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**INNOVATIVE PEDAGOGICAL
TECHNOLOGIES IN THE ENGLISH
LANGUAGE TEACHING**

TASHKENT

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL
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TECHNOLOGIES IN THE ENGLISH
LANGUAGE TEACHING**

**Course-book for
Students of FL specialized departments of the universities and
institutes**

**ИНГЛИЗ ТИЛИНИ
ЎҚИТИШДА ИННОВАЦИОН
ПЕДАГОГИК ТЕХНОЛОГИЯЛАР**

**Олий ўқув юртларининг чет тиллар йўналишидаги
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The course-book “Innovative pedagogical technologies in the English language teaching” focuses on different theoretical and practical aspects of innovative technologies. It is designed for students of pedagogical and philological institutes and universities where English is a speciality.

“Инглиз тили ўқитишнинг инновацион педагогик технологиялари” номли ушбу дарслик инновацион технологияларнинг турли соҳаларини ёритиб беришга эътибор қаратилган. Ушбу дарслик олий ўқув юртларининг педагогика ва филология факультетлари талабаларига мўлжалланган.

Учебник «Инновационные педагогические технологии в обучении английскому языку» фокусируется на различные аспекты инновационных технологий теоретического и практического характера. Учебник предназначен для студентов языковых вузов.

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PREFACE

Times have changed, teachers have evolved, and we now have a new breed of teaching and learning technologies. Teachers now adept at using innovative technologies as PowerPoint to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all. Their functions to empower students by giving them access to a wide range of Internet tools to develop the communicative competence in real contexts.

Innovative technologies have begun to change the way that English is learned in the classroom, so the course of “Innovative technologies in the English language teaching” has been introduced for training of language teachers.

The course-book “Innovative technologies in the English language teaching” consists of 9 units. Each unit focuses on a different area of innovative technologies and provides material for about 100 hours for a study. After each theme the questions for reflection and practical activities, and the list of the literature for reading are given.

This course-book is addressed to students of pedagogical and philological institutes and universities where English is a specialty. It can be also used by the English language teachers who work at the general secondary, secondary specialized levels, institutes and in-service training courses as well.

This course-book concentrates on mastering innovative technologies in the ELT process at different types of Educational establishments which was designed in accordance with up-to-date requirements to organization of FLT process and needs of students and teachers. We feel sure that this book can make a substantial contribution to further development of innovative technologies by educators.

The course-book grew out of the authors’ experience in teaching ELT methodology and Innovative technologies at the pedagogical

and philological institutes and universities. We believe that teachers will use suggested innovative educational technologies to do their job well and will engage in professional exchange between inexperienced and experienced teachers in this context of study.

The authors are grateful to editors Pr. J.J. Jalolov and Pr. E.D. Muratova, reviewers Pr. U.K. Yusupov, Pr. F.Z. Yuzlikaev and others who have given meaningful advices during and after writing this course-book.

We would like to acknowledge our debt to a large number of general and special books on FL Methodology and Educational technologies, as well as EL textbooks, which have helped us to develop ideas for this course and have been used by us as the basis of theoretical and practical material of the book.

I. EDUCATIONAL INNOVATIONS

Topics to be discussed:

1. Up-to-date requirements to FL teachers training.
2. The technological approach.
3. The concept of “technology” in FLT.
4. Innovative technologies in FLT as academic subject.

Spark:

1. What do we mean by innovation?
2. Think about innovations taken place in the educational system of Uzbekistan for the last period?

1. Up-to-date requirements to FL teachers training

Since the time of Independence obtained by Uzbekistan there have been great positive changes in the social life of the people and also in all branches of society. The changes in the Education system of Uzbekistan have been carried out according to the requirements of the “National program of personnel training” (1997).

President of the Republic of Uzbekistan Islam Karimov from the first days of Independence has highlighted the importance of deep reforms in the education system and upbringing of new generation in our country.

The adoption of “The Law on Education” in Uzbekistan was a great event in the sphere of education, where the main principles of continuous and successive education were determined.

At present Uzbekistan established diplomatic, economic, cultural and other relations with a great number of countries of the world. That is why, the role of foreign languages, especially the English language, as a means of communication within international relations has become essential. Knowledge of not only one but two

or more FL by modern specialists became of great demand so they will be able to use new technologies in their professional activity and to achieve the set up goals. Our society needs well-educated and qualified specialists with creative thinking, sense of responsibility, ability of solving difficult problems.

Modernization of the education system in Uzbekistan is closely linked with modernization of education goal, content, technology of teaching and learning, and the end result through wide implementation of innovative technologies.

For further development of the continuous and successive foreign languages learning at all levels of education and improving professional skills of teachers and provision of modern teaching materials the CEFR (Common European Framework Reference: teaching, learning, assessment, 1996/2001) standard has been offered with adapting it to the national context.

This standard aims a common basis for the elaboration of language syllabuses, curricula, guidelines, examinations, textbooks. It allows understanding what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively in all over the world.

On the basis of the CEFR the levels of language proficiency at all stages of the educational system have been defined in the State Educational Standard (2013:5-6). To achieve the goal and required levels of the language proficiency as a result of education the learners must acquire the new content of FLT through wide implementation of the innovative technologies.

The main requirements to the FL specialists are the followings: the information, cultural and professional literacy. Cultural literacy means communicative culture on the FL as a set of personal communicative properties and skills characterized by conventions, norms and requirements for professional communication. Communicative culture fulfills the following functions: informative, emotional, regulative, motivational and reflective. Information literacy is closely connected with cultural one. It includes the following skills: 1) to define the possible sources of information and strategies for its searching; 2) to analyze the

received information and to fix it with the help of schemes, tables, words, etc.; 3) to evaluate the information from the position of reliability, precision, sufficiency; 4) to realize needs in additional information and to receive that if it is possible; 5) to use the results of the searching process for analysis and evaluation of the information; 6) to create a new solution; 7) to see alternative ways of problem-solving; 8) to be ready to interact with colleagues, to take criticism, advices and offers.

Nowadays the information literacy is often replaced with the term “media literacy” as ability to interact with all types of the media information adequately in the global information space, especially, to search the necessary information, to analyze and evaluate it critically, to create media-texts, which are extended by the different media means of mass information and communication in various forms.

In the late years the new information and communication technologies have been widely implemented in the teaching process at all stages of education, which represent new forms, approaches and methods in the organization of the teaching process. That’s why the new kind of literacy as information-communication technologies (ICT competence) can be claimed.

Professional literacy of FL teachers includes the following components: 1) linguistic (lexical, grammatical, and phonetic); 2) communicative (speaking, listening, reading, writing); 3) linguo-cultural; 4) social-cultural; 5) subjective (informative-thematic, conceptual) and 6) methodological or instructional.

Humanitarian approach has become priority in organization of teaching and further development of the modern education. The main attention here focuses on the individuals’ interests, needs and their intellectual potential. Under these conditions the topical matter for teachers is to choose the suitable and effective methods and aids of teaching which can provide the achievement of the purpose of the education.

2. The technological approach

It was mentioned that within the last period the global changes in the educational sphere of Uzbekistan have taken place, which directly refer to the methodology of FLT. Nowadays the organization of teaching process at the educational establishments (school, academic lyceum, and college) is characterized by the steady tendency to technologisation of educational process. Technologisation is understood as innovative process, which means the introducing of a new idea, method, or devise related to technology using and development.

The term “technological approach” is widely used in the scientific literature. It is a well-planned project or design of the teaching process and it is based on the activity principle which means a high level of motivation for FL acquisition and development of language sub-skills (vocabulary, pronunciation, grammar) and skills (listening, speaking, reading, writing).

Theoretical bases of technological approach in didactics were worked out by J. Keroll, B. Bloom, P.Ya. Galperin, V.P Bespalko, M.V. Klarin, B. L. Farberman, N.N. Azizhodjayeva, M.Tojiyev, B. Ziyomuhamedov.

