some tasks under timed conditions in order to be assessed.
- ~ To check where the students are in their learning; tests can help a teacher understand needs of their learners and decide on his/her teaching plan; tests give students a feeling of accomplishment; tests can help students understand their strengths and weaknesses.

- ~ Participants may not know the exact terminology and the trainer will need to elicit ideas from participants and supply the correct terminology. Teachers may tell you about the existing system of assessment in their universities i.e. joriy nazorat (it is usually some kind of assessment of students' progress or a progress test 1), oralik nazorat (progress test 2) and yakuniy nazorat (final test). A *progress test* serves to assess the progress of students in the course; an *achievement test* is similar to a progress test and is used to assess the overall progress of students at the end of the course; it aims to define whether students have acquired the knowledge and skills required by the course objectives and learning outcomes; a *proficiency test* doesn't take into account the syllabus but checks the overall language abilities of students (IELTS, TOEFL) against external standards; a *placement test* helps to group students according to their level so that there are students of the same language level in a group.
- ~ A *placement test* is done before the beginning of the course; a *progress test* can be done at any time during a course; an *achievement test* is usually done at the end of the course; a *proficiency test* is usually external i.e. it is usually conducted outside the school or university and students have to register for it. It is done irrespective of the course because it is not based on the course materials.

- 😊 (5 min) Establish that we often test our students' knowledge to assess their language skills. Say that there are different purposes of testing and therefore there are different types of tests. Some of these can define the students' level of English as in a proficiency test, others help teachers find out how much their students have acquired in the course as in an achievement test and progress test.

Activity 2 Analysis of existing tests

Objective: to analyse sample test items

Time: 25 min

Materials: handout 1, flipchart, markers

▶ Procedure:

- Ask participants the following question:

~ *What do you usually test?*

Possible answers:

~ Answers may vary e.g. grammar, vocabulary, skills.

- 😊😊😊(15 min) Tell participants that they will now have a chance to analyse some grammar and vocabulary test items taken from an achievement test. Ask participants to work in groups. Distribute handout 1 📄 and ask participants to do the test and answer the questions. Write the questions on the board.
 - ~ *What kind of test methods are these?*
 - ~ *What does each question test?*
 - ~ *Can you see any problems with the tasks?*
 - ~ *How can the instructions be improved?*
 - ~

Suggested answers:

- I. Multiple choice items (1, 2, 3, 4, 5); multiple matching (10); open gap fill (11)
- II. 1. articles; 2-4 vocabulary; 5 knowledge of political systems; 6-11 vocabulary.
- III. 1. In this item two answers are possible (**a** and **c**); there is not enough context to answer the question.
2. There is no context in this item and therefore it is difficult to do the task. Moreover, the underlined word is an adjective and therefore the synonym should also be an adjective but the correct answer **d** is a noun.
3. In this item any answer is possible, there is not enough context.
4. The sentence in the given item is unethical and may send the wrong message to learners; there is not enough context to do the task and more than one answer (**b**, **c** or **d**) is possible.
5. The item doesn't test English.
6. The sentence in the item is incorrect. Criminals usually break the law, rather than escape from it. The word combination 'escape from law' is impossible.
7. The second part of the sentence is impossible. The word combination 'repeat the book' is incorrect.
8. The sentence contains incorrect English. The word 'agree' requires a preposition afterwards.
10. There is no context after the gap in this stem and therefore any answer is possible.
- IV. The instructions are different and thus can confuse students. Therefore, all the instructions in the test should be standardised e.g. Choose the correct answer.

- 😊 (10 min) Collect participants' ideas, commenting on their answers when necessary.
- Summarise the activity by saying that we have looked at the problematic grammar and vocabulary items where there was more than one correct answer, not enough context to do the task and sometimes the test items didn't test knowledge of English at all. Tell participants that it is also common to refer to a grammar and vocabulary test as a Use of English test.

Activity 3 Context based multiple choice items (Use of English)


Objective: to give participants an opportunity to do and analyse multiple choice items based on the texts

Time: 20 min

Materials: handout 2

▶ Procedure:

- 😊😊😊(15 min) Tell participants that this time they will receive good items to discuss. Tell participants that these tests were taken from a proficiency test that is used as a

University entrance test in Uzbekistan. Write the questions on the board, then distribute handout 2  and ask participants to do the test in groups and answer the questions.

- ~ *What test method is used in this test?*
- ~ *How is this test different from the test in activity 2?*
- ~ *What do these tasks test?*
- ~ *Are the instructions helpful?*

Suggested answers:

- ~ Multiple choice questions; open gap fill
- ~ All items are given in context. There is only one correct answer in each item.

Tutankhamen

- 0 We need a word here which has the same meaning as 'due to the fact' or 'because' in order to provide a logical link between the two parts of the sentence. Of the four options available, only 'since' can fulfil this function in this context because here it is used to state the reason. Therefore **a)** is the correct answer.
- Q1 In order to answer this item correctly, you have to know how to use the correct form of the verb 'to have' in the present perfect tense.
Option **a)** is not correct because the word 'tomb' is in the singular and therefore 'have' cannot be used.

Options **b)** and **d)** are also incorrect because they are non-finite forms of the verb, and cannot be used to form the present perfect tense.

Option **c)** is correct because the word 'tomb' requires the third person singular form of the present perfect tense, that is, 'has'.
- Q2 In order to answer this item correctly, you have to know the meaning of a range of prepositions.
Option **a)** is not correct because 'over' is normally used with a period of time rather than a specific point in time and therefore cannot be used with the phrase '20th century' [text] in this context.
Option **b)** is also incorrect because the preposition 'on' is used with dates such as 'on the 20th of January' and days of the week, for example, 'on Wednesday'. It cannot be used with the word 'century'.
Option **c)** is incorrect because the preposition 'at' is used in certain expressions of time, for example, 'at Christmas', 'at night'. It cannot be used with the word 'century'.
Option **d)** is correct because it combines the two nouns ('finds' and '20th century') and the second noun gives more information about the first noun making it more definite: not just any 'finds' but the finds of a particular time.
- Q3 In order to answer this item correctly, you have to know the correct form of the verb in the past perfect passive.

Option **b)** is correct because the word 'forgotten', which is the past participle of the verb 'forget', is necessary to form the past perfect passive.
Option **a)** is incorrect because it is in the present simple tense.
Option **c)** is incorrect because it is in the simple past.
Option **d)** is incorrect because it is an infinitive.
- Q4 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option **c)** is correct because the word 'by' is used after a passive construction to introduce the doer of the action i.e. '*a later dynasty*' [text].

Options **a)** and **d)** do not go together with the phrase '*a later dynasty*' [text] and are therefore incorrect.

Option **b)** does not fit on a semantic level and it does not go together with the verb 'to erase'.

Q5 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option **a)** is correct because the word 'under' goes together with '*was hidden*' [text] and '*ruins*' [text] whereas the other options go together with only one of these words/phrases from the text and not both as is required to make the text read correctly. Therefore options **b), c)** and **d)** are incorrect.

Reality TV

0 The text requires a preposition before the word 'Sweden'. To show that the first reality TV programme was shown **there** we need a preposition of place. The preposition '*in*' indicates the location in this context i.e. 'Sweden'. Therefore **in** would be the correct answer.

Q1 In the first line of the text we learn that "Expedition Robinson" is a television programme. The second line says that the country watched the final part of the programme. Therefore in this gap, '*a new kind of TV*' [text] requires a word which goes together with TV e.g. '**programme**', '**show**' or '**series**'. Any of these answers would be acceptable as would the American spelling of the word 'programme' [program].


Q2 The verb in this sentence is in the passive which requires the auxiliary verb 'to be' in order to complete the gap before '*filmed*'. '*Two years later*' [text] refers to an action which happened in the past, and '*the first part of Big Brother*' [text] is in the third person singular. Therefore the correct answer is '**was**'.

Q3 This sentence is about the '*Big Brother*' programme mentioned in the text. To refer to the fact that there is only one final programme, we need the definite article. Therefore '**the**' is the correct answer.

Q4 This sentence states that the number of countries showing '*Big Brother or Survivor*' programmes is over 20. So the preposition '**than**' is needed to link the two parts of the comparison '*more 20 countries*'.

Q5 '*Take part*' is a phrasal verb which requires the preposition 'in' and implies some kind of participation in something. Therefore the correct answer would be '**in**'.

Q6 When speaking about large numbers e.g. hundreds, thousands, millions etc. we need the preposition 'of' to link the number with the noun. Thus the word missing here is '**of**'.

-  (5 min) Summarise the activity by saying that there are certain things that a good language test should consider. Tell participants that based on the discussions they had in their groups they will now think about the principles of a good Use of English test.

Activity 4 Principles of testing

Objective: to work out the main principles of a good achievement test

Time: 15 min

Materials: board, markers

▶ Procedure:

- 😊😊😊(5 min) Tell participants to work in groups and based on their discussions of good and bad items draw up some principles of a good test.
- 😊 (10 min) Collect participants' ideas on the board.

A good Use of English (vocabulary and grammar) achievement test should...

Possible answers:

- ~ not test what has not been taught
- ~ provide enough context to complete the task
- ~ have clear instructions
- ~ have examples
- ~ have distractors of approximately the same length/structure (in multiple choice items)
- ~ use more than one test method
- ~ use authentic/correct English

- Distribute handout 3📄 to participants so that at home they can compare their explanations and answers with the ones suggested by the authors.

Summary

Establish that it's better to test English in a context which is sufficient and enables the test taker to decide on the correct answer. In order to provide test takers with more context the first and last sentences of a text are left intact. The instructions should be clear and consistent. If it is a progress or achievement test it should test what has been taught. A proficiency test has a different purpose and doesn't need to contain familiar topics or tasks.

TESTING AND ASSESSMENT**Activity 2, Handout 1**

Do the test and answer the questions below.

1. *What kind of test methods are illustrated in each of these tasks?*
2. *What does each question test?*
3. *What is the problem with each of the questions?*
4. *How can the instructions be improved?*

1. Find the best answer.

Open ... window please.

- a) the b) all c) a d) –

2. Choose the synonym.

potential

- a) refusal b) desire c) favourite d) possibility

3. There are four answers. Choose the correct answer.

A policeman stopped the driver and asked whether he had a

- a) driving license b) passport c) bottle of alcohol d) screwdriver

4. Choose the best antonym for the underlined word.

“Death is beautiful”, she said

- a) imperfect b) unattractive c) disastrous d) ugly

5. Choose the correct answer.

Which country doesn't have its own Constitution?

- a) Brazil b) the UK c) Italy d) the USA

6. Use a synonym:

Criminals try to escape from the law.

7. Use an antonym instead of underlined words.

She has agreed her daughter's marriage.

8. Complete the following sentence:

The boy is punished for the slightest ...

TESTING AND ASSESSMENT**Activity 3, Handout 2**

- ~ What test method is used in this test?
- ~ How is this test different from the test in activity 2?
- ~ What do these tasks measure/assess?
- ~ Are the instructions helpful?

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Tutankhamen was king of Egypt from 1361 to 1352 BC. As a ruler he was not remarkable, (0) a he was very young when he died. But his tomb (Q1) _____ proved extremely valuable. It was one of the great historical finds (Q2) _____ the 20th century.

Tutankhamen's burial site remained intact until the English scientist Howard Carter entered it in 1922. The tomb had been long (Q3) _____ because Tutankhamen's name was erased from a list of kings (Q4) _____ a later dynasty. By the 20th century the tomb was well hidden (Q5) _____ ruins. Only a systematic exploration of the Valley of the Kings revealed it.

Example

- | | | | | |
|----|---|--------------|-----------|--------------|
| 0. | <input checked="" type="radio"/> a) since | b) so | c) then | d) if |
| Q1 | <input type="radio"/> a) have | b) having | c) has | d) to have |
| Q2 | a) over | b) on | c) at | d) of |
| Q3 | a) forget | b) forgotten | c) forgot | d) to forget |
| Q4 | a) on | b) to | c) by | d) out |
| Q5 | a) under | b) at | c) for | d) from |

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).

