

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

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**APPROACHES AND PRINCIPLES OF
FOREIGN LANGUAGE TEACHING**

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SO'Z BOSHI

Ushbu qo'llanma talabalarga til o'rganish va o'qitish metodlari, yondashuvlar va usullar haqida zaruriy bilimlarni o'zlashtirish, chet tilini o'rganish haqidagi tushunchalar, metodlar va modellarni o'z amaliy tajribalarida, ya'ni muhokama, topshiriq va muammoli vaziyatlarda qo'llashni bilish, chet tillarni o'qitish usul va metodlarining tarixiy bosqichlari bilan tanishtirish bilan birga chet tilini o'qitishdagi turli usul va metodlardan ko'zlangan maqsadlar, ularning ijobiy va salbiy tomonlarini farqlash hamda amalda ulardan o'rinli foydalana olishni o'rgatishga xizmat qiladi.

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Qo'llanma ingliz tilini o'qitishda qo'llaniladigan zamonaviy yondashuvlar va metodlari haqidagi bilimlarni hamda o'qitish jarayonida yuzaga kelishi mumkin bo'lgan til o'qitish bilan bog'liq muammolarni bartaraf etishni o'rgatish, chet tilini o'rgatishda qo'llaniladigan zamonaviy metodlar bilan tanishtirish, shuningdek, kasbiy mahoratni va pedagogik faoliyatga ijodiy yondashishni shakllantirishga qaratilgan vazifa va mashqlardan tarkib topgan.

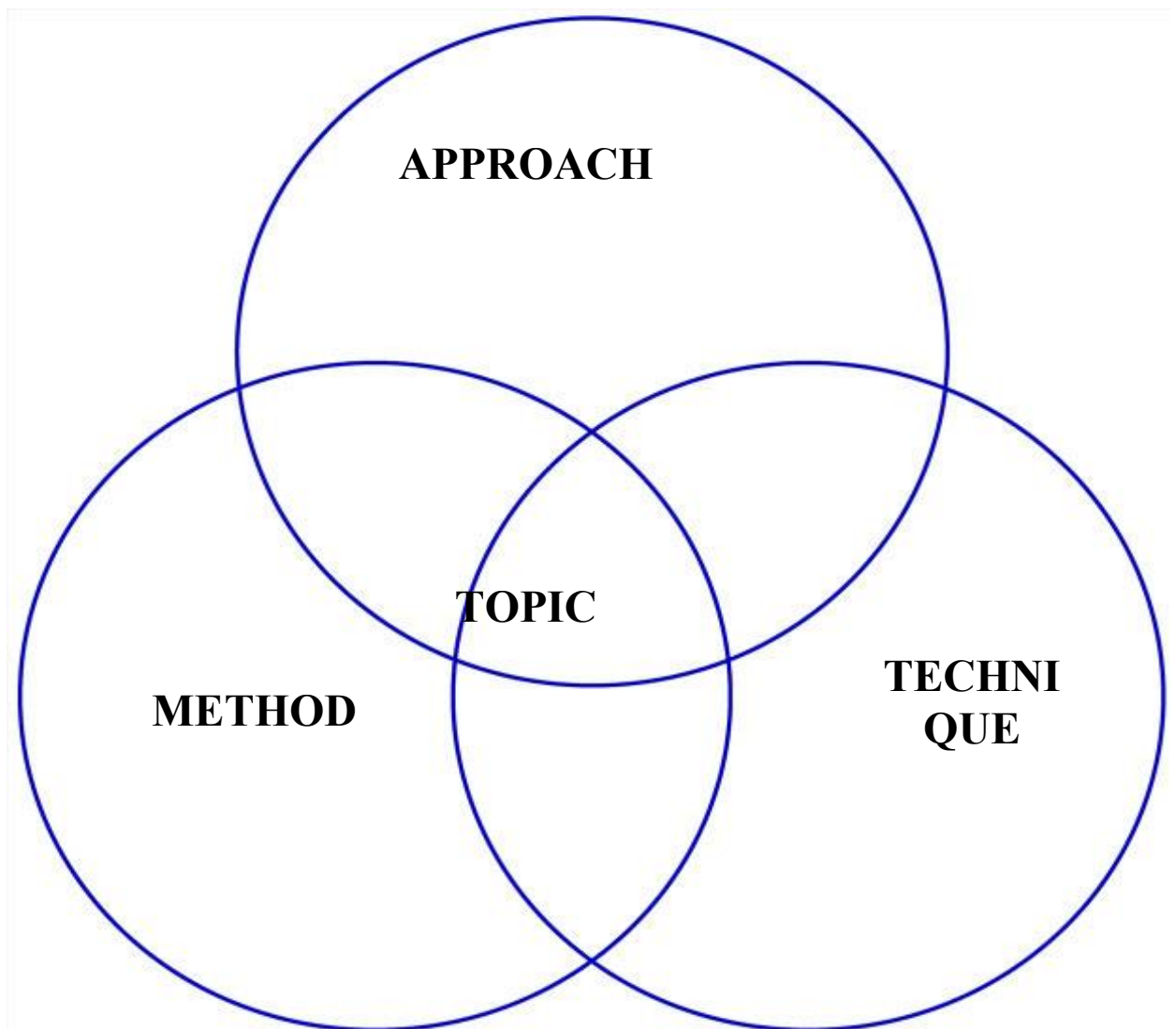
Ushbu qo'llanma "Chet tili o'qitishning integrallashgan kursi" fanining "Chet tillarni o'qitish tamoyillari va yondashuvlar moduli" modulini o'qitishda, shuningdek, maktabgacha hamda o'rta talim muassasalarida ingliz tilini o'rgatishni tashkil etuvchilar uchun mo'ljallangan.

LESSON 1. APPROACH, METHOD, AND TECHNIQUE

Task 1. Lead in.

Discussion. THINK PAIR SHARE

1. Think about the difference between approach, method, and technique. Make some notes.
2. Turn to your partner and share your ideas.
3. Make a small group and put your ideas in the following Venn diagram.



Task 2. Read the following article by John Burnham defining the terms approach, method and technique to compare your answer.

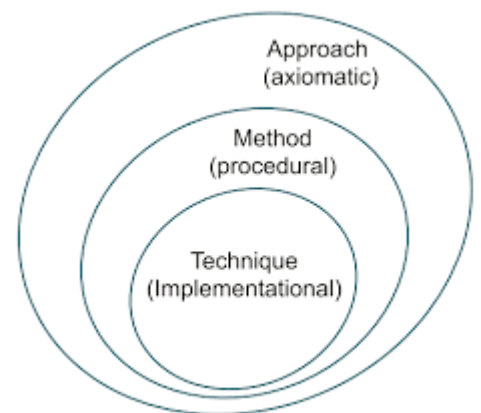
Working descriptions of approach, method and technique¹

John Burnham

*Principal Family Therapist, Charles Burns Clinic (Birmingham) and
Director of Training in Systemic Therapy, Kensington Consultation
Centre (London).*

Approach: This level influences the way in which practitioners orient themselves towards all aspects of their work. The level includes theoretical constructs with emerging concepts and ideas, which constitute the epistemological and socially constructed framework of those participants involved in co-creating a practice culture. At any particular time, and for a variety of reasons, one or other of these frameworks will be given a privileged position in leading the approach and shaping the methods and techniques.

This level in systemic culture includes theoretical lenses such as systemic theories, cybernetics, constructivism, and social constructionism. Concepts emergent from these lenses include working ideas such as: circularity; patterns which connect; connections which pattern; rigor and imagination; recursiveness; reflexivity; double description; both/and; observing systems; multiverse; socially constructed realities; stories told and stories lived, a preference for questions rather than statements as a therapeutic posture and other ideas which inform systemic practice whatever the system in focus.

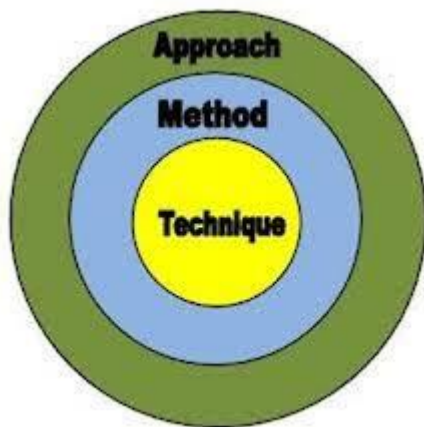


The level of approach is more than a collection of theories, concepts and working ideas. It embodies a practitioner's disposition towards their work with clients, colleagues and institutions. The theory is a component but not the whole of this disposition. A practitioner's approach also comprises the values and assumptions associated with aspects of their selfhood such as their (dis) ability, intellect, sexuality,

¹Burnham, J. Approach, Method, Technique: Making Distinctions and Creating Connections. Human Systems: The Journal of Systemic Consultation & Management. Vol. 3. 1992. P. 4-5

gender, race, religion, age, class, culture and ethnicity, and other facets of social differences. These values and assumptions may be said to pre-exist and influence the choice of a theoretical model. Together the values, assumptions, and chosen theoretical model(s) combine recursively to influence how each practitioner participates in the social and ethical construction of their work.

Method: This level refers to the organizational patterns or practice protocol used both to set forth and bring forth aspects of the approach. The method encompasses the ways in which the activities of the



systemic practitioner are both organized by the approach and facilitate the enactment of the approach. It can be thought of as the ways in which working practices, customary and otherwise, are described to others "The way in which we work is ". Using a team model in the practices of therapy, training and consultation may be seen, at different times, as a manifestation of ideas such as "multiversa" and "socially constructed realities". Using a one-way

screen and videotaped recordings of clinical practice, the ritual of the session, the particular gap between sessions can be viewed as facilitating the development of notions such as "observing systems".

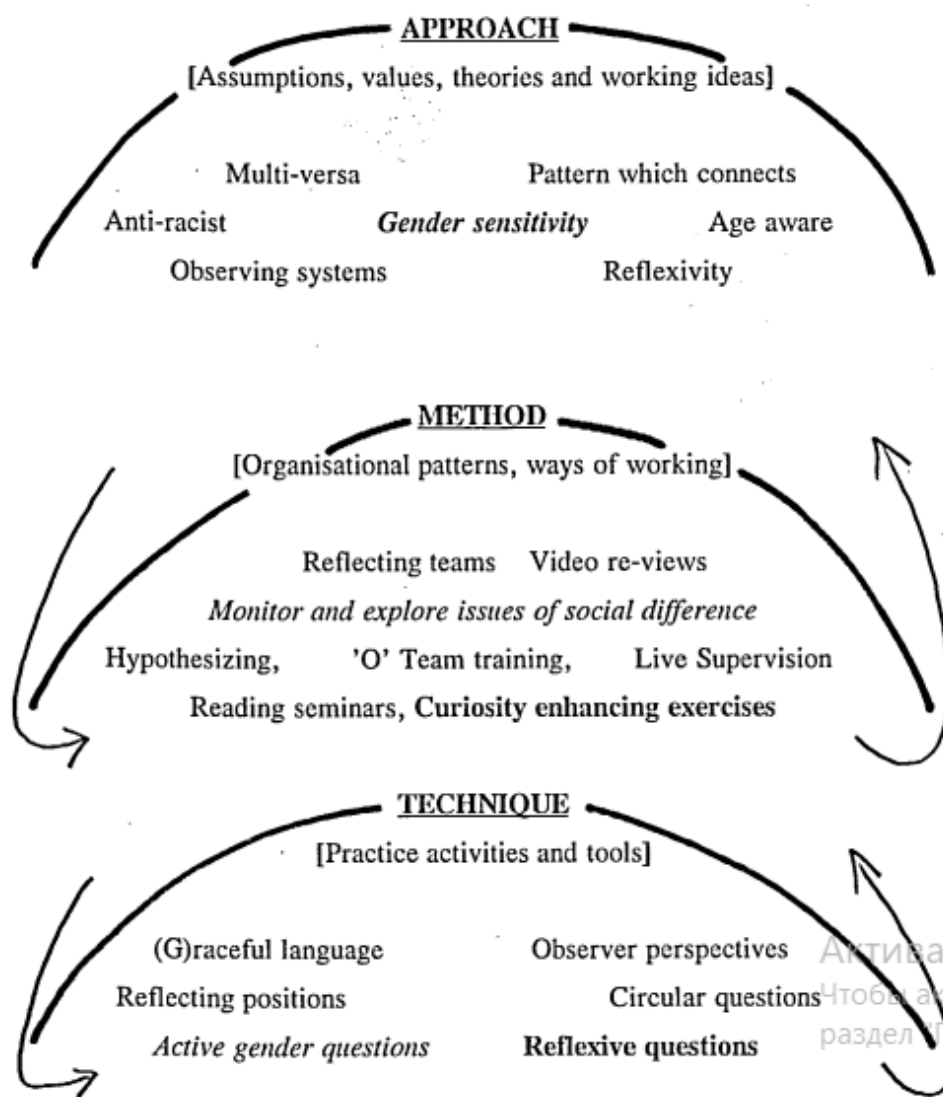
Technique: This level refers to those specific activities practiced by users of the approach that can be observed and even "counted" by an observer of the activity. For example, in the process of therapy, it would be those practices and tools, which systemic therapists use, such as: circular questions, systemic summaries, interventive statements, reflecting teams, team consultation, and so on. In the process of training activities such as: Circular questions; simulated practice; reading seminars; live supervision; team discussions; reflecting supervision teams (Campbell 1990) may be construed as techniques of training as well as techniques of therapy.

APPROACH: observing systems as a working idea

METHOD: live supervision as an organizational pattern

TECHNIQUE: observer perspective questions as a tool

Task 3. Study the following figure and present your ideas on the variety of the relationship patterns between the levels of approach, method and technique.¹



Task 4. Independent work. Read the given information on types of approaches and answer the given questions.

TYPES OF APPROACH²

In language teaching methodology there are two different approaches: *structural approach and communicative approach*.

¹ Burnham, J. Approach, Method, Technique: Making Distinctions and Creating Connections. Human Systems: The Journal of Systemic Consultation & Management. Vol. 3. 1992. P.9

² M.F. Patel., Praveen M. Jain. English language Teaching (methods, tools & techniques). Sunrise publishers & distributors e-566. P.90

The structural approach refers to the arrangement of words in such a way that they form a suitable sentence pattern. The mastery of sentence structure is thought to be more difficult than vocabulary acquisition. Content words are also taught in structural. The usefulness, simplicity, and teachability of content words guide their selection. Even if the structure is taught separately, an appropriate situation should be created to practice it and relate its meaning to it, as well as to build a vocabulary of content words. The term is predated by the teaching in appropriate situations. The Structural approach to teaching English, in general, refers to how language material is organized for presentation. It is the arrangement of carefully selected and graded English sentences to form a syllabus. The structural approach is based on behaviorist theory. To teach language using this method, we must first understand the pattern and structure of the language. Every language has a unique structure. Every language is structurally unique.

The following are considered as the principles of the structural approach:

- Language is a structure and signaling system. Students can learn very well if the teaching is structured and signals in a scientific manner.
- The activity of the students is more important than the activity of the teachers.
- The significance of speech.
- The significance of developing a language habit in arranging words in a proper pattern.
- Language learning can be very simple if the language is presented in a small structure that completely clears the concept of the language.
- Language learning can be very effective if the language structure is presented in the context of the child's mother tongue.
- The quantity of subject matter influences the effectiveness of language learning.
- If the subject matter is properly graded, the teaching can be very effective. Language learning may be overly effective if it is approached as a living system.

The communicative approach is centered on the learner. This method provides the learner with not only grammatical competence but also social skills in terms of what to say. How to say it, when to say it, and where to say it in order to meet his daily needs as a larger goal. Apart from fluency, accuracy and appropriateness are equally important

in this approach. As a result, an effective use of language must result in grammatically correct output.

This method aims to improve both accuracy and fluency from the start of language learning. The role of the teacher in this approach is that of a co-participant rather than that of an authoritarian master. The teacher should provide all of the resources required for effective communication in all situations. The communicative approach emphasizes the purpose of writing as well as the audience for it. As a result, teachers who used this approach increased the readership. Outside of the classroom, teachers designate readers. The communicative approach's goal is to make learners communicatively competent. The teacher is viewed as a facilitator of his students' learning in this approach. The communicative approach is based on the notion that the goal of second language learning is to gain communicative competency. In this approach, learners must understand the rules of language usage in order to generate appropriate language for specific situations. He should also be familiar with the various techniques for effective communication. This approach focuses on how people use language in everyday situations. Communicative Language education first appeared in the 1970s and 1980s. The term "communicate" referred to the act of expressing or conveying ideas verbally or nonverbally. This method emphasizes the learners' communicative abilities. The teacher tries to develop communicative ability in students or learners when teaching English.

QUESTIONS TO DISCUSS

1. How is the Uzbek language different from English by structure? Give examples.
2. Which part of speech in the English language does not exist in the Uzbek language? How do we substitute those parts of speech?
3. Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue. To what extent do you agree with this principle?
4. What is the objective of structural approach?
5. How is communicative approach different from structural? Explain.



6. What is the teacher and students' role of in both approaches?
7. What is the aim of communicative approach?
8. What does the word "communicate" mean?
9. Teacher should provide all the resources necessary for communication to be effective in every context. Which approach is described?
10. To teach language using this method, we must first understand the pattern and structure of the language. Which approach is described?

Task 5. Decide which approach is given in the following statements. Put SA for structural approach and CA for communicative approach.

1. Because the subject matter is presented in the form of a structure, this method allows students to learn quickly. It is easily understood by students.
2. Students first listen to the teacher and then repeat what they hear. As a result, they learn to speak first, then read and write.
3. If this approach is used in classroom activities, it will be very useful for learners because language is often taught solely to pass exams, so this approach allows students to develop communicative ability, which is a very important activity in life.
4. Students automatically learn grammar when they learn the structure of the language. Word order, word usage, and sentence structure. In this approach every where, in schools, classroom, on stages, and seminars, we can say that the learner are taught as a native person learn his language.
5. This method encourages the use of everyday English.
6. This approach allows students to speak first, which is critical, and then read and write.
7. Emphasis on oral learning.
8. Visual aids are permitted in this approach. These tools facilitate practical communication. They aid in motivating and focusing students' attention.
9. Language is never static: it is always dynamic. This method assists learners in using language naturally and in accordance with accepted form and usage.