3. The concept of “technology” in FLT

The word technology in the sphere of Educational and Human Performance Technology means "applied science." In other words, any valid and reliable process or procedure that is derived from basic research using the "scientific method" is considered as a *technology*. The word *technology* comes from the Greek "techne" which means “craft or art”. Another word, “technique”, with the same origin, also may be used when considering the field of educational technology. So, educational technology may be extended to include the techniques of the EL teachers.

The term “technology” was spread widely in the scientific literature in 1960 with the development of programming teaching and it was used originally as teaching with the help of the technical aids.

In 1970 this term meant the teaching with the technical aids and a rationally organized teaching on the whole. Thus, the concept “technology” includes all issues of didactics related to improving the teaching process and increasing the effectiveness and quality of its organization.

Educational technology is the study and ethical practice of facilitating learning and improving proficiency in some field of science or knowledge by creating, using and managing appropriate technological processes and resources. The term “educational technology” is often associated with *instructional* and *learning theories*. While learning theories cover the processes and systems of learning, instructional educational technology includes other systems used in the process of developing human capability. For example, educational technology includes software, hardware, as well as Internet applications and activities. This technology is the most simply and comfortably defined as an array of tools that might prove helpful in students’ learning.

Thus, technology can refer to material objects used by humanity, such as machines or hardware, but it can also encompass broader aspects, including systems, methods of organization, and techniques. That is why this term is usually differentiated into two aspects:

TECHNOLOGY OF TEACHING	TECHNOLOGY IN TEACHING
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We designate the techniques of teachers’ activity with the help of which we can achieve the goal of teaching as “technology of teaching“, the term “technology in teaching” means the usage of the technical tools in the teaching process. Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as "smart-phones" and games (both online and offline) are beginning to draw serious attention to their learning potential. Those who employ educational technologies are both learners and teachers.

The term “*pedagogical technology*” often replaces the “educational technology”. In the pedagogical literature one comes across different definitions of pedagogical technologies. Let’s compare the definitions of “pedagogical technology” given by scientists.

1. V.P. Bepalko – it is a project of the concrete pedagogical system feasible in practice. The main idea of this conception is projecting/designing the educational process.

2. N.F. Talizina – it is a real pedagogical process presented at the technological level.

3. V.M. Monahov – a pedagogical technology is a worked out module of cooperative pedagogical activity on designing and organizing teaching process with the aim of creating favorable conditions for both learners and teachers.

4. I.P. Volkov – a pedagogical technology is a description of the process to achieve the planned results in teaching.

5. V.M. Shepel – it is an art, mastership, skill and combination of methods of treatment and changing the state.

6. M.V. Klarin – a pedagogical technology means a systematic aggregate and order of functioning of all individual, instrumental and methodological means, used for achievement of pedagogical aims.

Summing up all these definitions G.K. Selevko stresses out that a pedagogical technology is a pithy generalization which can include all definitions given by these authors. In general, a pedagogical technology means planning and using of all teaching means/aids in the system of education for achievement of the necessary results. It is evident, that the main function of pedagogical technologies is achievement of the goals of teaching or developing the learners’ abilities and skills.

It’s time to give the definition of the concept “pedagogical technology” from our point of view summarizing the all mentioned information.

Pedagogical technology is the systematic method of creation, application and determination of the FLT process and acquiring the knowledge with the help of technical and human resources and their interaction for the aims of optimization and intensification of the

educational forms. Technology can be manifested also on the level of operations and actions.

The structure of the pedagogical technology includes conceptual foundation, the content of educational and technological processes. The content of educational process proceeds from general and special aims of the educational process and proposes the use of the teaching language and speech material.

The technological process includes organizing a teaching process, the activity of a teacher and students, the management and monitoring instruments of the teaching/learning process. So, the main criterion of the pedagogical technology is management and monitoring which include assessment, planning and implementation through variable means, methods, techniques, activities of teaching and learning. It's considered the more effective criterion, supposed creation of the competitive conditions of organizing teaching process for achievement of the planned results in teaching and learning. The other criterion of the pedagogical technology is reproductivity which makes it possible to be used in other educational institutions.

Summing up all the above ideas, we can point out four main features of the pedagogical technology related to ELT. They are:

1. Well-planning/designing the process of teaching and learning.
2. Creating motivation during the teaching process.
3. Systematic presentation of the teaching material and different forms of its organization for development language sub-skills and skills in the four speech activities (listening, speaking, reading, and writing).
4. Guaranteed result in achievement of the goal of FL teaching and learning.

In projecting educational process and making a technologic map of the lesson these features of the pedagogical technology should find their reflection.

Thus the term “pedagogical technology” in FLT is a set of tools with the help of which the planned goals of the lesson in the less time and efforts and more effective ways can be achieved.

The main characteristics of the pedagogical technologies of FL teaching are:

a) effectiveness (the high level of achievement of the goal by each student);

b) economy (a large capacity of the teaching material can be acquired for the less time and efforts);

c) ergonomic conditions (the teaching is conducted in the environment of cooperation, positive emotional microclimate, lacking of overstrain, in other words, to provide optimum comfort and to avoid stress or injury). The term *ergonomic* means “designing and arranging things people use so that people and things interact most efficiently safely, so called ‘human engineering’”;

d) motivation via special tools to increase interest and allow developing personal properties and opening individuals mental recourses.

In the methodology of FL teaching and learning Cooperative learning/Community language learning, project methods, learner-centered teaching, distance teaching and learning, language portfolio, tandem-method, case study, computer, audiovisual technologies and other ones refer to the innovative pedagogical technologies.

4. Innovative technologies in FLT as academic subject

The problem of providing FL teachers with modern knowledge in methods of teaching in their professional field leads to the appearance of the theoretical-applied subject as “Innovative technologies in FLT” and its implementation into educational process.

The effectiveness in the process of teaching depends much on the language proficiency of a teacher, grasping of professional competence including innovative technologies.

The **purpose** of this subject is acquiring the theoretical and practical matters of innovative technologies for the successful organization of pedagogical activity at all types of Educational establishment.

The objects of the study within the suggested course are the essence, functions and types of innovative technologies as well as the ways of their application in the ELT process.

This subject has gone out the Didactics and it is in the close interrelation with Methodology of FLT, Psychology, Linguistics, Computer study so it solves its issues in conformity with their backgrounds (See the *Table 1*).

***Table 1. Interdisciplinary links of the subject
“Innovative technologies in FLT”***

Linguistics	Psychology	Computer study	Methodology of FLT
Teaching language, as another language code, its standard using in the oral and written speech.	Pedagogical strategies and learning styles, specificity of development of language subskills and skills via innovative technologies in the framework of psychological aspect of FLT.	The novel electronic teaching tools and resources for successful acquiring language.	Using rational technologies to FLT; the students are taught how to learn a FL, how to work on the subject to achieve the ultimate goals.

Interdisciplinary links allow imparting to the learners some knowledge about nature, society, technology progress, thinking and modes of activity, which will help the students to become confident users of a FL, versatile thinkers and developmental in technology point of view.

For successful organization of FL teaching process it is very important to choose the correct instructional methods, forms of interaction and other aids in compliance with the purpose of teaching. We don't present Didactics in *Table 1*, because it is one of the grounding of FLT methodology, exactly, the didactic principles are used in organizing FLT and learning process. For example, the main didactic principles are below which are used in innovative technologies:

- importing knowledge and developing language sub-skills and skills are closely related to the character of the teaching material;
- results of teaching depends on the professional quality of the teacher and also methods used by him/her;
- results and efficiency of organizing teaching process are proportional to duration time of teaching;
- clearness and relevance of the aims and content of teaching to the learners;
- efficiency of teaching and learning English depends on the motivation, quality and appropriateness of the teaching material and means.