Reality TV

The first reality TV show in the world was called Expedition Robinson. It was shown (0) in Sweden in 1997. Half the population of the country watched the final part and a new kind of TV (Q1) _____ was born. Two years later in Holland, the first part of Big Brothers (Q2) _____ filmed. Again, it was a fantastic success and (Q3) _____ final programme was watched by 15 million people. There are now more (Q4) _____ 20 countries around the world which have Big Brothers or Survivor (Expedition Robinson) on their screens. The ordinary people take part (Q5) _____ the programmes are known by millions (Q6) _____ people in their own countries. Reality TV has become big, big business.

TESTING AND ASSESSMENT

Activity 3, Handout 3

Tutankhamen

- 0 We need a word here which has the same meaning as 'due to the fact' or 'because' in order to provide a logical link between the two parts of the sentence. Of the four options available, only 'since' can fulfil this function in this context because here it is used to state the reason. Therefore **a)** is the correct answer.
- Q1 In order to answer this item correctly, you have to know how to use the correct form of the verb 'to have' in the present perfect tense.
Option **a)** is not correct because the word 'tomb' is in the singular and therefore 'have' cannot be used.
Options **b)** and **d)** are also incorrect because they are non-finite forms of the verb, and cannot be used to form the present perfect tense.
Option **c)** is correct because the word 'tomb' requires the third person singular form of the present perfect tense, that is, 'has'.
- Q2 In order to answer this item correctly, you have to know the meaning of a range of prepositions.
Option **a)** is not correct because 'over' is normally used with a period of time rather than a specific point in time and therefore cannot be used with the phrase '20th century' [text] in this context.
Option **b)** is also incorrect because the preposition 'on' is used with dates such as 'on the 20th of January' and days of the week, for example, 'on Wednesday'. It cannot be used with the word 'century'.
Option **c)** is incorrect because the preposition 'at' is used in certain expressions of time, for example, 'at Christmas', 'at night'. It cannot be used with the word 'century'.
Option **d)** is correct because it combines the two nouns ('finds' and '20th century') and the second noun gives more information about the first noun making it more definite: not just any 'finds' but the finds of a particular time.
- Q3 In order to answer this item correctly, you have to know the correct form of the verb in the past perfect passive.
Option **b)** is correct because the word 'forgotten', which is the past participle of the verb 'forget', is necessary to form the past perfect passive.
Option **a)** is incorrect because it is in the present simple tense.
Option **c)** is incorrect because it is in the simple past.
Option **d)** is incorrect because it is an infinitive.
- Q4 In order to answer this item correctly, you have to know the meaning of a range of prepositions.
Option **c)** is correct because the word 'by' is used after a passive construction to introduce the doer of the action i.e. 'a later dynasty' [text].
Options **a)** and **d)** do not go together with the phrase 'a later dynasty' [text] and are therefore incorrect.
Option **b)** does not fit on a semantic level and it does not go together with the verb 'to erase'.
- Q5 In order to answer this item correctly, you have to know the meaning of a range of prepositions.
Option **a)** is correct because the word 'under' goes together with 'was hidden' [text] and 'ruins' [text] whereas the other options go together with only one of these

words/phrases from the text and not both as is required to make the text read correctly. Therefore options **b)**, **c)** and **d)** are incorrect.

Reality TV

- 0 The text requires a preposition before the word 'Sweden'. To show that the first reality TV programme was shown **there** we need a preposition of place. The preposition 'in' indicates the location in this context i.e. 'Sweden'. Therefore **in** would be the correct answer.
- Q1 In the first line of the text we learn that "Expedition Robinson" is a television programme. The second line says that the country watched the final part of the programme. Therefore in this gap, 'a new kind of TV' [text] requires a word which goes together with TV e.g. 'programme', 'show' or 'series'. Any of these answers would be acceptable as would the American spelling of the word 'programme' [program].
- Q2 The verb in this sentence is in the passive which requires the auxiliary verb 'to be' in order to complete the gap before 'filmed'. 'Two years later' [text] refers to an action which happened in the past, and 'the first part of Big Brother' [text] is in the third person singular. Therefore the correct answer is 'was'.
- Q3 This sentence is about the 'Big Brother' programme mentioned in the text. To refer to the fact that there is only one final programme, we need the definite article. Therefore 'the' is the correct answer.
- Q4 This sentence states that the number of countries showing 'Big Brother or Survivor' programmes is over 20. So the preposition 'than' is needed to link the two parts of the comparison 'more 20 countries'.
- Q5 'Take part' is a phrasal verb which requires the preposition 'in' and implies some kind of participation in something. Therefore the correct answer would be 'in'.
- Q6 When speaking about large numbers e.g. hundreds, thousands, millions etc. we need the preposition 'of' to link the number with the noun. Thus the word missing here is 'of'.

TESTING RECEPTIVE SKILLS (LISTENING & READING)

Objectives:

- to explore current practices of testing and assessing receptive skills
- to explore other ways of testing listening and reading skills
- to identify good practice in testing reading and listening

Lead-in

Objective: to uncover the current practice of testing and assessing receptive skills

Time: 5 min

► Procedure:

- 😊 (5 min) Refer participants to the sessions on *Teaching Reading and Authenticity*. Ask them what kind of reading subskills they remember. Elicit scanning, skimming, reading intensively. Ask participants the following question:
 - ~ *How do you test or otherwise assess your students' reading and listening skills?*
- Elicit random answers.
- Establish that in our context reading skills are regarded as a tool for testing other skills like writing, speaking, pronunciation, etc. through such tasks as 'read and retell the text', 'read aloud', 'read and learn by heart'. Reading skills such as scanning, skimming and reading intensively are not tested. Testing listening skills is not very popular because of the lack of resources. Tell participants that this session focuses on testing listening and reading skills.

Activity 1 Testing reading skills

Objective: to let participants explore characteristics of a good reading test

Materials: handout 1

Time: 30 min

► Procedure:

- 😊 (5 min) Distribute handout 1 📄 and ask participants to do the reading test.
- 😊 (5 min) Check the answers.

Suggested answers:

1.
 - Q1 The phrases from the second paragraph '*after eating sugary food*', and '*some people feel tired*' are the key phrases which help to answer this question. Therefore, the correct answer is **f**).
 - Q2 The correct answer to this question comes from the sentences '*Alcohol might make you feel good ... but long term is likely to lead to irritability.*' So the correct answer is **e**).

- Q3 The last paragraph contains the correct answer to this question. It says, 'vegetables like can help improve intelligence' [text], so the correct answer is **a**).
- 2.
- Q1 The answer can be found in the second paragraph of the text. The key phrase is: 'the correct address for the headquarters was No. 4 Whitehall Place'. The correct answer would therefore be: **No 4 Whitehall Place**'.
- Q2 This question asks you about the 'size' of the police force which refers to the number of people working for the police. Therefore you should look for numbers in the text. In this example, the correct answer is in paragraph 3: **1,000**'.
- Q3 This question also focuses on numbers. The number which relates to the year 1870, is 10,000. Therefore the correct answer is **10,000**'.
3. b

- 😊😊😊 (5 min) Put participants in groups of 5. Ask groups to study the tests and answer the following questions:

1. What reading sub-skills does each item test?
2. Do you actually have to read the text in order to answer the questions?
3. What kinds of texts (authentic or non-authentic) are used in the test?
4. What did you like and dislike about this test?

- 😊 (5 min) Elicit random answers to each question one at a time and expand on them.

Suggested answers:

1. Task 1 tests skimming skills, task 2 tests scanning skills, task 3 tests knowledge of vocabulary rather than reading.
2. You have to read and use specific reading skills (scanning or skimming) in order to do the test; to do task 3 one does not have to read the whole text in order to find the antonym.
3. Tasks 1 and 2 exploit authentic (or semi-authentic) texts, while item 3 seems to be based on a non-authentic text.
4. Answers may vary.

- 😊😊😊 (5 min) Ask participants to work in the same groups and make a list of characteristics of a good reading test.

Possible answer:

A good reading test:

- ~ focuses on reading sub-skills (scanning, skimming and reading intensively);
- ~ tests what it should test i.e. a reading test should test reading, not speaking or anything else;
- ~ uses authentic texts;
- ~ leaves little room for guessing;
- ~ contains only one correct answer per item etc.

- []
- 😊 (5 min) Elicit answers and write them on the board.
 - Establish that a good reading test focuses on reading sub-skills (scanning, skimming and reading intensively); it tests what it should test; uses authentic texts, tests reading in context etc.

Activity 2 Testing listening skills


Objective: to let participants explore characteristics of a good listening test

Materials: handout 2 (Jakeman V. & C. McDowell (1996). Cambridge Practice Tests for IELTS 1. Cambridge University Press. Listening Test 1. pp. 12-13.) accompanied by the cassette (Cassette 1, Side 1)

Time: 35 min

Preparation: Prepare the cassette so that it can be started from the right point

Procedure:

- 😊 (15 min) Tell participants that now they will try to look into what a good listening test is. Distribute handout 2  and ask them to listen to the recording and do the test.
- 🎧 Play the recording.
- 😊 (5 min) Check the answers.

Answer key:

1. A
2. C
3. D
4. D
5. C
6. Prescott (must be correct spelling with capital 'P')
7. 41
8. Fountain (must have capital 'F')
9. 752239
10. £65

- 😊 (5 min) Ask participants the following questions and elicit random answers:

1. *What listening subskills does each test item test (What do test-takers have to do in order to get it right)?*
2. *Do you actually have to listen to the recording in order to answer the questions?*
3. *What kind of texts (authentic or non-authentic) are used in the test?*
4. *Is there any visual support to help listening?*
5. *What did you like and didn't like about this test?*

Possible answers:

1. Most of the test items test listening for specific information.

Questions 6-10 test spelling skills as well.

- 2. Yes.
- 3. Semi-authentic or non-authentic.
- 4. Yes.

Even if the texts may seem to be non-authentic, tasks are taken from real life (e.g. calling Lost & Found office, describing an object, filling in personal details forms etc. Visuals help listening and make the test not boring and less frightening.)

- 😊😊😊 (5 min) Ask participants to work in the same groups as above and make a list of the characteristics of a good listening test.
- 😊 (5 min) Elicit answers and write them on the board.

Possible answers:

A good listening test:

- ~ focuses on listening sub-skills (listening for the main idea(s), listening for specific information);
- ~ tests what it should test;
- ~ uses authentic texts and tasks;
- ~ can be supported with visuals;
- ~ should require minimum output (e.g. writing) etc.

- Establish that a good listening test focuses on listening sub-skills (listening for the main idea(s), listening for specific information etc.); it tests what it should test; uses authentic listening texts; is supported with visuals etc.

Summary

- Summarise the session and establish that good reading and listening tests should:
 - ~ test reading and listening subskills (scanning, skimming, listening for specific information etc.);
 - ~ use authentic or semi-authentic texts and real life tasks;
 - ~ include visual support;
 - ~ require minimum output (e.g. writing)

TESTING RECEPTIVE SKILLS**Activity 1, Handout 1, Reading test samples**

1. Read the text and match the questions 1-3 with the appropriate answers a-f. There is an example (0) at the beginning. There are more answers than you need.

Food for Mood

What you eat can affect how you feel, think and act. Let's look first at bad mood food.

Keep caffeine down to one or two cups of coffee a day. More could make you anxious and depressed.

A sugary snack will raise levels of brain serotonin almost instantly. This can give a short-term high, but beware of let down. An hour or so after eating sugary foods, some people feel tired, unable to concentrate, even depressed.

Alcohol might make you feel good in the short-term but long-term is likely to lead to irritability, lethargy and depression. Damage to brain tissue may bring on forgetfulness, bad moods, confusion, inability to concentrate and sleep disturbance.

So what foods are feel-good enemies? Well, obviously, junk food, alcohol, caffeine, sugary cereals, snacks, sweets and drinks, and highly processed foods.

OK, so now let's take look at good mood food.

Fruit and vegetables studies show people who eat more of these tend to be happier. Green leafy vegetables like asparagus, endive and spinach contain an amino acid, which can help improve intelligence, ease mental tiredness and fight depression.

