

**Kilicheva Mehriniso Rajabovna
Ataboyev Nozimjon Bobojon o'g'li**

**CHET TILI O`QITISHNING
INTEGRALLASHGAN KURSI
(Til sathlarini o`qitishda kommunikativ yondashuv)**

5111400 – Xorijiy til va adabiyoti

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Mas`ul muharrir:

O.M. Fayzulloyev – Buxdu Ingliz adabiyotshunosligi kafedراسi mudiri, f.f.f.d.,
PhD

Taqrizchilar:

Axmedova M.B. – Buxdu Ingliz adabiyotshunosligi kafedراسi dotsenti, f.f.f.d.,
PhD

Minniqulov I.M. – O`zDJTU Ingliz tilini o`qitish metodikasi №1 katta
o`qituvchisi, f.f.f.d., PhD

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KIRISH

Mamlakatimizda “Chet tillarni oʻrganish tizimini yanada takomillashtirish chora-tadbirlari toʻgʻrisida”gi PQ 1875-sonli qarorning qabul qilinishi hozirgi kunda taʼlim tizimining barcha bosqichlarida talabalarga chet tillarini uzluksiz oʻrganishni tashkil qilish, zamonaviy oʻquv materiallar bilan taʼminlashni yanada takomillashtirish, shuningdek, zamonaviy pedagogik va axborot-kommunikasiya texnologiyalaridan foydalanib chet tillarni oʻrganish imkoniyatini yanada kengaytirdi. Mazkur “Til sathlarini oʻqitishda kommunikativ yondashuv” moduli boʻyicha mustaqil ishlash uchun tayyorlangan oʻquv qoʻllanma oliy taʼlimning 5120100 – Filologiya va tillarni oʻqitish (ingliz tili) va 51111400 –Xorijiy til va adabiyoti (ingliz tili) taʼlim yoʻnalishlari II bosqich bakalavriat talabalari uchun moʻljallangan boʻlib, u “Chet tili oʻqitishning integrallashgan kursi” fanidan Oʻzbekiston Respublikasi OOʻMTVning 2020 yil 14-avgustdagi 531-sonli buyrugʻining 10-ilovasi bilan tasdiqlangan namunaviy dastur asosida tayyorlangan. Ushbu oʻquv qoʻllanmada talabalarning grammatika, leksika va fonetikasi kommunikativ yondashuv asosida oʻqitishning afzalliklari haqida batafsil maʼlumotga ega boʻlishi va oʻrganishga moʻljallangan materiallarni tahlil qila olishi, til oʻrganayotgan oʻquvchi va talabalarning xatolarini tuzata olishi, grammatika, leksika va fonetikasi oʻqitishga moʻljallangan kommunikativ oʻquv materialini yarata olishi koʻnikmalarini rivojlantirish maqsadida turli xorijiy adabiyotlardan S. Thornbury “How to Teach Vocabulary”, “How to teach grammar”, “How to teach pronunciation”, D. P. Brown “Effective Teaching Practice”, D.Larsen-Freeman “Techniques and principles in language teaching” kabi kitoblar matnlaridan parchalar berilgan, shuningdek, matnlar asosida testlar oʻquv qoʻllanma soʻngida oʻz ifodasini topgan. Ushbu oʻquv qoʻllanma oʻquv yurtlarida ingliz tili fanidan iqtidorli talabalar bilan ishlash, va ularda mustaqil taʼlimni tashkil etish, zamonaviy ped texnologiyalarni qoʻllashni samaradorligini oshirishga qaratilgandir. Berilgan uslubiy tavsiyalardan amaliy mashgʻulotlarda unumli foydalanish va talabalarni oʻzlashtirish darajasini yuksaltirish maqsadida foydalansa boʻladi.

THEME 1. WHAT IS GRAMMAR?

Plan:

1. What is grammar?
2. The correlation between grammar and meaning
3. Grammar and function

Grammar is the system of a language. Grammar is sometimes referred to be a language's "rules," but no language has rules. When we say "rules," we mean that someone made the rules first and then spoke the language, as if it were a new game. Languages, on the other hand, did not begin in this manner. People first made sounds, which then evolved into words, phrases, and sentences. There is no such thing as a universal language. Every language evolves throughout time. What we refer to as "grammar" is merely a reflection of a language at a specific point in time. As a result, grammar is the mental system of rules and categories that enables humans to generate and interpret their language's words and sentences. Grammar adds meanings that aren't immediately apparent from the context. Grammar primarily realizes the following types of meanings:

- **representational** - that is, grammar enables us to use language to describe the world in terms of how, when and where things happen.

e.g. The sun set at 7.30. The children are playing in the garden.

- **interpersonal** - that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language.

e.g. There is a difference between: Tickets! Tickets, please. Can you show me your tickets? May see your tickets? Would you mind if I had a look at your tickets.

Grammar is a subject in the language arts that teachers and students alike find challenging to teach and learn. The Form-Function Method for teaching grammar, on the other hand, simplifies the subject by dividing it into its two most fundamental linguistic elements: grammatical form and grammatical function. The Form-Function Method can be used to examine any language's grammar.

The Form-Function Method for teaching grammar is based on four principal tenets:

Languages contain a finite number of grammatical forms.

Languages contain a finite number of grammatical functions.
Grammatical forms perform one or more grammatical functions.
Grammatical functions can be performed by one or more grammatical forms.

Begin using the Form-Function Method to study grammar by learning the four tenets of the method. Subsequent grammar lessons will elaborate on each tenet.

Define and describe grammatical form after discussing the philosophy underlying the Form-Function Method for teaching grammar. There are a limited number of language-specific grammatical forms in all languages. "What a word, phrase, or clause looks like" is how grammatical form is defined. Grammatical formations are referred to as "parts of speech" in traditional grammars. The term dog, for example, is a noun, while the phrase bite is a verb, and the word little is an adjective.

The internal structure of words, sentences, and clauses is also considered grammatical form. The potential inflections of words, as well as the syntax of phrases and clauses, can be defined as internal structure. Prototypical nouns, for example, can be expressed as single (dog) or plural (dogs), as well as possessive (dog's and dogs'). An adjective (small), an adjective and an adverb phrase (very small), or an adjective plus a prepositional phrase are all examples of prototypical adjective phrases (small at the waist).

Grammatical Forms in English

Study the nine grammatical forms in English after learning about the notion of grammatical form. There are nine basic grammatical forms in the English language: Noun/Pronoun/Adjective/Determiner/Verb/Adverb/Preposition/P-word Conjunction/Interjection

Each grammatical form could be the subject of a separate lecture. In English, for example, the adjective can have comparative (larger and more beautiful) and superlative forms (biggest and most beautiful).

Task 1. Read and decide if the statements are True or False.

1. Grammar is a set of rules._____
2. Languages started by people making sounds._____

3. Grammar does not facilitate the way we interact with other people_____
4. Grammar enables us to use language to describe the world in terms of how, when and where things happen._____
5. First rules were created_____
6. The internal structure of words, sentences, and clauses is also considered grammatical form.
7. The Form-Function Method can be used to examine any language's grammar.
8. Grammar facilitates the way we interact with other people

Comprehension questions:

1. What is grammar in simple terms?
2. What is the definition of English grammar?
3. What is called grammar?
4. What is the function of grammar?
5. What is grammatical form?
6. What is the example of grammatical function?
7. How many types of grammar are there?
8. What are the two methods of teaching grammar?

THEME 2. INDUCTIVE AND DEDUCTIVE APPROACHES TO TEACHING GRAMMAR

Plan:

- 1. The inductive approach to teaching grammar**
- 2. The deductive approach to teaching grammar**

The inductive approach is a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context¹. With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice².

The deductive approach is a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first³.

Advantages of deductive approach	Disadvantages of deductive approach
<p>Rules goes from easy to difficult</p> <p>Rules are explained by the teacher. It is time saving for the learner as he gets ready made materials.</p> <p>It is easy to learn if the learners have analytical learning style.</p> <p>Teachers do not have to prepare in advance, they explain language points as they come up.</p> <p>More controllable</p>	<p>Students are passive who just listen to the class.</p> <p>Old learning experience</p> <p>It is difficult to remember the rules.</p> <p>The class is teacher-centered which is not in trend now.</p> <p>Students keep silent and learn only the given material.</p> <p>It may cause some misconceptions or challenges for young learners. They may not understand theoretical parts.</p> <p>Instruction-based lesson</p>

¹ Goner, Phillips, and Walters. (1995). Teaching Practice Handbook: Structures: Grammar and Function. Heinemann. P.135

² Rivers, Wilga M., Temperley, Mary S. (1978). A Practical Guide to the Teaching of English as a Second or Foreign Language. Oxford University Press. P.110

³ Rivers, Wilga M., Temperley, Mary S. (1978). A Practical Guide to the Teaching of English as a Second or Foreign Language. Oxford University Press.

The inductive approach or the rule-discovery path

Advantages of inductive approach	Disadvantages of inductive approach
<ul style="list-style-type: none"> • Students are active who discover the rules themselves. • The rules are introduced after the discovery • New learning experience • Practice-based • Class is student-centered in which students are actively involved in the learning process, rather than being simply passive recipients. They are more engaged and motivated. • It encourages to develop problem solving and critical thinking abilities. 	<ul style="list-style-type: none"> • Much time and energy is spent on working out the rules. • Students may get confused in the process of working rules. • It is difficult for the students who don't have problem solving skills. • the learners may make incorrect assumptions.

Research discoveries into the relative benefits of deductive and inductive strategies have been uncertain. Brief term picks up for deductive learning have been found, and there's a few prove to recommend that a few sorts of dialect things are superior 'given than 'discovered'. In addition, when overviewed, most learners tend to incline toward deductive introductions of linguistic use. In any case, once uncovered to inductive approaches, there's regularly less resistance as the learners see the benefits of understanding dialect problems themselves. At last, the independence contention isn't effortlessly expelled: the capacity to observe designs and regularities in actually happening input would appear to be an important apparatus for self-directed learning, and one, subsequently, that might conveniently be created within the classroom.

Comprehension questions:

1. What is deductive approach?
2. What is inductive approach?
3. What are the differences between teaching grammar deductively and inductively?

4. What are the advantages of rule-driven approach?
5. What are the disadvantages of rule-discovery approach?
6. Which is more effective in teaching grammar inductive or deductive approach?
7. How is inductive approach used in teaching grammar?
8. How do you know if its deductive or inductive reasoning?
9. What does deductive mean in English?
10. What are the steps of inductive method?

THEME 3. TEACHING GRAMMAR IN SITUATIONAL CONTEXTS - USING A GENERATIVE SITUATION

Plan:

- 1. Usage of generative situation**
- 2. How to teach grammar in context**
- 3. How to teach grammar via songs**

Teachers should structure their lesson plans in accordance with the following guidelines, ensuring that students understand: 1. What does it mean? Students must comprehend the connection between meaning and context. 2. The way it sounds. Students must understand the connection between natural pronunciation and spelling (phoneticization). 3. What it appears to be. Students must understand how to construct the goal structure. 4. When and how can it be applied? The function of target phrasings must be understood by students. Students will benefit immensely from the usage of contextual passages in their language learning since they offer them with meanings that are not always available in the target wording. The use of situational passages is one of the most effective techniques to explain meaning. This can be accomplished in a variety of ways, including the use of photographs and real-world artifacts. Situational teaching, on the other hand, must be closely monitored by the teacher, at least at first, and pupils must be engaged at all times. The importance of the interaction between context and meaning is emphasized in situational teaching.

Students who learn language in context are better equipped to employ grammatical structures correctly. Learners benefit from seeing how language functions in sentences or passages; in this way, teaching

language structure in context allows students to grasp how syntactic structures function in sentences. Teaching grammar in context allows students to gain a better knowledge of the language by allowing them to experience the nature of the language. Teaching grammar through conversations is an efficient method. Dialogues are beneficial in grammar instruction because they often fit learners' expectations of how language is used in the actual world: individuals use language primarily to talk to each other.

Example:

Joe: What do you do on weekends?

David: well, that depends. During the school year, I usually have to study on Saturdays.

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA!

D: Ha! That's a good joke. (adapted from *How to Teach Grammar*, Scott Thornbury)

Thornbury explains the steps as:

In the first step the teacher tells the class that she is going to play them a conversation between two friends. She asks students to close their books and to listen to the first part of the conversation and to answer this question: *What are they talking about: last weekend, next weekend, or every weekend?*

In the second step once she has established that the conversation is about every weekend she asks the students to listen to the whole

conversation and to put these words in the order that they hear them: *movies, drive, soccer, go out, study, lunch, park, walk.*

In the third step she asks the students if they can tell her which of the activities in the list David does on Saturdays, on Sundays, and about once a month.

In the fourth step the teacher asks learners to listen for the following words and to match them with the words in the list on the board: usually, always, sometimes. For example: *usually study always have lunch sometimes go to the park.*

In the fifth step the teacher asks learners to focus their attention on two or three of these sentences and to tell her exactly what the speaker says. For example: *We always have lunch together I sometimes go to the park.*

In the sixth step the teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities.

In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ...

In the eighth step students listen to the conversation again and check their answers to step seven, and in the final step she invites the students to write four or five original sentences about themselves using the pattern she has highlighted in step six.¹

Task 1.

Step 1: By means of a picture on the board (a drawing, photo, or picture cut from a magazine) the teacher introduces a character she calls Andy. She draws a rough map of Australia, placing next to it a picture of a four-wheel drive vehicle. She elicits ideas as to how these pictures are connected, establishing the situation that Andy has decided to drive across the Australian desert from the east to the west. She elicits the sort of preparations a person would need to make for such a journey. Students suggest, for example, that Andy would need a map, a spare wheel, lots of water, a travelling companion, food, a first aid kit, and so on. The teacher selects some of these ideas, and writes them in a column on the board, and one or two ideas of her

¹ Thornbury, S. (1999) How to teach grammar. Longman Pearson. p.73-74

own: To do this kind of journey, you should: take a map take water not travel alone advise the police not travel in the wet season

Step 2: The teacher then explains that Andy made no preparations. He didn't take a map, he didn't take water, he travelled alone, etc. She asks the students to imagine what happened. Using their ideas as well as her own, she constructs the following story: Andy set off, got lost, got very thirsty, set off in search of help (leaving his vehicle behind), got trapped by sudden flood waters, etc. The police set out in search of him but couldn't find him because he had abandoned his vehicle and left no note. The teacher checks these facts by asking one or two students to recount them.

Step 3: The teacher asks the class: Well, what do you think of Andy?, eliciting answers like He was stupid. Teacher: Why? At this point, students may venture sentences, like He must take a map. Having thus established the idea of disapproval of past actions, the teacher models the sentence: He should have taken a map, repeating it two or three times. The students repeat the sentence in unison and then individually. The teacher reminds the students of the concept of disapproval by asking Did he take a map? (No). Was that a good idea? (No) So ...? The students respond: He should have taken a map. She then repeats this process using the example of travelling alone, eliciting, modelling, drilling, and concept-checking the sentence: He shouldn't have travelled alone. Further prompting elicits example sentences, such as: He should've taken water. He shouldn't have left his car. At strategic points, the teacher recaps the sentences that have been generated, using the words on the board as prompts. So far, nothing has been written on the board.

Step 4: The teacher then clears the board and writes up the following table:

He should have taken water/ shouldn't have traveled alone.

She asks students, working in pairs, to add further sentences about the situation. Individual students read sentences aloud from the table.