Psychological factors greatly influence the efficiency of teaching. That is why they should be taken into account in organizing the teaching process. For instance, psychological investigations confirm the idea of interrelation and interaction between types of activity, and these relations are of a deep-seated character. Consequently, all types of speech activity should be regarded as interrelated parts of communicative process and taken into account while developing the learner's communicative competence.

In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching depends on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching depends on teachers' ability and professional skills of a teacher.
3. Efficiency of developing communicative competence depends on the degree of acquisition of language knowledge and skills and on degree of creative thinking. Besides the professional qualities to establish the relationship with learners, to have intuition, to conduct management and monitoring the teaching process are important factors influencing the result of teaching.

Reflect on the questions:

1. What are the modern requirements to the FL specialists?
2. Why are the information literacy and cultural literacy important for FL specialists nowadays?
3. How do you understand the term “professional literacy”?
4. What is an educational technology? Explain the origin of the term “technology”.
5. What is the essence of instructional theory and learning theory within the educational technology?
6. What items are included into an educational technology?
7. What subjects in the curriculum are related to the subject of Innovative technologies?
8. What are the main factors of efficiency of FLT process?
9. What are the main didactic principles used in innovative technologies?
10. What are the main psychological factors that impact on improving the efficiency of teaching?

Activities:

1. Create an associative map of innovative technologies.
2. Write a report (300 words) on the given topics: A) Benefits of using an educational technology in the teaching process. B) Impact of the innovation technologies on the content and result of FLT?
3. Discuss means of technology of teaching and technology in teaching and compile a thematic glossary.
4. Study the State educational standards for school, academic lyceums and vocational colleges and summarize innovations taken place in educational system of Uzbekistan.

For reading:

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II. TRADITIONAL AND INNOVATIVE MODELS OF FLT

Topics to be discussed:

1. The main factors of Innovative activity.
2. Comparison of traditional and innovative methods.
3. Classification of innovative methods.
4. Interactive forms of lesson organizing.
5. Current methods of language teaching.

Spark:

1. Give the definitions of the terms “traditions” and “innovation”.
2. Discuss in the group the concepts of “traditional lesson” and “non-traditional lesson”.

1. The main factors of Innovative activity

It is well-known that modern development of the society brings a new innovative approach to education and also into the teachers and students' activity.

Within this course *innovation* means the introduction of something new, a new idea, method or device into FLT and learning process. This new trend in education appeared in the 60th last century and has been existed since that time. For example, at present implementation of CEFR standard in our system of FLT is considered as innovation.

Innovative activity has been investigated in the works by T.N. Gonobolin, B.A. Slastenin and others. Some matters of management of innovative activity have been discussed in the works of D. Admilton, R. Karlson, Dj. Basset and others.

As it is stressed in the pedagogical literature the innovative process has six stages:

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1. **The occurrence of a new idea or conception.**
2. **Creation of novelty.**
3. **Implementation of this novelty into practice.**
4. **Dissemination of the novelty.**
5. **Within some periods of time a competitor of this novelty appears.**
6. **Within certain time the novelty can be shortened and replaced with another novelty.**

Thus, novel technology can't be existing for a long time and it is naturally replaced by a new one or modernized with other elements according to the society needs.

It is necessary to deal with some traditional teaching issues. Let's discuss how a well-planned lesson influences the efficiency of FLT and efficiency of a warming-up stage influences the further stages of the lesson. There is a saying – “a good beginning leads to a good child”. That's true, if a teacher is able to organize a language learning process productively, the good results in teaching are guaranteed.

Nowadays a teacher should avoid old traditional ways of imparting knowledge and developing language sub-skills and skills. The traditional ways of organizing teaching propose using the information-based method. In this case learners believe that teacher's information is the only correct one. And they have no desire to think, to discuss and to express their point of view on the material being presented. They are passive learners; there is lack of motivation and no creative thinking.

Here a teaching process is oriented on the whole group; in other words, this is a class-oriented teaching. And the learners tasks are to listen, understand, repeat this information and tell it back again at the next lesson.

The innovative approach of organizing a teaching process is different from that one. Within an innovative approach at the beginning of the lesson a teacher should explain the aim and objectives of the lesson and the expected results at the end of the lesson; motivate them during the lesson with the help of material and different tools. In this case the learners acquire knowledge actively with interest and can ask questions or express their ideas on

the material being presented. And the teacher keeps their activity by motivating, inspiring them and using active methods and technical tools. The teacher gives the chance for the learners to create an atmosphere for discussion and expressing their ideas freely without hesitation and threat of making errors.

It is then feasible to adjust teaching procedures to the language learners, taking account of their age, ability, needs and interests. A qualified teacher can guide and assist the learners in the process of language learning and provide them with feedback about their progress.

2. Comparison of traditional and innovative methods

Firstly we answer the question: “What is traditional methodology?” To answer this question we should address to different sources on the FL methodology.

1. A very typical feature of traditional methodology, “teacher-dominated interaction”, the teaching is deeply teacher-centered (Broughton et al., 1994).

2. “Traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers” (Kuzu, 2007).

3. “Traditional teaching [is imagined to work as] the knowledge being poured from one receptacle into an empty one.” This widespread attitude is based on a precondition that “being in a class in the presence of a teacher and ‘listening attentively’ is [...] enough to ensure that learning will take place” (Scrivener, 2005).

4. Traditional methodology – “learning was very much seen as under the control of the teacher” (Richards, 2008).

5. Traditional methodology does not present the language as a means of communication. Rather, this approach to teaching conceives “language [as] a body of esteemed information to be learned, with an emphasis on intellectual rigor” (White, 1988).

To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge.

Traditional language teaching is based on a traditional approach to the target language teaching and learning, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary.

Unlike traditional methodology, modern methodology is much more student-centered. According to Jim Scrivener (2005), the teacher’s main role is to “help learning to happen,” which includes “involving” students in what is going on “by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc.” Moreover J. Broughton adds that “the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher’s skills are moving him forward to a fuller competence in a foreign language” (Broughton, 1994). Briefly put, the students are the most active element in this process. The teacher is here not to explain, but to encourage and help students to explore, try out, make learning interesting, etc. That’s why a great emphasis nowadays is put on negotiation of meaning and the communicative competence as “being able to use the language for meaningful communication” (Richards, 2008). Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Taking into consideration the educators’ statements we point out the following advantages and disadvantages of traditional methods which still have been used in practice of ELT in Uzbekistan (see *Table 2*).

Table 2. Advantages and disadvantages of traditional model of FLT

Advantages	Disadvantages
- teaching process and students' activity are strongly controlled by the teacher;	- students are passive at the lesson; - strict control of the teaching

<ul style="list-style-type: none"> - effective distribution of time; - strong discipline during the lesson; - results of teaching depend on teacher's qualification and authority; - rule-instructions help to acquire language items and their usage in the oral and written speech. 	<p>process by a teacher is an obstacle for existing motivation;</p> <ul style="list-style-type: none"> - the lack of direct communication of the students with a teacher; - comprehension of the students in the class is different and this influences the results of teaching; - lack of conditions for making decisions; - class-centered teaching and lack of individual approach at the lesson.
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Innovative model of teaching and learning gives teachers more advantages, but it has also disadvantages (See *Table 3*).

Table 3. Advantages and disadvantages of innovative model of FLT

Advantages	Disadvantages
<ul style="list-style-type: none"> - guarantees successful results in teaching; - creates favorable situations for practical use of the target language; - gives various ways of explaining the teaching material; - increases motivation for learning and communication; - gives opportunity for the formation of students self-appraisal; - intensifies positive attitude of students to the teaching material and teaching process; 	<ul style="list-style-type: none"> - takes much time; - gives much noise during the lesson; - creates weak control or management of the teaching process by the teacher.