LESSON 2. METHODS OF TEACHING FOREIGN LANGUAGES AND THEIR DIFFERENCES

Task 1. Lead in. Discussion. Reflect back to your childhood memories. Think about your English lessons at school and answer the following questions.



1. Did you enjoy your English classes? Why/Why not?
2. What methods did your teacher use while conducting the class?
3. Were the classes teacher-centered or student-centered?
4. What type of activities did you like? Why?

Task 2. Read the following descriptions about these methods and match them with their description.

The Direct Method, Communicative Method, Grammar Translation Method, Audio Lingual Method

_____ is known as the old method of teaching. This method is relatively simple for teachers to implement. This method is also known as the classical method because it is very useful in learning classical languages such as Sanskrit, Persian, Arabic, Latin, and Greek, among others. The mother tongue is used to teach English in this method. This method is popular among ordinary teachers because it is simple to implement. This method is used to teach words, phrases, and sentences in English. It states that everything in English should be taught in the mother tongue. It is believed that a foreign language's vocabulary and phraseology can be learned by translating its meaning into the teacher's mother tongue the teacher points out the grammatical rules.

_____ The child naturally and without practice learns his mother tongue. It means that the child is learning his or her mother tongue directly. The Natural Method refers to an attempt to teach the language in the same way that one would learn one's mother tongue. It is learned in the same way that a mother tongue or first language is. It is extremely difficult to recreate the exact environment in which a mother tongue or first language is learned. This method was opposed to the Grammar-Translation method. The excessive use of mother tongue

had an impact on the naturalness of language. The students did not learn language, but rather practiced learning their mother tongue or first language. The same environment is created in this method to learn a second or foreign language, but learning SL is not a natural process.

_____ Language was viewed as merely a type of behavior to be learned through the development of proper speech habits in this method. In other words, the goal of this method is for students to develop habits in their native language. Similarly, Richards and Rodgers emphasize that learning a foreign language is primarily a mechanical habit formation process, and that good habits are formed by responding correctly rather than making mistakes. Habits are frequently formed through repeated dialogues and pattern drills. As a result, Larsen-Freeman claims that the more often something is done, the stronger the habit and the greater the learning.

_____ Students do the majority of the talking in an ESL classroom that employs this method. This allows students to practice communicating in English by constantly conversing with one another instead of listening to an instructor's lecture. With minimal direct correction, ESL teachers can encourage students to interact with one another. The goal of the communicative approach to speaking is for students to practice English without being embarrassed or making mistakes when learning a new language. Instead of interrupting or correcting students when they make mistakes, instructors may use indirect feedback or conversational redirections that do not disrupt a conversation.

Task 3. Watch the video under the following link and fill in the table. <https://www.youtube.com/watch?v=EdGFFoBtj0Y>

Language teaching methods timeline

Method	Characteristic features and principles	History
Grammar translation method		
Direct method		

Audio-lingual method		
Communicative language teaching method (CLT)		
Total physical response (TPR)		
Silent way		
Suggestopedia		
Community language learning		
Task based language teaching (TBLT)		

Task 4. Read the following passage and summarize the ideas about which method is best.

Which Method is Best?¹

As time passes, new methods emerge, while others fall out of favor. According to Rajagopalan (2007), teachers experience "methods fatigue" as a result of the constant changing of methodological fashions. However, this has not been our experience. Teachers, in our experience, are always curious about what is new. They understand that teaching is difficult work, and they are constantly looking for ways to improve it. It is also possible for methods or practices that have fallen out of favor in one era to be resurrected in another. For example, for many years, teachers were told that they should never use their students' native language in the classroom—that they should never translate—even if

¹ Diane Larsen-Freeman, Marti Anderson. *Techniques and principles in Language Teaching*. Oxford University Press. 2011. P.25

all of the students shared a common language. The goal of this advice was to give students as many opportunities to use the language they were learning as possible. This admonition was associated with the Direct Method because its immediate predecessor, the Grammar-Translation Method, made extensive use of translation (as the name implies), but it did not prepare students to communicate in the language of instruction.

However, such absolute prohibitions against using the students' common language have come under fire in recent years. Cook (2010), for example, contends that such a prohibition is isolationist and undermines the ability of teachers and students to establish language relationships. Furthermore, he observes that it violates the pedagogical principle of moving from the known (here, the students' common language) to the unknown (the language the students are learning). This principle is deeply ingrained in Community Language Learning, which employs translation to establish meaning and correspondence between languages. Of course, changing practices are influenced by factors other than those within the field. There are external factors that influence language teaching as well.

The development and promotion of the Common European Framework (CEFR: Council of Europe 2001) has also influenced language education thinking. Among other things, the Council of Europe has promoted plurilingualism (a person's ability to communicate in multiple languages). The use of the CEFR promotes the notion that most students are not blank slates. They already have some proficiency in another language or languages, which teachers should capitalize on (Paradowski 2007).

Another external influence that has had a significant impact in the field is the ongoing development of technology, which is likely to increase in the future. In terms of external influences, we should also acknowledge that standardized examinations and textbooks, which require teachers to adhere to even the smallest details via their teacher guides, mean that teachers are not always able to exercise the methodological choices they would like (Akbari 2007).

Brown et al. observe that in the past, the search for the perfect language teaching method has led us to the Post-Method Era, with a shift toward better diagnosis, treatment, and assessment. "It has been recognized that there has never been and probably will never be a one-

size-fits-all method, and the focus in recent years has been on the development of classroom tasks and activities that are consistent with what we know about second language acquisition, as well as with the dynamics of the classroom itself.” (Nunan)

In conclusion, we are not claiming that newer methods are superior to older methods in every way. We chose to include methods that are currently in use and reflect a range of perspectives on the teaching and learning processes. We hope that by confronting such diversity and viewing the thought-in-action links made by others, you will arrive at your own personal conceptualizations of how thoughts lead to actions in your teaching and, in turn, how your teaching leads to the desired learning outcomes in your students. Thus, ultimately, the selection of techniques and principles is determined by learning outcomes.

Task 5. Match the statements with the authors and explain what they mean.

1. He has observed that teachers suffer from “methods fatigue” because of the constant changing of methodological fashions.
2. Such absolute prohibitions against using the students' common language have come under fire in recent years. He claims that such a prohibition is isolationist and undermines the ability of teachers and students to establish language relationships.
3. Global population flows have increased global multilingualism.
4. The use of the CEFR promotes the notion that most students are not blank slates. They already have some proficiency in another language or languages, which teachers should capitalize on.
5. In practice, teachers are not always able to make the methodological choices that they would like.
6. The search for the perfect language teaching method in the past has led us today to a Post-Method Era with a shift toward better diagnosis, treatment, and assessment.
7. It has been recognized that there has never been and probably will never be a one-size-fits-all method, and the emphasis in recent years has been on the development of classroom tasks and activities that are consistent with what we know about

second language acquisition and that are also consistent with the dynamics of the classroom itself.

- a. Akbari
- b. Todeva and Cenoz
- c. Paradowski
- d. Cook
- e. Rajagopalan
- f. Brown (et al.)
- g. Nunan

Task 6. Discussion. Read the following statement and discuss in small groups whether you agree or not.

Teaching methods must be flexible and adaptable to learners' needs and interests.

Approaches and methods are not culturally universal.

Teachers should be able to use approaches and methods flexibly and creatively based on their own judgment and experience

LESSON 3. CURRENT LANGUAGE TEACHING APPROACHES AND THEIR IMPLEMENTATION IN TEACHING

Task 1. Think, pair, share.

1. Recall your English classes at school and think about which methods your teacher used to conduct the lesson.
2. How effective were they for learners to learn and improve their English?
3. As a future EFL teacher, which methods would you use in your teaching process?
4. Turn to your partner and share your ideas.
5. Discuss the questions with the whole class.



Task 2. Read the following extract about the current language teaching approaches and answer the questions.

Current Language Teaching Approaches¹

It is known that the globalization of English has resulted in an increased demand for English communication skills. As a result, there is a high demand for an appropriate teaching methodology. In terms of methodology, language teaching has undergone numerous changes. Traditional approaches focusing on grammar mastery emerged first, followed by communicative language teaching CLT. According to Richards (2005), there are several current approaches to communicative language teaching that can be classified as falling within the general framework of communicative language teaching:

- 1. Process-based CLT approaches** (content-based instruction & task-based instruction).
- 2. Product-based CLT approaches** (text-based instruction & competency-based instruction).

As a result, the central tenet of all communicative approaches is that the learner must not only know how to construct grammatically correct structures, but also improve their ability to use language to perform a variety of real-world tasks (Nunan, 1988).

¹ Ahmad Altasan. Current Language Teaching Approaches, Munich, GRIN Verlag, 2016. <https://www.grin.com/document/344431>

Communicative Language Teaching (CLT). When compared to previous methods that claimed the same goal, CLT goes a long way toward fulfilling it. It is thought that teaching students how to use the language is just as important as learning the language itself. According to Kumaravadivelu (2006), “the phrase “competence in terms of social interaction” summarizes the primary emphasis of CLT”.

Furthermore, Harmer (1988, p. 69) argued that when students are engaged in meaning-centered communicative tasks, the language will take care of itself, and that ample exposure to language in use and plenty of opportunities to practice it are beneficial for a student's knowledge and skill enhancement.

The requirement for authenticity. Because real communication is a fundamental feature of CLT, classroom activities should be relevant to real life and offer opportunities for real communication. Authentic materials should serve as the foundation for classroom learning, and they do not have to be derived from authentic text as long as the learning processes are authentic. However, since the introduction of CLT, textbooks and other teaching resources have been designed to meet the same high production standards as real-world sources such as popular magazines.

Classroom activities in CLT frequently take the form of pair and group work that requires negotiation and cooperation among learners, fluency-based activities that encourage learners to develop confidence, or role-plays in which students practice and develop language functions. Errors made by learners are accepted as an unavoidable part of language learning. Learners' independence in learning should be encouraged, and the teacher should serve as a facilitator of learning. It is critical to consider linguistic variation as well as the sequencing of materials and methodology (Richards & Rodgers, 2001).

Besides merits, CLT method has some demerits as well. One of the drawbacks of CLT has been perfectly described by Bax (2003) who says: “CLT neglected one key aspect of language teaching - namely the context in which it takes place ... “. In other words, CLT pays little attention to culture, context, or students' requests and desires. Since the late 1980s, there has been growing dissatisfaction with communicative language teaching in AMEP classrooms in Australia. Students, especially those who had recently arrived, were unaccustomed to the less hierarchical roles of teachers and learners, activities that focused

on communication and language use rather than grammar, and the absence of a textbook. The genre-based approach emerged as a response (Burns & de Silva Joyce, 2007, p. 12).

Process-based CLT approaches are extensions of CLT that develop learners' communicative competence in different ways. According to Richards (2005), the content-based approach (CBI) creates processes by using content as the foundation of classroom activities and connecting all of the different dimensions of communicative competence, including grammatical competence, to content. CBI is defined by Krahnke (as cited in Richards, 2005, p. 24) as teaching the language from the content being taught. Traditional approaches, on the other hand, use grammar, skills, and functions as the starting point for lesson planning, and then select content based on these decisions.

Classroom activities in CBI are tailored to the subject being taught and are designed to encourage students to think and learn in the target language. Topics, for example, were chosen as the basis for a course prepared for ESL students in an Australian high school in order to cater to the students' needs and interests. Linguistic appropriateness was another consideration. Multiculturalism, the nuclear age, sports, the Green movement, street kids, and adolescent smoking are examples of topics that met these criteria (Wu as cited in Richards, 2005). This approach provides limitless opportunities for teachers and course designers to match students' interests and needs with interesting and meaningful topics, resulting in more successful programs' results than the other language teaching approaches.

According to Richards (2005), one of the shortcomings of this approach is that learners may disregard grammatical accuracy because their primary concern is mastery of content rather than development of accurate language use. Another problem is that most language teachers are trained to teach language as a skill rather than a subject. As a result, teachers may teach subjects in which they have not been trained (Richards & Rodgers, 2001).

The task-based approach (TBI) places tasks at the center of the learning process. The rationale behind this approach is that by focusing on task completion, students will learn language in the same way that they would if they focused on language forms (Harmer, 1988). Its supporters argue that research on second language acquisition (SLA)

can and should guide second language instruction. The goal of such research is to help designers determine the types of tasks that will best facilitate the acquisition of specific target language structures and functions (Loschky & Bley-Vroman, 1990).

TBI is based on tasks such as listing tasks, sorting and ordering, comparing, problem solving, and so on; therefore, traditional classroom activities such as drills, cloze activities, and so on are not recommended in TBL. TBI proponents also claim that using a PPP methodology (presentation, practice, and production) does not result in students making progress in their grammatical development because language learning occurs through meaningful interaction with the language rather than controlled practice (Richards, 2005).

According to Baylis (2007), learners of this approach are free to use any language form to achieve the outcomes; language forms are not prescribed in advance. The goal of the communicative task is to encourage learners to work toward the creation of a meaning system, and in order to do so, they may choose to ignore grammatical correctness and create forms for themselves that are not approved by the target norms. Paul Seedhouse (as cited in Harmer, 1988, p.73) criticizes its overall applicability, arguing that while some learning can be based on tasks, it would be difficult to base the entire pedagogical methodology on them.

Furthermore, the process-based methodologies relied on principles similar to those of problem-based learning, which has been around since the 1960s. They were chastised for providing ambiguous roles for teachers and students, as well as little direct intervention in language and literacy development (Bourne, as cited in Burns & de Silva Joyce, 2007, p. 12).

Product-based CLT approaches use learning outcomes or products as the starting point for course design rather than classroom processes. Following that, teaching strategies are chosen to aid in the achievement of these objectives. Richards (2005). Recent teaching approaches have concentrated on what students do with long stretches of language in authentic contexts. The text-based approach (TBI) is primarily concerned with what students do with entire texts in context. It is concerned with discourse units known as texts. (Feez, 1998).

According to this viewpoint, learners in various contexts must master the use of the text types that occur most frequently in specific contexts.

These contexts could include: attending an English-medium university, attending an English-medium primary or secondary school, working in a restaurant or an office, and so on (Richards, 2005).

Text types are identified through needs analysis and language analysis as it is used in various settings, so TBL shares many similarities with an ESP approach to language teaching. Other textual components, such as grammar, vocabulary, topics, and functions, are usually specified in a mixed syllabus, one that integrates reading, writing, and oral communication and teaches grammar through text mastery rather than isolation. Certificates in Spoken and Written English, for example, are widely taught language qualifications in Australia and include the following text types: exchanges, forms, procedures, information texts, story texts, and persuasive texts. Richards (2005). Criticisms of this approach include the fact that it focuses on specific skills rather than more general language proficiency, and that it is likely impractical in many situations (Richard, 2001). Similarly, detractors argue that the approach risks becoming repetitive and boring over time.

The competency-based approach (CBIT) is a method of approaching vocational education and training that focuses on an individual's competencies rather than the training process itself. According to Richards (2005), CBIT has been used as the foundation for the design of work-related and survival-oriented language teaching programs for adults since the 1970s.

QUESTIONS TO DISCUSS

1. What different current approaches proposed by Richards can be viewed as falling within the general framework of communicative language teaching?
2. According to Nunan, what is the main principle of all communicative approaches?
3. What is the primary emphasis of CLT according to Kumaravadivelu?
4. According to Harmer, what happens when students are engaged in meaning-centered communicative activities?
5. Why is there a need for authenticity in CLT classroom activities according to Richards?
6. What types of classroom activities are used in CLT?
7. What is the drawback of CLT described by Bax?



8. How do Richards and Krahnke define Content-based approach (CBI)?
9. How is traditional approach different from CBI?
10. What is one of the weaknesses of CBI approach according to Richards?
11. Which approach makes tasks the central unit in the learning process?
12. Give examples for TBL based activities?
13. What does Paul Seedhouse say about TBL approach?
14. What does **Product-based CLT approaches** focus more on in comparison with process-based approach?
15. What is **Text-based approach (TBI)** mainly concerned with?
16. How are text types are identified?
17. What is the disadvantage of Text-based approach?
18. What is Competency-based approach and in what context can it be used?
19. Give examples to **Process-based CLT** approaches.
20. Give examples to **Product-based CLT** approaches.

Task 3. The following activities are given as an example for current approaches. Define which approach is used in the given extracts.

- a. Student draw a comic picture and explain the content and the inspiration behind it to the group. They then have to collaborate to put together a comic strip that includes each student's picture, which is the main task (to create an original comic strip).
- b. Students are learning about food nutrition. For a class activity, they will make a meal to enjoy together. They use English to discuss kitchen supplies needed as well as cooking methods to prepare their meal. Then the class will head to the kitchen and start cooking.
- c. Students, with the support of the teacher, develop their own example of the text they were reading. For example, if the text was a newspaper article. The class develops a sample newspaper article with teacher support.
- d. A student who was having difficulty focusing on the lesson and understanding the math concepts involved is a huge Pokemon fan. Daniel, who was aware of this student's interest, devised a

personalized project for him based on his own Pokemon cards. Daniel got the student to work through the problems and demonstrate his mastery of important math concepts by appealing to his interests.

Task 4. Choose one of the approaches in the table and in small groups, prepare a short presentation. Follow the outline given below while presenting your findings.

Approaches	Meaning and context	Theoretical background	Features of the approach
The Natural Approach			
Community Language Learning			
The Lexical Approach			
Cooperative Learning			

Task 5. Go to the following link, read the article about “9 outstanding approaches in Language Teaching”, and write a short summary. Include the following in your summary.

- a) The purpose of the approach (why/who)
- b) The content of the approach (what)
- c) Putting it into practice (how)

<http://myeltcafe.com/articles/9-outstanding-approaches-in-language-teaching/>

LESSON 4. FOREIGN EXPERIENCES IN TEACHING LANGUAGES: GRAMMAR-TRANSLATION APPROACH

Task 1. Discussion. Lead in.

THINK, PAIR, SHARE

1. Recall your English lessons back at school. What methods did your English teacher use to teach grammar?
2. To what extent were they effective? Why/Why not?
3. Were you able to use the target grammar in your speech?
4. Was the method rule-based or grammar-in-context?



Task 2. Brainstorming.

Brainstorm your ideas around Grammar Translation Method. Put as many ideas as you can think of.

GRAMMAR TRANSLATION METHOD

Rule-based teaching? Grammar in Context? Translating texts? Learning rules? Interpretation? Oral drills? Language Skills? Writing and reading? Integration of skills? Text-based teaching? Classical method?