Step 5: The teacher then asks students to imagine the dialogue when the police finally find Andy. She writes the following exchange on the board:

Police: You should have taken a map.

Andy: I know I should. I didn't think.

Students, working in pairs, continue writing the dialogue along the same lines, and then practice it aloud, taking it in turns to be the police officer and Andy.¹

Task 2. Match the context with point of grammar.

Context	Point of grammar
Follow a recipe or instructions to bake a volcano cake.	Simple past tense Question formation Forms of verb to do Word order in negation
Give directions to another person to get to a store, the post office, or a bank using a map.	Present continuous tense Present tense Non-referential it
Describe a past vacation, weekend, etc.	Imperative verb form
Role play a shopping to buy a gift for a family or friend.	Locative prepositions Modal verbs (can, may, should)
Make a daily weather report	Past conditional and past perfect tenses If clauses
Report a historical or actual past event and discuss conditions under which a different outcome might have resulted	Forms of verb to be Idiomatic expressions
Tell someone how to find an object in your living room.	May, might Collective nouns and quantifiers (any, some, several, etc.)

Let's see how to teach grammar via songs. Most of the people disagree with this opinion. Because they think that majority of the songs are grammatically wrong and based on especially oral ways of speech and dialects. On the contrary, there are also songs which are grammatically true. In order to find a proper song we have to take into consideration some points. For example, it should be suitable for the age of learners and should be meaningful. We can't rely on any song because of their improper meaning. Besides, if the intended grammar rule is repeatedly used from the beginning to the end of the song, it will be very useful. Next, taking into consideration the age of learners, the song should be slow to understand well because the purpose is not to focus on the listening skills but teaching and

¹ https://www2.vobs.at/ludescher/Grammar/teaching_grammar_in_situational_contexts.htm

explaining the grammar. For instance the following song by Lenka is very useful for teaching adjectives in English:

*As sly as a fox, as strong as an ox
As fast as a hare, as brave as a bear
As free as a bird, as neat as a word
As quiet as a mouse, as big as house
All I wanna be, all I wanna be, oh
All I wanna be is everything
As mean as a wolf, as sharp as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a wrong
As long as a road, as ugly as a toad
As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as light as play
As hard as nails, as grand as a whale
All I wanna be oh, all I wanna be, oh
All I wanna be is everything
Everything at once, everything at once
Oh, everything at once
As warm as the Sun, as silly as fun
As cool as a tree, as scary as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice
As old as time, as straight as a line
As royal as a queen, as buzzed as a bee
As stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be
All I wanna be oh, all I wanna be, oh
All I wanna be is everything
Everything at once*

By this song we can teach the simple degree of adjectives with the structure of "as ...as". But learners can't fully understand the whole part of the song. So, it is essential that the teacher should approach this situation step by step. Firstly, the teacher asks students to listen the song and to find some nouns as they hear. While listening, students should note the nouns they have heard. Then the teacher should focus on critical thinking. In that case, he asks students to find

some adjectives which best suit the nouns. This time students should find relevant adjectives without listening to the song. Then the teacher puts the song again and asks them to pay attention to whether or not the adjectives they have already found are the same as the ones in the song. Students should circle the adjectives on their notebook if these adjectives are sung in the song. And the teacher counts all adjectives which students found and circled then writes new adjectives on the blackboard. Then students match adjectives with nouns relying on their quality and their meaning. Finally they listen the song by putting adjectives simply within the structure "as...as". After the students learn the adjectives and the structure, the teacher asks them to make sentences by using these patterns in order to practice and consolidate.

In conclusion, we can say that teaching grammar through songs is very useful as well as very interesting. It supplies the high spirit of the atmosphere. Besides, students learn easily in this way. We can teach not only adjectives but also other grammar rules with the help of songs. And the most significant key point is to choose proper and suitable songs.

Comprehension questions:

1. How does the use of contextual passages effect language learning?
2. What are situational passages?
3. What are the advantages of learning grammar in context?
4. Bring an example how to teach grammar in context.
5. What are the disadvantages of teaching grammar via stories?
6. How can the adjectives of comparison be taught via songs?
7. How do you teach grammar in a fun way?
8. How do you teach situational English?
9. What are the methods of teaching grammar?
10. What is the best method for teaching English grammar?

THEME 4. LINGUISTIC INTUITION

Plan:

1. What is linguistic intuition?
2. Native speakers, non-native speakers and linguistic intuition
3. The contents of our linguistic intuitions

For linguists, it's a powerful methodology to explore the limits of grammatical structure allowed in a language, to articulate the rules that determine what is and is not part of a given language's grammar.

For example:

Elena chopped up the parsley/Elena chopped the parsley up. Both correct

Elena walked up the stairs/Elena walked the stairs up. 1st yes/2nd no

The jarring impression that 'Elena walked the stairs up' makes on us is our linguistic intuition. By manipulating phrases, transforming them in various ways, and noting the resulting acceptability of the results, we come to discover phrasal boundaries; 'chop up' forms a unit and can move its particle 'up' beyond the object of the verb, but in the second pair of examples, 'up' is inside the unit 'up the stairs' and is a directional preposition, not part of the preceding verb. We have strong intuitions about how prepositional units should occur in English.

Linguistic intuitions are not infallible in every, nor are they the only method available to study the properties of language. Consider more cases of examples related to those above.

not I/not me (it was not I, it was not me) both okay?

happy is he who finds his own way/happy is him who finds his own way ?

it was indeed they/it was indeed them both okay?

it were they/it were them both bad, right? The verb 'to be' is felt to agree with 'it', not the extraposed subject.

These engage both word order (syntax) and meaning (semantics).

a big red ball/a red big ball

a small yellow satin purse/a yellow small satin purse/a satin yellow small purse

the tallest biggest strongest gladiator/the biggest strongest tallest gladiator/the strongest biggest tallest gladiator

the strangest prettier blue flower/the prettier strangest blue flower

*a tall smart young woman/a young smart tall woman/a smart young tall woman*¹

Some non-native speakers may claim they don't have intuitions about L2. What they might be saying is they don't feel confident about them. In reality, they must have these kinds of intuition and its development must be essential to the progress in L2. Furthermore, we have to recognize that there must be input from a deeper level and some of these must relate to L1, so it would be impossible to say that non-native speakers lack access to a subconscious level of intuitions - something we could call, reflexive intuition. James (1996), posits the idea that, Since one never knows a second-language in isolation from one's first knowledge can be held at the procedural level of performance (being manifest in MT (mother tongue) interference on FL (foreign language use), or at the cognitive level of intuition in which case we talk of Cross-linguistic Intuition (XLI).

The Contents of our Linguistic Intuitions. This includes things like simple usage frequency of single words, but extends to combinations of words, phrases, idioms, their marked and unmarked meanings, degrees of atypicality and speculating about what they refer to pragmatically (Hunston, 2002). When the corpus characterization of linguistic intuition suggests native speakers have no intuitive knowledge about grammatical categories, they mean we cannot declare that knowledge intuitively. In other areas of linguistics just because we might not be aware that 'have eaten' 'did eat' are different structurally and semantically, it doesn't mean we have no intuitive knowledge about this, because it is precisely our linguistic intuition that allows us to use these forms expertly and effortlessly – or shall we say, intuitively. Secondly, and perhaps more importantly valuably, Hunston makes us aware that we get used to associating certain words in certain syntactic structures to the point where if another word is used in an identical structure, we may jump up and say, 'that's wrong' or 'that's not good'. How our intuitions mingle and mess with one another is a crucial question and yet it might be one of the most difficult to answer. Experiments need to be developed to assess this.²

¹ <https://wordtravelstheblog.com/2010/07/20/linguistic-intuition/>

² Duncan Wotley, On Perspectives of Linguistic Intuition for Foreign Language Teaching. The Asian EFL Journal Professional Teaching Articles – CEBU Conference Issue (4) November 2011, Volume 56

Comprehension questions

1. What is the difference between these sentences: Elena chopped up the parsley/Elena chopped the parsley up?
2. Is strong linguistic intuition a rare phenomenon?
3. How is linguistic intuition defined?
4. How can one develop their linguistic intuition?
5. What are the methodological difficulties involved for linguists who study people's linguistic intuition?
6. What are some examples of linguistic intuition?
7. Why do linguists tend to ignore speech performance errors in their study of linguistic competence?
8. What are grammatical intuitions?
9. Why do linguists tend to ignore speech performance errors in their study of linguistic competence?

THEME 5. USING GRAMMAR DICTIONARIES

Plan:

1. **The role of grammar dictionaries in language teaching**
2. **Usage of grammar dictionaries in language classes**

In considering the role of grammar in dictionaries a distinction must be made at the outset between the lexicon of linguistic theory and the practical commercial dictionary designed to answer the typical questions of typical native speakers about their own different goals. The linguistic lexicon is part of a theory of a language, and its goal is to give an explicit account of the intuitive competence of the native speaker. Each lexical item in such a lexicon is ideally accompanied by all the semantic and grammatical information necessary to describe what the ideal appropriately in grammatical sentences. In a word, the linguistic lexicon attempts to formulate explicitly what the native speaker already knows intuitively and unconsciously. The practical commercial dictionary, on the other hand, attempts to provide native speakers with precisely the other kinds of information that native speakers seek in a dictionary.

The linguistic lexicon item. In an English linguistic lexicon, for example, we would expect the verbs **earn, elect, frighten, announce, read, eat** to be labeled as permitting OBJECT-DELETION as in: **He likes to read,** and **When do we eat?** We would expect the verbs

think, say, suppose, declare to be labeled as permitting a that-clause complement as in: **I think that he knows. He declares that it's true.** We would expect the nouns **chair, insult, parade, jest, job, scheme** to be labeled as count nouns and the nouns **patience, courage, hunger, advice, furniture, peace, sugar** to be labeled as mass nouns. The nouns **superstition, injustice, cheese, hair, paper**, which exhibit class cleavage in this respect, would be expected to be so labelled.

Such subcategorization of the parts of speech is not to be found in even the most prestigious commercial dictionaries. Dwight Bolinger says, "... suppose a person who does not already know English wants to compose a sentence using the word **whim**. He looks it up in **Webster's Third**, where he finds it marked as a noun and grouped with the synonyms **caprice** and **fancy**, and **also** under **folly**, grouped with **indulgence, vanity, and foolery**; but there is nothing to tell him that a **little whim** refers to something small, while a **little indulgence** or **vanity** or **foolery** probably refers to an amount. In short, the dictionary fails to label the subcategories of mass noun and count noun. "(1) Perhaps the key to reconciling Bolinger's criticism dictionaries lies in the phrase a person who does not already know English". Bolinger is obviously assuming that an English monolingual dictionary should be addressed to any user, native speaker of English or not. Such a dictionary might be highly desirable, but, although they probably would not want to admit it, the editors of English monolingual dictionaries do not presume to address themselves to any other users than native speakers of English. Monolingual dictionaries in other languages are similarly designed primarily, if not exclusively, for the needs of the native speaker.

Dictionary editors are very sensitive to the requirements of the users of their dictionaries. Clarence L. Barnhart, an experienced editor of highly successful English dictionaries, says, "It is the function of a popular dictionary to answer the questions that the user of the dictionary asks, and dictionaries on the commercial market will be successful in proportion to the extent to which they answer these questions of the buyer. This is the basis on which the editor must determine the type of information to include." (2) Some years ago, Barnhart circulated 108 questionnaires in 99 colleges in the United States reporting on the use of the dictionary by some 56,000 students. The teachers were asked to rate six types of information commonly given in college freshman. The six types of information in the

questionnaire were: meaning, spelling, pronunciation, synonym studies, usage notes and etymologies, and they were rated in precisely that order of importance to the college freshman. What is noteworthy here is that grammatical information was not considered sufficiently important to be included among the types of information to be surveyed. An open-ended question at the end of the questionnaire asked in what respects college dictionaries are most deficient. Any concern about the inclusion of grammatical information in college dictionaries might have been elicited by this question. Apparently it was not. Thus, an experienced dictionary editor and 108 teachers of freshman composition all seem to agree that grammatical information is of little or no importance in a monolingual dictionary, and they are probably right if the monolingual dictionary is assumed to be addressed exclusively to the native speaker¹.

Comprehension questions:

1. What is the purpose of dictionary?
2. What are the benefits of dictionary?
3. What is the importance of dictionary in language learning?
4. What are the advantages and disadvantages of dictionary?
5. What makes a good dictionary?
6. What are the main features of dictionary?
7. What are the parts of dictionary?

THEME 6. EVALUATING GRAMMAR ACTIVITIES

Plan:

1. **What is E-factor?**
2. **What is A-factor?**

In his book “How to teach grammar” Scot Thornbury introduces **the E-factor** and **A-factor** is a very simple and very practical way to evaluate grammar activities that we may or may not use with our students. The E-factor stands for **efficiency** and the A-factor stands for **appropriacy**.

E-factor: efficiency means to do something in the best possible way so with the highest quality with the least amount of time and

¹ https://www.persee.fr/doc/equiv_0751-9532_1978_num_9_2_1015

effort. Why is efficiency so important when it comes to grammar teaching. There are three key reasons: 1. The grammar is not the only thing that we have to teach our students and it's not the only thing they have to learn all of the language systems: pronunciation, vocabulary, grammar and discourse; they have to learn the four language skills: listening, writing, speaking and reading. The second reason is that we have a very limited time with our students. If our class is 50 minutes long and we meet twice a week, that's all we have to work with our students on all aspects of the English language. Finally, we also have limited time as teachers to prepare our lessons. We don't want to be spending hours and hours to prepare for those 250 minute classes that we might have. There are other three **E words** that we can use to further understand this idea of efficiency when it comes to our grammar activities. The first one is **Economy** that simply means the shorter amount of time we spend on something, the better it is. So, we should have very short and clear instructions, our resources should be simple to make and simple to implement. The second E is **Ease** that simply means the easier it is to set up an activity, the better that activity is. The final E is **Efficacy** that means how effective is your activity in terms of student learning so do students learn what you want them to learn do they retain what you want them to retain and they are motivated by the activity.

The A factor: appropriacy is an evaluation of a grammar activity from the perspective of the students. Is this a good activity for this particular group of students? There are a lot of factors that we need to look at when it comes to appropriacy. Here are some of them. We need to look at learner age, learner language level, the size of the class, materials and resources we have available and that our students will enjoy using. We need to consider students' previous life experiences and English learning experiences, cultural background and finally, educational context.



Task 1. Evaluate the following grammar activities.

A. Insert apostrophes where needed.

1. Many peoples attitudes toward taxes have changed
2. Theyre sick of having to clean up everyone elses mess
3. Mothers worry is needless
4. Who hasn't hung his coat on the rack?
5. Doesn't it matter to you that they believe you lied?
6. New Yorks tall buildings amaze tourists
7. The essays titles were most imaginative
8. His fathers fishing rod was in the garage
9. The companys morale was at an all-time low
10. Jeffs uncle is a nice person
11. The Keiths house is large
12. Buses drivers should be polite
13. Apples are on sale this week
14. The cat washed its face
15. The sweater is hers

B. Correct the sentences.

1. Drive careful
2. Tom shouted at me angry
3. Your friend seems very nice
4. This tea tastes a bit strange
5. Tom sounded angry when I spoke to him on the phone

6. We didn't go out because of the heavy rain
7. Speak quiet, please
8. We didn't go out because it was raining heavy
9. I was disappointed that I did so bad in the exam.
10. The driver of the car was serious injured in the accident
11. Our holiday was too short – the time went quick
12. Jack is a very fast runner
13. Ann is a hard worker
14. The train was late
15. I get up late this morning
16. Thank you for the money. It was generous of you
17. The book you lent me was interesting
18. Why does he always come to see me at bad possible moment?
19. Why did you stay at that hotel? It was cheap we could find

C. Rewrite the following sentences to correct the agreement errors.

1. Either Beth or Jean will bring their mother
2. Neither Bill nor Boob will take their car
3. Everyone wanted his money back
4. Anyone who gets up will lose his seat
5. Does anyone care about his car getting wet?
6. Each of the boys have their cap on backwards
7. Either Tammy or Tine will give me their ticket

D. Combine the following sentences using appropriate paired conjunctions (Both . . . and, Not only . . . but also, Either . . . or, Neither . . . nor).