- | | |
|--|--|
| <ul style="list-style-type: none">- helps to create students critical thinking and solving problems skills;- provides opportunity to use authentic material and to create real life situations for communication. | |
|--|--|

In our conditions the Communicative language learning and teaching has been still considered as an innovative model of teaching. Within the Communicative language teaching the goal is to enable students to communicate in the target language. In this case the following question is appeared, “What knowledge and language skills are necessary to communicate in the target language?” The answer to this question was found in the book written by Diane Larsen-Freeman (2003:128).

<p>To do this students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of a language is insufficient.</p>
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Within this approach students use the language in a great deal through communicative activities such as games, role plays, problem-solving, information gap and others. In real communication, a speaker has a choice of what s/he will say and how s/he will say. If communicative activity is tightly controlled the students could only say something in one way, because speakers have no choice.

Let's compare the data given in the *Table 4*.

Table 4. Traditional and communicative approaches in FLT

Traditional approach	Communicative approach
1. Selection of the teaching material is basically done within linguistic criteria.	1. Selection of the material is done according to learners' needs.
2. Systematic study of language structures.	2. The emphasis is given to practical use of language structures to cover the learners' needs in communication.
3. Focus on the bookish language.	3. Focus on the everyday language.
4. The main aim is production of correct sentences.	4. The main aim is to organize students' communication effectively and appropriately to the situation.
5. Much attention is paid to reading and writing.	5. Speaking is regarded important in reading and writing.
6. Class-centered teaching, where the teacher dominates.	6. Student-centered teaching is based on individualization and differentiation principles.
7. Strict attention to incorrect utterances.	7. Some mistakes are ignored. The main attention is given to fluency of the speech.
8. In the learning process all attention is concentrated on the form than on the content.	8. The natural learning process in which the content is emphasized rather than form.

As we see in traditional approach the teacher is a source of information and a sender of information. The learners are passive and they receive ready information, memorize and reproduce it. The main strategy of the teacher is to deliver the information using the blackboard and by speaking. There is a strict control of the teaching process and the learners receive factual knowledge. Within innovative models the teacher uses different strategies and tools with the help of which s/he creates favorable conditions for FL teaching and learning.

Thus, the effective teaching and learning outcomes much more depend on the proficiency of a teacher. The proficiency of a teacher is based on the following factors:

1. Teacher should be able to explain his/her ideas clearly in a short and simple way.

2. Teaching process must be organized with taking into consideration the students' level of language performance and degree of their interest and needs.

3. Teacher's authority, qualification and feeling of responsibility for efficiency of teaching.

4. Students usually obtain complete satisfaction during the lesson of a well- trained and qualified teacher.

5. Methodological preparedness of a teacher and his/her ability of planning the lesson.

6. Teacher should always be ready to answer the learners' questions, and capable to manage the lesson.

7. Teacher's ability to form patriotic feelings, to educate students through work, to create favorable atmosphere and direct their activity to the research work and feedback.

8. Teacher's ability to motivate students using different strategies and methods.

9. Teacher should develop students' reflexive skills (analysis, synthesis and evaluation).

10. Teacher should use the effective teaching tools to activate students' learning, develop their creative thinking and achieve good results.

These factors give us a picture of teacher's abilities and draw a line of his/her activity. Besides the presentation of the new material,

a teacher activates learners' attention, effort, intelligence and conscious (meta-cognitive) learning strategies in order to enhance learning. It is important here to describe the role of teachers and learners within an innovative approach, referring to Diane Larsen-Freeman's work (2003:128).

The teacher facilitates communication in the classroom. In this role, one of his/her major responsibilities is to establish various situations to promote communication. The teacher acts as an adviser, answering students' questions and monitoring their performance. S/he might make notes of their errors to be worked on at a later time during more accuracy-based activity. At other times s/he might be a "co-communicator" engaging in the communicative activity along with students.

Students are above all, communicators. They are actively engaged in negotiating meaning – in trying to make them understand and in understanding others – even when their knowledge of the target language is incomplete.

Also, since a teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

Taking into consideration the above information, we point out the following main features of innovative methods:

1. Learners gain the knowledge with interest and they have high motivation, which makes them be active during the lesson.
2. Being active the learners are able to solve problems existed during the lesson. It helps to form creative skills in them.
3. There is an individual approach to importing knowledge.
4. Pair work and group work are emphasized in organizing teaching. This helps to form language skills, to interact with the members of the group.

5. The innovative methods positively influence the formation and development of self-study and reflexive skills.

6. Interactive methods provide using FL in real life situations.

7. The learners are able to overcome the fear of making mistakes. It inspires them and they are involved into the active work.

3. Classification of innovative methods

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials (See: chien.eltn@gmail.com <http://sites.google.com/site/eltsite>). They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Educators distinguish the passive and active methods. In the Passive methods a teacher is in the centre of teaching and plays an active role but the learners are passive. In the Active methods learners and teachers are active. Their role and activity is equal in the process of interaction. Learners may ask questions, express their ideas, discuss some matters with the members of the group, etc.

In the FLT methodology the interactive methods are described as the modernized form of the active methods. The most of teachers usually understand these methods as cooperative language learning, where internal and external motivation must be taking into consideration. Within interactive methods the interactive tasks, techniques and activities are used. We deal with Interactive methods in details in the Unit V.

The innovative methods may be divided into four main groups: 1) information-processing, 2) social, 3) personal, 4) behavioral.

1. The first group proposes using techniques that deal with organizing information-processing and problem solving. One of these techniques is *inductive thinking*, which means analysis of data and creation of concepts. The next technique is *concept attainment*, which helps the students to learn concepts.

The next model is the *picture-word inductive model*. It proposes the work on the basis of printed texts where focus on development of listening, speaking and lexical skills.

Scientific inquiry is the next model that involves students into scientific activity and helps them to know how to work on the scientific materials.

Mnemonics is the last model within this group. The model is used to assist students to memorize the received information.

2. The second group of innovative methods is called as the social methods. They involve the learners to work together in groups to develop reflective, interactional, decision-making skills. It likes Communicative language learning, and inductive teaching. The *group observation* method is one of the techniques (or strategies) used in the group of social methods. It deals with the direct teaching and the real situations of interaction. That is why it is more useful for the students who learn to solve academic and social problems. A teacher helps the students to study different viewpoints within any topical problem.

Role playing is the next technique in the group of social methods. It is unique because it allows students to see and understand various social roles and peoples interactions. The third technique can be, for example, the *jurisprudential inquiry* which is based on a case-study method. The teacher's role is to guide students through study of social issues in details.

3. The third group of innovative methods is the person-directed method. The following two techniques characterize this method. They have a form of the indirect teaching and enhancing self-esteem. A teacher's role is to help students in their endeavors in setting goals and in reaching these goals. Enhancing self-esteem is used when learners have a best confidence in their abilities. The teacher should help and inspire them.

4. The fourth group of the innovative methods is the *behavioral method*. In this method such strategies as mastery learning, direct instruction are used. In learning students take the information they want to learn and the material is presented by various means. Students will be tested at the end of learning. If they cannot pass it they will go back and relearn.

Direct instruction is based on the research activity. A teacher monitors the progress of students and feedback achievements. The next strategy is contextual and situational learning.

4. Interactive forms of lesson organizing

Achieving good results in FLT depends on the forms of organizing a teaching process. It is obvious that effective forms of teaching inspire learners in the process of imparting and acquiring knowledge. Generally, methods and forms of ELT and ways of interaction between a teacher and learners aim to impart and acquire knowledge, and also to develop language sub-skills and skills.

Lecture is one of the forms of organizing teaching at the Higher Educational Establishments. It is oriented at imparting theoretical knowledge. There are different types and forms of lectures which are distinguished by G. Makhkamova (2012: 18-19) and presented in the *Table 5*.