Task 3. Read the following information in small groups and share your information with whole class.

Text A.

THE HISTORY OF GRAMMAR TRANSLATION METHOD

The grammar translation method is a foreign language teaching method derived from the classical (also known as traditional) method

of teaching Greek and Latin. Grammar-translation classes teach students grammatical rules, which they then apply by translating sentences between the target and native languages. Advanced students might be asked to translate entire texts word for word. The method's main goals are to enable students to read and translate literature written in the target language, as well as to advance students' general intellectual development.

Throughout history, the method of grammar translation evolved from the practice of teaching Latin. Latin was the most widely studied foreign language in the early 1500s due to its prominence in government, academia, and business. However, over the course of the century, the use of Latin declined. The method of grammar translation evolved from the practice of teaching Latin. Latin was the most widely studied foreign language in the early 1500s due to its prominence in government, academia, and business. However, Latin's use declined over the course of the century, and it was gradually replaced by English, French, and Italian. When modern languages first appeared in school curricula in the nineteenth century, they were taught using the same grammar-translation method as classical Latin and Greek. As a result, textbooks for modern language classes were essentially copied. Most high school and college foreign language classrooms in the United States of America used the basic foundations of this method. The mother tongue is used to teach English in this method. This method is popular among ordinary teachers because it is simple to implement. This method is used to teach words, phrases, and sentences in English.

Text B.

PRINCIPLES OF GRAMMAR TRANSLATION METHOD

The unit of instruction in the grammar translation method is a word, not a sentence. It means that vocabulary is taught as isolated words. It regards grammar as the soul of language. The grammatical rules of English teaching are explained in the mother tongue. This method does not aid in the development of the learner's linguistic competence. Rules, translation, definition, and a comparative study of mother tongue grammar are used to teach English grammar. Grammar is taught in a deductive manner. Communication, the primary function of language learning, is ignored. The primary emphasis is on reading and writing. Bilingual word lists, dictionary study, and memorization

are used to teach words. The English is taught in the student's mother tongue, with little use of the target language. The medium of instruction is the students' native language. Students are expected to meet high translation standards. Grammar-translation classes have two main objectives. One goal is to improve students' reading skills to the point where they can read literature in the target language. The other goal is to improve students' overall mental discipline. Foreign language users simply wanted to make a note of things that piqued their interest in foreign language literature. As a result, this method focuses on reading and writing and has developed techniques that facilitate the learning of only reading and writing. As a result, speaking and writing

Text C.

ADVANTAGES AND DISADVANTAGES OF GRAMMAR TRANSLATION METHOD

Advantages of this method are the following:

- When words and phrases are translated into his mother tongue, his understanding of those words improves dramatically.
- The Grammar-Translation Method fosters the art of translation by associating foreign words with translated words, resulting in a strong memory bond.
- Using the child's mother tongue aids in vocabulary acquisition. It saves time and is more efficient.
- If the translation method is used, the words and phrases are easily learned and explained.
- Having a working knowledge of their mother tongue helps them learn grammar in a foreign language.
- The “proceed from known to unknown” principle is followed.
- Using this method, we can assess our students' comprehension abilities and learn how they understand the subject matter.
- English grammar can be easily taught by comparing it to the grammar of one's native language.

Disadvantages of this method are the following:

- The Grammar-Translation Method places little emphasis on fundamental skills such as listening and speaking.

- It is not possible to translate key aspects of spoken language such as pronunciation, articulation, intonation, pauses, pitch, and so on.
- There are words, idioms, and phrases in English that cannot be translated into the mother tongue. Prepositions and propositional phrases are two examples.
- Language learning entails speaking and reading, but translation in the student's mother tongue prevents them from reading and speaking in English.
- The student is not given any opportunities to participate in the unit discussion.
- Some linguistic items, such as article a, an, and the, cannot be translated into the mother tongue. Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.
- It averts students from thinking in English directly. Students think in their native language first, then in English. As a result, it prevents the formation of a direct link between thought and expression.
- A grammar class will never be effective if grammatical rules are not translated and explained.
- The Grammar-Translation Method favors teaching English by rules rather than by application.

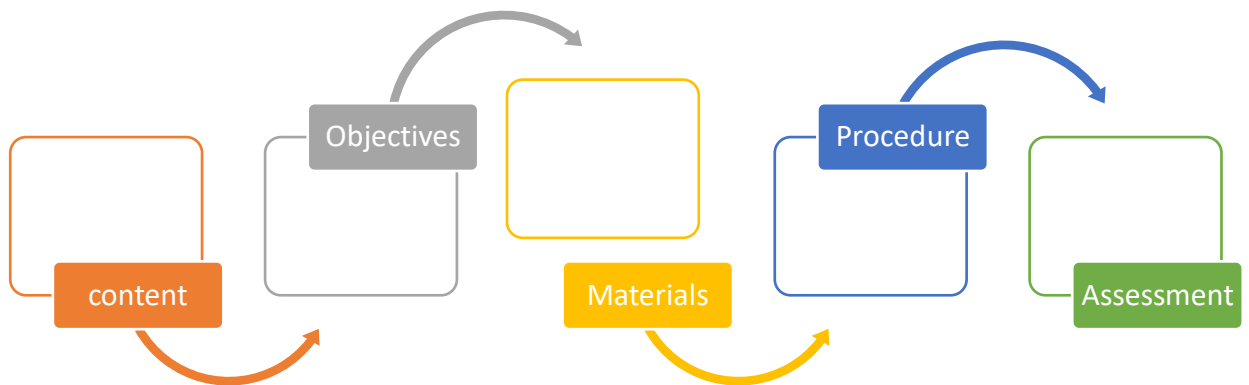
Task 4. Based on the information given above, classify the following methodological features of GM under the following headings as shown in the example.

Rules and exceptions, mental gymnastics, the dictionary, the study of literary works is the ultimate goal, the reaching of conversation is postponed and underestimated, the grammar book, explanations in the mother tongue by the teacher, who has a central role, meta-language used for grammatical notions, morphology of words, practice exercises to apply the notions in a deductive way, parts of the sentence, simple and complex sentences, memorization of long vocabulary lists, exams to evaluate the capacity to understand written texts and to translate sentences, reading comprehension and vocabulary exercises of a text, translation of literary texts, compositions.

Methodological features of Grammar Translation Method

Content	Morphology of words,
Objectives	Mental gymnastics,
Materials	The dictionary,
Procedures	Translation of literary texts,
Assessment

Task 5. Go to the following link and watch a class using Grammar Translation Method. Analyze the class using the following chart.
https://www.youtube.com/watch?v=zO_q7Tr9Muc



Task 6. Read the following article about “3 exciting ways the Grammar Translation Method is still great for language teaching” and summarize it.
<https://www.fluentu.com/blog/educator/grammar-translation-method/>

LESSON 5. FOREIGN EXPERIENCES IN TEACHING LANGUAGES: DIRECT METHOD

Task 1. Pair work.

Read the following extracts and share your information with your peer.

Student A

Gouin (1880), a French Latin teacher, decided to learn German as a foreign language. He used the same Grammar-translation methodology he had used in his previous lessons. He studied grammar rules and a large vocabulary, and he even translated literary works. When he participated in conversations, however, he couldn't understand a single word. The failure compelled him to investigate the cause of those negative and frustrating outcomes. To make matters worse, when he returned home, he noticed that his three-year-old nephew had learned his mother tongue and could speak fluently. These opinions led him to the conclusion that, after listening, children conceptualize meanings and develop the ability to think and speak in that language. As a result, emphasis was placed on the use of the target language exclusively as a direct methodology and an easy sequence of concepts for presenting and practicing the content. Gouin developed the series method, which teaches sequenced actions as such concepts step by step. Each sentence will be associated by learners with the specific movement to which it refers.

Student B.

The Direct Method refers to an attempt to teach the language in the same way that one would learn one's mother tongue. It is also known as the natural method because it is learned in the same way that a mother tongue or first language is. Because it is difficult to recreate the exact environment in which mother tongue or first language is acquired, a similar method known as the Direct Method became popular. This method was opposed to the Grammar-Translation method. The excessive use of mother tongue had an impact on the naturalness of language. The students did not learn language, but rather practiced learning their mother tongue or first language. The same environment is created in this method to learn a second or foreign language, but learning FL is not a natural process. It is dependent on the learner's

desire to learn for his or her own development. Thus, the Direct Method refers to teaching FL by following the principles of language acquisition. The Direct Method, according to Webster's New International Dictionary, is a method of teaching a foreign language, particularly a modern language, through conversation, discussion, and reading in the language itself, without the use of the pupil's L1, without translation, and without the study of formal grammar. The first words are taught by pointing to objects, pictures, or actions.

Task 2. Study the following features of DM and make notes for further use.

Characteristics of Direct Method:

- There is no mother tongue interference. In the TG method, the child first comes into contact with his or her mother tongue, and then with the target language.
- There is a direct bond of target language in this method. The child thinks in target language and expresses himself in target language.
- A sentence is a teaching unit. The teacher engages in activities that explain the meaning of the sentence in context. The teacher does something related to the sentence that demonstrates its meaning.
- The Direct Method is packed with activities. To clarify his concept, the teacher shows the object or performs the action.
- The Direct Method is engaging and natural for students.
- Using gestures, postures, and action, the teacher demonstrates the meaning of the sentence. It enables students to form direct relationships between words and expression.
- The teaching and learning process takes place in an English environment.

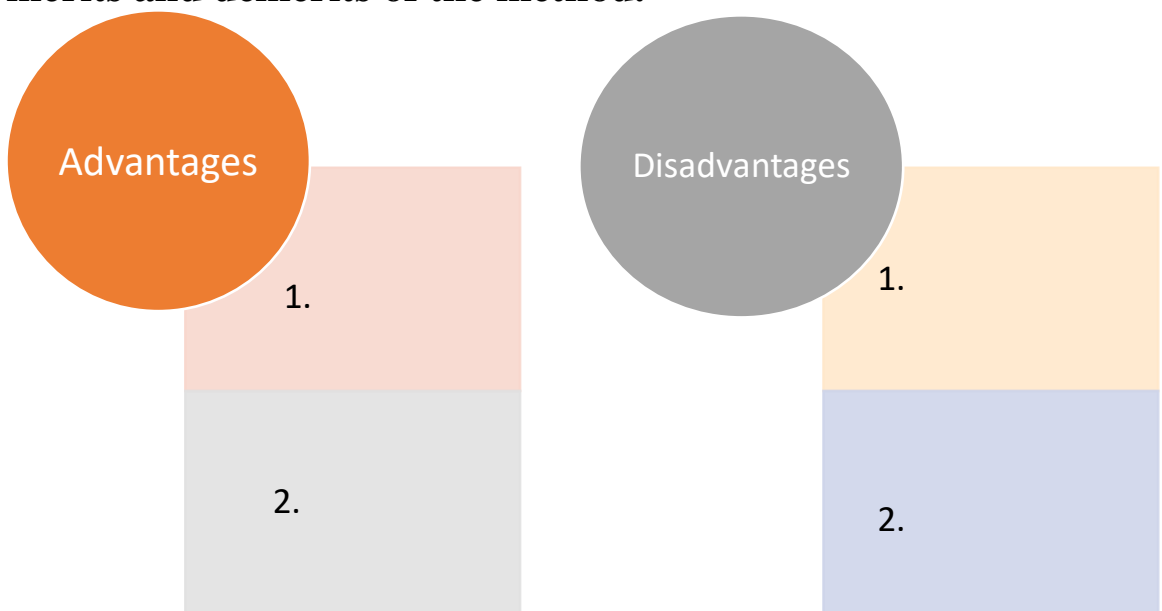
Task 3. Watch the following video on the use of DM and tick the features you could notice during the process of the lesson. Discuss your finding with your group.

<https://youtu.be/Vhojdp0OIFU>

Features of Direct Method	Tick
The teaching and learning process takes place in an English environment.	

There is a direct bond of target language in this method. The child thinks in target language and expresses himself in target language.	
A sentence is a teaching unit. The teacher engages in activities that explain the meaning of the sentence in context. The teacher does something related to the sentence that demonstrates its meaning.	
The Direct Method is packed with activities. To clarify his concept, the teacher shows the object or performs the action.	
<ul style="list-style-type: none"> Using gestures, postures, and action, the teacher demonstrates the meaning of the sentence. It enables students to form direct relationships between words and expression. 	
The teaching and learning process takes place in an English environment.	

Task 4. Group work. Discuss the use DM and make a list possible merits and demerits of the method.



Task 5. Compare your answers with the following ideas.

Advantage:

- This is known as the natural method. English is taught alongside the child's mother tongue.

- Pronunciation, accent, intonation, and rhythm are all important for effective communication. This method aids in effective language communication.
- This method is based on the “Learning by Doing” principle. As a result, this method is both scientific and highly effective.
- New teaching points were verbally introduced.
- Comprehension and speech were both taught.
- It follows the scientific route of language acquisition: LSRW.
- To learn a language means to be able to speak it fluently. As a result, this method develops this ability in students. This method encourages students to enjoy the language. As a result, the students begin to use the language without hesitation.
- Emphasis was placed on proper grammar and pronunciation.
- Grammar was taught in an inductive way.

Disadvantage :

- The teacher cannot perform an action or show an object for each sentence or subject matter. It means that no subject matter can be explained or illustrated by an action or an object.
- This method is ineffective in overcrowded classes.
- This method is ineffective for important aspects of language learning such as reading and writing.
- To use this method in class, the teacher must be well-versed in the subject. He should have active control over his instruction. He should be an excellent teacher. This method necessitates the use of numerous audiovisual aids, which are prohibitively expensive in our schools.

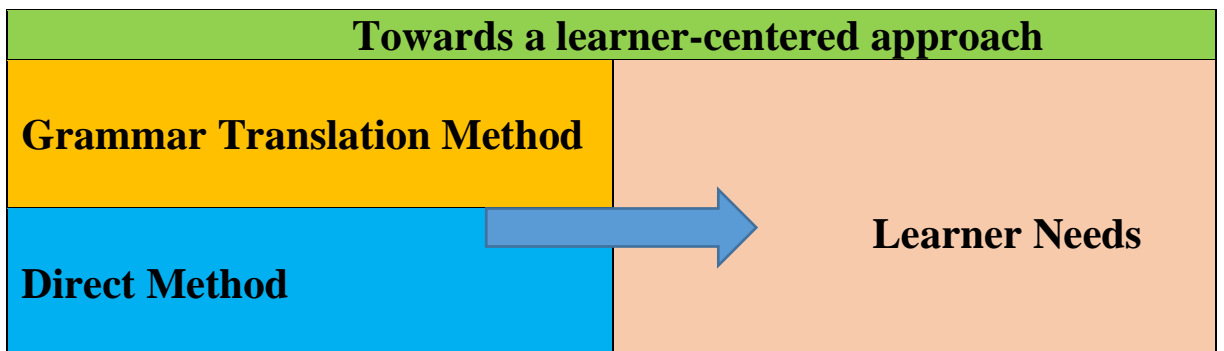
Task 6. Classify the following methodological features of DM under the following headings.

Methodological features of Direct Method

Immersion, questions and answers, spoken everyday language, gradual sequence, capacity to ask questions and to answer, posters, real objects, realia and texts, direct techniques with no use of L1: small groups and native speakers, conversation and interview exams, listening and speaking communicative skills

Content	
Objectives	
Materials	
Procedures	
Assessment	

Task 7. Study the following diagram and write a brief summary of it using the information learned in the lesson.



LESSON 6. FOREIGN EXPERIENCES IN TEACHING LANGUAGES: AUDIO-LINGUAL METHOD

Task 1. Discussion. Think, pair, share.

- 1) Work with your partner and discuss the role of visuals and recordings in teaching EFL.
- 2) Have you ever heard the method named “Army Method”? Predict what features this method may have and how it can be used in teaching EFL.



Task 2. Read the following information and check your answers.

The Audio-lingual Teaching Method¹

When World War II broke out, armies needed to become fluent in the languages of their allies and enemies as soon as possible. This teaching method, originally known as the Army Method, was the first to be founded on linguistic theory and behavioral psychology. Based on Skinner's Behaviorism theory, it was assumed that a human being could be trained using a reinforcement system. Positive feedback is given for correct behavior, while negative feedback is given for errors. This method of instruction is similar to the Direct Method in that the lesson is conducted entirely in the target language. The Audio-lingual Method was widely used in the 1950s and 1960s, with the emphasis on structure acquisition rather than word understanding. These patterns are elicited, repeated, and tested until the student's responses in the foreign language become automatic.

This method has the following characteristics:

- Drills are used to teach structural patterns
- Set phrases are memorized with an emphasis on intonation;
- Grammatical explanations are kept to a minimum;
- Vocabulary is taught in context;
- Audio-visual aids are used; and correct responses are immediately positively reinforced.

¹ <https://blog.tjtaylor.net/method-audio-lingual/>

The Audio-lingual Method is still used today, though usually as part of individual lessons rather than as the course's foundation. These lessons are popular because they are relatively simple from the teacher's perspective and the learner always knows what to expect. Giorgio Shenker, who promoted guided self-learning with the Shenker method in Italy, and Robin Callan, who developed the Callan method, were two prominent supporters of this method. This extensive pattern memorization, repetition, and over-learning was critical to the method's success, as students could often see immediate results, but it was also its weakness. It was discovered that language was not learned through habit formation. The method's emphasis on standard phrase repetition and memorization ignored the role of context and knowledge in language learning. As linguistics research progressed, it was discovered that language was not acquired through habit formation and that errors were not always bad. It was also claimed that the methodology did not result in long-term improvements in communicative ability.

Task 3. Fill in the table using the information above.

Summary of the Audio-lingual method

When	
Focus	
Characteristics	
Supporters	

Task 4. Watch the following class and define which features of Audio-lingual method are used. <https://youtu.be/Mqd7OdJoLn0>

1. Drills are used to teach structural patterns
Yes/No
2. Set phrases are memorized with a focus on intonation
Yes/No
3. Grammatical explanations are kept to a minimum
Yes/No
4. Vocabulary is taught in context
Yes/No
5. Audio-visual aids are used
Yes/No
6. Focus is on pronunciation
Yes/No

7. Correct responses are positively reinforced immediately
Yes/No

Task 5. Read the following information about drilling technique and discuss the given questions.