Type of food and drinks	Effect produced
	a) improved intelligence
0 coffee	b) high temperature
Q1 sugary snacks	c) anxiety
Q2 alcohol	d) better memory
Q3 vegetables	e) irritability and depression
	f) feeling of tiredness

Answers

0	a	b	c	d	e	f
1	a	b	c	d	e	f
2	a	b	c	d	e	f
3	a	b	c	d	e	f

2. Read the text and complete the sentences below using 1-5 words. There is an example at the beginning (0).

Sir Robert Peel founded the Metropolitan Police in 1829. It was headquartered in a district known as Scotland Yard. Scotland Yard originally denoted an area of Whitehall that contained many government buildings.

When Sir Robert Peel located the new Metropolitan Police in Whitehall, the correct address for the headquarters was No. 4 Whitehall Place. The police station there had an entrance from Scotland Yard proper. The press always referred to the police as Scotland Yard, until the term became synonymous with the force itself.

Scotland Yard grew rapidly in its early years. In 1829 the total force was 1,000, but a decade later it was 3,350. By 1850 it was more than 6,000, and would increase to 10,000 by 1870. The task of the Yard was extraordinary: it was to police crime in an area with a population of two and a half million people.

0 The Metropolitan Police, known as Scotland Yard, was established in 1829 .

Q1 The address of the police headquarters was _____ .

Q2 In 1829 the size of Scotland Yard's total force was _____ .

Q3 By 1870 the police force had grown to _____ .

3. Read the text and find the antonym to the underlined word.

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained a wide experience of life, which was a great help to him when he took up novel-writing.

a. happy

c. deprived

b. rich

d. friendly

(Taken from Handbook for Uzbekistan University Entrance Test, Tashkent 2008)

EFFECTIVE LECTURING

Objectives:

- to give participants an opportunity to improve their lecturing skills
- to help participants develop their students' note-taking skills in a lecture

Lead-in

Time: 5 min

Materials: none

► Procedure:

- 😊 (5 min) Say that this session will focus on lectures. Give the following definition of a lecture: 'A speech to a group of people as method of teaching at universities.' Ask participants the following questions and elicit a few random answers after each question:
 - ~ *Have you ever delivered lectures at your university/college?*
 - ~ *Do you remember any lectures from your student years?*
 - ~ *What kind of lectures were they?*
 - ~ *How did you feel about them?*
- Elicit random answers. Say that giving a lecture is a common practice in higher educational institutions.
- Say that in this session participants will explore some ways to make lectures more effective.

Activity 1 Advantages and disadvantages of traditional lectures

Objective: to uncover the current practice of delivering lectures

Time: 20 min

Materials: none

► Procedure:

- 😊😊😊 Tell participants that you would like them to explore the advantages and disadvantages of traditional lectures from a teacher's and from a student's viewpoint. Split the whole group into two large groups.
- ☺ (5 min) Ask participants in group A to think individually of the advantages and disadvantages of lectures from a teacher's point of view and to list them in their notebooks. Ask participants in group B to do the same, but from a student's point of view. Give your own examples if necessary.

Suggested answers:

Group A (teachers):

Advantages: lectures are easy to deliver; all students receive a lot of information in a short time; there are few disciplinary problems; you can deliver the same lectures every time you run the course, they are predictable.

Disadvantages: large audience; need to prepare the script in advance; difficulty in motivating students to take notes; physical strain.

Group B (students)

Advantages: you get a lot of information in a short time; you don't have to think or do anything apart from taking notes; you can easily talk to your neighbour all the way; you can always copy the content of a lecture from your friend's notes or from the lecturer's book.

Disadvantages: lectures are boring; there is no variety during the lesson; taking notes is not very meaningful; you just write down some texts from a course book, no opportunity for interaction or individual questions; limited concentration span makes it difficult to listen for an hour.

- 😊 (10 min) Put participants in pairs (A and B) and ask them to compare and discuss their notes.
- 😊 (5 min) Ask participants to summarise their impressions about giving lectures. Ask the following question:
 - ~ *Do you believe lecturing is an effective means of teaching?*
- Elicit a few random answers. Conclude by saying that the efficiency of lectures depends on two quite different groups of factors: a) what the lecturer does and b) what the students do during a lecture. Invite participants to explore this in more detail in the activities that follow. Say that most people cannot effectively concentrate on listening for more than 20 minutes. This often reduces the efficiency of a lecture.

Activity 2 Who does what?

Objective: to enable participants to explore different ways of delivering lectures

Time: 30 min

Materials: video

▶ Procedure:

- 😊 (1 min) Tell participants that you would like them to observe a fragment of a lecture. Ask them to identify different stages of the lecture and to pay attention to what the lecturer and the students do.
- 🎬 Play the video. Clip 1 Lecture on translation (18 min)
- 😊 (5 min) Ask participants the following questions and elicit a few random answers after each:
 - ~ *Did you like the lecture?*
 - ~ *What did you like about it and why?*
 - ~ *What did you notice about the lecturer's role?*
 - ~ *What did you notice about the students' role?*

Possible answers:

The lecture was interactive; it included a series of different activities and was subdivided into stages; there were different modes of delivery.

Lecturer: gave an effective presentation combining the scripted text (mostly definitions and data) with meaningful comments highlighting important issues. She gave students tasks to do. She used different

learning tools (e.g. handouts, PowerPoint presentation)

Students: listened actively and processed the received information; took notes of important definitions and highlighted points; were involved in a series of interactive tasks.

- 😊 (5 min) Discuss the lecture and the questions with participants. Ask them to draw conclusions about effective ways to give lectures and to take notes in a lecture. Ask participants the following question and elicit a few random answers:

~ *What makes lecturing more effective?*

Possible answers:

Lecturing is more effective when...

- **a lecturer** gives a well-prepared and structured presentation that does not replicate the textbook. Provides important definitions, data and highlights important points or issues. Includes some interactive tasks for students to do. Combines the scripted text where necessary with an improvised explanation. Varies the tempo and pitch of speech.
- **students** listen actively and process received information. Have good note-taking skills and take notes of important data, definitions and concepts on their own initiative. Do different tasks set by the lecturer. Interact with each other and with the lecturer.

- 😊 (1 min) Conclude by saying that you would like participants to develop a set of recommendations for lecturers based on this discussion.

Activity 3 Recommendations for lecturers

Objective: to develop guidelines for effective ways of delivering lectures

Time: 20 min

Materials: flipchart/board, handout 1 to each participant

▶ Procedure:



- 😊😊😊 (10 min) Put participants in groups of four or five. Ask them the following question:

~ *What else can we do in order to make our lectures more effective?*

Explain that you would like them to list all possible techniques, methods, and activities that can improve a lecture.

Possible answers:

To use name cards; to ask questions and elicit answers; to build the structure of the lecture based on students' responses; to set up 'buzz groups' (where students can hold group discussions); to combine dictation with unscripted talk; to use handouts; to use visual aids, e.g. posters, pictures, PowerPoint presentations, OHP, blackboard; to give students interactive tasks; to train students in effective note taking

-  (10 min) Elicit responses from the groups and write them on the board. Discuss the answers. Distribute handout 1  with recommendations. Check whether participants covered all recommendations and add to the list participants' ideas if they are not included in the handout.

Summary

Discuss the focus of the session and reiterate the main points.

EFFECTIVE LECTURING

Activity 3, Handout 1

EFFECTIVE LECTURING: RECOMMENDATIONS FOR TEACHERS

Preparation

- Plan your lecture in advance.
- Prepare your own lecture and materials (script, handouts, sheets of paper, pictures, PowerPoint presentations etc.)
- Train your students in meaningful and selective note-taking.

Lecture

- Combine scripted text with unscripted talk where necessary.
- Vary the pace and the range of activities.
- Give students interactive tasks (e.g. in buzz groups).
- Ask questions and elicit answers; use students' responses in your lecture.
- Give an outline of your lecture and summarise its main points; make the structure of your lecture clear; provide necessary links and signposting.
- Use visual aids (e.g. posters, PowerPoint presentations) and other materials (e.g. handouts) where appropriate.
- Move around the classroom from time to time.
- Provide examples / case studies.

Other factors to be aware of

- Students' responses and reactions.
- Your appearance and body language.
- Voice projection.
- Eye contact.
- 20 minute attention span.

Others (add your own if necessary)

ASSESSING SPEAKING

Objectives:

- to raise participants' awareness about the Common European Framework of Reference (CEFR)
- to discuss assessment criteria for speaking

Lead-in

- 😊 (5 min) Ask participants the following questions:
 - ~ *Do you ever assess students' speaking skills?*
 - ~ *What can be difficult about assessing speaking?*

Possible answers:

- ~ Answers may vary
- ~ Speaking doesn't have a written record, it requires a teacher's full attention on one or two learners at a time etc

Activity 1 Assessing speaking

Objective: to let participants discuss speaking scales and criteria for assessing speaking

Time: 30 min

Materials: recording of a student's spoken answer

▶ Procedure:

- 😊 (10 min) Ask participants the following question:
 - ~ *Do you have any level descriptors for speaking at your department? If yes, what are they?*

Possible answers:

- ~ Advanced
- ~ Upper intermediate
- ~ Intermediate
- ~ Pre-intermediate
- ~ Elementary
- ~ Beginner / Starter

- Put the scale on the board. The titles in the scale may be different but the main thing is that they correspond to different levels of spoken proficiency.
- 😊😊😊 (5 min) Put participants in groups. Tell them that they are going to listen to a sample of students' speech. Ask participants to assess the student's answer according to the scale on the board. Play the tape 🎧.

- 😊😊😊 (10 min) Ask participants to discuss their results in groups. Tell them to think what aspects of the spoken language they took into account and ask them to come up with the criteria for assessing spoken language. Ask the following question:

~ *What aspects of spoken language did you take into account when you assessed the student's answer?*

Possible answer:

~ fluency, accuracy, range of vocabulary, interaction, cohesion/coherence

- 😊 (5 min) Collect the ideas from participants on the board.

Activity 2 Rating scales for assessing speaking

Objectives:

- to raise awareness of the CEFR for assessing speaking;
- to explore different types of activities to assess students' spoken language

Time: 20 min

Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled descriptors, group 2- Accuracy, etc)

► Procedure:

- 😊 (5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.

A1 corresponds to a beginner level (basic user);
 A2 – elementary;
 B1 – pre-intermediate;
 B2 – intermediate;
 C1 – upper intermediate (independent user);
 C2 – advanced level (proficient user).

Write the corresponding letters against the levels on the board if appropriate. Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.

- 😊😊😊 (5 min) Put participants in 5 groups and tell them that each group will receive a scrambled description of one of the criteria. Tell them that they will need to put the descriptors according to the levels of proficiency from A1 (beginner) to C2 (advanced) paying attention to the key words that help define the level of proficiency.
- Give out the handout 1 📄 to participants.
- 😊 (10 min) Ask groups to report on their work. Tell them to speak particularly about the language in the chart that helped them define the levels.

- Summarise the activity by saying that we mainly discussed the overall oral production and different speaking assessment criteria.

Activity 3 Assessing a sample answer with the CEFR in mind

Objective: to re-assess the students' spoken answer using the CEFR

Time: 10 min

Materials: recording of a student's spoken answer from activity 1, handout 1

▶ Procedure:

- 😊 (5 min) Tell participants that they will hear the same student but this time they will need to re-assess her answer keeping in mind the CEFR.
- Give out handout 1 📄. Play the recording. 🎧
- 😊😊😊 (5 min) Ask participants to compare their assessment in groups.

Activity 4 Various activities for assessing speaking

Objective: to discuss different types of activities that can be used to assess students' spoken language

Time: 15 min

Materials: none

▶ Procedure:

- 😊 (5 min) Tell participants that very often formal assessment of students' language skills is done at the end of the term or academic year. Ask participants the following questions:
 - ~ *Do you ever assess your students' speaking skills in a less formal setting?*
 - ~ *When can you assess your students' speaking during the course?*
 - ~ *What speaking activities do you use to assess your students' spoken language?*

Possible answers:

- ~ Answers to the first two questions will vary
- ~ A dialogue, a monologue, a role-play, debates, presentations, etc.