Table 5. Types and forms of the lecture

Types	Forms
Introductory lecture	Problem-solving lecture
Informative lecture	Discussion-lecture
Review lecture	Visualization-lecture
	Slide-lecture
	Analytical lecture
	Instructive lecture
	Press-conference -lecture
	Lecture with the planned in advance mistakes.
	Video-lecture
	Multimedia lecture

ELT at all types of Educational establishment is organized as a practical course. The main goal is forming and developing all components of communicative competence. However within a

practical course some elements of the lecture, as delivering of information to students, can be used at schools, lyceums and colleges. Learners must acquire knowledge and information (input) to reproduce and produce them in a new context (output). Students obtain knowledge and information from the texts and rules, as well as via a teacher's speech. Laboratory work is another form of organizing a practical lesson. It is organized in a specially equipped room or in the computer centre independently according to the teacher's instructions.

In the practice of ELT the common type of a classroom interaction "Initiation-Response-Feedback" (IRF) is known. Within this type a teacher initiates an exchange, usually in the form of questions, students answers and the teacher gives a feedback (assessment, correction, comments) and initiates the questions and talks of the students.

Interaction during activities in the classroom can be organized in various patterns described by Penny Ur (1991: 227):

TT = The teacher is very active, students are only receptive.

T = The teacher is active, students are mainly receptive.

TS = The teacher and students are fairly equally active.

S = The students are active, the teacher is mainly receptive.

SS = The students are very active, the teacher is only receptive.

This list can be continued, because there are a lot of reasons for teachers' questioning at the EL classroom.

The major forms of organizing students' activity are: a) group work; b) pair work; c) individual work.

In group work learners work together in groups and carry out the tasks or instructions given by the teacher. Such form of work improves the language and cooperative skills, creates motivation for learning. Each group has its leader whose knowledge and experience inspire the others. Each member of the group works for himself/herself and for the whole group. Group work does not take much time for a feedback because the teacher evaluates the whole group work.

In pair work the teacher divides students into pairs and gives them their tasks and instructions. Before giving the tasks the teacher should take into consideration their level of the language

performance, interests, and other abilities as communicability or leadership.

Individual work is very important in organizing teaching. It is oriented at the individuals taking into consideration their character, level of EL proficiency, interests, motivation. And this type of work is characterized by giving individual tasks to learners. Some of the learners are afraid of making mistakes and prefer keeping silence than answering questions. They are passive at the lesson in spite of knowing the language and topic. Only psychological barrier keeps them from answering the teachers' questions. Such learners need inspiring.

In the *Table 6* other interaction patterns in the EL classroom taken from P.Ur books (1991: 228) are presented for analysis and comparison.

Table 6. Interaction Patterns

Form of the work	Explanation
1. Group work	Students work in small groups on tasks that entail interaction; conveying information, for example. Or group decision-making. The teacher walks around listening, intervenes little if at all.
2. Closed-ended teacher questioning (IRF)	Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.
3. Individual work	The teacher gives a task or set of tasks, and students work on them independently, the teacher walks around monitoring and assisting where necessary.
4. Choral responses	The teacher gives a model which is repeated by the whole class in chorus; or gives a cue which is responded to in chorus.
5. Collaboration	Students do the same sort of tasks as in "individual work", but work together, usually in pairs, to try to achieve the best results they can.

	The teacher may or may not intervene. (Note that this is different from “Group work”, where the task itself necessitates interaction).
6. Students initiate the teacher’s answers	For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
7. Full class interaction	The students debate a topic or fulfill a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.
8. Teacher’s talk	This may involve some kind of silent students’ response, such as writing after dictation, but there is no initiative on the part of students.
9. Self-access	Students choose their own learning tasks, and work autonomously.
10. Open-ended teacher questioning.	There are a number of possible “correct” answers, so that more students answer each cue.

Some of these forms of interaction are used at all stages of education; some of them can be organized at only one stage. For example, IRF pattern is used most of the time in most classrooms, even if it is not in fact the most effective way of achieving the teaching objective at the time. But it is more beneficial at early stages of ELT. It allows the teacher to monitor pupils, children learn from each other’s responses. Later, however, when they know the material better and simply need to consolidate it through rehearsals they are probably better served by individual, group or pair work which allows active participation of more students simultaneously.

Samples of pair and group work:

1. Work in pairs. Ask and answer questions:

What happens if ...

- a) you miss the lesson?
- b) you eat too much food?
- c) you forget your notebook?
- d) you make noise in the classroom?

2. Small-group work (4-5 students).

Discuss in the group, “Which of the items given in the box are more useful for your study?”

textbook	pen	dictionary	cartoon films
pencil	notebook	brochure	journal computer

Knowing the individual character, his/her level of knowledge, interests, abilities the teacher chooses the forms and methods of teaching and inspires them to overcome difficulties and psychological barriers.

5. Current methods of language teaching

During the teaching process the following methods as explanation-illustrative, informational, productive, problematic, heuristic methods can be used.

The oral methods include narrating, lecturing, conversation and explanation. This is the verbal way of imparting knowledge.

Narrating may be short (or long), clear, interesting and full of emotions. Although the subject and form of the student’s narrative are rather narrow, the teacher can, within the limits, come up with a wide range of possible statements that express actual (real-life) situations. The teacher’s evaluation of the situation will increase the students’ self-confidence and encourage them to solve the problems of their own.

The demonstrative method has two types: picture demonstration and subject demonstration.

In the picture demonstration method a teacher uses manuals, maps, pictures, tables and explains the theme.

In the subject demonstration method a teacher shows different instruments, subjects and actions. This will help the learners not only to memorize but also to understand the information.

The illustration method considers using different illustrative materials in the process of teaching. It is obvious that illustrative teaching materials improve motivation for learning and memorizing teaching material.

It is necessary to deal with conversation method in details.

In the conversation method the sincerity of the teacher is very important because it creates favorable atmosphere in the learning process. Nowadays the most teaching activities are based on the conversation method. It is also one of the most rewarding. Students cannot be expected to leap suddenly to original and creative communication. The teacher has to lead them step by step, gradually reducing controls over what they say and how they say.

It is known that the student would like to express himself in English but is afraid to deviate from the safety of the sentences he has practised and the words he memorized. In this case the teacher has to prod him gently and help the student by pointing out that with the words and structures the student already knows. This will enable the student to seek other ways of putting the words and phrases together to express his thought. Using inferences will lead the student to a build-up of novel speech situations.

When the teacher helps the student work out the meaning of a word or structure, he encourages him to guess meaning through the process of deduction – a vital survival skill in English conversation in and beyond the classroom doors.

Questions and answers are major elements of a natural conversation, the backbone of directed conversation sessions. Fortunately, there are a number of ways to vary and enliven the question-and-answer format.

It is necessary to point out that native speakers have a natural tendency to use short answers. For example:

A: How about that!

B: What? What happened?

A: Did you see what that guy did?

B: No. I was looking the other way.

Since there is much of a common occurrence in normal conversation, we should give all the students practice in responding to questions in this manner.

As for the kinds of question-answer sequences, they may be divided into four major types:

- 1) question – single statement answer;
- 2) question – multiple statement answer;
- 3) question deduced from answer;

4) multiple questions drawn from a single statement.

When someone asks a question, he often receives just a single statement in reply. Very often this statement results in unprofitable “yes” or “no” answers. The teacher should encourage his pupils to proceed from short answers to longer ones that give some indication of natural conversational English.

The multiple statement reply is a favourite technique used by many teachers. The teacher specifies exactly how many statements he wants as a response to a question. The student may answer the question with one statement, add two more that are factual and related to the first one.

A useful variation is to give students a factual reply and have them deduce the question or questions that would have produced such a reply.