1. I don't want to eat anything. I don't want to drink anything.

2. Nancy will be at the party tomorrow night. Sue will be at the part tomorrow night.

My older brother will drive me, or my parent will drive me.

Ned designs homes. Ned builds homes.

Tom's brothers smoke cigars, and Tom smokes cigars.

E. Find the verbs – past tense

E	P	O	N	W	E	N	T	M	L	J	K	B	W	Y	F
E	Q	R	S	T	I	D	I	D	P	U	T	R	V	Z	E
L	T	S	P	O	K	E	D	C	C	I	H	O	X	Z	L
T	L	E	H	W	S	S	C	E	D	H	G	A	B	D	T
S	L	G	S	A	I	D	H	L	F	G	U	U	A	A	G
S	U	O	G	S	W	R	O	T	E	S	O	E	T	B	H
D	U	T	F	D	M	T	S	E	N	T	R	Q	X	F	E
R	J	K	W	B	C	D	E	A	W	O	Z	R	A	B	A
O	B	O	U	G	H	T	N	P	W	O	R	E	Z	E	R
V	E	F	H	E	A	J	K	N	O	K	K	F	H	T	D
E	D	G	V	I	D	D	R	A	N	K	T	E	V	A	X
B	T	A	U	G	H	T	L	M	P	R	S	U	U	W	D
C	G	B	R	O	U	G	H	T	Q	M	A	D	E	P	X

Find the past tense:

bring _____ am _____ speak _____
 buy _____ drink _____ take _____
 choose _____ drive _____ teach _____
 do _____ eat _____ tell _____
 hear _____ put _____ wake up _____
 make _____ have _____ wear _____
 send _____ sleep _____ write _____

Comprehension questions:

1. To what extent do grammar activities encourage learners to think about form or meaning?
2. Is the situation/ context authentic or artificial?
3. Do our learners use language for communicative purposes through grammar practice?
4. What is E factor in evaluating grammar activities?
5. How do you teach grammar activities?
6. How do you make an assessment of grammar skills more efficient?
7. What is used to teach grammar concepts?
8. What is A factor in evaluating grammar activities?
9. What are grammar activities?

THEME 7. DESIGNING GRAMMAR ACTIVITIES

Plan:

- 1. Types of grammar tasks**
- 2. How to design grammar activities**

Input-based grammar task

Students listen to instructions, descriptions or a narrative text. The input is designed so that the students have to process the target feature in order to understand it. The teacher ‘negotiates’ the input with the students. The students demonstrate they have successfully processed the target structure non-verbally. The teacher checks they have completed the task successfully.

Production-based grammar tasks

Students provided with ‘data’ for the task. The students perform the task either with the whole class or in small groups. While the task is being performed students receive corrective feedback when they make errors in the target structure. The teacher checks the outcome of the task.

Consciousness-raising activities

Students provided with data that illustrate the target feature. Students work in pairs to carry out some operation of the data. Students formulate an explicit rule for the target feature.

Example of an input--based task

1. The teacher displays twenty picture cards.
2. The teacher tells the students they are going shopping and she will tell them what to put in their shopping basket.
3. The teacher gives instructions: e.g. Find the toothbrush. Put it in your basket.
4. The students listen and carry out the instructions.
5. Teacher provides feedback as they do the task.
6. After all the instructions completed, the teacher checks the students’ shopping bags.

Example of a production--based task

You are going to find out about how a wife (Emi) and her husband (Bo) share out the household chores. You will need to ask your teacher questions to find out.

Example of a consciousness--raising task

1. Listen while your teacher reads out the passage about Monika Kovac. You can write down key words.
2. Listen again.
3. Now work in pairs and try to write the passage out.
4. When you have finished write a grammar rule to explain when to use the simple past tense (e.g. 'won') and when to use the present perfect tense.

Monika Kovac is a tennis player. She is only 14 years old, but she has already won many tournaments in her life. She started playing tennis with her father when she was three years old. Two years ago she went to America to a famous tennis school in California. Monika and her father have travelled to many countries. She has played in several big tournaments. Last month she went with her father to a tournament in Australia. Monika played well, but she didn't win.

There are many ways of revising and consolidating grammar, but I've found it's often useful to give students short passages containing grammar mistakes which are characteristic of the student's level, nationality, and what the teacher may have identified as areas of particular strength or weakness.

What kind of grammar?

I've been teaching in Italy for several years, and Italians characteristically use the **Present Perfect** to describe the past. Thus, 'Yesterday, I have bought a new computer,' is a very typical mistake, even for Italian-speakers at an upper-intermediate level, because it's a direct translation from the Italian to English. I've used the example passage included below, ('Carl Smith'), with many intermediate level Italian students. It contains several instances where Present Perfect is used erroneously instead of the simple past. The intention is not to catch the student out, but to identify and focus attention on areas of difficulty which may still be problematic.

Other characteristic and problematic grammar points at this level for Italian speakers include the use of **going to** and **present continuous** to describe plans and intentions, rather than **will**, the position of adjectives before the **noun**, **the use of articles**, **comparative and superlative constructions: as...as...etc**, **conditional structures** - which are constructed and used somewhat differently in Italian, and, of course, **verbs with irregular past forms**.

These problems are universal, but as I say they often present particular difficulties for Italian speakers at the intermediate level, (and above)

Use your imagination!

Writing these kinds of passages can be good fun and an opportunity for the teacher to exercise her/his creative writing talents. Use your imagination: write about yourself, Britain, your country, someone you know, customise what you write to fit the needs and personal characteristics of the student, but remember to keep it relatively simple: it's a grammar test, not 'Middlemarch'. Keep the subject matter familiar and close to home, and the vocabulary straightforward - if the student is struggling to understand the sense of the text, the obstacle is probably one of general comprehension, not grammar. If you don't feel confident enough to write your own materials, why not try setting your students a composition for homework, compiling their most frequent mistakes and then creating a template from work they have produced for you.

Range and appropriateness

It should go without saying that it's necessary to keep the grammar within the appropriate range: don't 'invent' grammar mistakes which are totally out of keeping with the mistakes students usually make in the normal run of things. Also, it's probably not a good idea to introduce an erroneous **third conditional** structure into a passage you're intending to use with an elementary group. By the same token, if you've got advanced level students, it's probably better to assume they already know to add 's' to the end of verbs in the third person when using **simple present**.

'Harry Gibson is a teacher for about ten years and he is working in typical comprehensive school near of Manchester....'

Good.

'Harry the Gibson will has been of going to went a school hence Manchester...'

Probably a bit to much

How to use the passage

The passages can be used by students working alone, or in pairs or small groups. Set a time limit - I usually allow a maximum of fifteen minutes, reinforcing the need to keep things relatively simple. These are essentially revision exercises - not a way of trying to introduce students to new grammar. At the end of the exercise, go

through the passage with the student(s), correct the mistakes they've overlooked, re-teach stuff you think it's necessary for them to have learned by that point in the course, refer them to the appropriate unit in the grammar book - if you're using one to supplement the course.

Conclusion

From experience, I've learned to limit these exercises to a couple of hundred words, and to insert between twenty to thirty grammar mistakes into each passage. I've used these exercises at the beginning of courses in order to test levels, identify particular areas of grammatical difficulty, as warmers at the beginning of lessons as a way of revising and consolidating grammar, as progress tests, and most particularly as homework exercises. Students like them, and given the choice they often ask me for one of these passages instead of a piece of writing, or exercises from the workbook etc - especially if you can exercise your imagination and perhaps introduce a bit of humour¹.

Comprehension questions:

1. What is input based instruction?
2. What is task based grammar teaching?
3. What is a grammar task?
4. Tell the role of input and output tasks in grammar instructions
5. What is the difference between input--based task and production based task?
6. Bring an example for consciousness--raising task
7. What is grammatical consciousness raising instruction?

¹ <https://www.teachingenglish.org.uk/article/producing-your-own-grammar-activities>

THEME 8. WHAT IS A WORD? WHAT IS LEARNING A WORD?

Plan:

- 1. What is a word?**
- 2. What is learning a word?**

A word is a speech sound or a mixture of sounds, or its written representation, that signifies and communicates a meaning. It can be made up of a single morpheme or a group of morphemes. Morphology is the field of linguistics that analyzes word structures. Lexical semantics is the discipline of linguistics that investigates word meanings. In written language, a word is the smallest unit of grammar that may stand alone as a complete utterance, separated by spaces and potentially by pauses in speech. “Grammar. is divided into two major components, syntax and morphology. This division follows from the special status of the **word** as a basic linguistic unit, with syntax dealing with the combination of words to make sentences, and morphology with the form of words themselves.”¹ “We want **words** to do more than they can. We try to do with them what comes to very much like trying to mend a watch with a pickaxe or to paint a miniature with a mop; we expect them to help us to grip and dissect that which in ultimate essence is as ungrippable as shadow. Nevertheless there they are; we have got to live with them, and the wise course is to treat them as we do our neighbours, and make the best and not the worst of them.”²

Task 1. Finish each phrase on the left with the most suitable item on the right:

- | | |
|--------------|----------------|
| She carved | a) the ordeal. |
| He felled | b) the garden. |
| She weeded | c) the school. |
| He founded | d) the tree. |
| She survived | e) the joint. |

¹ R. Huddleston and G. Pullum. (2002) The Cambridge Grammar of the English Language. Cambridge University Press. P.1861

² Samuel Butler, (1912) The Note-Books of Samuel Butler. P.191

Task 2. In each group of words below four words are similar in meaning and one is completely different, circle “the odd one out” in each group:

Foe, ally, rival, opponent, adversary

Peak, zenith, nadir, apex, summit

Pal, mate, buddy, dimwit, chum

Adore, abhor, detest, loathe

Swift, fleet, sluggish, brisk, nifty

Word parts.

Task 3. Make compound nouns or adjectives, using the word on the left as the first part, to fit the meanings given: Example; finger (mark left by a finger) fingerprint

Fire (that cannot burn, catch fire)

(gun, rifle, pistol, etc.)

Light (tower with light to warn ships at sea)

(happy, without worries)

Play (person who writes plays)

(rich man devoted to pleasure)

THEME 9. TEACHING VOCABULARY IN CONTEXT

Plan:

- 1. Vocabulary knowledge and contextual instruction**
- 2. The context clues in teaching vocabulary in context**

When it comes to designing contextual vocabulary education in the classroom, we have the chance to help our students excel at communication by allowing them to choose and use language for a variety of goals. Consider the 'context' to be a carefully selected and targeted bank of language that, when amplified, provides a vehicle for conversation, thought, and communication around a certain topic or notion.

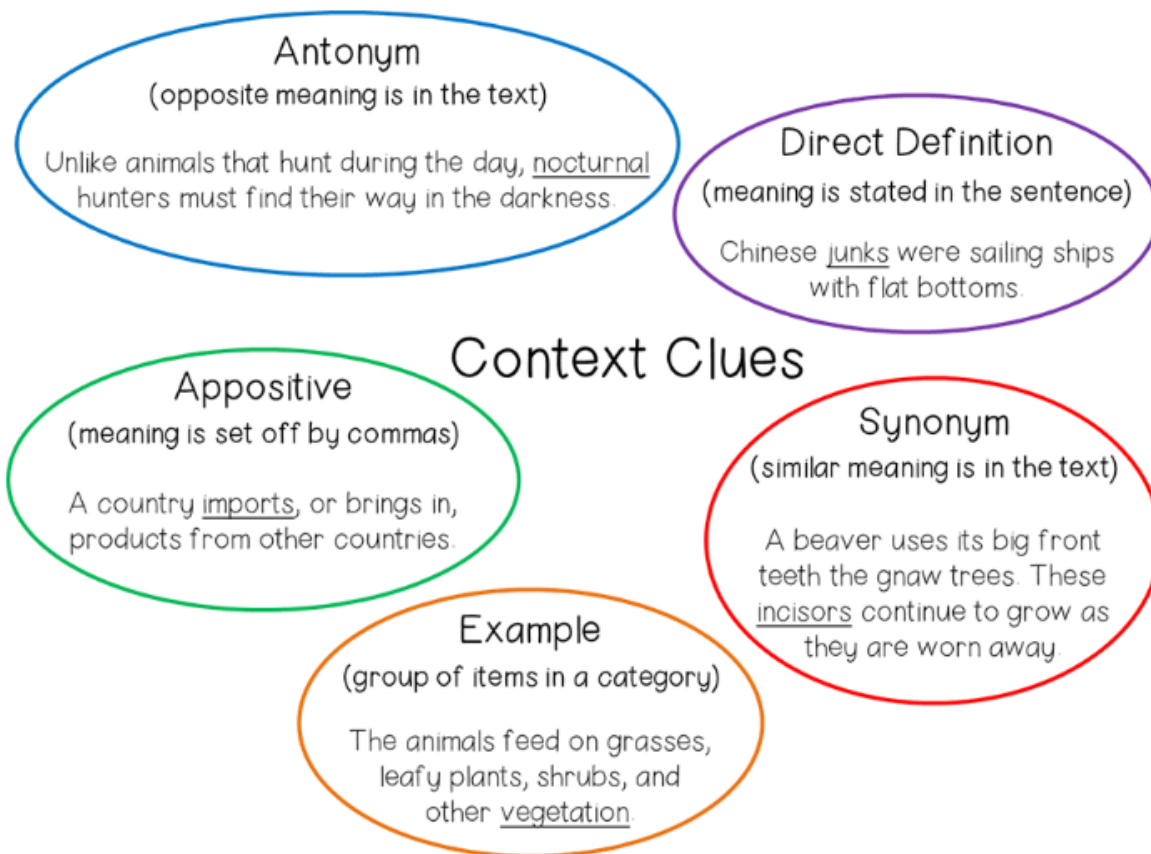
But how can these chances for language training in context look? One option is to choose words from a picture book, poem, educational text, or novel that you're sharing with students. In this scenario, you comb through the selected literature, meticulously selecting appropriate words to teach straight from the pages. While this is one strategy for selecting contextual vocabulary, there are others to

consider. The objective is to provide learners with a meaningful release - something that has to do with the language that is being taught. The objective is to provide learners with a meaningful release - something that has to do with the language that is being taught. Let's look at athletics and physical activity as an example of these other channels. We may use a variety of physical activities, experiences, and books to make word-learning real — not just supporting active, healthy lifestyles but also connecting personal interests to drive communication.