1. What is drilling?
2. What does drilling emphasize?
3. What is repetition drill?
4. Why should accuracy be prioritized?
5. How can giving students lots of practice hearing and saying specific words or phrases help students with pronunciation?
6. What can boost confidence, especially among learners who are not risk takers?
7. When can drilling be extremely beneficial to our students while learning English?
8. When should be drilling used in class?

DRILLING TECHNIQUE

Drilling is a technique that has long been used in foreign language classrooms. It was a key component of audio lingual approaches to language teaching, which emphasized the repetition of structural patterns through oral practice. Drilling is as simple as listening to a model provided by the teacher, a tape, or another student and repeating what is heard. This is a repetition drill, a technique that many teachers still use when introducing new language items to their students. The teacher models the word or phrase, which the students then repeat. For the learners, drills can:

- Allow for a focus on accuracy. Accuracy (along with fluency and complexity) is one of the ways a learner's language improves, so accuracy should be prioritized at certain stages of the lesson or during certain task types.
- Give students lots of practice hearing and saying specific words or phrases. They can help students get their tongues around difficult sounds or imitate intonation that is different from their first language.
- Create a safe environment for students to experiment with language production. This may boost confidence, especially among learners who are not risk takers.

- Assist students in recognizing the correct spelling or pronunciation of a word or phrase. Language noticing or raising consciousness is an important stage in developing language competence.
- Allow learners to receive immediate feedback on their accuracy in the form of teacher or peer correction. Many students desire to be corrected.
- Assist in the memorization and automaticity of common language patterns and language chunks. This is especially true for aural learners.
- Meet the expectations of the students, i.e. They may believe that drilling is an essential component of language classrooms.

In conclusion, drilling is not a new or trendy classroom technique, but when used correctly, it can be extremely beneficial to our students. Only drill language will benefit from drilling (for example if it causes pronunciation problems or if it is a useful chunk of language to be memorised). As a teacher, drill infrequently and keep drilling stages lively. Respond to the needs of your students; drill if you or they believe it will help them pronounce or memorize words or language chunks.

To help make the language more memorable, vary how you do drills.

Task 6. Work in small groups and present the given audio-lingual activities to the whole group.

<https://www.teachingenglish.org.uk/article/drilling-2>

Group 1. Mingle activities

Group 2. Disappearing text

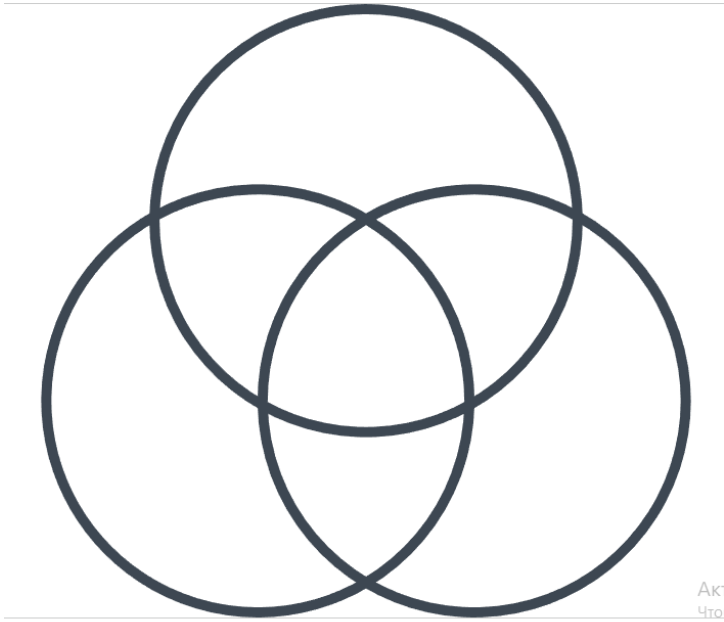
Group 3. Dialogue building

Group 4. Guessing games

Group 5. Information gap

Group 6. Song, rhymes and chants

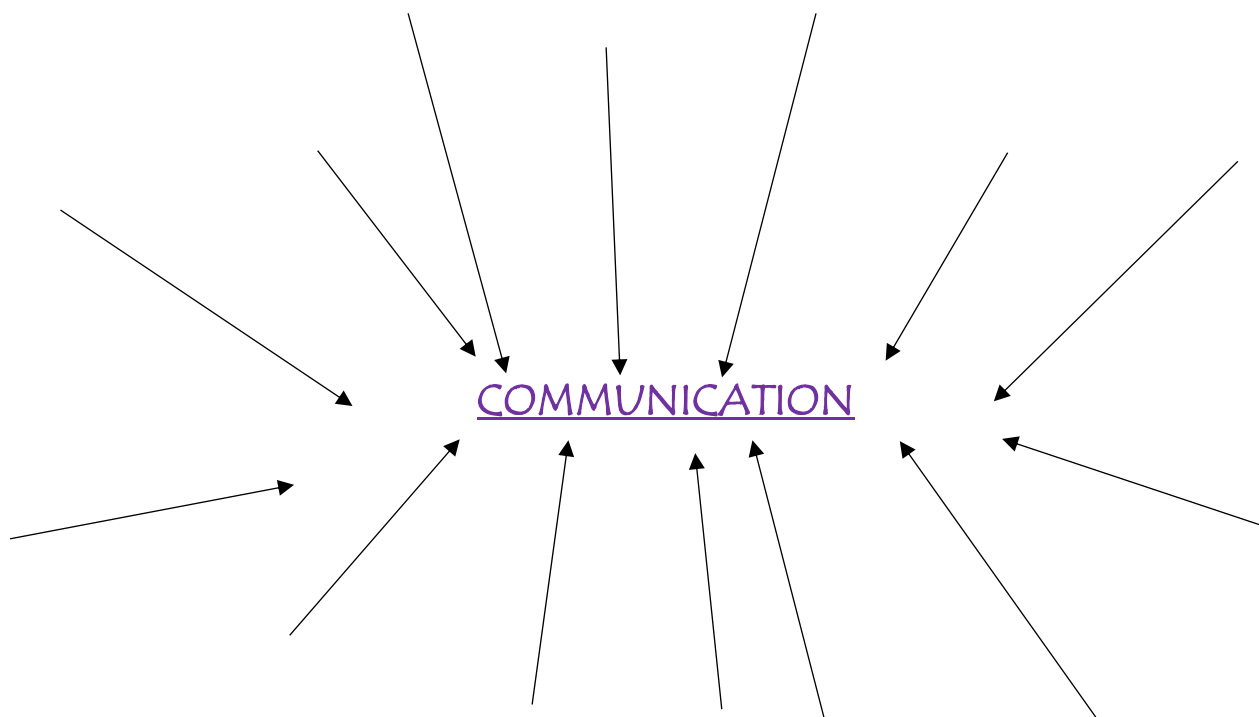
Task 7. Compare Audio-lingual Method, Direct Method and Grammar Translation Method using the following diagram.



Ақі
Үггі
раз;

LESSON 7. COMMUNICATIVE APPROACH AND THE USE OF COMMUNICATIVE ACTIVITIES IN TEACHING FOREIGN LANGUAGES

Task 1. Lead in. Discussion. In small groups discuss what is communication and put your ideas in the following cluster.



Task 2. Jig saw reading. Read the following information with your group.

Group A.

THE ORIGIN OF THE CLT METHOD

The aforementioned Designer Methods characterized the language teaching landscape in the 1970s. However, there has been a recognized approach to language teaching since that time, generally accepted as the norm and regarded as necessary in order to be considered a good teacher, and that is the Communicative Approach or Communicative Language Teaching (CLT). Its roots can be traced back to the 1960s, with changes in the British language teaching tradition. At this point, the foundations of Audio lingualism are being called into question, owing primarily to Chomsky's cognitivist ideas.

CLT thus appears as a reaction to previous methodological principles, such as those underlying Audiolingualism or Grammar-Translation. Scholars such as Candlin and Widdowson are now

advocating for the development of communicative proficiency in the target language rather than structural knowledge, drawing on a variety of theories ranging from the British linguists Firth and Halliday to the American sociolinguists Hymes, Gumperz, and Labov to the language philosophers Austin and Searle. Wilkins, who proposed a notional syllabus that was incorporated by the Council of Europe in its attempt to facilitate the teaching of European languages in the Common Market, is another significant contributor to the Communicative Approach. None of these ideas, however, would have thrived if they had not been quickly implemented by textbook writers and equally quickly accepted by language teaching specialists, curriculum developers, and even governments. This provided the impetus for CLT, also known as the notional-functional approach or functional approach, to become an international movement.

Group 2.

THE PRINCIPLES OF CLT METHOD

The Communicative Approach is based on language theory, as previously stated, on Hymes', Canale's, and Swain's view of communicative competence, Halliday's theory of language functions, and Widdowson's view of the communicative acts underlying language ability. As a result, the theory of learning for this method is much less solid. Nonetheless, three main principles can be deduced from CLT practices, according to Richards and Rodgers (2001):

1. **The communication principle** states that activities involving real communication promote learning.
2. **The task principle:** Learning is also enhanced by activities in which language is used to carry out meaningful tasks.
3. **The principle of meaningfulness:** Language that is meaningful to the student supports the learning process. As a result, activities should be chosen based on how well they engage the learner in authentic and meaningful language use.

Because syllabus design is central to CLT, much more attention has been paid to it. Wilkins' notional syllabus was one of the first models to be proposed, and it specifies notional or semantic-grammatical categories (such as time, sequence, quantity, notion, location, or frequency) and communicative function categories (for instance, requests, denials, offers, or complaints). Based on this

proposal, the Council of Europe creates a syllabus that includes objectives, situations, functions, notions, vocabulary, and grammar. Van Ek and Alexander's Threshold Level English is the end result (1980). Since then, new designs have emerged, such as task-based syllabuses and a movement to abolish the concept of syllabus.

According to Richards and Rodgers (2001), materials are classified into three types: text-based (e.g., textbooks), task-based (based on jigsaw or information-gap principles), and realia (authentic materials taken from “real life” and brought into the classroom, such as signs, magazines, newspapers, maps, pictures, graphs, charts, or even objects).

Group 3.

THE ROLE OF THE TEACHER AND MATERIALS IN CLT METHOD

One of the teacher's responsibilities is to serve as a guide during the aforementioned activities. However, (s)he also fulfills other extremely important ones. Among them are those of independent participant within the group; resource organizer and resource himself/herself; researcher and learner; needs analyst in order to adequately cater to the students' needs; counselor, as advocated by Community Language Learning; and group process manager. The instructor's most important function, however, is to facilitate and provide opportunities for communicative interaction among all classroom participants, always, if possible, in the target language. As a result, the learner becomes a central and active participant in the learning process. He or she must negotiate, interact, and collaborate with other participants and should be an important contributor to classroom learning. In other words, education becomes more learner-centered.

Language is a mean or tool of communication so all communicative competences should be developed very carefully and effectively in children and people. The above competences are very important with a view to developing integrated skill of communication.

CLT method is implemented through a series of distinct activities and materials. According to Littlewood (1981), the former are classified into two types. One of them involves functional communication activities in which the information-gap principle is used

to compare pictures, work out event sequences, discover missing features in a map or picture, give instructions, follow directions, or solve problems. The other consists of social interaction activities based on the emphasis placed by CLT on “learning to communicate through interaction in the target language,” as Nunan (1991a: 279) puts it. They include conversations and discussion sessions, as well as role plays, simulations, and debates. According to Richards and Rodgers (2001), materials for CLT method are classified into the following: **text-based** (e.g., textbooks), **task-based** (relying on jigsaw or information-gap principles), and **realia** (here, we are referring to authentic materials taken from "real life" and brought into the classroom, such as signs, magazines, newspapers, maps, pictures, graphs, charts, or even objects).

Task 3. Answer the following questions using the information above.

- a) Discuss the origins of CLT.
- b) Identify the author(s) who... - proposed the hypothetical syllabus.
 - completed Threshold English (19080).
 - made a distinction between functional communication and social interaction activities.
- c) What is the overarching goal of CLT? Do you agree that this should be the goal of language learning? What is your reasoning?
- d) In your EFL classroom, which version of CLT would you prefer? Why?
- e) List the types of CLT materials given by Richards and Rodgers and the role of the teacher in CLT.
- f) Collaborate with a partner. Create an example of a functional communication or social interaction activity for the fourth year of CSE. Swap activities and finish them. Please comment on your general impressions. Would you use these activities in your class?

Task 4. Discuss the advantages and possible disadvantages of CLT method with your partner and present your ideas to the class using T chart.



Advantages	Disadvantages

Task 5. Go to this link and read the article about CLT. Answer the questions below.

<https://www.ukessays.com/essays/english-language/characteristics-of-communicative-language-teaching-english-language-essay.php>



1. What are the three processes used for communication in CLT method?
2. Why education must be learner-centred more than the teacher-centered? Give reasons.
3. Why shouldn't the teacher correct each mistake of the learner?
4. Which principles of CLT is summarized by Richards (2006)?
5. What is communicative ability and communicative competence?
6. What are the components of Communicative Competence?
7. What types of Communicative activities are presented by Littlewood?
8. Explain two subcategories of CLT activities.
9. What is the difference between pre-communicative and communicative activities?
10. Summarize the information and write your ideas about CLT method.

Task 5. Go to the following link and watch a video about five communicative language teaching methods. Summarize each

method and analyze these activities using SWOT.
<https://youtu.be/iGDxCg90Its>

Strengths	Weaknesses
Opportunities	Threats

Task 6. Discussion. Consider the following questions in small groups.

1. It is known that games are one of the most effective techniques in EFL classes. Do you think games are appropriate for all age groups? Can we use games with adults?
2. In which stage of the lesson can we use games? Warm-up? Presenting new theme? Reinforcement? Summarizing?
3. Which factors should be considered to choose the game?
4. Should games be educational or only for fun? Why?



Read the following information and check your answers.

GAMES AS A MODERN TECHNIQUE OF TEACHING ENGLISH

In teaching pedagogy games are considered as one of the effective methods for teaching. Yet, games can not be used only for entertaining. To make games have learning purpose we should consider the following principles:

Choosing suitable games. There are many factors to consider when discussing games, one of which is appropriacy. If games are to be beneficial to the learning process, teachers must exercise extreme caution when selecting them. Games must be appropriate for either the student's level or age, or the material to be introduced or practiced, if

they are to produce the desired results. Not all games, regardless of age, are appropriate for all students. Different game topics, materials, and game modes are required for different age groups. Games that require children to move around, imitate a model, compete in groups, and so on, for example, benefit them the most. Furthermore, structural games that practice or reinforce a specific grammatical aspect of language must be related to the abilities and prior knowledge of the students. Another factor influencing game selection is the length and time required to complete it. Many games have a time limit, but according to Siek-Piskozub, the teacher can allocate more or less time depending on the students' level, the number of people in a group, or the students' knowledge of the rules of a game, and so on.

When to use games. Games are frequently used as brief warm-up activities or when there is time remaining at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games should be at the heart of foreign language instruction. Rixon recommends using games at all stages of the lesson, provided they are appropriate and carefully chosen.

The teacher's goals for a game may change at different stages of the lesson:

- 1. Presentation.*** Provide a good model making its meaning clear;
- 2. Controlled practise.*** Elicit good imitation of new language and appropriate responses;
- 3. Communicative practise.*** Give students a chance to use the language

Games also lend themselves well to revision exercises, assisting students in recalling information in a pleasant, entertaining manner. All of the authors cited in this article agree that even if games only made noise and entertained students, they are still worth considering and implementing in the classroom because they motivate students, promote communicative competence, and generate fluency. Can they, however, outperform other techniques in terms of presentation and revision? The remainder of this article is an attempt to find an answer to this question.

The advantages of using games. Many experienced textbook and methodology manual writers have argued that games are more than just entertainment and have a high educational value. According to W. R.

Lee, most language games encourage learners to use the language rather than thinking about learning the correct forms. He also believes that games should be considered central rather than peripheral to the foreign language teaching program. Similarly, Richard-Amato believes games are enjoyable but cautions against overlooking their pedagogical value, particularly in foreign language teaching. There are numerous benefits to using games. There are numerous benefits to using games. According to Richard-Amato, “Games can reduce anxiety, making input acquisition more likely.” They are highly motivating and entertaining, and they can provide more opportunities for shy students to express their opinions and feelings.

As a result, games motivate, entertain, educate, and promote fluency. If not for any of these reasons, they should be used simply because they help students see the beauty, rather than the problems, in a foreign language.

Task 7. Read the following information about storytelling method and answer the questions.

THE ROLE OF STORYTELLING METHOD

Stories are a priceless supply when teaching young learners. They can be explored in a number of different ways to develop different skills and language areas. They are fun, versatile and highly motivating for both children and their teachers. Although stories are excellent to use in the classroom, teachers need to use them from the students’ own culture and heritage, but, first, teachers should select stories carefully according to their teaching objectives and their pupils’ needs. As methodologists, Ellis & Brewster point out, when choosing a story, teachers need to select carefully “*authentic storybooks that are accessible, useful and relevant for children learning English*”.

What are the characteristic feature of storytelling?

What should teachers consider while using storytelling?

What does Ellis and Brewster point out about choosing a story?

According to methodologists the following criteria should be taken into consideration for selecting the right story in teaching young learners:



- ✓ **The theme** - the story should deal with a topic children are learning about in English class.
- ✓ **Appropriate language level** – the language should be accessible, but rich, authentic and expressive as well.
- ✓ **A clear storyline** – children should be familiar with about 75% of the language in order to understand the story.
- ✓ **Plenty of repetition** – if children are exposed to repeated chunks of language, they will immediately pick them.
- ✓ **Content** - it should be interesting, fun, motivating, memorable and should

encourage participation while developing imagination and arousing curiosity.

✓ **Helpful illustrations** –it should have high quality illustrations, which synchronize with the text; a good visual aid provides a supportive context for language learning and helps children understand the story.

What criteria should be considered while choosing a story?

Why the content and theme of the story important while choosing?

What kind of illustration should be chosen for a story?



A story-based approach is structured around pre-, while- and post storytelling activities, so, while planning story-based lessons, teachers should think carefully about the aims they want to achieve, brainstorm possible activities, think about time, links across the curriculum and classroom language, prepare the materials and turn their ideas into individual lesson plans, but they should not forget that learning English means fun, creativity and enjoyment. During story-based lessons, teachers can use the following pre-, while, post reading activities, as these activities can play a pivotal role in promoting young learners' language skills:

➤ **Pre-reading activities**

- Show the cover and the title and talk about them
- Predict what is going to happen through the title or a picture
- Pre-teach vocabulary
- Asking questions and predicting the story students are going to read

➤ **While-reading activities**

- Predict what is going to happen next / Guess the ending

- Repeat and mime vocabulary
- Hold up cards
- Sequence parts of the story
- Yes/no questions
 - *Post-reading activities*
- Order pictures / sequence events
- Choose another title
- Make a mini-book, a collage, a poster
- Act out the story
- Retell the story

How is story-based approach structured?