The practice of ELT gives evidence that students spend more of their time answering questions than asking them in the English classrooms. This is why such techniques as deducing questions from answers or working with multiple questions from a single statement are recommended in guided conversation practice. These exercises correct the imbalance in students’ syntactic repertoire and promote facility in question formation – a much needed skill in all conversation.

Another major ingredient in all conversation is comments. We continually make comments when we converse – either in the form of simple remarks (It looks like it’s going to rain) or in the form of rejoinders (You’re right). But although comments are such an important part of conversation, one rarely sees special techniques used to help students develop facility in commenting in English, with the result that a statement intended to encourage conversation is often followed by a distressing silence.

Rejoinders are sprinkled throughout conversation. They are conversational, generally brief, sentences that express interest, surprise, disagreement, enthusiasm, sympathy, or simply reassurance that the speaker is being listened to. Since each language has established its own standardized rejoinder formulae, it is essential that students learning English resist the temptation to translate their native language rejoinders into English. The teacher

should encourage students to use rejoinders in dialogue to keep the conversation going and to demonstrate attentiveness and interest in what is being said.

The demonstrative method has two types: picture demonstration and subject demonstration.

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In the subject demonstration method a teacher shows different instruments, subjects and actions. This will help the learners not only to memorize but also to understand the information.

The illustration method considers using different illustrative materials in the process of teaching. It is obvious that illustrative teaching materials improve motivation for learning and memorizing teaching material.

The modern trend toward a more active use of the students' mental powers probably represents the most important effort of the cognitive theory of FLT. Heuristic method is akin to this theory stressed on the necessity "to engage the student's full mental powers". Heuristics is understood as the ability of teachers to provide new ideas, aid and direction that will help learners solve specified problem-posing tasks. The teacher uses effective ways of deeply understanding learners in their struggle to learn to solve problems. One of the possible means of **heuristic method is problem-solving which can consists of:**

- 1) the problem itself and its components: a condition and a task. The task can either point out to the problem or leave it for the students to seek rational solutions;
- 2) the unknown component which can be either the aim, the means or the condition;
- 3) the process of solving the problems can be assisted by the teacher or performed by the students independently;
- 4) the subject matter which requires linguistic and professional competence and gnostic skills to solve the problem successfully. It is the combination of all the above-mentioned components that can ensure a successful solution of the problem.

In elementary school the strategy of Total Physical Response is a kind of a solving problem game in which learners demonstrate

their ability to carry out increasingly longer and more complex instructions.

Thus, Heuristics restores and stimulates curiosity, encourages students to work in accordance with their interests and set out for themselves goals that appeal to them. It provides students with new tasks and thereby “feeds” their interests. It lets students participate in designing new tasks, provides interactive situations and lets students evaluate themselves.

Reflect on the questions:

1. What do we mean by *Innovative activity*?
2. Can you explain what we understand by *the traditional approach*?
3. What innovative technologies can be used in the classroom? Enumerate all of them and tell about their advantages.
4. Why does the communicative language learning refer to innovative approach?
5. What interaction forms of organizing teaching have you learned?

Activities:

1. Think about *pros* and *cons* to the given information.
Untraditional lessons don't demand changing the program they logically complete the things being learned. Such lessons give good effect if the learners feel themselves happy and get satisfaction. Besides such lessons form the feelings of collective work, empathy and responsibility in the learners, create interest, motivation for learning and cognitive comprehensive activity. But it should be stressed that it is ineffective to have untraditional lessons all the time. It is better to have them once in a month or at the completion of each theme.
2. Discuss in the group the following topics:
 - the role of teacher and learners within innovative approach;
 - which of the interactive patterns are often used in your classroom;

- disadvantages of the group work in the classrooms;
- advantages of innovative approach.

3. Most pair or group activities have three stages:

1) Introduction to the activity. The teacher introduces the activity and makes sure that learners understand what to do.

2) The activity itself. During this stage, learners are working independently in their pairs or groups. The teacher moves from group to group, listening and giving help where necessary.

3) A round-up stage. The teacher asks learners from different pairs or groups what answers they have given, or, after a discussion activity what conclusions they have come to. Design the fragment of the lesson taking into consideration these stages.

4. Read recommendations for effective organizing untraditional lesson and write your own instructions for using innovative methods in practice of ELT.

* A good preparatory work should precede the organizing untraditional lesson. It includes preparation the means of organizing lesson, psychological preparation of the learners for the lesson, tasks of theme and etc.

* It is important to involve all the learners into preparatory work of the lesson.

* Take into consideration the degree of knowledge of the pupils for effective comprehension the original form of the lesson focus your attention on effective learning the teaching material by the students.

* The analysis of traditional and untraditional lessons includes not only the achievement of the lesson but also the emotional side of the learners during the lesson, their interest, activity collective work i.e. working in pairs and groups, learners' empathy and other favorable conditions which positively influence on the efficiency of the lesson.

Untraditional methods according to their structure and aim may be different:

Debate lessons, excursion lessons, TV-bridge, auction demonstrating mode and press conference round table, project lessons and etc.

Demonstrating mode of the lesson aimed to learn lexical material on the theme “Clothes”.

In excursion “traveling” lessons the learners work in groups. Teacher gives questions to each group and the learners working in the groups work out their own route and collect information they need. Then one representative from each group introduces the learners with the places of interest that they have seen during their travel. Such lessons involve all students into active work.

TV-bridge lesson is aimed for the pupils of advanced stage. Two groups are formed and each group presents one country. For example students of the first group present the sites “London” and “Tashkent”.

Such lessons will help students to deepen their knowledge on Great Britain and Uzbekistan. While working the learners use different pictures, maps of the country they present.

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2) The activity itself. During this stage, learners are working independently in their pairs or groups. The teacher moves from group to group, listening and giving help where necessary.

3) A round-up stage. The teacher asks learners from different pairs or groups what answers they have given, or, after a discussion activity what conclusions they have come to.

Design the fragment of the lesson taking into consideration these stages.

6. Brown (1994:77) aptly describes the “march” towards Communicative language teaching. Read the information and analyse a practical lesson at your university in the aspect of using Communicative language teaching.

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task.

Within this approach students use the language a great deal through communicative activities such as game, role play, problem-solving, information gap and others. In real communication, the speaker has a choice of what she/he will say and how she/he will say. If communicative activity is tightly controlled the students could only say something in one way, because the speaker hadn't choice.

7. Find the additional material about innovative methods in FLT. Prepare the written form of presentation "Advantages and disadvantages of the innovative methods in ELT" on the material of one of the lessons which you like.

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III. INTELLIGENCE THEORY AND THE WAYS OF ITS IMPLEMENTATION INTO PRACTICE OF FLT

Topics to be discussed:

1. The conception of emotional intelligence.
2. Psychological aspect of learners and teachers.
3. Factors and features of multiple intelligences.
4. The innovative potential of emotional intelligence in FLT.
5. The ways of application of the multiple intelligences theory in ELT.

Spark:

1. Do physiological and psychological factors influence the successful development of students' communicative competence in the English classrooms?
2. Do the students have their own learning style?

1. The conception of emotional intelligence

A man is a human creature and his behavior, interests and emotions are recognized as an interesting material for studying the works of a number of scientists. More carefully emotion was investigated by Beldoch (1964), Leaner (1966), Keith Beasley (1987), Stanley Greenspan (1989), Peter Salovey & John Mayer (1989), and others. These research works laid foundation for theoretical studying of emotional intelligence.