- 😊😊😊 (5 min) Ask participants to look at the chart again and think whether all the criteria would be relevant to different types of activities. (e.g. interaction criteria are not relevant when assessing a monologue)

- 😊 (5 min) Collect participants' ideas commenting when necessary. Establish that it is possible to assess our students' speaking on everyday basis using various speaking activities. However, we should always remember that the assessment criteria will be slightly different for different task types.

Summary

Summarise the session and establish the following:

- In order to carry out an objective assessment of students' oral production it is necessary to have assessment criteria.
- The weighting of assessment criteria may vary depending on the type of activity and the purpose of assessment.
- We can either develop our own assessment criteria or use already developed ones (CEFR) adapting them when necessary.

ASSESSING SPEAKING, Activities 2 & 3, Handout 1

Range	Accuracy	Fluency	Interaction	Coherence
Shows great flexibility reformulating ideas in different linguistic forms to convey a more precise meaning, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, etc.	Can create coherent and cohesive conversation making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what s/he wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when s/he needs to, though s/he may not always do this elegantly. Can help the discussion along on familiar topics inviting others, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and periphrasis on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situation.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
Uses basic sentence patterns with memorized phrases, groups of few words in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when s/he is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

ALTERNATIVE WAYS OF ASSESSMENT

Objective:

- to raise participants' awareness of other ways of assessing their students' performance
- to enable participants to explore transferable skills that can be developed through alternative ways of assessment
- to emphasise the importance of varying types of assessment to combine different skills and motivate students

Activity 1 Project work as one of the vehicles for assessing students' performance

Objective: to give participants an opportunity to analyse a piece of project work done by students

Time: 15 min

Materials: 4 booklets, 4 posters, board, markers, flipchart paper

Preparation: write the questions from the first bullet point on the board

► Procedure:

- 😊😊😊 (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):
 - ~ *What do you think the task of the project was?*
 - ~ *How many students do you think worked on the task?*
 - ~ *What do you think the steps in students' work were?*
 - ~ *How much time do you think the project took?*
- 😊 (7-8 min) Invite groups to share the results of their discussion.
- Summarise the activity by saying that project work can be quite an effective way of learning, teaching and assessment and in answering the questions above participants have thought about certain things that should be taken into consideration when setting such tasks.

Activity 2 Skills that can be developed through alternative ways of assessment

Objective: to introduce the concept of transferable skills and criteria to assess them

Time: 30 min

Materials: board, markers, flipchart paper

► Procedure:

- 😊 (5 min) Ask participants the following questions::
 1. *What skills (including language skills) do you think students developed while working on the projects from activity 1?*

Make a list of skills on the board/flipchart.

 2. *Why do you think it is important for students to develop these skills?*
 3. *How can teachers encourage and motivate their students to develop these skills?*

Possible answers:

1. 4 skills – speaking, writing, listening, reading; decision making, leadership skills, team work, time management, negotiation, problem solving, research skills, IT skills, people skills
2. It is important for students to develop these skills to increase their readiness for future employment in local or foreign companies, small businesses, etc
3. Teachers can suggest the tasks which will involve these skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

- 😊😊😊 (5-7 min) Say that now you want participants to think how the project work can be assessed. In groups of 4-5, tell them to choose 1 booklet /poster and discuss which mark on the scale from 0 to 10 the group would give to the project work they analysed and why.
- 😊 (10 min) Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion.

While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of **criteria** they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1) Make the point that if a task aims at developing the ability to work in groups, or decision-making skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:

Language accuracy
 Information (content)
 Design (creativity)
 Structure of information
 Evidence of research
 Evidence of group work (contribution of each group member)

- 😊😊 (5-6 min) Say that now you want participants to practise. Distribute handout 1 📄 to each participant. Allow participants to discuss the project task in pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria. Tell participants to follow the questions on the handout.
- Work with the whole group and take participants' ideas. Summarise them on the board.

Suggested criteria (you can accept any well-argued variations):

Language accuracy	2 points
Information (content)	2 points
Structure of information	1 point
Evidence of research	2 points
Visual aids	1 point
Evidence of group work (contribution of each group member)	2 points

- (2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

Activity 3 More ideas

Objective: to introduce more ideas for non-traditional ways of assessment

Time: 35 min

Materials: handout 2

► Procedure:

- 😊 (2 min) Distribute handout 2 📄 to each participant and ask teachers to tick the types of assessment they are not familiar with. Encourage participants to work in pairs or small groups.
- 😊 😊 (8 min) Invite participants to share. Make a list of the least familiar types of assessment on the board.

Possible answers:

Seen examination
Open book examination
Observations
Posters
Projects
Portfolio

- (10 min) Say that all of them can have quite a different purpose and focus, and teachers have to take this into consideration. Ask the whole group the following questions:

1. *When would you use each type of assessment from the list on the board? Why?*
2. *What types of assessment can offer students some feedback?*
3. *What types of assessment can be considered as a final check?*

Suggested answers:

Answer 1

Seen examination	mid semester, end semester
Open book examination	mid semester, end semester
Students' observations	start semester, mid semester
Posters	mid semester, end semester
Projects	start semester, mid semester
Portfolio	over semester

Answer 2 and 3

It will depend on the subject and teacher's view on the tasks. Posters, projects and portfolios look more process-oriented and developmental than exams which are usually used as final types of assessment. Students are usually given detailed feedback on interim tasks.

Refer to the difference between **progress and achievement types of assessment** and make the point that usually progress-oriented types of assessment give students an opportunity to improve their performance on the basis of the feedback they receive. Such types of assessment are called **formative assessment**. Students are given feedback and they can monitor their progress. Formative types of assessment are stepping stones in learning. **Summative assessment types** summarise students' skills and knowledge gained during a certain period of study. Often, students are only given a grade. It is usually a matter for the teacher to decide whether or not to give feedback on an exam.

It should be mentioned that it is up to the **teacher** to decide which type of assessment will best serve which particular purpose.

- 😊😊😊 (10 min) Ask participants to work in 4 groups. Assign one type of assessment to each group. Tell groups to imagine that they will have to use one of the assessment types in their teaching. Ask them to think how they can incorporate this type of assessment into their system of assessment (they do not need to think of a task instruction in great details, only a brief idea). Ask groups to fill in the following proforma in handout 3 📄:

Type of assessment	
Progress or achievement	
What skills it will test	
The percentage weighting (from the overall 100 percent for the semester)	
Task description (very briefly, just an idea would be fine here)	
Time allocated for students	
Individual or group	
Assessment criteria	

- 😊 (5 min) Invite groups to exchange their proformas. (Alternatively, proformas can be displayed on the board or a wall for a mingling activity.)

Summary

There are many different assessment methods and types. However, it does not mean that teachers can use them all without thorough consideration. Types of assessment should have a certain purpose, should test certain skills, and should have certain assessment criteria. It is also important to think what percentage within the overall structure of assessment each type of assessment will have to maintain the balance between the types and to consider students' and teachers' workload.

ALTERNATIVE WAYS OF ASSESSMENT**Activity 2, Handout 1**

With your partner, analyse the task below and think how you would mark it (scale 0 -10). Consider the following questions:

- ~ *What will the marking criteria be?*
- ~ *Are all the criteria equally important?*
- ~ *How it is possible to show that one criterion is more important than another (for example, content and layout)?*

Task for students

1. You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:
 1. think about the specific things in the zoo you would like to concentrate on;
 2. visit the zoo and collect all the necessary information;
 3. analyse the information you have collected and think how you can use it to write an article;
 4. think about the article structure;
 5. write the article.
2. You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project.

Submit both papers (an article and a report) in 4 weeks time.

ALTERNATIVE WAYS OF ASSESSMENT
Activity 3, Handout 2, Types of assessment

TYPE OF ASSESSMENT	DESCRIPTION	WHAT IT TESTS
Standard examinations – unseen paper of limited choice	Usually open ended questions, multiple choice questions, fill in the gap questions pre-selected or developed by the teacher and given on the day of the exam.	Retrieving knowledge from memory, working under pressure, writing skills, structuring information, problem solving, argumentation skills.
Seen examination	Open ended questions. Sometimes case studies or problem solving questions. Pre-selected by the teacher. Given to students some time before the exam to allow students an opportunity to peer exchange, research, reflect. Then written under timed conditions	All above plus research skills, use of resources, (less emphasis on memory), reflection.
Open book exam	Students are allowed to use notes and/or reference books during the exam.	Finding information, working under pressure, more complex tasks can be set.
Examinations with optional questions – students can choose the questions they wish to answer	Teacher offers a number of questions, and students can choose a certain number to be answered – usually if 10 questions are offered 6-7 must be answered.	Evaluation, synthesis, analysis, decision making; (good for mixed ability groups).
Observation reports or notes	Students do observations (pre-service teachers observing an experienced teacher) and take notes which later can be used as the basis of a report.	Skills of observation, note taking, analysis, evaluation, interpretation;
Essays	Students are given a topic to discuss in written form.	Writing skills, structuring info, reflection, planning;
Critiques and reviews of literature/film/TV show/event/etc	Students are required to write a review on a book they read, or a film they watched.	Evaluation, summarizing, arguing the point of view
Newsletter article	Written task for an imaginary audience.	Writing skills, research, creativity, writing for a particular audience
Oral presentations	Students are given a certain topic or they can choose their own topic for their presentation. Usually a presentation lasts	Oral skills, non verbal communication, using visual aids, interpersonal skills, team work

	about 5-10 minutes and is supported with visual aids.	
Posters	Students are given a task to be done over a certain period of time. Can be even done during one lesson. A poster presents the process and results of the task.	Creativity, presenting information to a reader, graphical presentation skills, selection, evaluation
Projects (individual and group)	Students are given a task to be done over a certain period of time. Usually the task is to produce something such as a poster, a leaflet, a mini book, a set of pictures, a CD, etc.	Planning, organization, creativity, group work
Portfolios	Collection of materials produced by students over a certain period of time.	Reflection, personal development, application of knowledge
Audio and video	Students are given a task to make an audio tape (dialogue, monologue, role play, etc) or a video tape on a specific topic.	Presentation skills (individual or group), creativity, IT skills
Diary for self-assessment	Students are required to keep a diary to monitor their own progress. This can be designed in a particular way so that marks can be allocated.	Reflection, personal development, application of knowledge
Peer assessment	Students work out criteria and assess each other.	Reflection, personal development, application of knowledge

ALTERNATIVE WAYS OF ASSESSMENT

Activity 3, Handout 3, Proforma

TYPE OF ASSESSMENT

What skills it will focus on

The percentage weighting (from the overall 100 percent for the semester)

Task description (very briefly, just an idea would be fine here)

Time allocated for students

Individual or group

Assessment criteria

ENGLISH FOR SPECIFIC PURPOSES (ESP)

NB At the end of the session distribute handout 2 and give clear instructions about the Professional Development Day.

Objective:


- to give participants an opportunity to explore ESP approaches and practices
- to help participants develop their own approach to ESP

Lead-in

Time: 5 min

Materials: none


▶ Procedure:

-  (3 min) Ask participants the following questions and elicit a few random answers after each question:
 - ~ *Who teaches English to students of other subjects?*
 - ~ *Have you ever taught English to learners from other professions (e.g. managers of a multinational company; NGO staff; doctors aspiring to get a job in the UK etc.)?*
 - ~ *How is this teaching different from teaching General English in language universities / faculties?*

NB

Answers will vary according to participants' experience.

Teaching and learning General English in language universities and faculties have the English language as the focus and the medium of teaching. On the other hand, for students of mathematics, economics or medicine, English becomes an important tool for the students' professional development and therefore teaching English to students of other subjects serves a **specific purpose**.

- Elicit random answers. Give your feedback. Introduce the terms 'English for General Purposes' (EGP) and 'English for Specific Purposes' (ESP).
-  (2 min) Ask participants the following question and elicit a few random answers:
 - ~ *What is the difference between teaching English to university students of Management and teaching English to professional managers working for a company?*

Establish that within ESP it is important to distinguish between teaching 'English for Academic Purposes' (EAP), which deals with study-related language requirements and teaching 'English for Occupational Purposes' (EOP), which deals with job-related language requirements. Say that you would like participants to explore these ESP-specific issues in more detail.