What can be done in pre-, while-, post- activities in storytelling?



While the above-mentioned communicative activities are in progress, the teacher no longer “teaches”, she organizes, sets up activities and “monitors” her pupils using different interaction patterns.

There are a lot of advantages of using stories in teaching languages to young learners. Telling stories can

- reduce the stress in classroom;
- promote literacy, speaking and listening skills of young learners;
- help children to develop thinking strategies and promoting their social and emotional development
- allow the child to **use** his or her imagination more fully;
- enable children to empathise with unfamiliar people/places/situations
- offer insights into different traditions and values
- help children understand how wisdom is common to all peoples/all cultures

So, the benefits of implementing story-based approach to teaching languages and promoting young learners’ language skills are great not only for learners but also for teachers, because stories:

- ✓ Promote a feeling of well-being and relaxation;
- ✓ Increase children's willingness to communicate thoughts and feelings;
- ✓ Encourage active participation and cooperation between students;
- ✓ Increase verbal proficiency;
- ✓ Encourage use of imagination and creativity;

✓ Enhance listening skills

All in all using a story-based approach will help children improve their learning strategies, while English becomes more familiar and significant to them, but young learners are especially pleased and their self-esteem is likely to be enhanced, when they learn that a story comes from their own part of the world, that is why teachers need to use stories from their learners' own culture and heritage.

What are the advantages of storytelling for young learners?

What are the benefits of storytelling method?



LESSON 8. ANALYSIS OF ENGLISH TEACHING METHODS: DEDUCTIVE AND INDUCTIVE APPROACHES OF TEACHING GRAMMAR

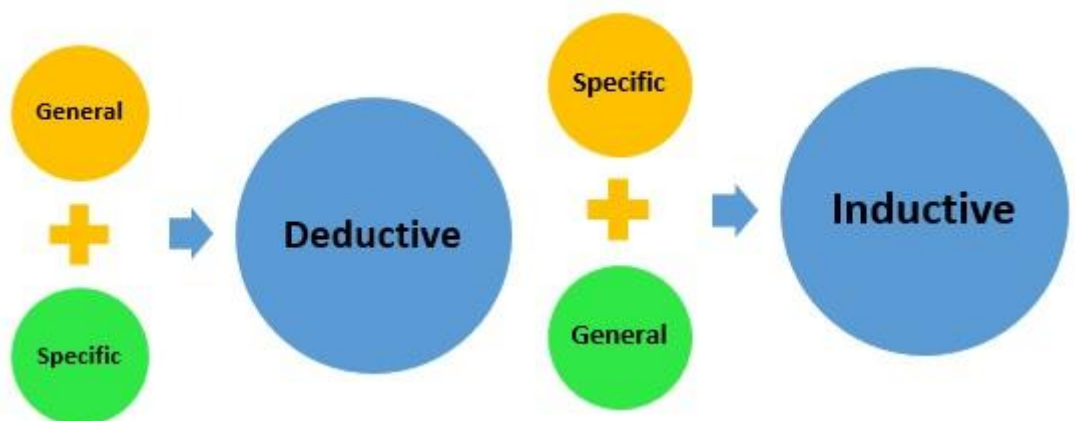
Task 1. Lead in. Discuss the following question with your partner.

1. How was grammar taught at your school?
2. Which techniques did your teacher use to teach grammar? Were they effective? Why/Why not?
3. Which methods of teaching grammar are you familiar with?
4. What is deductive and inductive teaching?



Task 2. For notes.

Inductive and deductive instructional approaches are diametrically opposed. Both approaches have advantages, but the most significant difference is the role of the teacher. The teacher conducts lessons in a deductive classroom by introducing and explaining concepts to students, then expecting students to complete tasks to practice the concepts; this approach is very teacher-centered. Inductive instruction, on the other hand, is a much more student-centered approach that employs a strategy known as noticing. Let's look at the differences between inductive and deductive instruction and how noticing can be used in the language classroom to improve student learning.



Read the following information in small groups and prepare to present it to the class.

Group 1

DEDUCTIVE APPROACH

A deductive approach to instruction is more teacher-centered. This means that the teacher introduces a new concept to the students, explains it, and then has the students practice using the concept. When teaching a new grammar concept, for example, the teacher will introduce the concept, explain the rules governing its application, and then the students will practice applying the concept in a variety of ways.

According to Bob Adamson, “The deductive method is often criticized because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; and c) practice is often mechanical.”. However, in certain situations, such as dealing with highly motivated students, teaching a particularly difficult concept, or preparing students for exams, this method may be a viable option. Advantages of deductive method are the following:

- For many students, the inductive approach is novel and somewhat radical, and it contradicts their prior learning experiences.

- It could be simpler. A well-planned deductive approach class progresses from easier to more difficult - which may be more appropriate for some students. It may also be simpler for less experienced teachers because they have more control over the outcomes.

- We have more control over the level of input language.

- We can have more control over our students’ understanding of rules, ensuring that the ideas they form about language are correct. In this way, we can prevent students from developing incorrect hypotheses.

- It may be a better use of time than the inductive approach, which can take longer.

- It can be tailored to accommodate more learning styles. The inductive approach's requirements make it more appropriate for a specific type of learner. Many course books use it, and it works better with many syllabus structures.

For teaching concepts, generalizations, processes, and skills, both deductive and inductive sequences are useful. Given the desired learning outcomes and the composition of the class, the teacher must decide which to use.

Group 2.

INDUCTIVE APPROACH

In contrast with the deductive method, inductive instruction makes use of student “noticing”. Instead of explaining a concept and then providing examples, the teacher provides students with numerous examples of how the concept is applied. The goal is for students to “notice” how the concept works by using examples. In the grammar scenario described above, the teacher would provide students with a variety of examples for a given concept without providing any context for how the concept is used. It is hoped that as students observe how the concept is used, they will notice how the concept is to be used and determine the grammar rule. As a final check that the students understand the concept, the teacher can ask them to explain the grammar rule at the end of the activity.

As mentioned above in the inductive approach, noticing can be used to teach a grammar concept when students are given examples and come to understand the rule by noticing what those examples have in common. In a more general classroom setting, noticing can be applied in a variety of ways:

- When teachers speak at a higher level, they provide students with frequent opportunities to notice differences between the teacher's speech and their own. This allows each student to become aware of the differences at his or her own pace.
- Teachers can provide students with opportunities for noticing by simply putting up posters in the target language in the classroom. As previously stated, when the students are ready to notice a difference, they will.
- Language ladders are also used to help students improve their noticing skills. They can understand how they all fit together and differ once they understand what each rung on the ladder means.

Why use the inductive approach?

- It shifts the emphasis from the teacher as the provider of knowledge to the learners as the discoverers of it.
- It shifts the emphasis from rules to use - and use is, after all, our goal in teaching.
- It promotes learner autonomy. If students can figure out rules for themselves, they are taking significant steps toward independence. We

can take this a step further by allowing students to choose which aspect of the language in a text they want to analyze.

- It teaches a crucial skill: how to use real/almost-real language to learn the rules of English.

In addition, as with many of our decisions about how we teach, the best way forward may be to combine the two, guided by our goals and our understanding of our own students. For example, it may be beneficial for a class to begin with a deductive approach and then progress to a more inductive approach once they are familiar with analyzing language and describing it.

Task 3. Watch the following video extract and decide which approach is used in it. Make notes of key points showing the features of either inductive or deductive approach.

<https://youtu.be/ia3wH3dhBmk>

Task 4. Read the following extract from the article about “How To Teach Grammar Inductively: Steps And Examples” and learn about the stages of inductive grammar class. Summarize the information using the flow chart below.

HOW TO TEACH GRAMMAR INDUCTIVELY¹

Firstly, teachers provide examples of language structures that students should examine. The examples might be phrases, sentences, or short paragraphs. This basically depends on the proficiency level of students. The most important thing is that teachers make sure that they give more examples of the structure that they want to teach to students.

Secondly, students form rules based on what they see. Teachers should let their students analyze the examples and try to elicit the rule. This is a very important step as students try to think about the examples and elicit the patterns.

Thirdly, students test their rules against other examples. Teachers provide students with more examples of the same structure they are teaching and let students examine them. The examples might be a little bit deeper than the first ones.

Fourthly, students modify the rules. Teachers should ask their students to look at the rules they generated in the second step and modify them, if necessary, based on the examples they added. Students are expected

¹ How To Teach Grammar Inductively: Steps and Examples (teachingutopians.com)

to elicit the form and meaning of the target structure. Teachers will have to confirm and add anything, if necessary.

Fifthly, students use the rules of the target structure when they use language. At this stage, teachers should provide students with different types of activities to help students practice the rules in depth. Teachers can start with controlled and semi-controlled activities until students internalize the form. After this, teachers can provide free practice activities in which students express themselves using the learned structure. Throughout this stage, teachers should help students and provide correction whenever necessary.



Task 5. Watch the following video extract where the teacher uses inductive grammar teaching method. Answer the following questions. <https://youtu.be/oG0yNkvC4FM>

- 1) How does the teacher start the class? Does he directly writes the topic of the lesson?
- 2) Does the teacher provide examples of language structures that students should examine?
- 3) Does the teacher let their students analyze the examples and try to elicit the rule? If yes, how?
- 4) Which grammar structure is explained in the lesson?
- 5) What does the teacher use to elicit and model suitable sentences for his presentation?
- 6) What kind of activities does the teacher do to practice the target language for accuracy?
- 7) How does he assist learners with mistakes and errors?
- 8) Was the lesson effective? Did the teacher achieve his aim?



Task 6. Group work. Choose a grammar topic and present it using inductive grammar method.

LESSON 9. TEACHING ENGLISH THROUGH TRANSLATION

Task 1. Lead in. Discuss the following statement in small groups and express your opinion whether you agree or disagree with it.



1. *“Translation is not a matter of words only: it is a matter of making intelligible a whole culture.” (Anthony Burgess)*
2. *“Translation is an act of re creation.” (Ken Liu)*
3. *“Translation is not as terrible as it appears to be.” (Macau)*

Task 2. Read the following extract about the history of translation method and do the true/false task below.

FROM THE HISTORY OF TRANSLATION IN ELT

We know that translation was a significant part of ELT For a long time, and then it was a significant missing part. Translation, along with other 'traditional' tools such as dictation, reading aloud, and drills, was quickly relegated to the past with the arrival and then total dominance of communicative methodologies. However, it and these other abandoned activities are now commonplace in many communicative classrooms and effective learning aids, albeit with a different approach. According to Duff (1989), teachers and students are now using translation to learn rather than learning translation. Modern translation activities typically move from L1 to L2 (though the opposite direction can be seen in lessons with more specific goals), have clear communicative goals, and real cognitive benefits.

As previously stated, translation was the foundation of language teaching for a long time before being rejected as new methodologies emerged. It was an essential component of the Grammar Translation Method, which was based on the classical method of teaching Greek and Latin. For many, this was a negative learning experience: in addition to memorizing large lists of rules and vocabulary, this method required them to translate entire literary or historical texts word for word. Unsurprisingly, new methodologies were developed to try to improve on this. The Direct or Natural Method, which emerged in

Germany and France around 1900, was developed in response to the obvious shortcomings of the Grammar Translation Method.

1. Translation method is considered insignificant part of English language teaching. **True/False**
2. Dictation, reading aloud and drilling activities are now a feature of many communicative classrooms and successful aids to learning. **True/False**
3. Modern translation activities do not have clear communicative aims and real cognitive depth. **True/False**
4. Translation method started to be rejected as new methodologies started to appear though it was the basis of language teaching for a very long time. **True/False**
5. Translation method was a positive learning experience for many as learners preferred memorizing huge lists of rules and vocabulary. **True/False**
6. Direct Method and Audio lingual Method use translation method in improved version. **True/False**
7. Many of the objections to translation stem from the Silent Way, Total Physical Response, and communicative approaches moving even further away from the L1. **True/False**

Task 3. Read the following article about translation activities in the language classroom and discuss the given questions in small groups. <https://www.teachingenglish.org.uk/article/translation-activities-language-classroom>

QUESTIONS TO CONSIDER

1. What is Duff's idea about translation method?
2. Count the possible problems which may impact negatively on learners.
3. Count the possible problems which may impact negatively on teachers.
4. What are some of the ways translations can have a positive impact on learning?
5. What are some aspects to designing and running tasks in translation method?
6. What activities are suggested in the article to make translation method more communicative?
7. Why should we avoid using L1 a lot during translation activities?



8. In what way can comparison activities be used in translation method?
9. Can translation method be used in project works. If yes, how?
10. Do you think translation method can be a part of communicative ELT classroom? Why/Why not?

Task 4. Group work. In small groups, choose one of the oral translation activities given below and demonstrate it to the class. If it is not possible to demonstrate, explain the procedure itself.

No Snakes No Ladders (NSNL)

Oral-translation board game ‘No snakes no ladders’ is extremely useful and very simple to make and use. It consists of a track made up of about 30 cases (see picture below). **Each case contains a to-be-translated chunk that the students will have practiced to death prior to the game.** The chunks become increasingly difficult as the game unfolds. Figure 2 below shows an example.

The rules

1. Players take turns rolling a dice in groups of three students (2 players + 1 referee) or five (2 teams of two players and one referee). Whatever case the player/team lands in based on their dice score, they will have 10-15 seconds to orally translate the relevant sentence(s) into the target language.
2. The referee will then inform the players (using the answer sheet) if their translation is correct.
3. If the translation is correct, they will roll the dice again and move on to the next case, where they will have to translate the next sentence, and so on.
4. If their translation is incorrect, the referee will read it to them twice so that they can try to memorize it for the next round when they will have another chance.
5. After the opponent's turn, the player will have another chance to roll the dice; if they answer the question correctly, they will win.
6. The player who is closest to the finish line after ten minutes wins.

Figure 1. Sample for NSNL translation board game.¹

SALIDA	1	2	3	4	5	6	7
	It rained a lot	We hired a bike	The flight was long and boring	I went there with my girlfriend	This city is famous for its beautiful beaches	I loved the ancient churches and the palaces	The worst thing was the weather
	↓						
	14	13	12	11	10	9	8
	The people were havin fun doing surf or swimming	The day was sunny and itw as hot	The flight lasted two hours	We had a car accident	The best thing was the food. It was very tasty	In the evening we used to go clubbing	In the morning we went to the beach every day (PRETERITE)
	↓						
	15	16	17	18	19	20	21
My girlfriend lost her wallet and her passport	My brother met a beautiful girl from Australia	My parents did not come with us	We used to go back to the hotel at three a.m.	On the first day we were tired	...therefore we did not do anything	In my room nothing worked (imperfect)	
↓							
META	28	27	26	25	24	23	22
	There were lots of cockroaches in the wardrobe	My brother broke his right leg	My sister bought a lot of branded clothes	My parents sunbathed on the beach	My mother spent the whole time reading	We never went clubbing	They went out with us

Oral translation ping pong

The students work in pairs. They have a sheet with the same English sentences to translate into their native language, but Partner A has the translation of half the sentences (e.g. sentences 1 to 10), whereas Partner B has the translation of the other half (e.g. sentences 11 to 20). After one partner has attempted the translation, his/her opponent shows him/her the correct answer and points are awarded (3 for perfect sentence, 2 for one mistake only, 1 if there are mistakes but at least the verb is correctly formed). A time limit (10 minutes) is given; when the time is up the person with the higher score wins. It is suggested to have people of similar ability in each pair. Figure 3 illustrates an example. The activity can be done in written form too.

Follow up. Students make a note of mistakes they have made in their translation.

¹ <https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/>

Figure 3. Oral translation ping pong

Student A

L2	L1	L2	L1
I want to go out		We travelled by plane	
I used to live in London	Men Londonda yashar edim	She left home yesterday	U kecha uyni tark etdi
I had a bad accident		It will be great	
One day, I will be a doctor	Bir kuni men shifokor bo'laman	She fell and broke her arm	U yiqilib tushib, qo'lini shikastladi
I have lost my money		I can not swim	

Student B

L2	L1	L2	L1
I want to go out	Men ketishni xoxlayman	We travelled by plane	Biz samolyotda sayohat qildik
I used to live in London		She left home yesterday	
I had a bad accident	Men yomon voqeaga duch keldim	It will be great	Bu ajoyib bo'ladi
One day, I will be a doctor		She fell and broke her arm	
I have lost my money	Men pulimni yo'qotib qo'ydim	I can not swim	Men suza olmayman

Find someone who with L1 cards

The students' task is to find the people who have the card with the information they need by asking questions in the target language. The cards in this version are in the L1 (see figure 4 below); thus, students must translate orally the prompts on the grid and on their card from the L1 to the L2 each time they ask and are asked a question. So, whereas the find-someone-who version with L2 cards is primarily a receptive

processing task (the only production aspect being the reading aloud of the L2 questions and answers), this version is both productive and receptive.

Figure 4

Find some who...	Number on card
...loves yogurt	
... doesn't it chicken	
...loves drama	
...eats a lot of sweets	
...often plays football	
... likes milk	

Figure 4b

Cards should be cut up which students will translate in answering their classmates' questions.

1 I eat yoghurt for breakfast	3 I go to drama theatre with my family every month	5 I play football with my friends every weekend
2 I don't like chicken	4 I like to eat cakes and sweets a	6 I drink milk before going to sleep

Oral communicative drills

Students take turn translating questions/answers whilst a third student, who has the target language version of each card, listens critically and provide corrective feedback.