Later the term "emotional intelligence" has become widely known after publishing Goleman's book "Emotional intelligence – why it can matter more than emotional quotient". According to Goleman, emotional intelligence is a type of intelligence. But Eysenck criticizes it stating that his description of emotional intelligence contains unsubstantiated assumptions about

intelligence, and it lacks of scientific basis. Another researcher Locke defines emotional intelligence as the ability to grasp abstractions characteristic of a particular sphere of life, i.e. emotions. He suggests treating it as a skill. In psychological literature theoretical distinctions between such factors as abilities and achievements, skills and habits, attitudes and values, personality features and emotional states are described. And some scientists think that the term *emotional intelligence* includes above mentioned concepts and definitions.

So, the problem concerning an emotional intelligence should be solved on the basis of psychological rules and the results of psychological investigations.

There is another argument expressed by Lendy (2005). The author found out that in the previous studies emotional intelligence didn't touched a personality measure and measure of an academic intelligence.

The studies of this problem show that emotional intelligence measures correlate with established personality dimensions. And it should be stressed out that emotional intelligence measures and personality measures are alike because they are both aimed at measuring personality features and feelings.

In Goleman's studies five main categories of emotional intelligence are outlined. They are given in the box.

- 1. Self-awareness**
- 2. Self-regulation**
- 3. Social skills**
- 4. Empathy**
- 5. Motivation**

Self-awareness means the ability of a person to know one's emotions, strengths, weakness, drives, values and goals. And it leads a person to use strong feelings and guts in making decisions in different life situations. It is seen in their impact on others. Self-awareness has the following main elements:

1. Emotional awareness. This is one's ability to recognize his/her emotions and consequences of them.

2. Self-confidence. That means to be aware of one's own self-worth and capabilities.

Self-regulation can be seen in controlling and redirecting one's disruptive emotions and impulses in different life situations and emotional states. It also expresses the adaptability of a person to changing circumstances.

It should be stressed that one has always a little control on his/her emotions in a state of rage. Emotions may be positive and negative. In both cases a person needs self-regulation, which involves the following main features:

- Self-control. Managing disruptive impulses.
- Trustworthiness. Maintaining standards of honesty and integrity.
- Conscientiousness. Taking responsibility for one's own performance.
- Adaptability. Regulative change with flexibility.
- Innovation. By self-regulation a person may be ready to new ideas and new changes.

Social skills related to the ability of a person for managing and influencing the people to change their decisions and lead them to the desired direction. Such emotional intelligence is characteristic of strong willed persons who have the character of leadership. Social skills include the development of good interpersonal skills. They are important in one's life and carrier.

In the process of worldwide globalization and integration which is going on now everyone has an easy access to technical knowledge. Besides this it demands a person's high emotional intelligence which permits better understanding, negotiating with others in ever-growing global economy.

Here are the most useful social skills:

- Influence and wielding effective persuasion tactics
- Communication for getting or sending clear information.
- Leadership for inspiring and guiding people.

Empathy is to feel the other's emotional state to express one's sympathy and taking into the consideration all of these in making decisions. An empathic person excels the others at

- Service orientation such as anticipating, recognizing and meeting clients' needs.
- Sensing others needs to progress and bolstering their abilities.
- Various means of achieving goal and cultivating (i.e. improving) favorable conditions in different people.
- Political awareness and reading people's emotional feelings and power relationships.
- Understanding others, i.e. understanding the feelings behind the needs and desires of people.

Motivation is an emotional state of a person and has a strong desire for doing something or carrying out some activities. Motivating oneself for any achievement requires clear goals and positive attitude. Motivation has the following features:

- Strong desire for achievement and striving to improve a standard of excellence.
- Equate with the goals of other people
- Be initiative and train one how to act in different situations.
- Be optimist and pursue goals persistently despite obstacles.

The features within five main categories of emotional intelligence described above may be structured as a set of emotional competencies. These competencies are not innate or inborn abilities and talents. They are learned capabilities which should be formed and developed in any person during his/her life.

According to Goleman, individuals are born with a general emotional intelligence and this determines the individual's potential for learning emotional competence. And he distinguishes emotional competency and social competency.

British psychologist K.V. Petrides stresses out the distinction between the ability and trait models, i.e. between ability and character of an individual's emotional intelligence. He mainly focuses his attention on the developing trait models. According to him, emotional intelligence is "a constellation of emotional self-perceptions located at the lower levels of personality". In this meaning emotional intelligence refers to an individual's self-perceptions. Trait emotional intelligence should be investigated within a personality framework.

The conceptualization of emotional intelligence as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction as much as it leads directly to the operating (coming into use) with the construct, the theories and hypotheses that are formalized about it.

Different researches offer different self-report measures of emotional intelligence and emotional quotient. But none of these assess intelligence, abilities or skills. That's why they may be treated as limited measures of trait emotional intelligence.

But among numerous self-report measures of emotional intelligence there is one more comprehensive and widely researched measure that is the Trait Emotional Intelligence Questionnaire. It was specifically designed to measure the emotional intelligence comprehensively and is available in many languages. The text includes 15 subscales organized under four factors. They are well-being, self-control, emotionality and sociability. The psychometric properties of this questionnaire were investigated by the researches on a French speaking population. And the results proved that the score of the questionnaire was normally distributed and reliable. They positively related to some of personality characters as extraversion agreeableness, openness and conscientiousness.

2. Psychological aspect of learners and teachers

The scientific studies of emotional intelligence problems show that the role of emotional intelligence and emotional knowledge is of great importance in organizing teaching and learning.

In the psychological literature two types of emotional intelligence are differentiated:

1. Low emotional intelligence.
2. High emotional intelligence.

Each of these emotional intelligences may be divided into four groups. The first group includes the specific features of a personal character. A person who possesses these features may be aggressive, demanding, egotistical, bossy and confrontational.

The second group includes the specific features as easily distracted, glib, selfish, and impulsive. A person who possesses these features is a poor listener.

A person who possesses features of the third group is usually resistant to change, passive, un-responsive, slow and stubborn.

And a person who possesses the specific features of the fourth group is critical, picky, fussy, hard to please and perfectionist.

These above mentioned features of low emotional intelligence are characteristic of learners of a foreign language. So it is required to take them into consideration and have special different approach in organizing a teaching process of the FL.

The second type of emotional intelligence is a high emotional intelligence group and it may also be developed into four subgroups.

The individuals who belong to the first group of high emotional intelligence are usually assertive, ambitious driving, strong-willed and decisive.

The second subgroup of high emotional intelligence includes the individuals who are warm, enthusiastic, sociable, charming and persuasive.

And the individuals who belong to the third subgroup are patient, stable, predictable, and consistent. They are usually good listeners.

The fourth subgroup of high emotional intelligence includes the individuals who are detailed, careful, meticulous, systematic and neat.

The learners of the FL are also individuals. So, they are like any other human beings possess the above mentioned features of low and high emotional intelligence. That's why all above mentioned features of high emotional intelligence should be taken into consideration in teaching different learners of different age and character. And these factors stipulate individual learner oriented teaching and also to pick up or work out corresponding to them ways, warm and methods of teaching. If a teacher is aware of such characteristic features of the learner then it will be easy to motivate the learners mastering the FL and use the methods of activating in different speech situations in life. It is also helpful for a teacher to

create a favorable speech atmosphere via motivation of learners in the process of teaching.

In using the innovative methods at present, it is obligatory for the teacher of the FL to be aware of the above mentioned features of emotional intelligence. In other words a modern FL teacher should possess emotional knowledge on the emotional intelligence of the learners.

This emotional knowledge includes such factors as empathy, motivation, self-esteem, decision making, commitment, interpersonal awareness and many others.

The lack of emotional knowledge leads to misunderstanding the psychological state of learners and this may be a kind of hindrance in organizing teaching. Emotions have always played the important role in everyday life of people and in their everyday social activity. So, our knowledge of this problem needs improving. A person is not always aware of how he thinks and how he acts. That's why sometimes an individual cannot realize what he has said or how he has acted in this or other life situation.