Activity 1 Case studies

Objective: to give participants an opportunity to explore different cases for ESP

Time: 30 min

Materials: handouts 1a-d – one copy per group

► Procedure:

- 😊 (3 min) Refer participants to the session on 'Needs Analysis' and say that dealing with students' needs is particularly relevant for ESP, mostly because English for the students of other subjects or professionals is a secondary tool for their professional development. Say that you would like participants to work with several case studies and to predict what the content and objectives of a course for each of the cases might be. On the board write: 'What will the content and objectives of a course be?'
- Say that the case studies describe four groups of learners: a) a group of undergraduate university students of Economics; b) a group of medical students; c) a group of junior managers of a multinational company and d) a group of airline pilots.
- 😊😊😊 (10 min) Put participants in four groups and give each a copy of handout 1a-d with group profiles. Assign each group of participants only **one** case study. Monitor the group discussion and ask guiding questions from the box below where necessary.
- 😊 (17 min) After the discussion invite a spokesperson from each group to report to the whole group for 2-3 minutes. Invite comments from other groups. Support their reports with questions.

Suggested questions:

What is the main priority for these learners?
 What skills should the course focus on most of all?
 In what ways would you take students' background into account?
 What kind of teaching resources / materials would you use and where would you get them?

- After each report make your own comments where necessary.

Suggested comments:

1a. These students may benefit from a course that tackles all English language skills in their professional context. They will also need a build-up of their professional vocabulary. The availability of a wide resource in the library makes the choice of an appropriate textbook and supplementary materials relatively easy (e.g. *Business Objectives*). The course should aim at increasing students' proficiency in English for general business purposes.

1b. The large size of the group, low proficiency level, scant resources and tight objectives (to pass the State Test) make it necessary to narrow down the objectives of the course to the development of professional reading and test-taking skills. The students will need to expand their professional vocabulary. Some instructions can be given in L1. The teacher will have to make good use of the professional texts available within the institute.

1c. There is no need to focus on professional vocabulary in this course. The

teacher will have to stimulate learners to attend classes after work by including more communicative activities (probably dealing with such issues as presentation skills, social skills etc.) The course should focus on coherence and grammar. Another important objective will be the development of writing skills for business purposes (e-mails, faxes, memos, reports). The course should prepare the learners to be more effective interpreters of messages between their English-speaking line managers and non-English speaking subordinates. The learners may benefit from each other's expertise in different professional areas. The teacher will have to choose the main textbook after a more detailed needs analysis and to use a wide range of supplementary materials.

1d. Given the limited time, the age and the level of learners, the course should address their immediate needs: to be able to receive and communicate professional data: e.g. course and altitude of a plane; time of landing and takeoff; various standard commands etc. Pilots will have to be exposed to different varieties of English. The teacher will have to focus on listening and speaking for narrow professional purposes and will have to make the maximum use of the available professional materials. In this case learners themselves will be an invaluable teaching resource.


Activity 2 Exploring principles of an ESP approach

Objective: to explore current ESP practices with participants

Time: 45 min

Materials: handouts 1a-d – one copy per group.

► Procedure:

-  (5 min) Say that based on the previous activity you would like participants to draw up some principles of an ESP approach. Ask the following questions and elicit a few random answers after each question:

- ~ Which of these cases was related to EAP and which to EOP?
- ~ What are the main differences between teaching EAP and teaching EOP?
- ~ What are the main differences between teaching EGP and ESP?

Suggested answers:

EAP: 1a and b; EOP: 1c and d.

Teaching EAP takes place in a traditional academic environment where English becomes a part of students' undergraduate or postgraduate studies. Therefore an EAP course is less job-specific and is to a greater extent than an EOP course based on the syllabus imposed by an institution. Students are younger and have time allocated for English classes during their studies. They are still studying their subject(s) and need English to have access to their specialist knowledge. An EOP course is more needs or skills-specific and a teacher enjoys a relatively greater freedom in terms of course development and the choice and use of materials. Learners are generally more mature and experienced than in an EAP course and this makes them more useful as a teaching / learning resource.

Generally EAP more than EOP resembles EGP, however, the main difference lies in the objectives of an ESP course which are always to a certain extent subject-specific. The analysis of students' specific long-term and short-term needs in ESP plays a greater role than in EGP. In teaching any ESP course a teacher also has more freedom in the choice and the use of materials. Often lacking sufficient expertise in the professional/academic area of their students, teachers (who are first of all teachers of English) are bound to make a good use of learners as a teaching resource. Their primary responsibility is to teach **language** and not **content**.

- 😊 (5 min) Give your comments where necessary. Say that you would like participants to work towards the principles of ESP in groups. Ask them to brainstorm the categories these principles should be based on in the whole group. Say that participants have already discussed **objectives** and **content** as points for consideration in an ESP course. Return to the question written on the board:

~ *What will the content and objectives of the course be?*

Ask participants to think of more questions to be asked about an ESP course.

Suggested questions:

- What is the main priority for these learners?
- What skills should the course focus on most of all?
- In what ways would you take students' background into account?
- What kind of teaching resources / materials would you use and where would you get them?
- How do you address participants' specialist professional knowledge in English classes?
- What time limitations are there and how can you make best use of the time available?

Write the questions on the board and add your own if necessary.

- 😊😊😊 (15 min) Put participants back in their groups and ask groups that worked with handouts 1a to apply these questions to the case in handout 1c, 1b → 1d , 1c → 1 a and 1d → 1b. After 10 minutes invite a spokesperson from each group to report their answers to the whole group. Make your comments as necessary.
- 😊😊😊 (15 min) Tell participants to remain in their groups and ask two groups to brainstorm the principles of EOP and the other two groups to work on the principles of EAP. Ask them to refer to the questions on board. Give your own example: (e.g. EAP: The **objectives** of the course are determined by the educational institution and by learners' broad needs. EOP: The **objectives** are determined by narrowing down learners' needs in their present professional environment.)
- After 10 minutes ask groups working on the same variety of ESP to exchange their lists of principles and see if they could complement each other.
- 😊 (5 min) Ask spokespersons from each of two larger groups (i.e. EAP and EOP) to report to the whole group. Discuss the principles of teaching EAP and EOP with participants.

ENGLISH FOR SPECIFIC PURPOSES**Activity 1, Handout 1a**

In your group read and discuss this profile of a group of English language learners. Use the data provided to predict what the content and objectives of a course for this group might be.

A group of second-year university students of Economics; six boys and four girls; age 18-19; mixed ethnic background. They have all finished secondary school and college, and three boys and one girl graduated from a Banking college. They take English classes (1.5 hours long) twice a week and are from pre-intermediate to intermediate level. All students are keen to learn English because they know it will help them with their future work. The university has a large library with new textbooks provided by the British Council.

**Activity 1, Handout 1b**

In your group read and discuss this profile of a group of English language learners. Use the data provided to predict what the content and objectives of a course for this group might be.

A group of fourth-year medical students aged 20-22 takes English language classes (1.5 hours long) once a week. There are thirteen girls and eight boys, all Uzbeks and 15 have a rural background. They need to prepare for their State Test in English language that includes reading professional articles in English and doing a multiple choice task on professional vocabulary. Most of the students are afraid that they will not pass the test as their level is pre-intermediate. The medical institute has a limited library of outdated textbooks but a relatively large number of medical journals in English.

**Activity 1, Handout 1c**

In your group read and discuss this profile of a group of English language learners. Use the data provided to predict what the content and objectives of a course for this group might be.

A multinational company is going to provide a course of English to their junior managers from different branches (Production, Supply, Human Resources, Information Technologies and Accounting). There are 10 learners in the group aged 24 to 32, eight men and two women of mixed educational and ethnic background. Their level of English is intermediate, but they all are familiar with their profession-specific vocabulary. The company wants them to study for 1.5 hours after work three times a week with a large amount of homework. It is planned that the course will last 90 hours. The learners are motivated only because they know this is important for their further careers and generally feel tired after work. The company provides funding for the purchase of a few textbooks and photocopying.

Activity 1, Handout 1d

In your group read and discuss this profile of a group of English language learners. Use the data provided to predict what the content and objectives of a course for this group might be.

The local national airline company needs to run a course for its pilots and air traffic controllers to serve on international flights. There are 12 pilots aged 38 to 44, all men, and 7 air traffic controllers aged 28 to 40, five men and two women; mixed ethnic background. The company agrees to allow them to study during the working day for 1½ hours twice a week for three months. The level of most learners is from elementary to pre-intermediate. The company is happy to provide some professional materials in English but does not supply or fund the purchase of textbooks.



INSTRUCTIONS FOR PROFESSIONAL DAY Handout 2

Dear participants,

Thursday (Module 2, Week 4) is a professional development day. You will have a chance to visit one of the interesting places offered by your Course Administrator.

It is an excellent opportunity for you to try and explore what is available in terms of professional development for you and your colleagues. During your visit, please ask as many questions as you wish, observe and take notes of anything that you find relevant to your personal and professional development.

You may use the following points to help you obtain the necessary information:

1. Factual information about the organisation/institution:

- What the organisation is about – mission, date of establishment etc.
- Activities, events held (or advertised) by the organisation /institution for teachers/learners of English
- Projects the organisation/institution is involved in
- Resources available for teachers/learners (on-line materials, books etc.)
- How can one liaise with (or join) the organisation/institution? Contact details of the place, contact person, opening hours etc

2. Your personal impressions:

- Have you heard about the organisation/institution before?
- What did you particularly like about the place?
- What did you find most useful/relevant?
- How can your visit to the organisation/institution contribute to your personal and professional development?
- Would you like to come back again?
- Would you recommend that your colleague / students visit this place?

The day after your visit you will be asked to prepare a 10- 15 min report about your tour. So, please take notes, ask questions, listen attentively and keep any leaflets and/or brochures that you might share with your colleagues.

GUIDELINES FOR ORGANISING PROFESSIONAL DEVELOPMENT DAY

The aim of organizing the professional development day is to let participants explore places that offer opportunities for English language teachers' professional development. It is recommended to look for opportunities available in your city and make a list of possible places in advance. Divide participants into groups for their visits.

In Tashkent the following institutions might be of interest:

1. *The Learning Centre at the British Council in Tashkent*
2. *The Macmillan bookshop in Tashkent*
3. *Westminster International University in Tashkent*
4. *UzTEA Tashkent branch*

In Samarkand:

1. *UzTEA Samarkand branch*
2. *Samarkand State University Resource Learning Centre*

Contact the authorities of these institutions in advance in order to get permission to bring people in and ask them to nominate a "guide". The guide(s) should be responsible for:

- meeting participants at the agreed time and place;
- providing relevant information on the institution, any projects and/or activities they are involved in, available resources for teachers and learners of English, contact details of the institution, etc;
- dealing with any enquiries from the participants;
- if possible arranging for participants to observe classes/sessions/conversation clubs.

NB Alternatively, if you cannot find any place that offers opportunities for English language teachers' professional development, you can suggest organising an Article Discussion Day. You may either use the optional session on Article Discussion or choose any other article to read and discuss.

ARTICLE DISCUSSION SESSION

Objective: to encourage participants to develop the habit of reading and discussing professional articles

The article is distributed in the session **LEARNER AUTONOMY** and is to be read by the sessions 64, 65, 66 if the session is planned.

Lead-in

Time: 5 min

► Procedure:

- 😊 (5 min) Remind participants about the session on Learner Autonomy. Ask participants the following question and elicit answers from them:

~ *What have you learned from the session on Learner Autonomy?*

- Say that this session is called *Article Discussion* and in it they will read and discuss an article about how to develop autonomy in their context.

Activity 1 Exploring the article

Objective: to give participants an opportunity to discuss the article *The Road to Autonomy* by Jon Taylor from *English Teaching Professional*, Issue 24, July 2002.

Time: 65 min

Materials: 22 copies of the article *The Road to Autonomy* by Jon Taylor, handout 1, board, markers

► Procedure:

- 😊 (10 min) Tell participants that before reading the article *The Road to Autonomy* by Jon Taylor, you want them to do a pre-reading task. Distribute handout 1 📄 to each participant and ask them to fill in the first column of the chart individually.