When deciding which words to teach in this context, first consider what language learners will need to use to communicate. This could be:

- Language mentioned explicitly in the PE programmes of study – skill, sequence, movement, compete
- Technical language related to physical activity in general – aerobic, health, warm-up, cool-down
- General language to describe the importance of physical activity – wellbeing, challenge, perseverance, dedication
- Language that would be useful giving a match report – verbs to describe the action: pass, tackle, cross, strike
- Language used in fitness apps – application, programme, device, user, sync
- Language from books with a sporting theme – some fun choices include *Chasing a Rugby Dream: Kick-Off* by James Hook and David Brayley; *Armistice Runner* by Tom Palmer; *Kicking Off* by Eve Ainsworth; the *Track* series by Jason Reynolds and *Roller Girl* by Victoria Jamieson
- Biographies of sporting heroes also make a great choice

Unlock what learners already know about the chosen context once the communication purpose has been clarified. What terms do they already use to describe this concept? What personal associations and experiences do they have?



The context clues in teaching vocabulary in context

Make communication socially engaging and purposeful. Provide rich situations in which students not only come across new words on a frequent basis, but also have something to do with them after they've been taught. How to apply new terminology to real-life situations:

Assist students in considering new language in preparation for a special visitor. Invite a member of the community or an author to speak about their involvement in class (online or in person). Prior to the appointment, conduct some research to generate questions. Find out what the kids already know about the visitor and introduce them to some new vocabulary.

To make a visit or journey more enjoyable, teach specific words. Consider the terms that youngsters might use to enhance the experience.

Make use of outdoor learning settings to recharge your language skills. Words that describe objects (outdoors, tunnel, frame); words that add detail and description (adventure, fascinating, exciting); and words that explain how our bodies move are examples of this (run,

walk, play, share). Consider the words that students will need to communicate and make them the center of attention.

Finding opportunities to develop language across the curriculum isn't limited to English classes. Consider which words you want to develop in cross-curricular scenarios.

Teaching vocabulary can be a daunting task when there are hundreds of thousands of terms in the English language. Keep in mind that the average native speaker utilizes about 5,000 words per day in regular speech. Furthermore, your students will not be required to produce every word they learn; some will only be required to recognize. It is also critical to choose what to teach depending on frequency and relevance to the needs of your specific students. After you've decided what to teach, the following step is to think about what students need to know about the topics and how you'll teach them.

What a student may need to know about an item?

- **What it implies:** It is critical to effectively communicate the item's significance and to use checking questions to ensure that your students have grasped the concept.
- **The form:** To be able to utilize it successfully, students must first determine whether it is a verb, a noun, or an adjective.
- **The way it's pronounced:** This is especially difficult for English learners because there is frequently no clear relationship between how a word is written and how it is pronounced. In such circumstances, it is critical to employ the phonemic script so that the sts have a written record of the pronunciation. Don't forget to drill terms that you think your kids will have trouble pronouncing, and emphasize the word stresses.
- **How it's spelled:** *For the reasons stated above, this is always problematic in English. Before displaying the textual form, make sure to clarify the pronunciation.*
- **The word's relationship to other words:** Synonyms, antonyms, and lexical sets, for example.
- **Ways to present vocabulary:** A lexical item's meaning can be conveyed in a variety of ways.

- **Illustration**

This is especially good for visual learners and more specific words (dog, rain, tall). However, it has limitations; not all items can be drawn.

- **Mime**

This works particularly well with action verbs and can be entertaining and memorable.

- **Gradeable items/synonyms/antonyms**

Getting meaning over to a kid might be as simple as using language he or she already knows.

- **Definition**

Make sure it's easy to understand (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to make sure they've grasped what you're saying.

Translation

It is quick and efficient if you know the pupils' first language. Keep in mind that not all words have a straight translation.

- **Context**

Consider a specific situation in which the word is used and either describe it to the students or provide them with example sentences to further illustrate the meaning.

Which you choose will, once again, be determined by the object you're presenting. Some are better suited to specific words. A combination of strategies is frequently both useful and memorable.

Alternative ways of teaching vocabulary

- Give your kids a few pieces of vocabulary and instruct them to look up the meaning, pronunciation, and create a sentence using the word. They will thereafter be able to teach one another in groups.
- Make worksheets for your pupils to complete in which they must match terms to definitions.
- Have pupils sort a bunch of words into various groups. For instance, a collection of transport words divided into air, sea, and land.
- Assign students the task of finding new terminology from their reading homework and teaching it to the rest of the class.

Task 1. Match each person on the right with a definition on the left:

- a) an ordinary doctor patient
- b) someone who looks after sick people in hospital surgeon
- c) person who helps people with mental problems nurse
- d) Someone who operates on sick people general practitioner
- e) Sick person receiving treatment psychiatrist

Task 2. Put each of the following words or phrases in its correct place in the passage below: superpowers, leader, spokesman, breakdown, news conference, item, settle, summit meeting, hold, preliminary, agenda

The American president and the Russian (a)_____ have announced their intention to (b)_____ a (c)_____ in Vienna next month. The two countries have already had (d)_____ talks and decided on an (e)_____ for the meeting. The main (f)_____ be a discussion about the nuclear arms situation. At a (g)_____ held in Washington yesterday a government (h)_____ told journalists that the unfortunate (i)_____ of last year`s talks between the two countries had been caused by disagreements over arms. He said the Vienna meeting would be a chance for the two (j)_____ to (k)_____ their differences.

Comprehension questions:

1. What are some fun ways to teach vocabulary?
2. How is vocabulary used in context?
3. What is the best way to teach vocabulary?
4. How do you introduce your vocabulary?
5. How do you start a vocabulary lesson?
6. What is teaching of vocabulary?
7. How do you improve words in context?
8. What are examples of context?
9. What does it mean to teach vocabulary in context?
10. What is the best definition of context?

THEME 10. TEACHING LEXICAL ITEMS/LEXICAL CHUNKS/ COLLOCATIONS

Plan:

1. What are lexical items and lexical chunks?
2. What is the difference between lexical chunks and collocations?
3. Teaching lexical chunks

A lexical chunk is a linguistic unit consisting of two or more words. Here are some lexical chunk examples:

Good morning.

Nice to see you!

What's the time?

Phrasal verbs, idioms, collocations, and other lexical chunks are examples of other lexical chunks. The term "lexical chunks" is used frequently in English. They're the everyday and mundane, the bread and butter. They're the solid foundations on which we might build lyrical and emotional language. The phrase 'lexical chunk' is an umbrella term that refers to all of the other terms. A lexical chunk is any pair or group of words that are frequently encountered together or close together.

Although "collocation" is included in the term "lexical chunk", we refer to it independently from time to time and define it as a pair of lexical content terms that are frequently encountered together. Because it combines a lexical content word and a grammar function word, 'basic' + 'principles' is a collocation according to this definition, while 'look' + 'at' is not. Unless you have access to a corpus, identifying chunks and collocations is often a matter of intuition.

Lexical Chunks (that are not collocations):

by the way

up to now

upside down

If I were you

a long way off

out of my mind

Lexical Chunks (that are collocations)

totally convinced

strong accent
terrible accident
sense of humour
sounds exciting
brings good luck

A lexical chunk is a collection of words that frequently occur together. Collocations are included in lexical chunks, however they usually only include content words, not grammar. Example: There are five possible chunks in this dialogue:

-*Did you stay long at the party?*

-*No, I got out of there as soon as they ran out of food.*

Collocations are phrases that consist of words that recurrently co-occur together (derived from Latin *locare* 'to locate' and *cum* 'together; introduced in 30s by John R. Frith).

dual citizenship *but* double occupancy
above zero *but* over 10 years (experience)
shipwreck *but* car accident
cut hair *but* trim hedge

Teaching Lexical Chunks

The key to teaching lexical chunks is to approach them as if they were single words. Instead of having flashcards with only one word on them, have flashcards with the complete lexical chunk on them. They, too, should be taught in context, just like single words. Consider the following typical discussions that native speakers have on a regular basis:

A: Hi, how's things?

B: Not bad, thanks. How are you?

A: Good.

A: Good morning.

B: Good morning.

A: I'd like a cup of coffee, please.

B: Sure

Rather than breaking them down into individual terms and overthinking them, teach them as a whole and having the class practice and utilize them. When the moment comes, they can practically verbatim repeat things without thinking, as native speakers do. Focusing on lexical chunks is an effective technique to examine language and increase learners' control over it. Learners can, for

example, spend a few minutes at the end of a reading comprehension exercise recognizing and evaluating portions of text or finding other situations in which they might appear. Because language chunks are prevalent, they should be taught extensively during class time. Students will be able to avoid wordy expressions and speak in a more natural, fluent, and spontaneous manner if they practice language chunks enough. At least three justifications have been advanced for prioritizing the acquisition of lexical chunks: They allow fluent processing, impart idiomaticity, and offer the foundation for future language growth.

Lexical Chunk Dictation

This is a quick and simple technique to direct students to lexical chunks in a text that you want them to find. You'll need your own copy of the text first. Then highlight some of the lexical chunks you want students to look for in your text. Then give each student a copy of the book and assign them to work in groups of two. Tell them you're going to dictate a list of clues for text structures, and they must write them down. Give pupils some hints about their form and purpose when you're dictating them, such as "A noun plus noun collocation for a type of weather" (morning fog). After you've dictated all of them, students work in pairs to locate them in the text.

*Hey where did we go,
Days when the rains came
Down in the hollow,
Playin' a new game,
Laughing and a running hey, hey
Skipping and a jumping
In the misty morning fog with
Our hearts a thumpin' and you
My brown eyed girl,
You my brown eyed girl.
Whatever happened to Tuesday and so slow
Going down the old mine
With a transistor radio
Standing in the sunlight laughing,
Hiding behind a rainbow's wall,
Slipping and sliding
All along the waterfall, with you*

*My brown eyed girl,
You my brown eyed girl.*

1. A four-word question about a past habit. [Where did we go?]
2. A noun plus noun collocation for a type of weather [morning fog]
3. A noun plus verb collocation for a physical response to excitement [hearts thumping]
4. A collocation to describe someone's physical appearance. [brown eyed]
5. A question about what became of something that existed in the past. [Whatever happened to...?]

Lexical Chunk Hot Seat

This is a lexical adaptation of a well-known vocabulary game. Two chairs are positioned in front of the board, facing away from it, for the game. The pupils are split into two groups, each of which forms a line in front of a chair. The chair is then occupied by one student from each squad. They will be facing the board with their backs to it, but all other pupils will be able to view it. The teacher then writes a word on the board, and each team gives their "hot seat" buddy clues to guess the word without actually speaking it. A point is awarded to the first hot-seat student who correctly guesses the word, after which another member from each team sits in the hot seats and the teacher writes another word on the board. To apply it in a lexical context, students should first understand the component words. Then, on the board, make a list of the words. Place two students in each seat and have them combine one of the separate words into a lexical chunk (collocation or expression). The students must inform their hot seat colleague of the number of words in the expression as well as the construction of the expression. For example, the structure for "to have poor self-esteem" would be Infinitive + Adjective + Noun (or compound noun, if you prefer).

Types of Collocations

Adjective + noun: a bright idea

Noun + noun: a pocket calculator

verb + adjective + noun: learn a foreign language

Verb + adverb: live dangerously

Adverb + verb: half understand

Adverb + adjective: completely soaked

Verb + preposition + noun: speak through an interpreter

Adverb + verb + adjective + noun + preposition + noun:
seriously affect the political situation in Europe.

Comprehension questions:

1. How do you teach lexical chunks?
2. What are lexical items and lexical chunks?
3. What types of lexical chunks do you know?
4. What are the disadvantages of lexical approach?
5. What is lexical approach in English teaching?
6. What is an example of lexical definition?
7. What are the advantages of the lexical approach?
8. How do you identify lexical words?
9. What are lexical and grammatical words?
10. What are non lexical words?

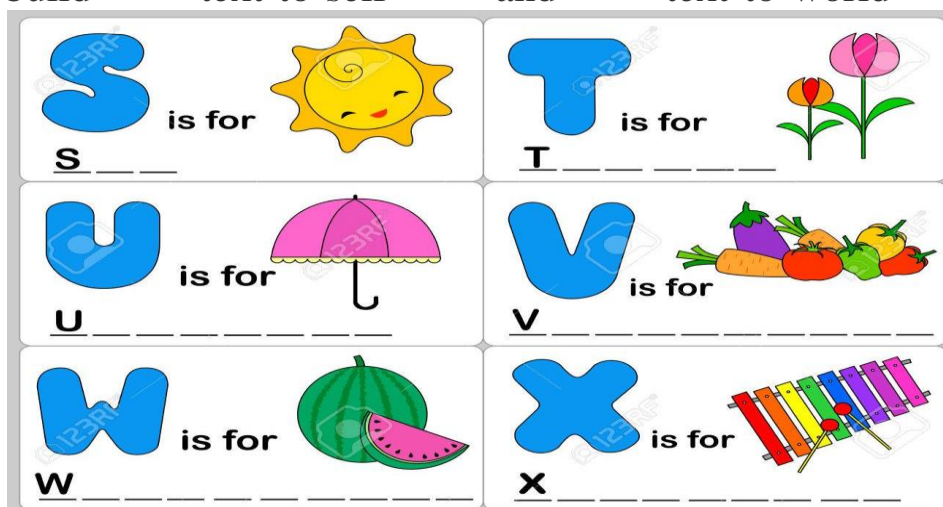
THEME 11. PRESENTING VOCABULARY (USE OF PICTURES, REALIA, SONGS, MULTIMEDIA ETC.)

Plan:

1. Presenting vocabulary via pictures
2. Presenting vocabulary via realia
3. Presenting vocabulary via songs and multimedia

Long lists of new words can be tedious for students, but teachers can make the process more enjoyable for students by incorporating engaging and creative techniques to introduce new terms. Teachers can use the ten approaches listed below to teach vocabulary. While visuals and flashcards are an excellent method to introduce new vocabulary, you may also use real objects, noises, and tastes to engage your students' other senses.

If you're teaching about 'traveling,' bring some maps, postcards, gadgets, and so on, and ask your students to name the materials and guess the lesson's title. Bring some food in for the theme of 'food,' and have kids taste it without looking to see what it is. Students are considerably more likely to interact with visual content. The same can be said of vocabulary. When pupils associate a picture with a word, they are better able to visualize the term and its description. Not only do I include a visual in my vocabulary in context resources, but that visual is an actual photograph. Students can also use real images to build text-to-self and text-to-world connections.



What is realia?

Realia is a term that refers to real-life artifacts that are used in the classroom to teach a specific topic. It doesn't matter if Realia is tangible or virtual, as long as it is used in the real world.



Realia is a real-life item used to teach a word or concept, such as online teacher Sallie's guitar

Why use realia in the classroom?

Realia for ESL can help students remember what they've learned by connecting items to vocabulary terms or other linguistic ideas. It may be simpler to recollect information if you do this. It offers a kinesthetic aspect to in-person classes for people who learn better through hands-on activities. It gives a visual help to interest students in online classes. Realia is also more dynamic than a written phrase or a flashcard when it comes to teaching an idea.

What are some examples of realia?

Realia can work with what you currently have in your classroom, like a desk, chair, or poster. It could also be anything you brought from outside of class, such as a stack of colorful brochures, a stuffed animal, tickets, or trip souvenirs. While any of these will work in an in-person or online class (just hold the objects up to your screen for the latter), you may also employ virtual realia in the online classroom. Advertisements, pictures, menus, receipts, and maps are examples of virtual realia that can be accessed online. Incorporating realia into the virtual classroom stimulates students and makes them think, much as utilizing props to teach English online.

How is realia useful to English teachers?

Realia strengthens language abilities and appeals to learners of all ages who are visual and kinesthetic. To show the meaning of vocabulary words, most teachers utilize realia. Think of the difference between teaching students the words for fruit versus showing them the real thing and having them guess the name. It's very useful when educating pupils who don't speak your native language (L1).