<p>1</p> <ul style="list-style-type: none"> • What did you do last week ? • I Stayed at home, read a book, and watched a movie. It was ok. 	<p>2</p> <ul style="list-style-type: none"> • What did you do last Saturday? • I Played football in the afternoon. Went out with my friends and watched a movie. It was fun. 	<p>3</p> <ul style="list-style-type: none"> • What did you do last Sunday? • Nothing in the morning. At noon I went to the restaurant with my parents. Then we went to the shopping mall. It was boring 	<p>4</p> <ul style="list-style-type: none"> • What did you do last Saturday? • I had a lie in, After lunch I walked my dog in the park. Then did my homework. It was ok.
<p>5</p> <ul style="list-style-type: none"> • What did you do yesterday evening? • Nothing special. I stayed at home. I watched a series on tv in the evening and played cards with my brothers. It was ok 	<p>6</p> <ul style="list-style-type: none"> • What did you do last Friday? • In the morning went to school. In the evening I went out with my friends. I watched a movie then went clubbing until late. It was great. 	<p>7</p> <ul style="list-style-type: none"> • What did you do last Saturday? • Nothing in the morning I played basketball with my friends in the afternoon. In the evening I went out with my friends and watch a movie. It was fun 	<p>8</p> <ul style="list-style-type: none"> • What did you do last Saturday? • Had a lie in. In the afternoon I went jogging in the park. Then did my homework. It was ok.

LESSON 10. TEACHING ENGLISH PHONEMES AND PHONETICS

Task 1. Lead in. Discuss the following questions and express your opinion with your peer/group.



1. Is teaching phonetics important in the process of EFL learning?
2. Reflect back to your school time. Did your teacher teach you phonetics? Which methods did he/she use to teach phonetics?
3. What is phonological awareness? Is it important for learning English? Why/Why not?

Task 2. Watch the following video and fill in the gaps..
<https://youtu.be/K0G6teawxls>. Summarize the ideas with your own words.

1. Phonological awareness is an awareness that the words that we speak can be _____ and phonological referring to the _____ of language.
2. We say phonological awareness skills can be done _____ so that they understand.
3. Phonological awareness is a broad term that encompasses language in different sized _____.
4. When they can do that we go to the next step where they have to actually _____ down into smaller units those units are referred to as _____.
5. Units those units are referred to as phonemes a phoneme as a _____.
6. Phonological awareness is very predictive of a child's ability to be able _____ and decode so it is an incredibly important skill to teach.
7. Teachers should teach phonemes as it is important for _____.

Task 3. Watch the Hamburger Scene from “the Pink Panther” and discuss the following questions with your partner.
<https://youtu.be/lz0IT4Uk2xQ>

1. What kind of SL teaching approach/method is being used here?
2. Which technique is used for correct pronunciation?
3. Is it effective? Why/Why not?

Task 4. Read the following article on strategies for teaching phonology and present one of them to the class.

<https://pridereadingprogram.com/strategies-for-teaching-phonological-awareness/>

Group 1. Practice Rhyming

Group 2. Practice Syllable division

Group 3. Practice Sound Segmentation

Task 5. Read the following EFL activities for teaching pronunciation and demonstrate them to the class.¹

Odd One Out

Sort similar words into threes—two with the same sound and one with a different (but similar) sound. You could also have groups of four or five with the same sound but only one that is different. As an example:

Meat fit feet

Plays place space

The odd word can be chosen as a reading exercise, in which students read the words aloud to themselves and identify the sounds in the written words, or as a listening exercise, in which the teacher reads the words and the students respond to the “odd” word. Or, selected students could read the words aloud and have others identify the odd word, or they could work in pairs or small groups, with one person pronouncing the words and the others indicating which is odd.

-Depending on the ages and abilities of your students, as well as the layout of your classroom, you could conduct a variety of activities with these groups of words.

-Ask each student to read through the word groups and identify which words have different sounds. Ask the students to discuss the word groups with a partner and determine which one is unusual.

-Divide the class into two teams, in two lines, and assign the odd word as you read them out loud.

Run and Grab

You could use flashcards for your minimal pairs or simply write two (or more) words at a time on the board. Form two teams and

¹ <https://www.fluentu.com/blog/educator-english/esl-pronunciation-activities/>

pair students with a member of the opposing team. Each pair goes to the back of the room and stands looking down an aisle at the board. When one of the minimal pairs is called out, the pair sprints to the front to touch the correct word (the odd word out) on the board or grab the appropriate flashcard. Students on the winning team may take turns calling out the words for others to run to. Younger students, in particular, enjoy activities that include movement and the opportunity to race, but older students enjoy them as well.

Sound TPR

Assign specific movements to specific sounds, as lively or gentle as you like. For example, they could be sitting at their desks and raise a hand, clap, or stand up in response to a specific sound, or they could be standing in a space and jump or run in response to sounds. This, like “Odd One Out” (see above), could be based on reading or listening. They could respond to flashcard words by pronouncing them correctly and moving in the appropriate manner, or they could respond to the teacher (or another student) saying the words. For teaching younger students who are also learning to read and write, they should also learn phonics, which connects each sound to an English letter. For each sound, there are established systems of hand signs or gestures that you may find useful here.

Dictation

When someone speaks out loud and someone else writes it down, this is referred to as dictation. Having your students write down what you say is good listening practice, and when you're dictating minimal pairs, they need to listen extra carefully. You can engage in a variety of dictation activities.

Minimal Pairs Dictation - The teacher reads out minimal pairs in a specific order, and the students write them down. Alternatively, you could have the words already written down and instruct the students to place marks, numbers, colors, and so on on specific words as you read.

Running Dictation - Students work in groups of two. One student rushes to read the words or sentences from a distance, such as the wall outside the classroom. They then dictate to the other student, who takes notes. Dictation could consist of single words, minimal pairs, or sentences containing target words and sounds.

Fast Dictation - This is dictation that is read in one continuous stream rather than a few words at a time with breaks. Students listen and write

down any words or phrases they hear (without panicking!). In this case, the dictation should include some target words (in pairs) that students should listen for and write down in the order they hear them.

Picture Dictation - Students are given a picture, background, or series of pictures containing objects representing the minimal pair words. They follow instructions to color, make marks, or draw additional items to highlight the pictures of their minimal pair words.

Fruit Salad

In general, the players sit in a circle, with one player standing in the center. Each of the players has been assigned a fruit. When the middle player calls a fruit, all of the players assigned to that fruit must rush to change places while the middle player attempts to take one of their chairs. They can occasionally shout “fruit salad!” and everyone must switch places. Instead of using fruit names, assign words with minimal pairs to groups of students, and perhaps choose another word for the “fruit salad!” command. For example, while sitting in a circle, students "number off" one by one around the circle with:

“bee,” “pea,” “pin,” and “bin”

The person in the middle will then says “pin!” or another word to get their peers to run around.

Basketball

If your students are interested in basketball, there are a few ways you can use this to motivate them to practice their minimal pairs.

Board Basketball—Ask students to choose the "odd one out" (see above) or to choose the correct word (as in Run and Grab) using minimal pairs (see above). When students correctly answer a question, they (or their team) score "baskets" (points) on the board. After identifying the correct odd word, students can take a shot at throwing a ball into a hoop or receptacle as an optional extra. (Making the shot earns them an additional point.)

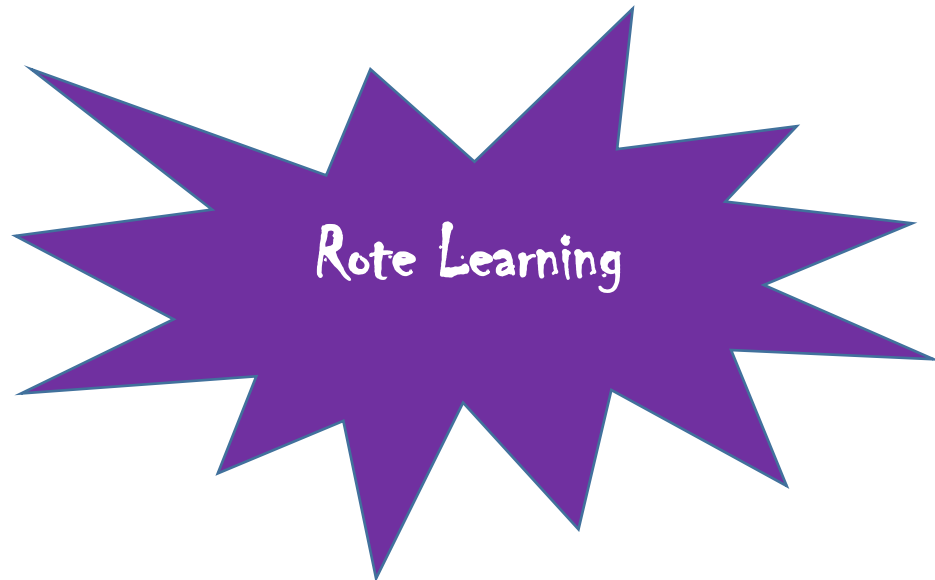
Crumple and Shoot Basketball—The bare minimum of pair words are written on scrap paper. Students are divided into two groups. The front student, in turn, picks up the paper and reads the word. If it is correctly read, they crumple it up and place it in a basket/bin/receptacle a predetermined distance away. (Another point is awarded if it is placed in the basket.)

Alternatively, words could be displayed on a screen (via an LCD projector) or on flashcards. When the student in charge gets it right, they can throw a ball (or other object) into the basket or bin to earn another point.

Task 6. Create your activity on teaching phonology and demonstrate it to class.

LESSON 11. THE ROLE OF ROTE LEARNING, RETELLING AND REPETITION

Task 1. Brainstorming. Discuss with your peer and come up with your definition to rote learning.



Task 2. Watch the following video extract and check your definition.

<https://youtu.be/fSLJvHa9pLg>

Task 3. Watch the video again and fill in the gaps.

1. When students need to _____ of information, the teacher can use the “Rote Learning” method.
2. In “Rote Learning”, the teacher _____ and the students repeat it, over and over again.
3. This _____ repetition _____ helps _____ students _____ to _____.
4. Then they will be able to _____ quickly to use it in later lessons.

Task 4. Read the following information individually and share it with your partner.

Student A.

Rote Learning

Rote learning is a method of teaching students to memorize and recite basic facts, often through extensive repetition. This is in contrast to critical thinking or problem solving, which require students to apply

what they've learned to theoretical or example problems. There are some advantages to rote learning, the most important of which is that students can quickly recall these basic facts when asked. The disadvantage is that students may struggle to apply what they have learned to real-world situations if they lack critical thinking skills. They may also be unaware of the more advanced concepts underlying the memorization.

To a point, experts generally agree that rote learning is important and necessary. Students, for example, must memorize the alphabet and how to spell words. When it comes to proper grammar usage, however, understanding the concepts and principles is far more important than simply memorizing a set of complicated rules. Students must memorize basic math concepts such as multiplication tables, but they must also understand more advanced concepts in order to solve more complex mathematical problems. Thus, rote learning lays the groundwork for students to learn more difficult concepts, which is the most significant "benefit" of this method of instruction.

Student B.

Retelling

Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences. The teacher can use retelling as a way to assess how well students comprehend a story, then use this information to help students develop a deeper understanding of what they have read.

The teacher uses explicit instruction, explaining why retelling is useful, modeling the procedure, giving students opportunities to practice, and providing feedback. As the following chart shows, students' retellings should become more detailed as they become better readers.

Types of retelling

Simple retelling	More complete retelling	Most complete retelling
- identify and retell the beginning,	- identify and retell events and facts in a sequence.	- identify and retell a sequence of actions or events.

middle, and end of a story in order; - describe the setting. - identify the problem and the resolution of a problem.	- make inferences to fill in missing information. - identify and retell causes of actions or events and their effects.	- make inferences to account for events or actions. - offer an evaluation of the story.
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Task 4. Answer the following questions using the information given above.



1. What is rote learning and which technique is used to implement it?
2. Why critical thinking or problem solving is considered the opposite of rote learning?
3. What are the merits and demerits of rote learning?
4. Is rote learning important? Why/Why not?
5. How does rote learning help to proper grammar usage?
6. How does rote learning help with mathematics?
7. What does retelling involve in itself and require students to activate their knowledge?
8. What can students be engaged in as part of retelling?
9. How is retelling used for assessment?
10. Speak about simple retelling.
11. How is more complete retelling different from simple retelling?
12. What activities are done in most complicated retelling?

Task 5. Tick the method which meets the given situation:

	Situations	Retelling	Rote learning	Translation
1.	New actor needs to memorize lines.			
2.	Students are supposed to make an effective presentation.			

3.	By chance you notice the misunderstanding between an English tourist who wants to buy a souvenir in the shop. The shop assistant does not know English.			
4.	Young children learn the alphabet.			
5.	Students learn multiplication tables.			
6.	The patient is reading the medical instruction written in a foreign language.			
7.	Your friend wants you to give the main plot of the film you have recently seen.			
8.	Little boy likes to sleep after listening to his fairy tale.			

Task 6. Watch the following video about retelling strategies and summarize the given strategies. <https://youtu.be/XeSq2ylLk6o>

FairyTale Plays

Retell Squares

Stop & Sketch

Task 7. Study the following retelling activities¹ and then create your own retelling activity and present it to class.

- **Five-finger retelling:** Have students hold up one hand. Explain that each finger represents a part of the retelling: who (characters/key figures), what (conflict/key events), where (setting), when (setting), and why (resolution/motives). Ask students to orally retell the five W's of text — pointing to each finger as they go. For visual support, create an anchor chart that shows a hand with each finger labeled. Display the chart so students can refer to it as they retell.
- **Picture/props retell:** Gather some materials, like printed pictures from the text, puppets, or other related props. Lay the materials in front of students and ask them to retell the text using the materials. (This type of retelling is best for individuals or small groups so all students can actively engage.)
- **Sequence retell:** Give students the retelling graphic organizer. Have them point to the sequence word in each rectangle (*first*, *then*, *next*, and *last*) as they orally retell the story. Or students can draw pictures or write in the boxes for their retell. If students write, prompt them to use 10 words or fewer for each box.
- **Retelling Name:** You can retell a story by remembering what events happened first, next, then, and last.
 1. Write the title and author.
 2. Summarize the story by filling in each of the boxes below, using either words or pictures.

First	Next	Then	Last

¹ <https://www.understood.org/en/articles/how-to-teach-retelling>

LESSON 12. ADVANTAGES AND DISADVANTAGES OF DIFFERENT METHODS AND THEIR ANALYSIS

Task 1. Review. Read the features of the different methods given in the table and define which method is described.

Features	Grammar Translation Method	Direct Method	Audio Lingual Method	Communicative Language Teaching Method
1. Students translate the passage from English into Spanish.				
2. The teacher gives each group of students a strip story and a task to perform.				
3. The language teacher introduces the dialogue by modeling it two times; she introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper sounds in the target language.				
4. The teacher uses the target language to ask the students if they have a question. The students use the target language to ask their questions.				

5. Students are given a grammar rule for the use of a direct object with two word verbs.				
6. The teacher distributes a handout that has a copy of a sports column from a recent newspaper.				
7. The teacher initiates a chain drill in which each student greets another.				
8. The teacher asks questions about the map in the target language, to which the students reply in a complete sentence in the target language.				
9. Students memorize present tense, past tense, and past participle forms of one set of irregular verbs.				
10. The teacher corrects a grammar error by asking the students to make a choice.				
11. The students play a language game.				
12. Students are given no grammar rules;				

grammatical points are taught through examples and drills.				
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Task 2. Discuss the following questions in small groups analyzing the method.



QUESTIONS TO CONSIDER

1. What are the goals of teachers who use this method?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student–teacher interaction? What is the nature of student–student interaction?
5. How is the language viewed? How is culture viewed?
6. What areas of language are emphasized? What language skills are emphasized?
7. What is the role of the students’ native language?
8. How is evaluation accomplished?
9. How does the teacher respond to student errors?
10. Give examples of techniques used in this method.



Task 3. Reviewing techniques. Work in groups. Define in which method the following techniques can be used.

Role play, rule memorization, dialogue memorization, authentic material, conversation practice, map drawing, language games, fill-in-

the blanks activities, drilling, picture strip story, scrambled sentences, deductive application of rules, use of minimal pair, completing dialogues, reading aloud, self-correction, reading comprehension questions, translation of a literary passage.

Grammar Translation Method

- rule memorization,

Communicative Language Teaching Method

- role play,

Direct Method

- conversation practice,

Audio Lingual Method

- drilling,

Task 4. Discussion. Consider the following questions with your group.

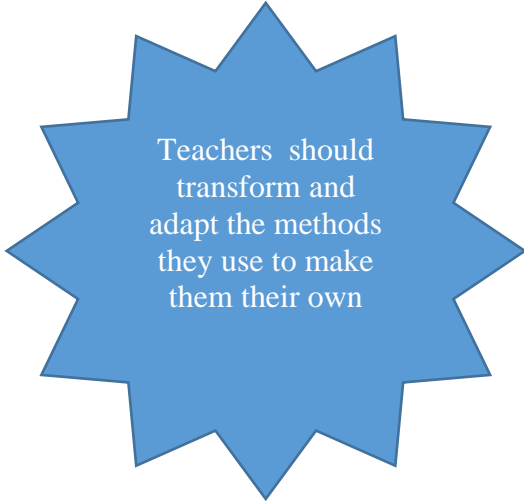
1. What is Post- Methods Era?
2. What does the term Post- Methods era encompass?
3. Study the following ideas about teaching methods and express you opinion if you agree/disagree.

Teaching methods must be flexible and adaptable to learners' needs and interests

Approaches and methods are not culturally universal

Teachers should become familiar with the major teaching approaches and

Teachers be able to use approaches and methods flexibly and creatively based on their own



Teachers should
transform and
adapt the methods
they use to make
them their own

Task 5. Read the following article about post-method era by Jesica Dwi Lusianov and summarize it using the following questions.

1. What is post-method era?
2. What is glocalization?
3. What is globalization?
4. What is interlanguage?
5. What is the role of language strategies in post-method era?

LESSON 13. LANGUAGE AND CULTURE. LANGUAGE TEACHING AND LEARNING PROCEDURE

Task 1. Lead in. Discuss the following questions with your group.

1. Is it important to teach culture while teaching a foreign language? Why?
2. What can we teach students while teaching culture?
3. To your mind, what does “culturally competent person” mean?
4. What is important when teaching culture?
5. Is it important to teach culture in comparison with native culture? Why/Why not?
6. What kind of materials can be used while teaching culture?
7. What type of activities should be used in teaching culture?
8. Why do pupils need to be culturally competent people in the future?



Task 2. Watch the following video about “Teaching culture through English” and compare your answers.

Task 3. Think, pair, share.
Express your opinion about the following statement:

In most language courses, there is a strong focus on language skills, but culture is overlooked. Sometimes it is even missing from the curriculum entirely. This represents a missed opportunity for student engagement: Without cultural contexts, students are robbed of a full and engaging language learning experience. Effective world language instruction merges language and culture. After all, we language teachers strive not only to equip our students with the language they need to communicate but also to ignite curiosity and create global awareness and cultural competence.