Suggested answers:

- ~ Give projects
- ~ Do self-evaluation
- ~ Keep learner diaries

- 😊😊😊 (5 min) Ask participants to share their ideas in groups of 4.
- 😊 (5 min) Elicit random ideas from groups and put them on the board.
- 😊 (20 min) Ask participants to review the article that they have read at home and mark the parts of the article that refer to practical suggestions. While reading, ask participants to fill in the second column of the chart individually.

Suggested answers:

- ~ Raise awareness with the help of activities.
- ~ Expose learners to study skills, learning strategies.
- ~ Teach learners how to use a dictionary.
- ~ Bring in activities that focus on the topic of learning.
- ~ Ask learners to reflect on activities.
- ~ Complete a course book quiz so that they can use the book on their own.
- ~ Allow them to choose activities and texts themselves.

- 😊😊😊 (5 min) Ask participants to share their ideas in their groups.
- 😊 (5 min) Elicit groups' ideas and put them on the board.
- 😊 (10 min) Ask participants to identify which of these suggestions on the board teachers can use in their classrooms to develop learner autonomy and write those suggestions in the space provided in the handout.
- 😊😊😊 (5 min) Ask participants to discuss the suggestions in groups.
- Summarise the activity by saying that by reading professional articles teachers can bring new ideas to the class and develop professionally. Reading professional articles may also help teachers to hear other teachers' voices from all over the world. Say that in the next activity you want participants to reflect on the article discussion they have experienced.

Activity 2 Reflecting on article discussion

Objective: to help participants reflect on the article discussion they have experienced in activity 1

Time: 10 min

Materials: board, markers


► Procedure:

- 😊 (5 min) Remind participants about the session Teaching Reading in Module 1. Elicit the stages of a reading lesson. Ask participants to identify the steps in their reading of the article in activity 1 and to match them with the steps in the reading sessions. Use the following question as a guide:

~ Which of the stages did you go through while reading the article?

Suggested answers:

- ~ Completing the first column is pre-reading.
- ~ Completing the second column is while-reading.
- ~ Practical suggestions you can use in your classroom to develop learner autonomy is the post-reading stage.

-  (5 min) Elicit their answers by putting them on the board and ask the following questions and elicit answers after each question:
 - ~ *Why is it important to follow these stages in reading?*
 - ~ *Was it helpful to explore the article? How?*

Suggested answers:

- Pre-reading activities help to activate the knowledge, skills and beliefs that teachers already have, to orient them in their reading, while-reading activities help them to concentrate on and understand the information, and post-reading tasks help readers to decide whether and how to apply new ideas in their teaching context.
- Yes, in the pre-reading stage we wrote our ideas on how to promote learner autonomy in our context. In the while-reading stage we found the author's practical suggestions on how to develop learner autonomy in the classroom, and in the post-reading stage, we wrote the suggestions that are appropriate to use in our teaching context.

Summary

- Summarise the activity by saying that reading professional articles may help us to reflect on our own teaching and to improve it.

REVIEW AND ARTICLE DISCUSSION SESSION**Activity 1, Handout 1, Exploring the article**

Title of the article: *The Road to Autonomy* by Jon Taylor

What can you do to promote autonomy in your classroom?

What suggestions does the author make to promote autonomy?

Practical suggestions you can use in your classroom to develop learner autonomy:

-
-
-

**REVIEW AND ARTICLE DISCUSSION SESSION****Activity 1, Handout 1, Exploring the article**

Title of the article: *The Road to Autonomy* by Jon Taylor

What can you do to promote autonomy in your classroom?

What suggestions does the author make to promote autonomy?

Practical suggestions you can use in your classroom to develop learner autonomy:

-
-
-

ENGLISH LANGUAGE DEVELOPMENT FOR TEACHERS OF ENGLISH

Objective: to raise participants' awareness of the needs for and the ways of developing their command of English

Lead-in

Time: 15 min
Materials: handouts

► Procedure:

- ☺☺☺ (10 min) Ask participants to consider the following four views on whether the teachers of English should develop their command of English. Put participants into groups of four or five. Distribute handout 1 📄 to each participant:
- ☺ (3 min) Elicit a few random comments from each group. Accept all answers and give feedback where necessary. Discuss their views. Say that to expect native-speaker standards of all teachers of English is unrealistic; but to limit their command of English only by their subjects or methodology seriously undermines their ability to assist students' learning. The teacher is an important learning resource as well as a professional. Despite all the difficulties of life, teachers are expected to care about their professional development which includes the development of their English language proficiency.

Activity 1 Reasons for language development

Objective: to raise participants' awareness of why teachers need to improve their English

Time: 25 min
Materials: poster sheets, flipchart

► Procedure:

- ☺☺☺(10-15 min) Ask participants in their groups of four or five to produce posters that would answer the following question:

~ *Why do we need to improve our command of English?*

Write this question on the flipchart. Give participants 10 minutes.

- ☺ (5-10 min) Ask participants to pin their posters to the wall to examine and discuss them in the whole group for another 5-10 minutes. With the help of the whole group draw on the flipchart the main reasons for the teachers to develop their English.

Possible answers:

- to be able to provide a more qualified assistance to students
- to become a more confident professional
- to be a more competent user of English
- to be a better learning resource
- for personal development..

- ☺ (3 min) Establish that all these reasons are related to each other. Say that teachers should focus on being knowledgeable in their subject, competent users of English and

confident users of current approaches to teaching English. Say that teachers' professional development should not be limited only to methodology. Emphasise that teachers should continue being learners of English as well, which will increase their professionalism and reputation. Say that you would like to explore the ways teachers can improve their English.

Activity 2 Factors in language development

Objective: to enable participants to explore some factors that can motivate them to improve their English

Time: 25 min

Materials: handouts, poster sheets, flipchart

► Procedure:

- 😊 (3 min) Ask participants to list possible the possible ways in which teachers can improve their command of English. Write their responses on the flipchart.

Possible answers:

- attending an English language course
- reading specialist literature; communicating with native speakers of English using English in and outside the classroom
- listening to the radio/watching TV in English
- reading in English for pleasure
- using different language learning strategies
- teaching something new etc.

- 😊 (3 min) Ask participants to consider these options and answer the following question:

~ *What may prevent teachers from using these options?*

Elicit a few responses. Add more reasons if necessary. Write them on the flip chart.

Note for the trainer:

Participants are likely to react in a defensive way, giving external constraints (e.g. lack of money, time, resources, etc.) as the main reasons for NOT working on their English. Attract their attention to psychological reasons (e.g. lack of motivation; the feeling of insecurity, lack of interest; over-confidence in own command of English; lack of general language awareness; resistance to change etc.) and say that despite all external constraints, there are always opportunities for further professional development.

- 😊😊😊 (10 min) Say that often teachers are not aware of the need to improve their English and lack motivation to work on their English. Put participants in groups of four or five and give them A4 paper sheets. Ask two groups to list the possible **extrinsic factors** that can motivate teachers to improve their English (e.g. a trip to the UK; pressure from the administration; etc.). Ask the other two groups to list out the possible **intrinsic**

factors that can motivate teachers to work on their English (e.g. an interesting book or film in English; awareness of own weaknesses etc.)

- Give them 5-7 minutes and then ask the groups doing similar task to exchange their lists and see if they can add anything to their lists.
- 😊 (5 min) Ask a spokesperson from each two groups to present their lists. Draw a vertical arrow pointing up in the middle of the flipchart / board and list extrinsic factors on the left and intrinsic factors on the right. Add your own if necessary.

Possible answers:

Extrinsic factors:

- a trip to the UK/USA
- need for a revalidation
- pressure from the university administration
- need to teach a new subject or to use a new textbook
- in-service teacher training course
- need to answer students' questions
- need to pass an English language exam etc.

Intrinsic factors:

- an interesting book/film in English
- need to improve professional reputation
- interest in communicating with native speakers
- growing awareness of own weaknesses
- being challenged by students or colleagues
- understanding some language points etc.

- 😊 (3 min) Explain that the arrow represents a teacher's language development and that these events, both positive and negative, may happen at a certain moment in teachers' career. (Put x on the arrow in a few places, saying: 'How would it motivate you if you watched an interesting film in English at this moment? Or a trip to England at that moment? Or an uncomfortable question from a student? Or a teacher-training course?'). Suggest that teachers should notice such factors and let these factors motivate them to improve their language.

Activity 3 Individual strategies for language development

Objective: to enable participants to explore some ways of improving their English

Time: 15 min

Materials: A4 sheets

► Procedure:

- 😊 (3 min) Ask participants to consider and list out their own **needs** for language development, **factors** or recent events that could motivate them to work on their language and individual learning **strategies** they could use for this purpose. Remind them about the sessions on learning strategies and learner autonomy and re-emphasise the need to remain a learner. Write 'Needs for language development', 'Motivating factors or events' and 'Individual learning strategies' on the flipchart / board. Distribute A4 sheets to each participant. Give your own example if necessary. (e.g. **Need:** To improve understanding of some verb forms. **Motivating factors:** My students often ask me questions about grammar that I cannot answer. **Individual strategies:** noticing the

use of these forms in different written and spoken contexts; reading specialist literature like grammar reference books; trying to use these forms in speaking and writing.)

- 😊 (10 min) Give them 7-8 minutes to complete the task. Then ask those who want to share their notes with others and to discuss them.

Summary

Reiterate the main points of the session: teachers' attitude towards their English language development; the recognition of the needs and external and internal factors related to this; reflection on these needs and factors in order to increase motivation and clarify the developmental objectives; the development of appropriate individual strategies for improving English language proficiency; implementation of these strategies over a certain time.

ENGLISH LANGUAGE DEVELOPMENT FOR TEACHERS OF ENGLISH**Lead-in, Handout 1****SHOULD TEACHERS IMPROVE THEIR ENGLISH?**

Which of the following four statements do you find easiest to agree with? Why? What is your view on this? Discuss it with your colleagues.

- In order to teach English properly, the teacher must have a perfect command of the language, like that of a native speaker. That means not only knowing grammar rules and vocabulary but also being able to use words, phrases and structures in different contexts of modern English. Teachers should therefore always work hard on improving their language.
- The first thing teachers should know is grammar rules and vocabulary within the limits of their curriculum. If they can teach it properly to their students, it doesn't matter what level of English teachers have. Teachers should know how to teach their subject and should therefore focus only on this.
- Teachers' command of English is not as important as their ability to guide their students. Knowledge of methodology is crucial, while knowing different subtleties of modern English use is optional. Teachers should know basic English but must concentrate first of all on how to make their students learn it.
- Whatever level of English teachers have, they have to live with it. Of course, it would be nice if teachers had better command of English, but it is unrealistic to expect them to do any extra work in order to achieve it. Teachers should be thanked for doing their job and not forced to develop their language skills.

**ENGLISH LANGUAGE DEVELOPMENT FOR TEACHERS OF ENGLISH****Lead-in, Handout 1****SHOULD TEACHERS IMPROVE THEIR ENGLISH?**

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- The first thing teachers should know is grammar rules and vocabulary within the limits of their curriculum. If they can teach it properly to their students, it doesn't matter what level of English teachers have. Teachers should know how to teach their subject and should therefore focus only on this.
- Teachers' command of English is not as important as their ability to guide their students. Knowledge of methodology is crucial, while knowing different subtleties of modern English use is optional. Teachers should know basic English but must concentrate first of all on how to make their students learn it.
- Whatever level of English teachers have, they have to live with it. Of course, it would be nice if teachers had better command of English, but it is unrealistic to expect them to do any extra work in order to achieve it. Teachers should be thanked for doing their job and not forced to develop their language skills.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Objectives:

- to give participants an opportunity to share their impressions of the sites they visited the day before
- to help participants articulate professional development activities that teachers can be involved in
- to encourage participants to plan their future developmental activities

Activity 1 Report on visits

Objective: to let participants share the opportunities they have found out about for professional development

Time: 40 min

Materials: none

► Procedure:

- 😊😊😊 (5 min) Ask groups to prepare a 5 minute report on the opportunities for professional development they have found out about when visiting the places (or other places selected by the training team): Macmillan, the British Council, UzTEA, Westminster University.
- 😊 (25 min) Invite groups to report to the whole group.
- 😊 (10 min) Invite participants to ask questions and comment after each report.
- Summarise the activity by saying that there are different places which offer opportunities for professional development.