Choose the terms you'll teach and then make up a tale using them. For example, I recently delivered a class on 'bank robbery' and wrote up a tale to go along with it. After telling a tale, I created a gap-fill text to assess the kids' comprehension. You can also hunt for a song with the same subject; for example, I used The Clash's 'Bankrobber.' I gave each student two pieces of paper with lyrics from the song, one of which was correct and the other incorrect, such as the two terms money and many. Students pay attention to the song and raise their hands when they hear a word they recognize.

Digital technologies let students learn new language, review, and play games with content in today's 21st century classroom. Students can use some of the features to hear pronunciations, read words in context, and create virtual word walls with their classmates. Here are a few that are both intriguing and useful:

WORDHIPPO - students may look up the definition of a word, its opposite, rhyming terms, and observe how it's used in context.

WORDSIFT is a handy tool for students to see how words are semantically categorized. Simply paste or type a piece of text, and the program will arrange the passage's most frequently used words, as well as their images and videos, alphabetically.

TRACKSTAR is a free online program that lets teachers construct a visual vocabulary field trip for their students. Students will be able to view the words in a variety of contexts, allowing them to expand their vocabulary.

VOCABAHEAD is a fantastic resource for English learners. They can watch short movies, listen to pronunciations, play games, and complete quizzes. Teachers can make their own student wordlists and incorporate them in their classroom blog or website.

SNAP: Before a player can win the pile of cards (using flashcards with a word and an image on them), they must say a sentence including the word, the word's opposite (using the line 'The opposite of is '), or a synonym ('Another word for is ').

VOCABULARY BINGO is a game in which students work in groups to create phrases that contain all of the terms.

I went to the market and bought (a Bunsen burner / a Newtonmeter / a thermometer / a test tube): the memory game in which a word is repeated can be played with a variety of structures, for example, I am a scientist and can use (a Bunsen burner / a Newtonmeter / a thermometer / a test tube).

FREEZE CHANTING Using verbs and phrases including verbs, freeze chanting works effectively with younger learners (e.g. peeling a banana, eating an apple, chopping up onions). Learners walk around the room, the teacher says the sentence, and the students repeat it or replicate it as best they can until the teacher says stop.

MATCHING GAMES can also be played using phrases, such as matching real things, photos, or words to phrases.

WORD WALLS are classroom displays that combine new vocabulary with visuals in an engaging and relevant way to help students recognize patterns and links in words while also supporting vocabulary development. It should be displayed prominently and used as frequently as feasible.

BILINGUAL DICTIONARIES: Learners who are literate in their first language should be provided with the opportunity to use a high-quality bilingual dictionary.

ADOPT A WORD: Give students templates with headings:

Word	Meaning	Part of speech	Example of usage

- 1) The students choose a word that they would like to adopt and do some research on it using the template above.
- 2) Each student then gives a short presentation on his or her adopted word until all the class has had a chance.
- 3) The words are then stuck to a large paper chart on the wall.
- 4) This activity carries on the entire year with students sharing more and more words.
- 5) In between we have quizzes about the new words. The students greatly enjoy contributing words, researching and presenting.

VOCABULARY BOX: A small box, such as a shoe box, is a very useful tool in the classroom - it can become a vocabulary box. You also need some small blank cards or pieces of paper.

At the end of each vocabulary lesson - for example 'Houses and Homes' - either you or the students should write words from the lesson on different cards. So, you may end up with ten words on ten cards (bedroom, kitchen, roof, window, etc) and these cards are then placed in the vocabulary box. If you have time, and with stronger classes, you, or the students, may write a definition of the word on the reverse of each card.

Or you may try something more active. For example, when you've had this vocabulary box for a month or two and there are quite a lot of cards in there, you might say to the students 'OK, I want all these cards divided into nouns, adjectives and verbs... Go! You have three minutes.' Or, you might say 'OK, I want all these cards divided into lexical sets ... Go!' Or, you might say 'Each corner of the room is a different lexical set - that one's furniture, that one's medicine, that one is food and that one is sport. Put the cards in the right corner, you have one minute to do this...Go!' Then they're all running around trying to get their words in the right corner. This could also be done in teams, giving each team a handful of words to sort.

This box just becomes so flexible in how you can use it. It could be at the end of the lesson. For example 'You can't leave the classroom until you've defined two words that are in the box'. Vocabulary boxes are fantastic and they take so little time but provide so many activities. **STOP THE BUS:** It really gets students focused and working on tasks as a team and can be a saviour to fill the last ten minutes of a class when you have run out of ideas!

Put the students into teams of three or four. Draw on the board a table like the ones below and get each team to copy it onto a piece of paper. Students simply have to think of one item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group. The first team to finish shouts “Stop the Bus!”. Check their answers and write them up on the board and if they are all okay that team wins a point. If there are any mistakes in their words, let the game continue for another few minutes. If it gets too difficult with certain letters (and you can’t think of one for each category) reduce the amount of words they have to get. You can say. “Ok. For this round you can Stop the Bus with 4 columns”.

Examples:

	Animals	Colours	Food	Clothes	Countries	Sports
T	tiger	turquoise	tuna	trousers	Tunisia	tennis

For higher levels change the category headings. For example:

	Something in the kitchen	Something in the living room	Something in the bedroom	Something in the bathroom	Something in the office	Something in the garden
S	spices	sofa	sheet	soap	staples	seat

BOX 5.1: WAYS OF PRESENTING THE MEANING OF NEW ITEMS

- concise definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which . . .)
- detailed description (of appearance, qualities . . .)
- examples (hyponyms)
- illustration (picture, object)
- demonstration (acting, mime)
- context (story or sentence in which the item occurs)
- synonyms
- opposite(s) (antonyms)
- translation
- associated ideas, collocations

BOX 5.2: QUESTIONS FOR DISCUSSION: VOCABULARY PRESENTATION TECHNIQUES

1. Some techniques are more popular than others. What are they, and can you account for their popularity?
2. Are there techniques that are particularly appropriate for the presentation of certain types of words?
3. Are there techniques which are likely to be more, or less, appropriate for particular learner populations (young/adult, beginner/advanced, different background cultures)?
4. Do you, as an individual, find that you prefer some kinds of techniques and tend to avoid others? Which? And why?

THEME 12. USING CORPUS DATA FOR PEDAGOGICAL PURPOSES

Plan:

- 1. What is a corpus and how does it differ from a dictionary?**
- 2. Words in context: Finding out how words are used in a language**
- 3. Should teachers use corpora?**

A corpus is a collection of texts. We call it a corpus (plural: corpora) when we use it for language research. That makes your class's essays a corpus - a small one. It also makes the internet a corpus - a big one.

People writing dictionaries are in the vanguard of corpus linguistics. If you are writing a dictionary, the biggest crime is to miss things: to miss words, to miss phrases or idioms, to miss meanings of words. Lexicographers (the people who write dictionaries) have known for a long time that the best way to avoid missing things is to have a big corpus, and a computer. The computer can then find all the words (ordered by frequency) so a lexicographer can check the list to make sure that words are not missed.

It can also show them all the examples of a word in context. This is called a concordance. By running their eye over the concordance, lexicographers can find all the meanings of the word, and phrases it is in.

If it is a big corpus, or a common word (or both), there might be thousands of examples of the word. Then, the computer can go one step further, and prepare a 'word sketch', a summary of the contexts, collocations and phraseology for the word.

This is how contemporary lexicography works. Lexicographers start from the word sketch, which gives them a good idea of what they must not miss. They then work out what different meanings, grammar and phraseology are shown by the collocations in the word sketch, and write definitions for them. They can also use the corpus as a source for example sentences.

When I say 'the computer', of course I mean an app that indexes the corpus and lets users make concordances and word sketches. Google is one app that does something like that (with the Internet as

its corpus). However it is not designed for people doing language research. One that is widely used for making dictionaries, with lots of corpora in it, that made the screenshots above, is the Sketch Engine.

Dictionary-makers were leaders in corpus use. Following on were people writing language courses. They wanted to make sure that the facts they were teaching about the language were in fact true (!), and to teach common patterns before rare ones, and to use authentic examples of the patterns.

So, in English language teaching, there is plenty of indirect corpus use, via dictionaries and course books. What about direct corpus use, by teachers, even students? Should you use corpora?

My answer is: yes - if the dictionary does not tell you enough. If you want to find out what 'negotiation' or 'secede' means, you could start from a corpus but it will be long and slow: better to look it up in your favourite dictionary. But if you know 'negotiation' and want to use it, but are not sure what verb to use it with, then the leading learners' dictionaries give little help. The word sketch, on the other hand, promptly shows you that people resume, (re)start, (re)open and conduct negotiations, and that negotiations stall, fail, get bogged down, drag on and even collapse (each item can be clicked, to see examples of the collocation in use).

A second situation is the teacher marking work, whose English is good but who is not a native speaker. A student's essay has 'seceding out of Ukraine' - is that OK? A quick check of the concordance for 'secede' shows that a region secedes from a country.

Another consideration is always student motivation. If a class is currently engaged with volcanoes, it would be nice for them to look at the English of volcanoes (I've felt an affinity for volcanoes ever since my big end-of-primary-school project). So can we have a volcanic corpus? Yes! The Sketch Engine has an instant corpus tool, where text on a topic is gathered from the web in a few minutes (by a teacher or, as a class exercise, by the students) and this is then the data for a mini research project.¹

Comprehension questions:

1. What is the main reason for using corpora?
2. How is corpora used in language teaching?

¹ <https://www.britishcouncil.org/voices-magazine/corpora-english-language-teaching>

3. What are corpora used for?
4. What is a corpus example?
5. What is the difference between corpus and Corpora?
6. What are the types of corpora?
7. How corpus is created?
8. What is the use of corpus linguistics?
9. What is corpus-based study?

THEME 13. DEVELOPING STUDENTS' VOCABULARY LEARNING STRATEGIES

Plan:

- 1. Defining Words Within Context**
- 2. Using Context Clues**
- 3. Applying the Target Words**

Students require a variety of word-learning tactics that they can use independently. The goal of vocabulary training should be to get students actively thinking about word meanings, word relationships, and how to utilize words in various contexts. This form of detailed, in-depth training is most likely to affect understanding.

Student-Friendly Definitions

Students should be taught the meaning of a new word rather than being given a dictionary definition, which may be difficult for them to comprehend.

- Define the term and how it is commonly used.
- Explain the meaning in ordinary language that the student can understand and relate to.

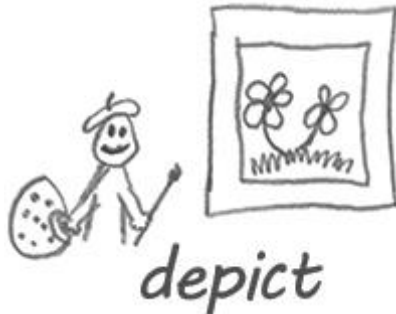
It is beneficial to build and develop instructional situations that provide strong hints to the meaning of a word. Teachers frequently make them, however they can also be available in commercial reading programs.

Defining Words Within Context

When an unknown word is likely to impair comprehension, the best time to introduce the word's definition is when it is encountered in the text.

Using Context Clues

Research by Nagy and Scott showed that students use contextual analysis to infer the meaning of a word by looking closely at surrounding text. Since students encounter such an enormous number of words as they read, some researchers believe that even a small improvement in the ability to use context clues has the potential to produce substantial, long-term vocabulary growth¹.



Sketching the Words

Making a brief doodle that ties the word to something personally important to the learner helps many pupils recall the meaning of a term. Each target word is applied to a fresh, familiar context by the student. A superb drawing does not require a lot of time from the pupil. The most crucial thing is that the sketch makes sense and assists the pupil in understanding the word's meaning.

Applying the Target Words

Putting the target words to use creates a new context for learning their meanings. When students are asked to apply the target words to their own lives, they have still another chance to grasp the meaning of each term on a personal level. This enables for in-depth analysis of each word's meaning.

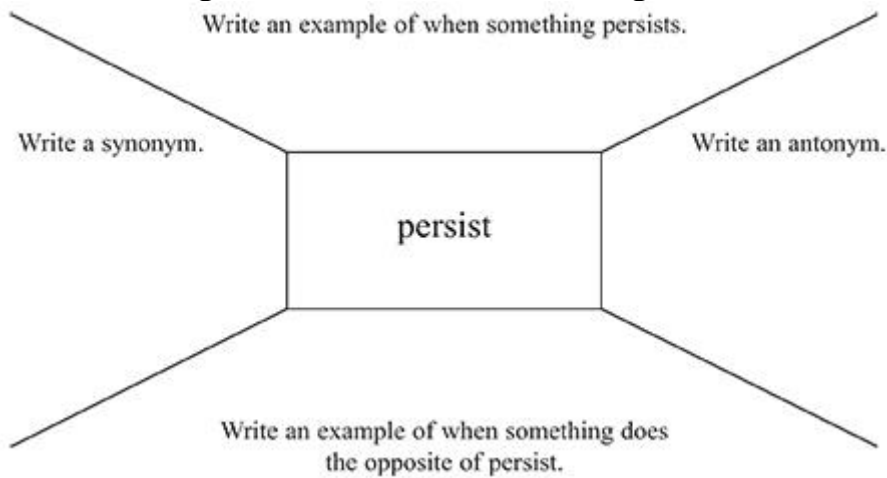
sub + marine

Analyzing Word Parts

When pupils are faced with unfamiliar terminology, the ability to analyze word pieces is also beneficial. Students are more likely to understand a word comprising these word parts if they learn the meanings of root words and affixes. Explicit instruction in word parts

¹ Nagy, W. E., Anderson, R. C., & Herman, P. A. (1987). "Learning word meanings from context during normal reading," *American Educational Research Journal*, Vol. 24, pp. 237-270.

includes teaching meanings of word parts and disassembling and reassembling words to derive meaning¹.



Semantic Mapping

Semantic maps help students develop connections among words and increase learning of vocabulary words². For example, by writing an example, a non-example, a synonym, and an antonym, students must deeply process the word *persist*.

Word Consciousness

Word consciousness is an interest in and awareness of words³. Students who are word conscious are aware of the words around them—those they read and hear and those they write and speak⁴. Students who are aware of the importance of words use them effectively. They understand the nuances of word meaning. They are fascinated by language and enjoy playing with words as well as researching their origins and histories.

Teachers need to take word-consciousness into account throughout their instructional day—not just during vocabulary

¹ Baumann, J. F., Edwards, E. C., Font, G., Tereshinski, C. A., Kame'enui, E. J., & Olejnik, S. (2002). "Teaching morphemic and contextual analysis to fifth-grade students." *Reading Research Quarterly*, Vol. 37, pp. 150–176.

² Baumann, J. F., Kame'enui, E. J., & Ash, G. E. (2003). "Research on vocabulary instruction: Voltaire redux," in J. Flood, D. Lapp, J. R. Squire, and J. M. Jensen (eds.), *Handbook of research on teaching the English language arts, 2nd ed.*, Mahwah, NJ: Erlbaum, pp. 752–785.

³ Anderson, R. C., & Nagy, W. E. (1992). "The vocabulary conundrum," *American Educator*, Vol. 16, pp. 14-18, 44-47.

⁴ Graves, M. F. & Watts-Taffe, S. M. (2002). "The place of word consciousness in a research-based vocabulary program," in A. E. Farstrup and S. J. Samuels (eds.), *What research has to say about reading instruction*, Newark, DE: International Reading Association.

lessons¹. Dictionaries, thesauruses, word walls, crossword puzzles, Scrabble® and other word games, literature, poetry books, joke books, and word-play activities should all be available to students.