Task 4. Read the following article on “4 Ways to Incorporate Culture in World Language Instruction” in small groups and present it to class.

Group 1. Do your research

Group 2. Brainstorm cultural connections using themes

Group 3. Compile authentic resources

Group 4. Make cultural comparisons

4 Ways to Incorporate Culture in World Language Instruction¹

1. Do your research: To avoid perpetuating stereotypes, become as well-versed and informed as possible before teaching your students about cultures associated with the target language. This is frequently done inadvertently and unintentionally, but it can have serious consequences. Avoid generalizations about cultural or ethnic groups, such as "Spaniards regularly attend bullfights." Present the cultural point as a fact: "In Spain, bullfights are considered traditional and enjoyed by some, but they are controversial." Consult authentic sources such as news outlets, podcasts, and literature to learn about other cultures. Consider traveling to communities where the target language is spoken when it is safe to do so. Seek the perspectives of people who have a connection to the cultural heritage that you are teaching about in your classroom. You can invite some guest speakers to speak directly with your students.

2. Brainstorm cultural connections using themes: Instead of planning lessons or units around specific vocabulary or grammar points, consider themes and brainstorm some cultural points that tie into these themes. These cultural points within your thematic units have the potential to pique the interest and engagement of your students.

Here are a few examples that can be tailored to any level:

- If your unit theme focuses on the environment, concentrate on culturally focused subtopics such as the seasons or weather patterns, environmental challenges, and/or environmental innovations in target language communities or countries.
- If your unit theme is about eating habits or foods, home in on mealtimes and popular dishes in target language communities and countries. Explore the dietary habits or patterns most followed in these communities.

¹ Elena Spathis. <https://www.edutopia.org/article/4-ways-incorporate-culture-world-language-instruction/>

Continue to check in as you make connections. What kind of cultural knowledge are students gaining, and how much? They should ideally gain insight into the daily lives of people who speak the target language.

3. Gather authentic resources: Compile authentic resources that support cultural connections as you weave them into your thematic units. Directly from the target language community or country, look for video clips, songs, images, infographics, or articles. Some of these authentic resources can be found on Pinterest or YouTube, or by visiting countries' tourism websites. You can learn about current events around the world by visiting news channel websites. You and other educators could work together to create a resource bank.

4. Make cultural comparisons:

Examining one's own cultural norms and traditions is an important part of teaching a language through a cultural lens. Students should not only be immersed in the cultures associated with the target language, but they should also draw parallels with their own backgrounds. When students are asked to reflect on their cultural backgrounds and traditions, they are thinking critically about how they compare to those of the target language community or country of study. For instance, when teaching students about the daily siesta time in America, you can ask them to reflect by asking such questions: "How does the daily schedule of a teenager in America compare to yours? Would you enjoy a siesta every day if you could? "Can you explain why or why not?" When the unit plan includes references to cultures associated with the target language, students become accustomed to making these comparisons on a regular basis. Students will have gained not only language skills but also cultural knowledge that will have a long-term impact on their lives by the end of the school year.

Task 5. In small groups, create your own activity on teaching culture and present it to class.

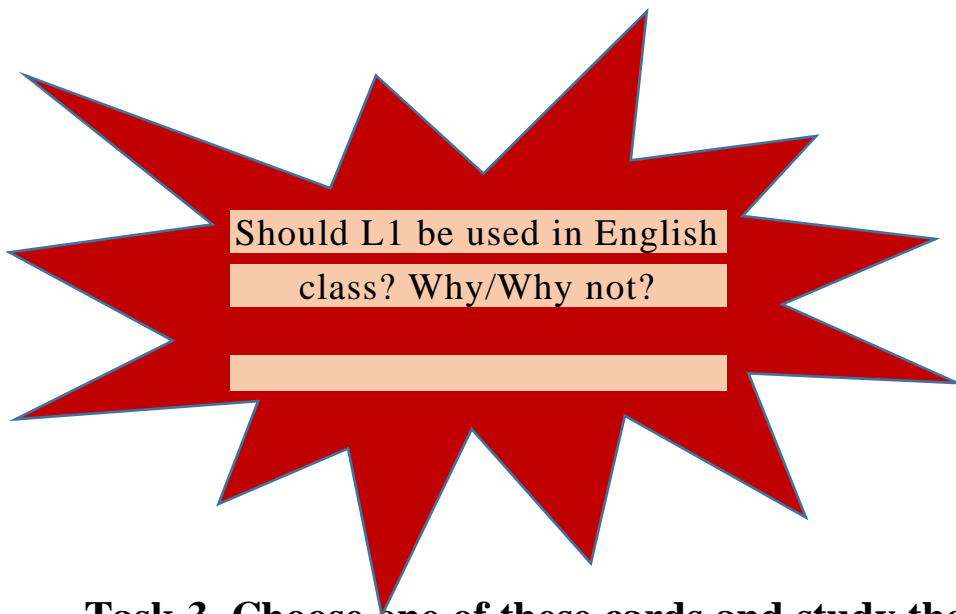
LESSON 14. THE ROLE OF MOTHER TONGUE (L1) IN LEARNING FOREIGN LANGUAGES

Task 1. Complete the following table individually and discuss your results with class.

	True	False
1. I try to avoid using L1 in the classroom		
2. When I find myself using L1, I tend to feel a bit guilty about it.		
3. I try to avoid translating new words, use translation only as a last resort.		
4. If an L1 translation is necessary, I'd elicit from a student rather than giving it myself.		
5. I might translate orally, but would not write up L1 translations on the board		
6. I would not ask my pupils to do full translation exercises of lists of words, expressions or sentences (English → L1)		
7. I would not ask my pupils to do full translation exercises (L1 → English)		

Task 2. Discuss the following question in small groups.





Task 3. Choose one of these cards and study the following reasons why L1 should not be used in EFL class to compare it with reality. To what extent do you agree with this? Discuss your ideas in whole class.

Card 1

Authoritative Disapproval

- I was told not to use L1 when I was training
- I was told that the Inspector will not approve my lesson if I use it.
- The teacher's guides to my textbooks say, or imply, that I should be using English.

Reality : Professionals should make their own informed decisions

Card 2

Waste of lesson time

- If I use mother-tongue all the time, learners won't get enough exposure to English.

Reality: Constant use of English, if it is incomprehensible, can also be a waste of time. Using L1 can SAVE time that can then be devoted to English.

Card 3

L2 learning should imitate L1 learning

- That is the way children learn their first language
- It is the natural way to learn a language

Reality: However, it *is not* the first language: learners already have a meaning-symbol system in place; and it is natural and easier for people to approach their second language via their first.

Card 4

I want them to 'think in English'

- I want them to go straight into thinking ideas in English, not via their mother tongue

Reality: they won't: learners automatically think first in L1.

Card 5.

The native-speaker model

- I want them to be as like native speakers as possible, rather than Hebrew- or Arabic-speakers who also know English. And native speakers don't translate or engage with other languages.

Reality : On the contrary, that (Hebrew/Arabic speakers who also know English) is precisely what I want them to be...

Card 6.

Use of L1 will encourage interference

- If I encourage them to think of L1 equivalents, the L1 will interfere and produce mistakes

Reality: Interference is a natural and inevitable phenomenon, even if you pretend the L1 isn't there. Probably the best way to deal with it is to make learners aware of it through contrast and translation.

Card 7.

Encouraging the translation fallacy

- if I constantly translate, pupils will think the two languages have exact equivalents

Reality: if you never make them face the problems of identifying true equivalents

Card 8

Language as communication

- I want them to use English to communicate: translation isn't communication

Reality: you want them to *be able to communicate* in English: it is not necessarily true that the best way to do this is *only* to communicate in

Task 4. Summarizing above discuss when does using the L1 help and when the use of L1 get counter-productive. Present your views to the class.

Task 5. Read the following ideas on when to use L1 to make it more effective help and compare your answers.

When does using the L1 help?

1. TO SAVE TIME:

- Vocabulary meanings
- Grammar explanations

-Instructions

2. GIVING INSTRUCTIONS

3. TO CLARIFY:

- Vocabulary explanations
- Grammar explanations
- Instructions
- Corrections

4. TO HELP LEARNING:

- Practicing language forms meaningfully
- Addressing problems of L1 interference

5. TESTING

- Grammar
- Vocabulary
- Comprehension

When does the use of L1 get counter-productive?

- When we're using L1 to say things the pupils could understand perfectly well in English
- When pupils are saying things in L1 they could in fact (with a bit of help?) manage in English.
- When it leads us to neglect teaching basic English interactional language (e.g. instructions, useful requests from learners)
- When we are using L1 instead of making the effort to rephrase in simple English and be understood.

Task 6. Study the following suggestions on using L1 and add your own.

Some tips

Tip 1

Teach 'classroom management' English

Teach one useful interactive 'chunk' every other lesson, and insist on using it thereafter.

Useful interactive language for pupils to understand:

- Listen / Read / Write / Talk about ...
- Number / page / Students' book / Workbook / notebook / pencil
- Exercise, text, words, sentences, story
- Right / wrong
- Do you understand?
- Are you ready?
- Raise your hands

- Open your books at page ...
- Sit down
- Work with a friend / work alone
- Write in your notebooks
- Answer the questions / circle the right answer / fill in the answers
- Do you have a problem?

Useful interactive language for pupils to be able to say:

- I don't understand
- Please say it again
- What's the meaning of...
- What page?
- How do you say in Hebrew / Arabic?
- I don't have (a pencil, a notebook, a book..)
- I have a problem (...continuing in L1)
- Wait a minute, please!

Tip 2

Insist on pupils using the English they know

If you have taught a bit of interactive language in English, refuse to accept the equivalent in L1.

Tip 3

Make sure understanding English is necessary!

DON'T explain in English and then translate into L1: they just won't bother to listen to the English.

Tip 4

Translate only what is necessary for understanding

If there's one word or phrase they don't understand, translate it: you don't have to translate the whole sentence

Tip 5

Addressing individual needs

"If you don't understand, raise your hand"

Explain in English (but see Tip 2!), tell those who didn't understand to raise their hands, go and explain quietly in L1 to individuals afterwards.

Tip 6

Realistic expectations

When putting the class into groups to interact in English, don't expect them to speak only English: expect them to speak English at least half the time.

Check afterwards (ask them!)

Tip 7

Using L1 is not 'bad' in itself; it is just one more technique at our disposal for helping our students learn; but it needs to be used, like any other technique, appropriately. Appropriate use means one of the following: if it saves time that can then be used for activity in English; if it leads to good, useful learning; if it gives efficient feedback on what pupils know and don't know (testing).

LESSON 15. INTEGRATING TECHNOLOGY IN EFL CLASSROOM

Task 1. Discuss the following questions with your peers.

1. What is technology?
2. How has technology changed in the last 10 to 15 years?
3. Why do we need to use technology in the classroom?
4. How do you think technology will change in the next 10 to 15 years?



Task 2. Read the following statement about the benefits of technology and present your view.

The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they did not think they could learn before, and so in a sense it is all about potential.

Steve Ballmer

Task 3. Study the following information about technology and exchange your ideas with your peer.

Student A. Technology integration

Machinery and equipment developed from the application of scientific knowledge is technology. Technology may include in itself computers, iPads, iPhones, laptops, smart boards, smart phones, tablets and so on. Key components of technology integration are: active engagement, participation in groups, frequent interaction and feedback, connection to real-world experts. Classroom activities equipped with technology allow students to be intellectually challenged, acquire and refine analysis and problem solving-skills as well as find, process and synthesize information found online. Through usage of technology, students are more engaged in the given tasks and stay on task as well. All teachers should know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and



integrating the Technology Applications Essential Knowledge and Skills (TEKS) into the curriculum.

Student B.

Technology Applications

Students and teachers should gain and apply critical 21st Century digital knowledge and skills. Teachers should use technology standards to document meeting expectations for teaching and learning with technology. There are several principles of integrating technology in class.



-All teachers should use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

-All teachers should identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

-All teachers should use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

-All teachers should communicate information in different formats and for diverse audiences.

-All teachers should know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Essential Knowledge and Skills (TEKS) into the curriculum.

Task 4. Read the following information about techniques for using technology in class and answer the given questions.

Blogs

Blogs, which can be thought of as online diaries or journals, are a rich source of language texts. The term is derived from the words 'web' and 'log.' Blogs can be private and password-protected, or public, depending on the author's preference. Most blogs enable visitors to leave comments. Blogs are a rich source of authentic material for reading, discussion, and study because they are written by people commenting on their travels, daily lives, current events, and so on. Blogs are

available in a variety of languages and are frequently created as open source, making them searchable through any browser and search engine. Some blogs are dedicated solely to the author's language learning process or experience teaching a language. Searching for 'language learning blogs' on the internet will yield some interesting results. As a regular assignment or ongoing reflective activity, students can be encouraged to create and write their own blogs. They are not always writing for the teacher in this manner. Students and teachers can create a progressive archive of student work because blog entries are chronologically ordered.

What are blogs?

What skills can be improved by using blogs?

How blogs can be used for creative works?

Computer-assisted Language Learning Software

Language learners can use a wide range of Computer-assisted Language Learning (CALL) software (computer programs) and/or websites. Some of the CALL programs are open source, which means they are free to download and install on individual computers; others must be purchased. Some CALL programs concentrate on specific language elements, such as vocabulary or grammar practice. Others focus on reading comprehension or offer advice and practice for improving pronunciation. CALL programs, like any other materials for teachers or students, vary in quality and utility.

What are the peculiarities of CALL?

What do CALL programs focus on?

Electronic Text Corpora

Language learners can use a wide range of Computer-assisted Language Learning (CALL) software (computer programs) and/or websites. Some of the CALL programs are open source, which means they are free to download and install on individual computers; others must be purchased. Some CALL programs concentrate on specific language elements, such as vocabulary or grammar practice. Others focus on

reading comprehension or offer advice and practice for improving pronunciation. CALL programs, like any other materials for teachers or students, vary in quality and utility.

What is electronic text corpora?

What is corpus analysis?

How can corpora used in class?

Wikis

The prefix 'wiki' is derived from the Hawaiian phrase 'wiki wiki,' which means 'quick,' and refers to a quick way to create and edit web documents. Wikis can be extremely beneficial in collaborative writing tasks. A group of students can collaborate to write one text as multiple authors. A good wiki-tool will keep track of who wrote which versions/parts of the document the students are creating. As a result, the teacher will have a record of the students' writing process. What distinguishes it is that anyone can contribute information on a topic, ensuring that the information is always up to date.

Not everything on Wikipedia is correct; however, information and knowledge about a topic change, and the good news is that wikis can reflect these changes. For the concept of global warming, for example, a user-participant begins by describing what he knows about the topic. Within days, several other participants add to what the first shared. Over the course of several weeks and months, the information about global warming becomes richer and more in-depth. Participants then add links to other related Wikipedia topics, such as fossil fuels, changing weather patterns, the Kyoto Protocol, and so on. More references are added each week, and the Wikipedia explanation of global warming has gradually grown richer as a result of the collective efforts of all those who choose to participate.

What does wiki mean?

What skills can be improved using wikis?

What makes it unique?

Podcasts

Podcasts are audio and video recordings that can be created and downloaded digitally (moved from the Internet to an individual computer). Such recordings can be viewed and shared on YouTube. Most YouTube recordings are accessible to anyone with a high-speed Internet connection. The topics covered are diverse, and include actual videos from language classrooms, lectures, and small vignettes from everyday life.

YouTube

YouTube is a website where one can watch and share short videos. Most YouTube videos are available to anyone who has a high-speed connection to the Internet. The range of topics is vast, including actual videos from language classrooms, lectures, and small vignettes from everyday life.

What are podcasts?

What skills can be improved by using podcasts?

How can YouTube be used in class?

Task 5. Think, pair, share.

What are the pros and cons of using technology? Report your findings to class.

Task 6. Watch the following video and compare your answers. Make notes of necessary information. <https://youtu.be/iOEjq9B25a4>

SELF- CHECK TEST

1. What is approach?

- A. Theoretical constructs with emerging concepts and ideas, which constitute the epistemological and socially constructed framework of those participants involved in co-creating a practice culture.
- B. The study of pedagogical practices in general, including theoretical underpinnings and related research., whatever considerations are involved in “how to teach” are methodological
- C. It is language learning to subject matter and language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness and the content itself determines what language items need to be mastered
- D. A common way of language teaching

2. What is method?

- A. Any of a wide exercises, activities or devices used in the language classroom for realizing lesson objectives
- B. The organizational patterns or practice protocol used both to set forth and bring forth aspects of the approach.
- C. It is language learning to subject matter and language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness and the content itself determines what language items need to be mastered
- D. It is language learning to subject matter and language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness and the content itself determines what language items need to be mastered

3. What is technique?

- A. Any of a wide exercises, activities or devices used in the language classroom for realizing lesson objectives
- B. Designs for carrying out a particular language program
- C. The study of pedagogical practices in general, including theoretical underpinnings and related research considerations
- D. The organizational patterns or practice protocol used both to set forth and bring forth aspects of the approach.

4. The structural approach means

- A. a learner centered approach which gives the learner not only grammatical competence but also a social skill as to what to say.
- B. the arrangement of words in such a way as to form a suitable pattern of sentence.
- C. a teacher-centered approach which gives a teacher to explain grammar rules
- D. a learner-centered approach which gives a learner practice their speech

5. The communicative approach is

- A. a learner centered approach which gives the learner not only grammatical competence but also a social skill as to what to say.
- B. the arrangement of words in such a way as to form a suitable pattern of sentence.
- C. a teacher-centered approach which gives a teacher to explain grammar rules
- D. a learner-centered approach which gives a learner practice their speech

6. Which method is being described?- Studying grammatical rules presented through grammatical terms, then applying them in exercises; Working out what language means by applying rules; Learning lists of words by heart; Translating texts and/or isolated sentences from L1 to L2 or vice versa; Emphasis on grammatical accuracy.

- A. Grammar-translation method
- B. Direct Method
- C. CLT Method
- D. Audio-Lingual Method

7. Which method is being described? - The syllabus focuses on grammar, lexis, functions or skills. Used mainly in primary and secondary schools. Language is presented through topics related to school subjects or learning about the world.