Activity 2 Continuous Professional Development (CPD)

Objective: to engage participants in discussion about what is understood by the term continuous professional development (CPD)

Time: 15 min

Materials: none

► Procedure:

- 😊 (10 min) Put the phrase '*professional development*' on the board and ask participants to say what the phrase means to them. If necessary, prompt the discussion by asking the following questions:
 - ~ *Is taking part in a conference a professional development (PD) activity?*
 - ~ *Is reading a methodology book a PD activity?*
 - ~ *Is talking to a colleague a PD activity?*
 - ~ *Why do you think we use the term "continuous professional development"?*
- (5 min) Establish that professional development of teachers should always be continuous because teachers, like other professionals, cannot really afford to stand still. Remind participants about the notions of 'horizontal and vertical development' from the session

on facilitation. Say that teachers have to develop because there are external demands from society that should be considered by teachers when setting goals, planning the curriculum and delivering it. For example, teachers nowadays cannot ignore such a huge source of information as the Internet. Teachers need to know how to use it for teaching and learning because there are so many websites that teachers can consult for ideas, articles, lesson plans and other materials. There are many other examples. Elicit one or two from participants.

Activity 3 Action planning

Objective: to enable participants to plan certain CPD activities with their colleagues

Time: 25 min

Materials: none

► Procedure:

- 😊😊😊 (13-15 min) Tell participants to form a pair or a group with someone they work with at the same university. Say that you want them to think about their CPD activities for the next academic year. Ask pairs or groups to list possible things they can do together during the next year.

- 😊 (7-10 min) Invite participants to share their ideas with the whole group. Say that the trainers on the programme would be very interested in participating in and contributing to any activities that they have planned, so participants should keep the training team informed through the Professional Development Centre.

Summary

Teachers learn from many different things on their own – from working experience, from seminars and conferences, from the feedback they get from colleagues, from students and many more. However, any teachers' community will be more effective and successful if teachers are not afraid of sharing their best practices as well as their pitfalls with colleagues.

GIVING FEEDBACK ON PORTFOLIOS

Materials: portfolios with feedback from supervisors

► **Procedure:**

- Invite all participants and supervisors to sit in a circle.
- Congratulate participants on successful completion of their portfolios. Appreciate their hard work and achievements. It is also recommended that supervisors say a few words of appreciation about each participant's contribution.
- Distribute portfolios with feedback from supervisors to participants.
- Make sure that all supervisors are available for any answering questions that may arise.

ROUND-UP SESSION

Objectives:

- to discuss whether the expectations of participants were met
- to review the programme materials

Activity 1 Discussing participants' expectations

Objective: to give participants an opportunity to discuss any issues, concerns related to their teaching

Time: 40 min

Materials: strips of paper from session 37, board, markers

► Procedure:

- 😊 (5 min) Say that the purpose of the session is to reflect on their experience in the programme and review the expectations of participants that they have formulated in Session 37. Attach the strips of paper with participants' expectations (from Session 37) to the board avoiding any unnecessary duplication.
- 😊 (5 min) Ask participants to look through the issues on the board and discuss if these have been tackled directly or indirectly in this programme. If not, ask participants to select the ones that need further discussions.
- 😊😊😊 (10 min) Put participants in 4 groups and allocate each group a different topic/issue. Ask groups to expand on the topic/issue and come up with recommendations.
- 😊 (20 min) Ask groups to share their recommendations with the whole group.
- 😊 (5 min) Make your own recommendations if needed. However, avoid judging participants' ideas and/or imposing your own. Emphasise that this programme is not designed to answer all questions that participants might have. The programme is aimed at opening up choices and equipping participants with skills and knowledge to make decisions independently. Remind the proverb *"Give a man fish and you will feed him for a day, teach him how to fish and you will feed him for a lifetime"* and tell participants that the authors of the programme hope that they have showed them how to "fish".

Activity 2 Jeopardy game

Objective: to review programme materials

Time: 40 min

Materials: board, markers, watch with a second hand, a bell to signal the time

► Procedure:

- 😊 (5 min) Put participants in four groups. Tell participants that they will play a review game which focuses on different categories covered in the programme. Draw the table on the board.

Points	100	500	1000
Categories			
Language learning			
Language teaching			
Classroom management			
Testing and assessment			

- 😊 (5 min) Explain the rules of the game to participants. Tell that there are four categories that were covered during the whole programme. Each category suggests three questions of different levels of difficulty. The easiest question costs 100 points and the most difficult 1000. The task is to gain as many points as possible by answering the questions correctly. Having chosen a question from specific category groups can discuss the answer for 30 seconds but they can answer earlier if ready before time. Each group in turn has the right to choose the question and answer it first. If the group fails to answer the question, other groups have a chance to answer and get points. The game continues until all questions are answered. The group which gains the highest score wins.
- 😊😊😊 (30 min) Play the game. Make sure there are several trainers judging the quality of answers and keeping the time. Keep the records of the gained scores of the groups.

Points	100	500	1000
Categories			
Language learning	Name learning styles [visual, auditory, kinaesthetic, tactile]	Name 3 language learning strategies [guessing from context, using flashcards, using bilingual dictionary, etc]	Define learner autonomy. [Autonomy is the learners' ability to make their own decisions about their learning and take responsibility for their learning]
Language teaching	Name the objectives of pre-activity. [to prepare students for the main task, to arise students' interest, etc.]	Explain the role of a facilitator. [A facilitator doesn't only possess the knowledge of the subject (mortar board) and teaching skills (hands) but cares	Name the principles of Communicative Language Teaching [primacy of fluency over accuracy, meaning over form, genuine

		about the feelings of his/her learners]	communication, meaningful tasks, interaction, etc.]
Classroom management	Give the characteristics of effective instructions [clear, short, imperative, etc.]	Name some advantages and disadvantages of group work [adv. involvement of all students, role division, interactivity, etc.; disadv. noise, difficult to control, dominant students, use of L1]	What 3 strategies can be used to deal with mixed ability groups? [grouping strong students with weaker students; prepare individual tasks depending on the level of learners; use project work]
Testing and assessment	Name at least 3 test methods [multiple-choice, gap fill, sentence completion, etc.]	Name at least 3 ways of alternative assessment [project work, poster, portfolio, etc.]	Name criteria used for assessing speaking according to the Common European Framework. [range, fluency, accuracy, cohesion and coherence, interaction]

- Stop the game when all questions are answered or if it takes too much time. Calculate the scores of the groups and announce the winner.

PROGRAMME EVALUATION

Objective:

- to give participants an opportunity to evaluate the programme

Materials: questionnaires

Procedure:

- Distribute questionnaires for Week 2 Module 2. Tell participants that their opinion will be much appreciated and ask them to complete the questionnaires.
- Refer to Session 36 on how to analyse the completed questionnaires.



DUET
QUESTIONNAIRE for PARTICIPANTS
Module 2 Week 2

Dear participant,

We would like to know how far the DUET programme met your expectations, and how useful you found it.

Your name (Optional)

City.....

Institution

1. How do you feel by the end of the two weeks? Tick as many boxes as you like.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Interested | <input type="checkbox"/> Bored |
| <input type="checkbox"/> Worried | <input type="checkbox"/> Comfortable |
| <input type="checkbox"/> Confused | <input type="checkbox"/> Relaxed |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Other, please specify |

2. Which session(s) did you find most useful for your teaching context? Please specify.

3. Which session(s) did you find least useful for your teaching context? Please specify.

4. How helpful did you find the team of trainers? Please comment.

5. Did you feel comfortable working with other participants over the week? Please comment.

6. What do you think about the handouts?

- All handouts were clear for me.
- I found some handouts difficult to understand. Please specify which

All handouts were difficult to understand. Please comment

7. How useful did you find the articles provided by the trainers? Please comment.

8. How useful did you find programme audio and video materials? Please comment.

9. Name three ideas/activities that you will share with your colleagues or use in your classroom upon your return to your institution.

Are there any other topics that you would like the programme to focus on?

10. To what extent did the programme meet your expectations?

Fully Partially Not at all

Comments _____

11. How would you rate the programme organisation in terms of...?

	Ex cell ent	Good	Poor	Comment
Timing (start and finish time, breaks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Resources (books, articles, internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Organisational issues (accommodation, travel, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____
Social programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____

12. Would you recommend this programme to your colleague? Why/Why not?

13. Any other suggestions for improvement?

Thank you for cooperation! ☺

GLOSSARY

1. **Andragogy**

The study and practice of teaching methods appropriate to working with adults

2. **Anticlockwise**

In the opposite direction to the movement of the hands of a clock.

3. **Applied linguistics**

- i. the study of second and foreign language acquisition and learning
- ii. the study of language and linguistics in relation to practical problems, such as *lexicography, translation, speech pathology, etc.*

4. **Assessment**

The measurement of the ability of a person or the quality or success of a teaching course, etc.

Assessment may be by test, interview, questionnaire, observation, etc.

5. **Authentic task**

A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

6. **Authentic text**

Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc.

When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

7. **Authenticity**

The degree to which language teaching materials have the qualities of natural speech or writing.

8. **Autonomous learning**

The process of learning without being controlled by anyone else

9. **Autonomy**

The ability to act and make decisions without being controlled by anyone else

10. **Brainstorming**

- i. (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

Brainstorming often serves as preparation for another activity.

- ii. (in teaching writing) a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

11. Building rapport

Building friendly classroom relationships with and between learners

12. Challenge

A new or a difficult task that tests somebody's ability and skill

13. Clockwise

Moving around in the same direction as the hands of a clock

14. CLT

Communicative language teaching also (communicative approach)

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often

- a. teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.
- b. are based on a notional syllabus or some other communicatively organized syllabus
- c. emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

15. Comprehensible input

Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.

16. Context

The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word *loud* in *loud music* is usually understood as

meaning “noisy” whereas in *a tie with a loud pattern* it is understood as “unpleasantly colourful”. The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, *spinster* refers to an older unmarried woman but in a legal context it refers to *any* unmarried woman.

17. Co-operative learning also (collaborative learning)

An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students’ learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher’s dominance in the classroom.

18. Elicitation

Techniques or procedures which a teacher uses to get learners to actively produce a response

19. Evaluation

In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.

20. Facilitate

To make a learning process possible or easier; to work with a group in order to help them to articulate ideas

21. Facilitator

a person who helps an individual or a whole group to learn and/or express themselves

22. Feedback

(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

23. Fluency (fluency developing activities)

In second and foreign language teaching, fluency describes a level of proficiency in

communication, which includes:

- i. the ability to produce written and/or spoken language with ease and without significant hesitation
- ii. the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

24. Genuine communication

Communication which takes place for a real purpose

25. Grid

A chart to be filled in by learners or teacher-participants, often used to summarise ideas or to focus reflection

26. Groupwork

(in language teaching) A learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

27. Ice-breaker

An activity to make learners feel less nervous or inhibited when they first meet.

28. Information gap activity

An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.

29. INSE(T)T

In service (teacher) training

30. Interaction pattern

Mode of work (individual work, pairwork, groupwork) used in learning or teaching

31. Interlanguage

A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard

32. Jigsaw activity

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

33. Language awareness

In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

34. Language skills

(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptive skills**. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

35. Lead-in

An activity used to orient learners to a new topic or area of focus in a lesson (cf warm-up)

36. Learning strategies

Ways in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language, for example by the use of generalization and inferencing, focusing on certain aspects of new information, analyzing, and organizing information during learning to increase comprehension, or evaluating learning when it is completed to see if further action is needed. Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production.

37. Learning style

The particular way in which a learner learns. Visual learners, for example, will be helped by pictures, graphics or by seeing a word written down. Auditory learners take in new information best by listening. Kinaesthetic learners benefit from physical involvement in the process of learning.

38. Meta-language

The language used to analyse or describe a language. For example, the sentence: *In English, the phoneme /b/ is a voiced bilabial stop* is in meta-language. It explains that the *b*-sound in English is made with vibration of the vocal chords and with the two lips stopping the airstream from the lungs.

39. Metaphor

A word or phrase used in an imaginative way to describe somebody or something, in order to show that the two things have the same qualities and to make the description more powerful.

40. Mingle activity (also *mêlée*)

An activity where people move and talk to each other.