Comprehension questions:

1. What are the strategies to develop vocabulary?
2. What is effective strategies of vocabulary teaching?
3. How do learners develop vocabulary skills?
4. What are the 5 vocabulary strategies?
5. What are the 4 types of vocabulary?
6. Why do students struggle with vocabulary?
7. What are the two major types of vocabulary?
8. What is vocabulary example?
9. What is the importance of vocabulary?

THEME 14. EVALUATING AND DESIGNING VOCABULARY EXERCISES, TASKS AND TESTS

Plan:

1. **Define the Word**
2. **Use the word in context**

You can interact effectively with people and perform well on standardized examinations if you have a large vocabulary. Teachers teach vocabulary to pupils who are learning a foreign language as well as those who are learning their first language. Depending on your goal in testing vocabulary knowledge, many methods of measuring vocabulary are used. Learn how to evaluate vocabulary so you can see how far your kids have progressed.

In the form of examinations and quizzes, there are a variety of approaches to assess vocabulary. Multiple assessments are ideal because each one has its own set of restrictions. Find more about some of the most fundamental alternatives you can use as part of your examination.

Define the Word

¹ Scott, J. & Nagy, W. (2004). "Developing word consciousness," in J. Baumann & E. Kame'enuei (eds.), *Vocabulary instruction, research to practice*, New York: Guilford Press, pp. 201–215.

Asking someone to define a word is one technique to measure vocabulary. This means that if a teacher assigns pupils a list of vocabulary terms to learn, the simplest way to determine whether or not they have mastered these new words is to give them a closed book test in which they must supply definitions. This could include writing each word's definition, matching each word to its definition, or reciting the definitions of terms given on vocabulary flashcards, depending on grade level.

Choose the correct word

Once students understand what a term means, they can use that knowledge to choose the correct word from a list of alternatives. Assessments that ask children to pick between related words might be a useful tool for determining vocabulary competence. A test like this commonly mistaken terms worksheet can reveal whether or not a student understands the definition of a word well enough to distinguish it from a similar phrase.

Fill in the correct term

You can also test vocabulary with a simple fill-in-the-blank activity that requires students to finish sentences with a vocabulary word rather than having them pick between two words to create a sentence. These fill-in-the-adverb worksheets, for example, can help you test your pupils' abilities when they're learning adverbs. This doesn't have to be limited to a specific portion of speech; any list of vocabulary terms will suffice.

Use the word in context

Knowing a word is only useful if you can use it in context. Assessing a student's ability to use a word correctly in context reveals whether or not they can use their definition knowledge. One method to achieve this is to have students create simple phrases utilizing vocabulary words, then go over their work to see if they used the terms correctly.

The role of vocabulary teaching

Because exposure to the target language is limited in class, a student learning English as a foreign language is required to be autonomous and independent, and to make a conscious effort to learn vocabulary outside of the classroom. As a result, teachers cannot rely on their students to "take up" lexical items. This necessitates extensive vocabulary instruction. However, due to the intricacy of its

grammatical, semantic, and psycho-cognitive components, vocabulary is famously difficult, if not impossible, to teach.

How can teachers help their learners?

To begin with, different approaches of introducing new terminology should be used. Students should be encouraged to employ existing learning strategies and taught new vocabulary learning strategies, either implicitly or explicitly, in order to improve the efficiency of vocabulary acquisition (memorizing and retrieving lexical items).

Examples of strategies

- **Word grouping**
- **Making notes of vocabulary while reading for pleasure/watching TV**
- **Word cards / Leafing through a dictionary**
- **Planning**
- **Recording and listening**
- **Regular revision**

Cognitive methods that involve direct manipulation of lexical items are linked to meta-cognitive strategies that improve the effectiveness of cognitive strategies in this group. The goal is to use vocabulary in a conversational way.

Formal practice

These methods encourage students to learn in a systematic manner and to practice their vocabulary. The goal is exact replication, and it's frequently linked to formal education activities.

Examples of strategies

- Loud repetition
- Bilingual dictionary
- Testing oneself
- Noting new items in class.

Functional practice

As a vocabulary supply, these tactics rely on context. They also contain language exposure, but without making a conscious effort to do so (incidental learning). They also have a social component to them, namely interaction.

Examples of strategies

- Remembering words while watching TV/reading
- Using known words in different contexts

- Looking for definitions
- Listening to songs and trying to understand
- Using words in conversations
- Practice with friends.

Memorizing

This category comprises a variety of memory techniques that rely on inter-, intra-, and visual associations.

Examples of strategies

- Using pictures, illustrations
- Associations with L1 (cognates or key word method)
- Looking for similarities between words
- Visualisation

There are no universally beneficial tactics for learning vocabulary, and they all contribute in different ways. Students employ a variety of tactics, frequently at the same time. The effectiveness of vocabulary learning is determined by the combination of individual tactics used by students. Students will be more effective in establishing the target language lexicon if they integrate and utilize individual tactics from several categories. As a result, the optimum mix would be tactics from each of the four groups.

The teacher should devise exercises and assignments (to be completed both in and out of class) to assist pupils in expanding their vocabulary and developing skills for self-learning.

Here is a selection of practical activities that direct learners towards using strategies of vocabulary learning.

Word bag (formal practice)

This will encourage your students to take notes on new words they encounter in class. Divide students into groups of roughly 5 at the start of the term/course and assign a number to each group (e.g. 1-6). Give each group roughly 10 cards to put the number of their group and the new terms they hear in class on at the start of each class. They place their cards in the "word bag" at the conclusion of each lesson, and you check in every two weeks to see if they still know the words and which group has the most cards. There are two winners in the end: the group with the most cards and the group with the most words.

The useful alphabet (self-initiated independent learning)

Each student is given a letter and is asked to come up with five, ten, or fifteen words that they believe will be valuable to them. They

then use word cards to report to the class, perhaps as a mingling activity (on one side they write the letter, on the other the information on the word - spelling, pronunciation, definition).

Word tour (memorizing)

'Think of a place or city you are familiar with,' you should tell your students. Assume you're in charge of a sightseeing excursion. Consider five locations for your trip and write down the order in which tourists would visit them. Remember your tour by memory so you can visualize it in your mind. Imagine these words as tourists on your journey and visualize them at areas on your tour like this whenever you have 5 new English words to learn. Trafalgar Square, Buckingham Palace, Houses of Parliament, Westminster Abbey, and Downing Street are all included in the tour. Aprons, dustpans, vacuum cleaners, feather dusters, and brooms are all words to learn.

Especially for you (functional practice)

A list of terms is prepared by the teacher. Each learner is given one word that has been particularly prepared for him or her. The key is that each student is assigned a word that begins with the same letter as the student's first name, for example, Linda becomes listless. During class, each student must look it up in the dictionary and report back to the class after a few minutes. As an example, "Ali is my name, and I'm bored. That is to say, I am... (define)" Students can use their surname for homework as well.

Comprehension questions:

1. How can we design vocabulary activities?
2. What are the 5 vocabulary strategies?
3. How do you test vocabulary?
4. Why do students struggle with vocabulary?
5. How do you evaluate vocabulary skills?
6. How do you analyze vocabulary words?
7. What are the four types of vocabulary?
8. How do you test vocabulary for ESL?
9. How can students improve their vocabulary?
10. How can primary students improve their vocabulary?

THEME 15. THE IMPORTANCE OF PRONUNCIATION FOR SUCCESSFUL COMMUNICATION

Plan:

- 1. Importance of good pronunciation in language learning**
- 2. Reason for the incorrect pronunciation**
- 3. Received pronunciation**

Because speaking is such an important part of communication, many authors and teachers who come across it are bound to notice and discuss it. Speaking is generally seen by EFL students as a simple issue in achieving the necessary level, and it is often determined by the degree of pronunciation. Even though an EFL learner's overall level appears to be high, pronunciation can have a significant impact on communication while utilizing the acquired language.

Tench claims that “Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important”¹. (p.1) According to Gilakjani “learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study”².

Because we judge people based on how they speak, learners with poor pronunciation may be perceived as unskilled, uneducated, or ignorant. However, many students believe pronunciation to be one of the most difficult aspects of English to master, and they require explicit teacher assistance. Pronunciation is the first and most important step in learning to speak. As Burns points out “... regardless of small inaccuracies in vocabulary and grammar students are more

¹ Tench, P. (1981) Pronunciation Skills (Essential Language Teaching Series). Macmillan Education Ltd. 1

²

likely to communicate effectively when they have good pronunciation and intonation”¹.

Nowadays it is not a trend for the learners to express themselves and sound like in their mother tongue. In fact, according to Moyer and Scovel “... adult L2 learners rarely achieve nativelike speech patterns”, and native-like pronunciation among those who acquire an L2 after early childhood is difficult to achieve in typical ESL classrooms”².

As Ur observes, “...the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers”³. According to Burns “... far more important for the speakers to be able to achieve the minimum level of understandability - intelligibility (acoustic models produced by the speaker to be recognizable as English) acceptable - comprehensibility (listener can understand the meaning of what is said) and high intelligibility - interpretability (listener can understand the purpose of what is said)”⁴

There are two key factors that contribute to poor pronunciation. Children learn to respond to sounds and tones that their elders employ while communicating to them from an early age in a native or first language context. In time, children in English-speaking countries begin to acquire English and speak with a mother tongue accent. However, in our country, where English is utilized as a second language for PRONUNCIATION AND COMMUNICATION, children are exposed to incorrect sounds and tones from their teachers/adults in their environment and are more likely to pick up inaccurate pronunciation.

Furthermore, we tend to speak English as if it were our native speech, and as a result, we make mistakes as a result of its effect. Pitch, quality, tempo, and volume are all factors in proper pronunciation. The message should be delivered in a right manner, loud enough, and intoned correctly. Language skills can be learned in the real world rather than in the classroom. Listening to native

1
2
3
4

speakers is the most effective technique to learn any language. Adults may find conversing with native speakers humiliating, but children do not, and as a result, they learn to pronounce words far more quickly. Pronunciation errors can lead to a failure to transmit the message and communication problems.

A vast number of people speak English as a first or second language all over the world. English is the native or first language in several nations, such as the United Kingdom, the United States, Canada, and Australia. English is spoken as a non-native or second language in other nations such as India, Pakistan, Sri Lanka, Bangladesh, and others. We must adhere to a standard because there is such a broad range of difference in pronunciation and accent. The Received Pronunciation of English is a natural regional accent that has achieved social respect. It's how people in south-east England say it, and it's how educated English speakers say it.

Task 1. Watch the video on <https://www.youtube.com/watch?v=dphayJDCzog>

And write a brief report about the importance of a good pronunciation.

Comprehension questions:

1. What is the significance of pronunciation and articulation in communication?
2. What is the role of pronunciation in verbal communication?
3. Does pronunciation matter in communication?
4. Why do we need to learn pronunciation?
5. Why should we teach pronunciation?
6. What do you understand by received pronunciation?

THEME 16. TEACHING PHONOLOGY: WORD STRESS AND SENTENCE STRESS

Plan:

1. Teaching word stress
2. Teaching sentence stress

There are only two easy guidelines to follow when it comes to word stress:

There is just one type of stress in a single word. (There can't be two stresses in the same word.) You hear two words if you hear two stresses. Two stresses cannot be expressed in a single word. It's true that some words might have a "secondary" emphasis. Secondary stress, on the other hand, is significantly less than primary stress and is only employed in long words.)

Only vowels, not consonants, can be stressed.

Here are some more complicated principles to help you figure out where to put your stress. However, don't put too much faith in them because there are many exceptions. It's preferable to try to "feel" the language's music and apply the tension spontaneously.

A. Stress on first syllable

rule	examples
Most 2-syllable nouns	PRESent EXport CHIna TAbLe
Most 2-syllable adjectives	PRESent SLENDER CLEVER HAPPY

B. Stress on last syllable

rule	examples
Most 2-syllable verbs	preSENT

rule	examples
	exPORT deCIDE beGIN

C. Stress on penultimate syllable

rule	examples
Words ending in -ic	GRAPHic geoGRAPHic geoLOGic
Words ending in -sion and -tion	teleVIsion reveLAtion

D. Stress on ante-penultimate syllable

rule	examples
Words ending in -cy, -ty, -phy and -gy	deMOcracy dependaBility phoTOgraphy geOLOgy
Words ending in -al	CRItical geoLOGical

E. Compound words (words with two parts)

rule	examples
For compound nouns, the stress is on the first part	BLACKbird GREENhouse
For compound adjectives, the stress is on the second part	bad-TEMPpered old-FASHioned

rule	examples
For compound verbs, the stress is on the second part	underSTAND overFLOW

The music of spoken English is sentence stress. Sentence stress, like word stress, can aid comprehension of spoken English, particularly rapid spoken English. The rhythm or "beat" of English is determined by sentence stress. You recall that word stress refers to the emphasis placed on a single syllable inside a word. Sentence stress refers to the emphasis placed on specific words inside a sentence.

There are two fundamental sorts of words in most sentences:

The main words in a sentence are called content words. They are the key words that convey the true meaning or sense of the text.

Words like structure aren't particularly important. They are modest, straightforward words that ensure that the statement is grammatically correct. They give the sentence its proper structure and form.

If you take out the structure terms from a statement, you should still be able to understand it.

You will not be able to understand a statement if the content words are removed. The sentence is completely meaningless.

Assume you receive the following telegram:

SELL CAR GONE FRANCE

This sentence is not complete. It is not a "grammatically correct" sentence. But you probably understand it. These 4 words communicate very well. *Somebody wants you to sell their car for them because they have gone to France.* We can add a few words:

SELL my CAR I've GONE to FRANCE

The new words provide no additional information. However, they improve the message's grammatical accuracy. Even more words can be added to produce a complete, grammatically correct statement. However, the data is essentially the same:

content words
 Will you **SELL** my **CAR** because I've **GONE** to **FRANCE.**
 structure words

In our sentence, the 4 key words (sell, car, gone, France) are accentuated or stressed.

What is the significance of this for pronunciation? It's significant because it gives the language a sense of "music." It's the English language's beat. It affects how quickly we speak (and listen to) the language. Each stressed word is separated by the same amount of time.

In our sentence, there is 1 syllable between SELL and CAR and 3 syllables between CAR and GONE. But the time (*t*) between SELL and CAR and between CAR and GONE is the same. On the emphasized words, we keep a steady beat. To do this, we say "my" more slowly and "because I've" faster. We alter the speed of the minor structure words while maintaining the rhythm of the key content words.

syllables							EnglishClub.com
2		1		3		1	
Will	you	SELL	my	CAR	because I've	GONE	to FRANCE.
—		beat	—	beat	—		beat
<i>t1</i>			<i>t1</i>		<i>t1</i>		<i>t1</i>

I am a proFESSsional phoTOgrapher whose MAIN INterest is to TAKE SPEcial, BLACK and WHITE PHOTographs that exHIBit ABstract MEANings in their photoGRAPHic STRUCture.

Task 1. Look at each of these words. Decide on which syllable the stress falls?

Example: about - 2nd syllable, biological - 3rd syllable.

1. industrial: a. 1st b. 2nd c. 3rd d. 4th
2. fantastic: a. 1st b. 2nd c. 3rd
3. Today : a. 1st b. 2nd
4. frightened: a. 1st b. 2nd
5. energy: a. 1st b. 2nd c. 3rd
6. employment: a. 1st b. 2nd c. 3rd
7. certificate: a. 1st b. 2nd c. 3rd d. 4th
8. independent: a. 1st b. 2nd c. 3rd d. 4th

Task 2.