- A. Grammar-translation method
- B. Direct Method
- C. Content-Based Learning

D. Audio-Lingual Method

8. Which method is being described?- Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is also known as

- A. Grammar-translation method
- B. Direct Method
- C. Content-Based Learning
- D. Audio-Lingual Method

9. Which method is being described?- This method regarded language as merely a type of behavior to be learned through the development of proper speech habits. In other words, the goal of this method is for learners to develop native language habits.

- A. Grammar-translation method
- B. Direct Method
- C. Content-Based Learning
- D. Audio-Lingual Method

10. Which method is being described? - Learners learn by being exposed to language. Comprehension comes before production, learners should not be forced to speak before they are ready. Language is learnt best when it is accompanied by doing things physically. .

- A. TPR Method
- B. Direct Method
- C. Content-Based Learning
- D. Audio-Lingual Method

11. Learner-centered learning is ...

- A. giving over of some “power” in the language learning process to the learners themselves and it also strives to allow for personal creativity and input from the students
- B. the idea of a “learning task” to a language learning technique in itself and it can be a problem solving activity or a project
- C. learning joins language learning to subject matter and language is seen as a tool or medium for acquiring knowledge about other things

D. the dual roles of “receiver” and “sender” in any communicative situation

12. Cooperative learning

A. the idea of a “learning task” to a language learning technique in itself and it can be a problem solving activity or a project

B. students share information and achieve their learning goals as a group

C. giving over of some “power” in the language learning process to the learners themselves and it also strives to allow for personal creativity and input from the students

D. learning joins language learning to subject matter and language is seen as a tool or medium for acquiring knowledge about other things

13. The process of learning without being controlled by anyone else is called...

A. independent learner

B. self-study task

C. autonomous learning

D. action research

14. Which method is described ?- This concept equates the idea of a “learning task” to a language learning technique in itself and it can be a problem solving activity or a project.

A. Content-based learning

B. Interactive learning

C. Task-based learning

D. Learner-centered learning

15. Which approach is being described?- An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. This approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach.

A. Communicative Language Teaching

B. Task-based Language Teaching

C. Content-based language Teaching

D. Traditional Approach

16. Which statement doesn't belong to Grammar-Translation method?

- A. Drills and pattern practice help us learn structures.
- B. Language must be analysed in order to learn it.
- C. Exercises help us understand rules.
- D. Teachers need to focus learners' attention on new target language

17. Which statement doesn't belong to Task-based Learning (TBL)?

- A. TBL has pre-task, while-task and post-task stages.
- B. The teacher does not control the language that students use in tasks.
- C. Tasks aim to show students what language they need to learn
- D. Tasks must be done after students have practiced target language

18. Which of them is principles of Grammar-Translation Method?

- A. Translating texts and/or isolated sentences from L1 to L2 or vice versa
- B. Learners learn by being exposed to language.
- C. Comprehension comes before production; learners should not be forced to speak
- D. Tasks aim to show students what language they need to learn

19. Which method is described? - Reading comprehension and questions about the text; find synonyms and antonyms from the words in the text, fill in the blank exercises.

- A. CLT
- B. TBL
- C. Audio-Lingual Method
- D. Traditional Method

20. Which method is described?- Nothing will be spoken before it has been heard. Nothing will be read before it has been spoken. Nothing will be written before it has been read.

- A. CLT
- B. TBL
- C. Audio-Lingual Method
- D. Traditional Method

21. Which method is described? – The method is well known for its common use of small colored rods of varying length and color coded word charts depicting pronunciation values, vocabulary and grammatical paradigms(Fidel Chart, Word Chart, Sound Color Charts) and concentrates on cognitive principles in language learning.

- A. CLT
- B. The Silent Way
- C. Audio-Lingual Method
- D. Traditional Method

22. A task which replicates or resembles a real-life task is ...

- A. Authentic materials
- B. Authentic task
- C. Realia
- D. Interactive task

23. What type of technology is described? - Digital audio and visual recordings that can be created and downloaded (moved from the Internet to an individual computer). You can watch and share such recordings on YouTube.

- A. You Tube videos
- B. Podcasts
- C. Wikis
- D. Blogs

24. What type of technology is described?- The texts have been digitized and are therefore computer-searchable. By entering a word or a phrase into a website, a concordance, a list with the target item as it is used in limited contexts, is produced.

- A. Electronic Corpora
- B. Wikis
- C. Podcasts
- D. Blogs

25. What type of technology is described?- One rich source of language texts which can be thought of as online diaries or journals. The word comes from a combination of ‘web’ + ‘log.’

- A. Electronic Corpora
- B. Wikis

- C. Podcasts
- D. Blogs

26. What type of technology is described? – They can be very useful in collaborative writing tasks. Multiple authors - a group of students— can write one text together.

- A. Electronic Corpora
- B. Wikis
- C. Podcasts
- D. Blogs

27. Machinery and equipment developed from the application of scientific knowledge is

- A. Technology
- B. Technique
- C. Method
- D. Approach

28. Before you can teach your students about cultures associated with the target language, become as well versed and informed as possible to avoid...

- A. perpetuating stereotypes
- B. misunderstandings
- C. prejudice
- D. problems

29. No Snakes No Ladders (NSNL) activity is good for

- A. listening activity
- B. translation activity
- C. communicative task
- D. authentic task

30. Instead of explaining a concept and then providing examples, the teacher provides students with numerous examples of how the concept is applied.

- A. Deductive approach
- B. Inductive approach
- C. Task based approach
- D. Learner-based approach

31. Which approach allows learners to acquire a language as babies do, beginning with silent listening?

- A. Communicative approach
- B. Natural approach
- C. Direct method
- D. Grammar translation method

32. Which approach doesn't allow learners to use their native language in a language class?

- A. Communicative approach
- B. Natural approach
- C. Direct method
- D. Grammar translation method

33. Which approach is geared towards learners whose main goal is to use English to communicate in the real world?

- A. Communicative approach
- B. Natural approach
- C. Direct method
- D. Grammar translation method

34. Learners must memorize grammar rules and vocabulary and translate large amounts of text into English if their teacher is using a method called

- A. Communicative approach
- B. Natural approach
- C. Direct method
- D. Grammar translation method

35. When learners of different levels form small groups that must complete tasks together, a method called _____ is being used.

- A. product approach
- B. communicative learning
- C. cooperative learning
- D. content-based learning

36. Which is a method of teaching grammar in which learners must discover the rules in context themselves while reading and/or listening?

- A. Grammar Translation
- B. the deductive approach
- C. the inductive approach
- D. the direct method

37. Which is a method of teaching grammar in which the rules are given to the learner first, followed by examples and exercises?

- A. Grammar Translation
- B. the deductive approach
- C. the inductive approach
- D. the direct method

38. A method for teaching writing in which learners are given a model and then asked to create something similar is called the _____ approach.

- A. product
- B. process
- C. communicative
- D. task-based

39. A method for teaching writing that walks learners through the stages of pre-writing, writing and revision is called the _____ approach.

- A. product
- B. process
- C. communicative
- D. task-based

40. The acronym CALL stands for “computer assisted language _____”.

- A. lab
- B. lesson
- C. learning
- D. list

41. Which is a regularly updated audio segment that can be downloaded or streamed?

- A. a podcast
- B. a virtual classroom
- C. a transcript
- D. a blog

42. The abbreviation CBT stands for “computer-based _____”.

- A. test
- B. teaching
- C. text
- D. theme

43. A room with computers and/or audio equipment where learners can practice skills like listening and pronunciation is a

- A. virtual classroom
- B. language lab
- C. demo lesson
- D. library

44. A collection of images, texts and/or video clips from the internet that's packaged into a presentation on a certain topic is a

- A. forum
- B. virtual field trip
- C. podcast
- D. blog

45. Most audio-lingual materials are designed to help learners develop their _____ skills.

- A. reading and writing
- B. spelling and punctuation
- C. listening and speaking
- D. vocabulary and grammar

46. Equipment, supplies, supplementary materials etc. that teachers take to a class can be called

- A. authentic materials
- B. teaching aids

- C. realia
- D. technology tools

47. Teachers use supplementary materials _____ a textbook or course book.

- A. in addition to
- B. instead of
- C. such as
- D. without

48. Authentic materials used in a classroom are materials taken from

- A. a self-access center
- B. the real world
- C. authorized sources
- D. libraries

49. Which can be called an “authentic text”?

- A. a graded reader
- B. a newspaper article
- C. a grammar textbook
- D. a course book

50. What do we call objects from the real world that make a classroom feel more like a real-life setting for practicing language skills?

- A. supplementary materials
- B. real objects
- C. realia
- D. teaching aids

TASKS FOR INDEPENDENT STUDY

Task 1. Choose one of the following approaches and methods. Conduct a library research and prepare your presentation using the given guideline below.

1. Suggestopedia
2. The Silent Way
3. Total Physical Response/TPR
4. Task-Based Learning
5. Inquiry-Based Approach
6. Situational Language Teaching
7. Community Language Learning
8. Task-Based Language Teaching (TBLT)
9. Dogme
10. Content and Language Integrated Learning (CLIL)
11. The Game-based teaching Approach
12. Project-based Approach
13. Immersion Method
14. Neurolinguistic Programming
15. The Lexical Approach
16. Competency-Based Language Teaching
17. Functional-Notional Approach
18. The Reading Approach
19. Cooperative Teaching/Learning
20. Mobile-assisted Language Learning

Guideline for presentation

1. History of the method/approach
2. Principles of the method/approach
3. Advantages/disadvantages of the method/approach
4. Practical implementations.

GLOSSARY

- Acquisition** – the act of gaining skills and understanding
- active listening** – structured listening in which the listener confirms (in own words) what has been understood
- approach** – the teaching method used
- assessment** – evaluation based on a learner's achievements
- audio lingual** – teaching related to listening and speaking
- auditory learners** – people who learn best by having discussions and listening to lectures
- authentic task** – task where language is practised in a way that is similar to the real world (role playing)
- authentic text or material** – texts taken from the real world, not adapted for learning purposes (newspapers)
- blog** – a frequently updated web page used for personal commentary or business content. Blogs are often interactive and include sections at the bottom of individual blog posts where readers can leave comments.
- classroom language** – words and expressions used by the teacher (and that need to be understood by the students) to run lessons
- communicative approach** – an approach to language teaching in which the learner's main goal is to be able to communicate in the real world, and the teacher's role is as a facilitator
- comprehensible input** – theory that language learners only acquire a language if they basically understand what the teacher is saying or presenting
- comprehensible output** – theory that language learning occurs when people attempt and fail to communicate and are forced to try again
- comprehension** – achieving full understanding; "written comprehension" refers to an understanding of what has been read
- computer assisted language learning (CALL)** – (also called "e-learning") using the computer for learning
- cooperative learning** – a teaching method in which learners are placed into small groups of different levels and given a task
- curriculum** – description of courses and/or content in a program

deductive approach – a traditional method of teaching grammar in which the rules are dictated to the learner first (see "inductive approach")

deep learning – where the learner analyses new information and ideas and links these to previous knowledge with the goal of long term retention and understanding (see "surface learning")

demo lesson – part of the interview process in which the applicant teaches a real class (usually a mini-lesson) in front of an interviewer or panel

direct method – teaching method in which only the target language is used (learners are not permitted to use their native language)

EFL/ESL – often used interchangeably; English as a Second Language refers to teaching in countries such as the USA where English is the native language; English as a Foreign Language refers to teaching in countries

eliciting – a teaching technique for drawing out information from learners rather than simply providing all the information

facilitator – a person who assists or supports a learning group that is attempting to perform a task; remains neutral

fluency – the ability to express oneself without effort

form focused task – a teaching method where learners are introduced to one learning item at a time with hopes that mastering each skill will eventually lead to learning a language

functional language – typical expressions used for specific purposes such as making suggestions, giving directions, asking permission

gap-fill exercise – a text where some of the words have been replaced with blank spaces which students have to fill in.

graded reader – a text that has been adapted for language learners and targets a specific level of reader

grading rubric – a summary of criteria for assessment; includes various levels of achievement for each task or skill

grammar – the language system concerned with the way language is structured (mostly at the sentence level) to make meaning, including matters such as parts of speech, verb tenses, word agreement, clauses, and sentence formation

Grammar Translation – (formerly called the "Classical Method") a traditional language teaching method that requires learners to

memorize grammar rules and vocabulary and translate large amounts of text into English; still one of the widely used teaching methods
guided practice – section in a lesson that gives learners the chance to use what they have been taught

inductive approach – a modern theory of teaching grammar in which the rules are taught in context or in a practical situation

information gap activity – a type of activity where learners must communicate with their classmates to get information needed to complete a task

interactive writing – where learners practise writing skills in a creative and open ended way with other learners and/or the teacher

L1 – First (primary or native) language

L2 – Second language

lesson plan – a teacher's description of an individual lesson; usually includes title, language target and level, materials required, and a summary of the activities and practice that will take place (seasoned teachers often reduce to point form notes)

language lab – a school room with computers and/or audio equipment where learners can practise skills they have learned in the classroom on their own, especially listening to English

language skills – the four ways in which people use language:
listening, speaking, reading, writing.

lexis – all of the words and word forms in a language with meaning or function

linking verb – verbs that connect the subject to more information (but do not indicate action), such as "be" or "seem"

listening – one of the four [language skills](#), listening is the "input" or receptive skill associated with spoken language

materials, ELT materials – educational resources for teachers and/or learners, including things such as books, tests, websites, handouts and audiovisual materials

metalanguage – "language used to talk about language", more specifically the terminology that teachers and learners may use when discussing the target language

minimal pair – two words whose pronunciation differs only by one sound; often used in pronunciation practice.

m-learning, mobile learning – any kind of learning using portable electronic devices such as smartphones, tablets, MP3 players and

laptops, usually through the Internet and coupled with mobile learning software and apps, and sometimes interacting with teachers and other learners in real time.

module – an educational unit which is usually studied over a set amount of time (sometimes independently)

Mother tongue (also called "native language") – the dominant language a person hears and learns in childhood

motivation – the drive to learn and improve

multi sensory activities – activities that require learners to use many of the senses, including listening, seeing and touching

multilingual – proficient in more than two languages

native language (also called "Mother tongue") – the dominant language a person hears and learns in childhood

native speaker – a person whose first language is the target language of the learner (English)

Natural Approach – the theory that learners should acquire a language as babies do, beginning with silent listening

pedagogic task – classroom tasks that learners would unlikely need to do in the real world

peer evaluation – learners providing feedback (or assigning marks) to other learners

podcast – a regularly updated audio segment that can be played back on a computer or downloaded to a listening device such as an MP3 player for future listening

PPP – stands for "presentation, practice, production"; the main components to a lesson

practicum (also called "observed teaching") – part of a teacher training program that involves getting practice in a real classroom and receiving feedback from an experienced teacher; usually a required number of hours

pragmatics – the study of language and how people speak in a certain context or situation

prescriptive grammar – the rules and examples of language usage used to teach a language

process approach – a method for teaching writing that walks learners through the strategies of pre-writing, writing and revision stages

product approach – a method for teaching writing in which learners are given a model and then asked to create something similar

reading – one of the four [language skills](#), reading is the "input" or receptive skill associated with written language

realia – objects from the real world that learners can use while practising the language to make a classroom feel more like a real life setting

recycling – a teaching method in which teachers (or materials) review vocabulary or skills that have already been taught by including them in subsequent lessons

role-play – a form of speaking practice where the learners pretend to be people they are not

scaffolding – offering strong instructional support when introducing a new concept or idea; including a discussion based on prior knowledge of a subject and offering images or other visual aids

scan – a type of reading that involves searching for something specific (such as an answer) in a piece of text

silent period – a period of time in the initial phase of learning a language where a learner should not be required to respond but rather encouraged to understand what is being taught (according to some theorists)

sociolinguistic competence – the ability to use and understand the appropriate language in different social situations

speaking – one of the four [language skills](#), speaking is the "output" or productive skill associated with spoken language

Standard English (S.E.) – the "normal" spelling, pronunciation and grammar that is used by educated native speakers

STT – Student Talking Time; the amount of time during class when learners get to do the talking (see TTT)

student centred learning – method of teaching where the needs and interests of the students receive priority and the teacher's role is "facilitator"

student feedback – reaction or evaluation from learners (directed towards other learners or the teacher)

supplementary materials – extra worksheets, games, books etc. that a teacher uses for teaching materials in addition to a core text (often based on the same theme or skill set)

surface learning – when a learner memorizes facts and accepts information for the purpose of an exam; long-term retention and understanding is unlikely (see "deep learning")

syllabus – an outline of the subjects in a course or program

tape script/transcript – the text version of an audio segment or lesson

target language – the language being taught (English); also sometimes refers to the language goal or aim to be presented in a lesson

teachable moment – an educational opportunity that comes up often unexpectedly and is taught as an aside

teacher burnout – a condition caused by depersonalization, prolonged stress and a diminished sense of accomplishment

teacher centred – a teaching method (outdated in the EFL industry) where the instructor does most of the talking

teaching aids – equipment, supplies, or materials that a teacher uses in the classroom e.g. tapes, videos, white board

theme-based – a whole language program or curriculum that is organized by themes or topics rather than skills

Total physical response – part of the Communicative Approach; learners are encouraged to respond with actions before words

TTT – Teacher Talking Time; the amount of time a teacher talks and the learner listens

tutor – a person who assists a learner privately; teaching session usually focuses on learner difficulties and specific goals

technique – a way of achieving a purpose

virtual classroom – an online classroom that allows teacher and learners to see, hear and interact with each other in real time, share and view videos and presentations, and engage with learning resources individually or in groups.

virtual field trip – a collection of images, text and/or video from the World Wide Web that is gathered and packaged into a presentation on a certain topic

visual learner – people who learn best when teachers use body language, facial expression and pictures

warmer – a short, fun activity that brings energy into the classroom and usually precedes a lesson

writing – one of the four language skills, writing is the "output" or productive skill associated with written language

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3. <https://youtu.be/Mqd7OdJoLn0>
4. <https://youtu.be/iGDxCg90Its>
5. <https://youtu.be/ia3wH3dhBmk>
6. <https://youtu.be/oG0yNkvC4FM>

7. <https://youtu.be/fSLJvHa9pLg>
8. <https://youtu.be/iOEjq9B25a4>
9. <https://youtu.be/lz0IT4Uk2xQ>

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**APPROACHES AND PRINCIPLES OF FOREIGN LANGUAGE
TEACHING**

O‘QUV QO‘LLANMA

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