41. Module

A unit that can form part of a course of study at a college or university.

42. Monitoring

i. Listening to one's own spoken language to compare what was said with what was intended, and to make corrections if necessary. People generally try to speak fluently and appropriately, and try to make themselves understood, whether in the mother tongue or in the second/foreign language. The interjections and self-corrections that speakers make while talking show that monitoring is taking place, and are usually for the purposes of making meaning clearer. For example:

He is, well, rather difficult.

Can I have, say, a glass of beer?

ii. Teachers often *monitor* their learners' performance in pair- or groupwork, either to check on the accuracy and appropriacy of their language or to make sure that they are on task.

43. Multiple-choice

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distractors.

For example: *Yesterday I _____ some interesting magazines.*

(a) have bought (b) buying (c) was bought (d) bought

44. Objective

Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected *to be able to do* at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. *Aims*, on the other hand, are long-term goals, described in very general terms.

45. Observer

Someone who watches a class, either for learning, training or research purposes. The teacher who is observed is often referred to as the *observee*

46. Pairwork

a learning activity which involves learners working together in pairs.

47. Pedagogy

the study of teaching methods and approaches

48. Peer observation

Observation of a teacher or trainee by a colleague of equal status

49. Peer correction

Correction of a learner's mistakes by fellow learners

50. Portfolio

a collection of work, materials that a learner or course participant collects and puts together in a file, usually for assessment.

51. Post-systematic error

An error made by a learner *after* s/he has had an opportunity to learn the vocabulary or structure s/he is attempting to use

52. Presentation

- i. The way in which something is offered, shown, explained, etc. to others
- ii. A formal monologue to present ideas, opinions, a business proposal etc

53. PRESETT

Pre service teacher training

54. Pre-systematic error

An error made by a learner *before* s/he has learned the structure or vocabulary item s/he is attempting to use

55. Reflective practice; reflective teaching

An approach to teaching, professional development and teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience. In teacher education programmes, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively, as a way of improving classroom practices. This may involve the use of:

- i. journals in which student teachers or practising teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection
- ii. audio and video taping of a teacher's lesson by the teacher, for purposes of later review and reflection
- iii. group discussion with peers or a supervisor in order to explore issues that come out of classroom experience

56. Reflection on learning

An approach to classroom or professional learning which builds in time for reviewing and thinking over each learning experience

57. Role play

Classroom activities in which students take the *roles* of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson

58. Scanning

A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with *skimming* or *skim reading*, which is a type of rapid reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

59. Second language acquisition

(*in applied linguistics*) the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.

60. Self-correction

Correction by a learner of her/his own mistakes – usually possible only in the case of *post-systematic* errors.

61. Simulation

Classroom or training activities which reproduce or simulate real situations and which

often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

62. Skimming

See *Scanning*

63. Study skills

Abilities, techniques, and strategies which are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English-language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking and summarizing.

64. Supervisor

(in teacher education) Someone who monitors and evaluates a student teacher’s teaching performance or who observes and gives feedback to a practicing teacher. The supervisor’s primary role may be as an evaluator of teaching performance or as a facilitator of professional development in the observee.

65. Teacher education

The field of activity which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between *teacher training* and *teacher development*.

Teacher training deals with basic teaching skills and techniques, typically for novice teachers in a *pre-service* programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc.

Teacher development goes beyond initial training and deals with the on-going professional development of teachers, particularly in *in-service education* programmes. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher and encouragement to the teacher to reflect on her/his own practice.

66. Values, attitudes, beliefs

(these three terms often appear together in the literature and discourse of professional development)

Values are the guiding principles (often moral or ethical in nature) that govern behaviour; they are typically rooted in tradition, religion or in individual or shared philosophy and in education they help to inform decisions at all levels, from national policy right through to the classroom.

Attitudes – the way that a person thinks and feels about somebody, something; the way that a person behaves towards somebody, something that shows how he, she thinks and feels. In a classroom this may show itself in a teacher's attitude to learners or in a learner's attitude to a foreign language and the culture associated with it, for example.

Beliefs – the convictions that a teacher has about teaching or a learner about learning. When beliefs become dogma, they may inhibit professional development in a teacher or successful learning in a learner

67. Warm-up activity

See *Lead-in*

68. Receptive skills

See *Language skills*

69. Productive skills

See *Language skills*

70. ESP

English for Specific Purposes also English for Special Purposes

the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for Academic Purposes, English for Science and Technology, and English for Nursing. These courses may be compared with those which aim to teach general language proficiency, English for General Purposes.

LIST OF SUPPLEMENTARY MATERIALS FOR MODULE 2

Articles

- | References | Sessions |
|--|-----------------------------------|
| 1. Rees, G. Teaching mixed-ability classes. Available from: www.teachingenglish.org.uk/THINK/methodology/mixed_ability1.shtml.htm | Mixed ability classes |
| 2. Tsarikova, N. (2005) Issues in teaching 'culture' in Uzbekistan. <i>IATEFL Voices</i> , 187 Oct-Nov. | Language and culture 1 |
| 3. Underhill, A. (1999) Facilitation in language teaching. <i>In</i> : J.Arnold (ed.). <i>Affect in language learning</i> . Cambridge: CUP. 125-141. | Facilitation in language teaching |

Extracts

- | References | Sessions |
|--|--|
| 1. Galsworthy, J. (1999) The Apple Tree. <i>In</i> : V.D.Arakin, ed. <i>Coursebook for practical English - 3 rd course</i> . 4 th ed. Moscow: Vidos, p.251-254. | Adapting and supplementing your coursebook |
| 2. Jakeman, V.& C.McDowell (1996). Listening test 1. <i>In</i> : <i>Cambridge Practice tests for IELTS 1</i> . Cambridge University Press, p.12-13. Cassette 1. | Testing receptive skills |
| 3. Soars, L. & J. Soars (1999) Unit 9. <i>In</i> : Soars, L. & J. Soars. <i>Headway Advanced</i> . | Phonology and meaning 2 |

SUGGESTED READING

REFERENCES	SESSIONS
1. Berman, M. Storytelling. <i>Modern English Teacher</i> , 15 (3), 43-49.	Session 23. Teaching listening
2. Bolitho R. Language Awareness in the English Classroom. <i>English Teaching Professional</i> , 6 January 1998, 3-6.	Session 22. Teaching grammar 2
3. Bress, P. (2005) Questioning the concept question. <i>Modern English Teacher</i> , 14 (1), 41-42.	Session 57. Asking questions and eliciting
4. Bress, P. (2006) Meeting objectives. <i>English Teaching Professional</i> , 45 July 2006, 15.	Session 32. Planning for teaching and learning
5. Bress, P. (2007) Marking written assignments. <i>English Teaching Professional</i> , 49 March 2007, 17.	Session 21. Giving feedback on writing
6. Buckmaster, R. (2007) Death in the afternoon. (On information gap). <i>English Teaching Professional</i> , 50 May 2007, 52.	Session 8. Information gap
7. Calzoni, D. (2003) Homework with a difference. (On action research). <i>English Teaching Professional</i> , 27 April 2003, 50-52.	Session 31. Classroom research workshop
8. Davis, M. (2007) Newspaper conventions revealed! <i>English Teaching Professional</i> , 50 May 2007, 8-10.	Session 38. Working with newspapers
9. Field, J. (2005) Why classroom research? <i>IATEFL Voices</i> . 185 June-July.	Session 27. Classroom research
10. Gonçalves, S. Ways of presenting classroom language. Available from: www.clas.language.pt.britishcouncil.org	Session 56. Instructions and classroom language
11. Huimin, Z. Peer evaluation. <i>Modern English Teacher</i> , 15(2), 37-41.	Session 21. Giving feedback on writing
12. Hunt, R. (1999) Lesson planning. <i>English Teaching Professional</i> , 10 January 1999, 36-37.	Session 32. Planning for teaching and learning
13. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. <i>Modern English Teacher</i> , 9 (2), 35-39.	Session 25. Integrated skills
14. Lightfoot, A. (2005) Using dictation. Available from: http://www.teachingenglish.org.uk/think/methodology/dictation.shtml	Session 39. Various types of dictations
15. Lombard, C. (2006) Tell me what you've told me. <i>English Teaching Professional</i> , 45 July 2006, 58-59.	Session 20. Teaching writing 2
16. Medgyes, P. (1986) Queries from a communicative teacher. <i>English Language Teaching Journal</i> , 40(2), 107-112.	Session 28. CLT
17. Miller, L. (2005) Teachers as researchers. Interviews. <i>Modern English Teacher</i> , 14 (1), 43-45.	Session 27. Classroom research
18. Mohamed, N. (2004) Assessment for the right reasons.	Session 58. Basics of

- English Teaching Professional*, 31 March 2004, 12,14. testing
19. Nachi, H.E. & C.Y.Kinoshita. (2006) Lecturing in miniature. *English Teaching Professional*, 43 March 2006, 28-30. Session 60. Effective lecturing
20. Nasreen, H. (2004) Here is the news. *English Teaching Professional*, 33 July 2004, 8-9. Session 11. Authenticity
21. Nasreen, H. (2003) Helping EFL/ESL Students by Asking Quality Questions. *The Internet TESL Journal*, IX (10) October 2003. Available from: <http://iteslj.org/Techniques/Hussain-Questions.html> Session 57. Asking questions and eliciting
22. Norman, S. (2006) Change of plan. *English Teaching Professional*, 46 September 2006, 59-61. Session 32. Planning for teaching and learning
23. Paran, A. (2003) Intensive reading. *English Teaching Professional*, 28 July 2003, 40. Session 10. Teaching reading
24. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8. Session 3. Learning styles
25. Robertson, C. Planning 1&2. Available from: <http://www.teachingenglish.org.uk/think/methodology/planning1.shtml> Session 32. Planning for teaching and learning
26. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49. Session 38. Working with newspapers
27. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005. Session 28. CLT
28. Senior, R. (2005). Keeping control in communicative classrooms. *English Teaching Professional*, 40 September 2005. Session 28. CLT
29. Taylor, J. (2002) The Road to Autonomy. *English Teaching professional*, 24 July, 8-10. Session 41. Learner autonomy
30. Thomas, F. (2001) Critical Friendships: colleagues helping each other develop. *English Language Teaching Journal*, 55(4) October 2001, 368-374. Session 30. Observation and feedback 2
31. Vince, M. Writing revalued. *English Teaching Professional*, 35 November 2004, 4-6. Session 20. Teaching writing 2
32. White, J.C. (1989). Negotiating communicative language learning in a traditional setting. *English Language Teaching Journal*, 43(3), 213-220 Session 28. CLT

LIST OF RESOURCES NEEDED FOR MODULE 2

STATIONERY

1. 1 pack of A4 paper (excluding handouts)
2. 1 flipchart
3. 1 pack of blue tack or a Scotch tape
4. 3 packs of crayons
5. 3 board markers of different colours
6. 10 permanent markers
7. 5 scissors
8. 10 glue sticks

EQUIPMENT

1. DVD player
2. TV set
3. CD player
4. Tape recorder
5. Copier

OTHER RESOURCES

1. 20 modern English language textbooks at various levels (elementary- upper-intermediate) (e.g. Inside Out, Reward, Headway etc.)
2. 10 copies of English newspapers (The Guardian, The Times etc.)
3. 8 samples of students' project work (e.g. posters, booklets etc.)

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Қўлланма Ўзбекистон давлат жаҳон тиллари университетида апробациядан ўтказилган. ЎзДЖТУ, СДЧТИ ва АДЧТПИларнинг Илмий Кенгаши томонидан тасдиқланган ва инглиз тили ўқитувчиларининг касбий малакаларини ошириш курсларида асосий қўлланма сифатида фойдаланишга тавсия этилган (ЎзДЖТУ Илмий Кенгашнинг 9- сон қарори, 23 апрель 2009 йил).

The Training Handbook was piloted in the Uzbek State World Languages University, Samarkand State Institute of Foreign Languages and Andijan State Pedagogical Institute of Languages. The Handbook is approved and recommended to be used in in-service English language teacher training programmes (Uzbek State World Languages University Academic Board, Minutes # 9, 23 April, 2009).

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