1. Which words in a sentence are usually stressed?

- a. content words b. structure words
2. Which words carry little meaning but make a sentence grammatically correct? a. content words b. structure words
3. When speaking English, we try to create a rhythm in which the time between stressed words is a. the same b. different
4. Which is a list of content words? a. they, should've, through
b. Donald's, eyes, small
5. Which are NOT usually stressed?
a. prepositions, articles, pronouns, conjunctions
b. nouns, main verbs, adjectives, adverbs
6. Which is the normal neutral stress pattern?
a. If you CAN, CALL me in the MORNING
b. If you can, call ME in the MORNING.
7. Which is the normal neutral stress pattern?
a. THEY went TO London to VISIT the QUEEN.
b. They WENT to LONDON to VISIT the QUEEN.
8. Which is the normal neutral stress pattern?
a. If we COOK, could you WASH the DISHES?
b. If WE cook, could YOU wash the dishes?
9. An exception to the rule: We can also stress structure words in order to _____ wrong information.
a. provide b. correct
10. Which stress pattern corrects this statement? "I'm sure they work for the police."
a. THEY don't, but WE do b. They don't, BUT we do.

Comprehension questions:

1. What is difference between word stress and sentence stress?
2. How do you find the stressed word in a sentence?
3. What is sentence stress and examples?
4. How do you use stress in a sentence in English?
5. What are examples of word stress?
6. What is stressed words in English?
7. What are the two types of stress in English?
8. How do you teach word stress?
9. What is stress in simple words?
10. What is first syllable stress?

THEME 17. TEACHING INTONATION. ATTITUDINAL AND GRAMMATICAL FUNCTIONS OF INTONATION.

Plan:

- 1. What is intonation?**
- 2. How to teach intonation?**
- 3. Intonation and attitude**
- 4. Intonation and grammar**

In language learning students should learn not only perfect grammar or rich vocabulary but also they have to do intonation practice to avoid miscommunication. The altering of tone in a person's voice when hearing out specific words is known as intonation. It often reflects emotion, emphasis and attitudes when speaking. To demonstrate intonation, arrows are used to represent each fall or rise [↘] [↗]. In English, there are five tones that can be used to express various emotions and functions:

Fall ↘ Rise ↗ Rise fall ↗↘ Fall Rise ↘↗ Flat →

Let's look at the following examples and consider how intonation can change the meaning of each one:

- a) 'aah!' = surprise (sharp fall) / realisation (rise-fall) / 'cuteness' (fall, slow) / fear (flat, long)
- b) 'what?' = surprise (sharp rise) / confusion (long, flat) / irritation (sharp fall)
- c) 'a handbag' = affirmative statement (fall) / An item on a list (flat) / interest or curiosity (rise) / an old lady's outrage (sharp, extreme fall-rise)

Intonation doesn't exist in isolation. As a result, approaching it in conjunction with other aspects makes sense. Even if it's impossible to set guidelines here, it's critical that students understand the significant link between intonation and attitude. The first step is for students to recognize how intonation variations affect them. I say the word 'bananas' in two ways: first, with a 'interested' intonation (varying tone); subsequently, with a 'uninterested' intonation (same tone) (flat). Students distinguish between the two and explain how they differ. Then we come up with adjectives like 'enthused,'

'bored,' 'surprised,' and 'relieved.' For these, I say 'bananas.' After that, students work in pairs to guess each other's attitude.

This can be established by asking a series of questions.

Students can practice this by asking them to 'welcome' everyone with a specific attitude. Finally, the class determines each person's attitude. I utilize 'Mr Men' characters for younger students (Miss Graham, Mr Brown, Miss Lola, etc.) Each student is assigned a character, and they greet the class in that character's voice, as described above.

When intonation and grammar patterns are predictable, I point them out to my students. These, rather than being regulations, serve as beginning points for me.

Some examples are:

Wh-word questions: falling intonation

Yes/No questions: rising

Statements: falling

Question-Tags: 'chat' - falling; 'check' - rising

Lists: rising, rising, rising, falling

I offer tasks that focus primarily on intonation when practicing these constructions. Question-Tags, for example: Students are divided into groups and given jobs to mime to one another. Students construct a list of what they believe each person's job entails. They must then double-check that they have grasped the tasks: 'You're a teacher, aren't you?' Students utilize rising/falling intonation question-tags depending on how confident they are. Finally, pupils certify their employment.

Task 1. Listen and draw the correct curves (fall or rise)

- Are you reading a book?
- What are you reading?
- Shall I open the window?
- Why are you opening the window. It's cold in here.
- When does the bank open?
- Is it open?
- Do you play tennis?
- How often do you play tennis?
- Where is the dog?
- Is it outside?
- Where do you live?
- Do you live near here?
- What are you doing?

- Are you reading a book?
- What day is it today?
- Is it Monday?
- How are you feeling today?
- Are you well?
- Is she your teacher?
- Who is your teacher?

Task 2. Determine the kind of intonation. Listen to the audio and write the type of intonation they represent. Match the options with the sentences.

statement	command	Yes/no question	w/h question	Incomplete sentence	Old information
surprise	Tag question with certainty	clarification	Tag question with uncertainty	New information	emphasis

1. Ali hasn't called yet, has he?
2. Where have you been?
3. Is white or blue?
4. They cooked rice, turkey and French fries.
5. Did you bring the book?
6. Is this washing machine sold already?!
7. Look at me!
8. We have fast food, we don't sell veggie food.
9. Hunting is dangerous.
10. It doesn't wash in hot water, does it?
11. The drama club I attend will close next week.

Comprehension questions:

1. What is intonation and types?
2. What is intonation with example?
3. What is the purpose of intonation?
4. What are the four functions of intonation?
5. What are the features of intonation?

6. How do you understand intonation?
7. What are the examples of rising intonation?
8. When should we use falling intonation?
9. What is the difference between inflection and intonation?
10. How do you teach intonation?

THEME 18. TEACHING SOUNDS IN ISOLATION VS SOUNDS IN CONTEXT; EVALUATING AND DESIGNING PHONETIC EXERCISES, TASKS AND TESTS

Plan:

1. **Teaching sounds in isolation**
2. **Teaching sounds in context**
3. **Evaluating phonetic tasks**
4. **Designing phonetic tasks**

When a learner starts language learning, the first thing the teacher does is to teach him how to say the sound in isolation. The learner says the sound by itself, not in a word or syllable. A particular sound is chosen to work on and using some prompts the teacher instructs the learner to produce the sound. Let's choose the sound /b/. The teacher asks the learner to watch her mouth as it will help him to see how the lips are doing. Then the teacher puts lips together, then makes the lips pop, makes the voice hum. Thus, the rest of sounds are taught. Once the learner is able to produce the sound in isolation, the teacher starts teaching the sound in syllables, words, sentences.

Task 1. Sound Isolation

Decide what sounds to isolate: first, middle or final

Teaching sound isolation	
First sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the beginning sound of the word.</p> <p>Example: Teacher: "What's the initial sound in "teeth"?" Student: "/t/" Teacher: "What's the beginning</p>

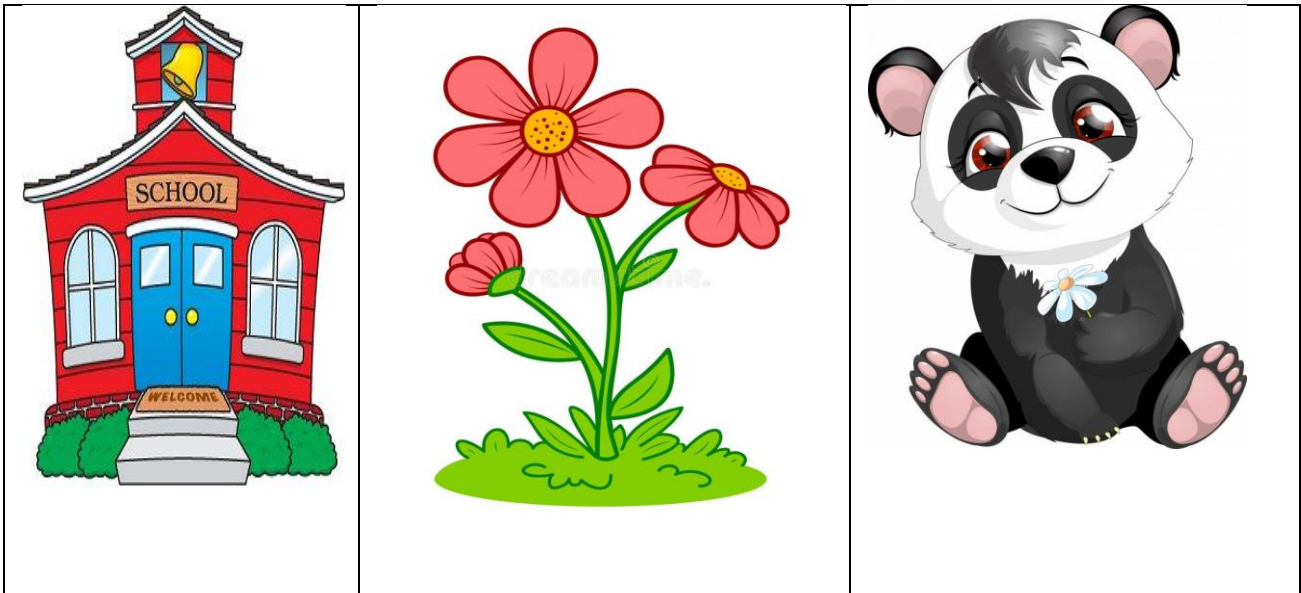
	sound in “cat”?” Student: “/c/”
Middle sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the middle sound of the word.</p> <p>Example: Teacher: “What’s the middle sound in “teeth”?” Student: “/e/” Teacher: “What’s the middle sound in “cat”?” Student: “/a/”</p>
Final sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the last sound of the word.</p> <p>Example: Teacher: “What’s the ending sound in “teeth”?” Student: “/th/” Teacher: “What’s the ending sound in “cat”?” Student: “/t/”</p>

Word Picture Cards



Phoneme isolation sort

Learners select picture cards from a pile, say the word aloud and sort into the correct column based on words that have the same first, middle, last sound.



Teaching phonics in context means that students take the sounds practicing in isolation, and read them within a text. These texts are often decodable passages, or short readers that focus on specific patterns.

Designing phonetic task

The teacher chooses seven to ten words according to the level of learners and writes them on the whiteboard. In the first step the teacher introduces the vowel sound that he is going to teach and discusses the “colored” vowel sound in each word. Let’s take short {a} sound as an example:

rabbit	damp	jam	mask
trap	glass	pattern	apple

In the next step the teacher asks students to read the words up to the “colored” vowel sounds like: ra, tra, da, ja, ma. In the step three the teacher reads the whole word to the class stressing each sound. Then “teacher-student call out” is practiced in which students pronounce the words after the teacher. After practicing pronunciation, “copy cat” activity is played.

Copy cat activity

In this activity students repeat every word, sound said by the teacher. Copycat is exercise is fun for the learners. To stop the game the teacher uses his finger across the throat.

Boo Boo catcher activity

Now teacher reads all the words aloud from top to bottom and intentionally mispronounce one of the words. Here students have to notice the mispronounced word and should raise their hands. This process requires students to be more engaged and concentrated.

Comprehension questions:

1. How do you isolate sound in word?
2. What is phoneme isolation examples?
3. How do you teach final sounds?
4. How do you teach y sound?
5. How do you teach M sound?
6. What 3 sounds does Y make?
7. How do you know how many phonemes are in a word?
8. How do you teach phonics in context?
9. What order should I teach sight words?
10. How do you teach sound in isolation?

THEME 19. THE IMPORTANCE OF ACCURACY VS FLUENCY IN TEACHING LANGUAGE SYSTEMS

Plan:

1. **Two factors of successful pronunciation**
2. **Fluent language activity**

Knowing a language entails not just knowing the grammatical rules, but also knowing when and to whom to say what, i.e., understanding how the system is put to use in the performance of various social actions. The two factors that will determine the future performance of English language students are **accuracy and fluency**.

Whether to focus on accuracy or fluency is a common challenge encountered by language teachers nowadays. The capacity of a student to produce grammatically correct sentences is referred to as accuracy. The student should be able to speak and write correctly in addition to knowing the correct grammatical rules of the language. Fluency is a term that describes a person's ability to communicate effectively. It is the ability to compose written and spoken phrases quickly and efficiently, with no pauses or communication breakdowns.

In general, language teachers must deal with a diverse group of pupils with varying language backgrounds and skills, as well as varied

worldviews, ages, experiences, and points of view. Some pupils are precise in their speech and writing but are hesitant to speak in front of others. Few students, on the other hand, are fluent yet inaccurate. Every student aspires to be both accurate and fluent in their speaking and writing. However, there are several factors, types of learners, and variances in the classroom that make teaching both tough and interesting at times. Language teachers have a general difficulty in that they tend to focus on grammar activities over speaking activities. They feel that the most important element to master first while learning a second language is grammar. However, we can observe how a youngster learns his mother tongue, or L1. We discovered that he first learns simple words or sentences by listening to them or repeating them in various circumstances. At the age of three or four, he begins to speak fluently; he is able to explain most of the things related to his or her field of study without learning the rules of grammar. She or he begins studying grammar rules when he or she reaches class two or three.

We must strike a balance between precision and fluidity. In actuality, accuracy and fluency are inextricably linked, leading to the belief that both are required for effective communication. As language instructors and learners, we should be able to study not only the grammar of forms but also the grammar of functions with our pupils. A grammar of forms familiarizes us with the grammatical structures and rules that demonstrate how a language's systems and subsystems function. A grammar of function, on the other hand, brings together a language's grammatical structures and how they might be utilized by a variety of people in a range of settings for interpersonal and organizational communication.

The most important thing is that we offer them with a natural environment or immerse them in it so that they can communicate normally and without feeling like they are doing something unusual. Debate and speech activities may be a preferable option for this type of group discussion, mock-interview, role play, simulation, and research paper presentation in seminars and conferences. In our language sessions, we engage in a variety of activities to improve our reading, writing, listening, and speaking accuracy and fluency. Brumfit distinguishes between these two activities, “extensive reading is aimed at fluency but much intensive reading work is aimed at

accuracy; free and situational writing exercises are aimed at fluency but all controlled and much guided writing is aimed at accuracy; listening exercises are aimed at accuracy but casual listening in the classroom has a major role as a fluency activity.”¹ (Brumfit, 1984, p.53)

In the classroom, the learner is the most essential individual. However, the student is overshadowed by the teacher's need to finish his syllabus or lesson plan. Every instructor is concerned about his or her students' success or well-being, but his or her personality takes precedence unconsciously, and the class becomes centered on the teacher. Students in a learner-centered classroom are treated as a "tabula rasa," or blank slate, to be worked over and modified by new information. The teacher takes on the role of guide or felicitor in the classroom, encouraging decision-making and learner autonomy.

The learner centred teacher should focus on the following things in the class: a. Communication in natural and meaningful atmosphere. b. Integration of skills. c. Real life (authentic) material. d. Learning by doing. e. Class organisation- individual, pair/group/whole. f. Focus on meaning. g. Learner involvement. h. Teacher as felicitor. i. Extending language use beyond the class. j. Focus on using the language. k. Focus on the process as oppose to product. Fluency based activities need to be introduced in the language classes and learners involvement should be increased. The teacher should motivate and create tasks for the language skills like reading, writing, listening and speaking and let them free to express themselves in natural classroom situation.

To quote Johnson, “The first most central, and by now most generally acceptable implications of the nature of these processes, is that they can only be practised in a language teaching which is task-oriented².(Johnson, 1979,p.199) The concept of information is the second implication of these jobs and actions. The goal of interaction in all forms of language activities is to transfer information. There should be an element of doubt and information gap activities in order to make a conversation intriguing. Students in a second language classroom should be able to say whatever they want in "real time."

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The concept of choice, or the freedom to express oneself, is fundamental to smooth communication. The fourth implication is that what happens outside the classroom should be matched with what happens inside the classroom. Students connect frequently and spontaneously outside of the classroom. When they blend two languages or forms, they are not stopped. Teachers, on the other hand, can monitor their own speech actions as well as the speech acts of their students in the classroom.

We can sometimes go too far, and putting too much emphasis on fluent linguistic activity can lead to errors produced by a variety of factors. These include: a. Interlanguage, which is the form of language produced by language learners who are learning a second or foreign language. There are two types of transfers that can happen. The employment of an L1 pattern or rule that results in an error or an unsuitable form in the target language is known as negative transfer (TL). When both the native language and the target language have the same form, positive transfer occurs, making learning easier. For example, French and English. b. Overgeneralization—when a learner extends the use of a grammatical rule beyond its accepted uses. For example, use of mans instead of men. c. Communication strategy — it is a way used to express a meaning in the first language, the second or foreign language by a learner who has limited command of the language. d. Fossilization is a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language. Aspects of pronunciation, vocabulary usage and grammar can be fossilized. Errors can be made by the learners due to many reasons but errors should be taken as significant evidence of development and learning. Teachers should not over emphasize on accuracy and fluency because learners can lose their confidence.

To summarize, accuracy and fluency are both critical components of language learning. In the case of a second language, a progressive shift from fluency-based activities to accuracy-based activities should be made. As in learning our first language, a language teacher should strive to make his or her classes learner-centered; every activity should be contextual and task-oriented; and the emphasis should be on fluency rather than accuracy.

Comprehension test

What does accuracy refer to?

- a. the ability of the learner to produce grammatically correct sentences
- b. a level of proficiency in communication
- c. produce written and spoken sentences with ease
- d. b and c is correct

What does fluency refer to?

- a. the ability of the learner to produce grammatically correct sentences
- b. a level of proficiency in communication
- c. produce written and spoken sentences with ease
- d. b and c is correct

The learner centred teacher should focus on...

- a. Real life (authentic) material
- b. Learner involvement
- c. Integration of skills
- d. All answers are correct

“The first most central, and by now most generally acceptable implications of the nature of these processes, is that they can only be practised in a language teaching which is task-oriented”. To whom this quote refer?

- a. Brumfit
- b. Johnson
- c. J. Harmer
- d. There is no correct answer

What is interlanguage?

- a. the type of language produced by second and foreign language learners who are in the process of learning a language
- b. when a learner extends the use of a grammatical rule beyond its accepted uses.
- c. it is a way used to express a meaning in the first language, the second or foreign language by a learner who has limited command of the language
- d. a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language

What is Negative transfer?

- a. the use of L1 pattern or rule which leads to an error or inappropriate form in the target language
- b. makes learning easier and it occurs when both the native language and the target language have the same form

What is positive transfer?

- a. the use of L1 pattern or rule which leads to an error or inappropriate form in the target language
- b. makes learning easier and it occurs when both the native language and the target language have the same form

Define Overgeneralization

- a. the type of language produced by second and foreign language learners who are in the process of learning a language
- b. when a learner extends the use of a grammatical rule beyond its accepted uses.
- c. it is a way used to express a meaning in the first language, the second or foreign language by a learner who has limited command of the language
- d. a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language

What is Communication strategy ?

- a. the type of language produced by second and foreign language learners who are in the process of learning a language
- b. when a learner extends the use of a grammatical rule beyond its accepted uses.
- c. it is a way used to express a meaning in the first language, the second or foreign language by a learner who has limited command of the language
- d. a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language

Find the definition of Fossilization.

- a. the type of language produced by second and foreign language learners who are in the process of learning a language
- b. when a learner extends the use of a grammatical rule beyond its accepted uses.

- c. it is a way used to express a meaning in the first language, the second or foreign language by a learner who has limited command of the language
- d. a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language

Comprehension questions:

1. What is the importance of accuracy and fluency?
2. Why is fluency in language important?
3. How do you teach accuracy and fluency?
4. What are the four components of fluency?
5. How do you teach fluency in the classroom?
6. What skills are needed for fluency?
7. What causes poor reading fluency?
8. What is an example of fluency?
9. How does reading fluency affect learning?
10. At what age should a child read fluently?

GLOSSARIY

- Acquisition – the process of learning skills or getting knowledge.
- Affective – relating to the emotions or to someone’s moods.
- Aptitude – natural ability that makes it easy for you to do something well.
- Attitude – someone’s opinions or feelings about something.
- Awareness – knowledge or understanding of a subject, issue, or situation; the ability to notice things.
- Bilingualism – being able to speak two languages extremely well.
- Cognitive – a cognitive science or process is one that is connected with recognising and understanding things.
- Communication – the process of giving information or of making emotions or ideas known to someone.
- Comparison – the process of finding things that are similar between two or more things or people.
- Contrast – a noticeable difference between people or things; sth that is different from something else.
- Critical – expressing an opinion when you think something is wrong or bad; very important; difficult to deal with because a small mistake could make very bad things happen; considering something carefully and deciding what the good and bad aspects are.
- Deductive – considering carefully the information or evidence that you have in order to find the solution to a question or problem (*deductive reasoning*).
- Discourse – written or spoken language, especially when it is studied in order to understand how people use language.
- Error – a mistake in a calculation or a decision.
- Factor – one of the things that influence whether an event happens or the way that it happens; a measurement that shows how strong or large sth is.
- Identification – something that proves who you are, especially a document with your name and a photograph; the action of recognising someone.
- Inductive – reasoning from particular facts or ideas to a general rule or law.

Interlanguage – a mixture of two languages, especially one used by someone learning a new language, that contains features of the person’s first language mixed with those of the language they are learning.

Language – the method of human communication using spoken or written words.

Learner – someone who is learning something.

Learning – the process of gaining knowledge and experience, for ex. by studying.

Mistake – something that you have not done correctly, or sth you say or think that is not correct.

Motivation – a feeling of enthusiasm or interest that makes you determined to do something; a reason for doing something.

Reasoning – the process of thinking about something in an intelligent sensible way in order to make a decision or form an opinion.

Source – the cause of a problem, or the place where it began.

Strategy – a plan or method for achieving something, especially over a long period of time.

Style – the individual way that someone behaves and does things.

Systematic – done according to a careful plan and in a thorough way.

Transfer – to move from one job, office, or department to another in the same company or organization.

TESTS

1. The majority of vocabulary acquisition occurs
 - a. independently by learners studying word lists
 - b. intentionally through formal classroom instruction
 - c. incidentally through oral and written exposure
2. Which of the following is NOT a word learning strategy?
 - a. Chunking
 - b. choral reading
 - c. contextual analysis
3. In the word *development* the letters "-ment" form the root
 - a. Suffix
 - b. Prefix
4. What is the goal of teaching pronunciation?
 - a. To make students sound exactly like native speakers
 - b. To make students repeat words for many hours
 - c. To help students have intelligible pronunciation
5. Which of these statements is true?
 - a. Children and adults can both learn pronunciation, but they learn in different ways
 - b. Adults can learn pronunciation easily
 - c. Children can analyze the rules of pronunciation more easily than adults
6. Which of these factors affect a student's learning of pronunciation?
 - a. Personality and motivation
 - b. Age
 - c. Native language
 - d. All of the above
7. Which of these is most important in teaching pronunciation?
 - a. To be a native speaker
 - b. To motivate students and help them practice in many ways
 - c. To speak the same native language as the students
8. What would be the most appropriate principle in teaching grammar?
 - a. Focus more on accuracy over fluency
 - b. Employ all the methods PPP, TTT and others
 - c. Combine both inductive and deductive teaching
9. What may be the advantage of 'presenting rules and giving examples' technique?
 - a. Students find it easier to remember grammar points with meaningful context.
 - b. Students find it more motivating and vividly.

c. Students find it easy to learn by heart the grammatical rules.

10. What may be the advantage of TTT over PPP?

a. Teachers become more experienced.

b. Teachers plan the lesson more effectively.

c. Students are more engaged.

11. In which stage are drills often used in PPP approach?

a. Presentation

b. Practice

c. Production

12. Teacher first explains the rules, then lets students practice with exercises.

What approach does the teacher use?

a. Explicit teaching

b. Implicit teaching

c. Inductive teaching

13. What kind of grammar that sets out the rules of use from how the language is actually used in reality?

a. Declarative grammar

b. Descriptive grammar

c. Prescriptive grammar

14. What aspect of grammar does the following description refer to?

“Possession ‘s is used to describe possession, characteristics of something, the quantity, the relationship, a part or a whole, the origin or the actor.”

a. Form

b. Meaning

c. Use

15. Students need to learn words in context and encounter new words multiple times to effectively acquire them.

a. True

b. False

16. Mime is very useful for teaching action verbs and it can help to keep students engaged and retain new words.

a. True

b. False

17. Only difficult and formal words used in written language are worth teaching.

a. True

b. False

18. When we focus on the form of language we _____.

a. talk with classmate

b. listen to video and audio cassettes

c. pay attention to accuracy and use

19. To distinguish the meaning of words, items can be grouped into _____.

a. synonyms (words with similar meaning)

b. antonyms (words with opposite meaning)

c. lexical sets (words that belongs to the same topic)

d. all of them

20. Meaning of some vocabulary items is created by.....

- a. adding prefixes of suffixes
- b. making compound words
- c. All are correct.
- d. words that often occur together

21. Pronunciation refers to the way a _____ is spoken

- a. word
- b. phrase
- c. language
- d. sound

22. Intelligibility is one of the goals of teaching pronunciation.

- a. True
- b. False

23. Teaching pronunciation should help learners to feel confident in communicative situations.

- a. True
- b. False

24. The technique to teach pronunciation by using /pan/ and /pen/ in communicative situations is called

- a. pairs in context
- b. minimal pair
- c. contextualized minimal pairs
- d. word pairs

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

- a. the communicative approach
- b. the natural approach
- c. the direct method

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

- a. the communicative approach
- b. the natural approach
- c. the direct method

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

- a. the communicative approach
- b. the natural approach
- c. the direct method

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

- a. the inductive approach
- b. Grammar Translation
- c. the process approach

29. 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

30. 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

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

- a. the direct method
- b. the deductive approach
- c. the inductive approach

32. 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

33. 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

34. A sound that involves vibration of the glottis is a _____ sound.

- a. Voicing
- b. Voiced
- c. Voiceless

35. Glottal stops are sounds made by momentarily closing the glottis and then releasing the air, as in

- a. Uh-oh!
- b. Yum!
- c. Shoosh!

36. An affricate is a sound characterized by a "stop" followed immediately by a "fricative". Which is an example?

- a. Chair
- b. Cook
- c. Ate

37. A diphthong is a combination of _____ vowel sounds within the same syllable.

- a. Three
- b. Two
- c. many

38. The term "slang" refers to _____ vocabulary used by particular groups such as teenagers, gay people, rap musicians, etc.

- a. Incorrect
- b. Impolite
- c. informal

39. Which includes an idiom?

- a. I was making you laugh
- b. I was pulling your leg
- c. I was telling a joke

40. Overused expressions that are considered to weaken written English are called

- a. Sayings
- b. Clichés
- c. Collocations

41. A "chunk" is any string of words with a specific meaning that's learned and understood in the way a single word is, such as

- a. all of a sudden
- b. Tom suddenly said
- c. all much too sudden

42. The acronyms L1 and L2 refer to a learner's first and second
- Levels
 - Languages
 - Lessons
43. The acronym EFL stands for "English as a _____ Language".
- First
 - Fluent
 - Foreign
44. Which term means the gaining of new skills and understanding?
- Comprehension
 - Fluency
 - acquisition
45. The ability to read and speak well and to express oneself without effort is called
- Comprehension
 - Fluency
 - acquisition
46. The acronym PPP stands for "presentation, practice, _____".
- Production
 - Proficiency
 - Preparation
47. Which tasks are typically used to test the ability of arranging a discourse (stretch of an oral or written utterance) in a logically organized chain
- Cloze procedure
 - Information transfer
 - Ordering tasks (sequencing)
 - Matching
48. Which method of analyzing tests is marking is useful because it informs the test-takers about their performance against certain criteria
- analytic
 - traditional
 - practical
 - error-count method
49. Which task means that the test-takers have to transfer material from the text on to a chart, table or map?
- Matching
 - Cloze procedure
 - gap filling
 - Information transfer
50. Even though people do not see each other face to face, they share the same image inb their heads. What is the statement about?
- Grammar
 - Syntax
 - Intersubjectivity
 - Phonetics
51. "Theory of language is part of a theory of action, simply because speaking is a rule-governed form of behaviour" – what is the statement about?
- History
 - Linguistics
 - Speech act
 - Discourse analysis
52. What is the functional aim of a scientific text?

- a. To produce an aesthetic influence
 - b. To fundamentally examine a proposed research problem within a particular theory
 - c. To produce an emotional impact on the reader
 - d. To attract attention
53. format is often used in the “letter-of-complaint” task.
- a. Written response
 - b. describing
 - c. Contextual
 - d. Explaining
54. This pedagogical framework has four key elements. One of them - generative topics
- a. Card cluster
 - b. Data retrieval chart
 - c. Teaching for understanding
 - d. Discipline
55. KWL asks students to determine what they
- a. know, want to learn and listening
 - b. are keen about, willing to learn, and looking for
 - c. know, want to know, and learned
 - d. keep in their heads, write down, let go
56. Choose the correct word that matches the following

definition: a specific language goal or aim presented in a lesson

- a. Appropriacy
- b. skill basis
- c. target structure
- d. pedagogic task

57. A process for locating the difficulties of items (and standards) on a measurement scale.

- a. Tuning protocol
- b. Card cluster
- c. Carousel sharing
- d. Calibration

58. The instrument that teacher designs to give a class?

- a. feedback
- b. Open question
- c. lesson plan
- d. rubric

59. Ice-breaker

- a. Information gap activity
- b. Tenses, translation and Grammar
- c. Jigsaw activity

60. Which task refers to tasks where the test-takers are given separate sentences with some words or phrases deleted?

- a. Multiple choice tests
- b. Gapfilling
- c. Cloze procedure
- d. Matching

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**Kilicheva Mehriniso Rajabovna
Ataboyev Nozimjon Bobojon o'g'li**

**CHET TILI O`QITISHNING INTEGRALLASHGAN KURSI
(Til sathlarini o`qitishda kommunikativ yondashuv)**

O`QUV QO`LLANMA

<i>Muharrir:</i>	<i>A. Qalandarov</i>
<i>Texnik muharrir:</i>	<i>G. Samiyeva</i>
<i>Musahhih:</i>	<i>Sh. Qahhorov</i>
<i>Sahifalovchi:</i>	<i>M. Bafoyeva</i>

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Bahosi kelishilgan narxda.

“Sadridin Salim Buxoriy” MCHJ bosmaxonasida chop etildi.
Buxoro shahri Muhammad Iqbol ko`chasi, 11-uy. Tel.: 0(365) 221-26-45