Our emotional responses still seem to get in the way of the smooth unfolding of our daily lives or the securing of our long term goals. In order to make it more clear one example should be mentioned here. If a person falls in love his/her the emotions raise to their strongest levels and the person in love is ready to overcome all difficulties on the way and it seems to him/her that there are no any hindrances that can't be overcome. And also when a person in a state of rage when he is attacked emotionally his activities are usually controlled by his emotions but not by his wit. That's why most people realize what they have done only when they are again in normal peaceful state, when rage leaves them away.

This makes us to come to a conclusion that a teacher should create a favorable, friendly atmosphere before imparting knowledge in the group, and put the learners in such a spiritual state in which they have interest, and are eager to acquire knowledge.

In other words they are well-motivated. In such cases the activity of teaching is guaranteed.

In conclusion we should like to stress out once more the main points:

1. Emotional intelligence is an innate ability of each person.
2. Knowledge is outside of an individual, it is the information which is assimilated in the process of acquiring and stored in the memory of a person.
3. The deeper or richer emotional experience that a person has the deeper is the person's emotional knowledge bank.
4. All the thoughts, actions, reactions, encounters are filtered by individual's emotional intelligence.
5. Emotional knowledge bank enhances the ability of a person.
6. Emotional knowledge is also as important as cognitive knowledge.

3. Factors and features of multiple intelligences

There were different opinions among researches on the definition of emotional intelligence and three models of emotional intelligence: ability model, mixed model, trait model have been introduced.

The theory of multiple intelligences was proposed by Howard Gardener as a model of intelligence (1983, 1993, 1999). H. Gardener in his book "Frames of mind: the theory of multiple intelligence" (1983) suggested seven criteria for a human behavior. They are potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding (symbolic expression), a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings.

Emotion occupies a big position in an individual's behavioral life. But a person doesn't always think about how he feels and how he thinks. If someone wants to express something he uses words "by all my heart" referring to an emotional slate or emotional feeling. And he doesn't think that it is a somatic reaction or a cognitive decision. That is why this sphere of human intelligence needs to be studied deeply.

According to Gardener, the three factors make intelligence. They are: 1) the ability of creating an effective product; 2) a set of

skills for solving problems in life; 3) the potential for creating solutions for problems. These factors make it possible for a person to gain new knowledge as emotive knowledge. And later he suggested the possibility of including to this group of abilities existential and moral intelligence too.

H. Gardner stressed out the following eight individual distinct intelligences that can be developed over a lifetime: 1) musical/rhythmic; 2) visual/spatial; 3) logical/mathematical; 4) verbal/linguistic; 5) bodily/kinesthetic; 6) interpersonal; 7) intrapersonal; 8) naturalistic.

Musical/rhythmic ability studies the sensitivity to sounds, rhythms, tones and music. This is the capacity to think in music, to be able to hear patterns, recognize them, and also manipulate them. People with a high musical intelligence usually have good pitch and may even have absolute pitch. Such people are able to sing, to play musical instruments and compose music. It is very important to take this into consideration in organizing teaching. Some learners who belong to this group can easily learn a foreign language by music and songs. Musical ability will help them to memorize the text (content) of the song. And rhythmic ability helps to improve the listening (receptive) skills of the learners. People with high musical intelligence are able to sing, to play musical instruments and to compose music. That's why it is advisable for a FL teacher to use songs and music at the lesson. And children can easily remember or learn poems, rhymes, songs, tongue-twisters in a FL because they are sensitive to rhythms, pitch, and melody.

Visual/spatial intelligence is the ability to present the spatial world internally in one's mind. Visual intelligence deals with spatial judgment and the ability to visualize with the mind's eye. Visual intelligence is also of great importance for organizing teaching. It enhances the inner ability of analyzing things and events that the person has seen in the real life by spatial judgment. Spatial intelligence will also have a positive influence on improving the skills of critical thinking. And this visual intelligence may be closely related to logical/mathematical ability of an individual's intelligence.

Logical/mathematical ability deals with understanding the underlying principles of some kind of a causal system. This ability also deals with logic, abstractions, reasoning, numbers and critical thinking.

Verbal/linguistic ability of multiple intelligence deals with the capacity to use language to express ideas, thoughts in one's mind and to understand other people in the process of communication.

People with a high verbal-linguistic intelligence show a facility of learning languages and memorizing words and texts in their minds. Such people are good at telling stories, reading, writing, memorizing words, and historical dates and they have a high verbal ability. This is one of the most characteristic features of the people with a high verbal intelligence.

Bodily/kinesthetic intelligence is also one of the criterions of the multiple intelligences stated by Gardner. It deals with the control of one's bodily motions and the capacity to handle objects skillfully. In other words it is the capacity of using one's body (and also its parts) to solve problems, make something or put on a production. The bodily kinesthetic intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses.

People who have a bodily/kinesthetic intelligence display a facility with muscular movement and are good at physical activities. They easily learn better by involving muscular activities. And the people who belong to this group are good at sports, dance, acting and making things. If these abilities are improved in such people in future, well-known sportsmen, athletes, dancers, musicians, actors, builders and military officials may come out of them.

Interpersonal intelligence belongs to the system of multiple intelligences. It is the ability to understand other people in the process of communication. So, it deals with interaction with others in different situations of social intercourse. In psychological literature it is stated that the people or individuals who have a high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments, motivation and their ability to cooperate in working as a part of a group.

The individuals who possess such interpersonal abilities are sociable and they communicate effectively and can easily establish good contacts with other people. If the interpersonal abilities are improved in them then in future they may be leaders of followers. They are active and learn best by working with other people.

They are good at debating and often enjoy discussion. If the interpersonal abilities are improved in future they may be able to show themselves in such professions as politicians, managers, teachers, counselors, sales persons, shop assistants, social workers.

Intrapersonal ability belongs to the infra-conscious activity of a person. It deals with introspective and self-reflective capacities. The individuals with the capacity have better understanding of themselves, and know who they are, what they can do and what they are not able to do. What their strengths or weaknesses are, what makes them be famous or well-known and etc.

The people with the interpersonal ability are able to predict their own reactions to different stimulus in their activity and emotions.

Having been aware of such interpersonal abilities of the learners a teacher is able to select effective forms and methods of organizing a teaching process which answers the purpose of teaching a foreign language to the people with an interpersonal ability.

Naturalistic intelligence (or ability) was added in 1999 that is someone knowledgeable about and comfortable in the natural world. It is the ability to discriminate among living things as well as sensitivity of other features of the natural world.

Naturalistic ability deals with education and acquiring knowledge by relating with one's natural surroundings. We live in nature and nature surrounds us. A man by studying and watching things and events in nature enriches his knowledge. And one does this by classifying natural forms such as animals and plant species, rocks and mountains, birds and many others. If we look back to the historical development of mankind this ability was clearly of value in the evolutionary past.

If a teacher focuses his/her attention on such naturalistic abilities of the learners and tries to improve in them these features then in future well-known biologists, botanists, geologists may come out of them. And in teaching a FL it is advisable for a teacher to use tests relating to nature and they easily learn them.

Existential multiple intelligence deals with proclivity to pose and to ponder problems about the life, death and ultimate realities. Some supporters of multiple intelligence theory proposed spiritual or religious intelligence as a possible additional type of intelligence. And Gardner did not support this idea of committing it to a spiritual intelligence and suggested an “existential” intelligence as a useful construct.

Later the hypothesis of an existential intelligence has been further investigated by researchers.

Analysis of the psychological literature shows that there are proponents and critics of the theory of multiple intelligences. The defenders of the theory argue that the traditional definition of intelligence is too narrow and the broader definition more accurately reflects the differing ways in which people think and learn.

4. The innovative potential of emotional intelligence in FLT

The critics of the theory stress out the fact that Gardner has not provided a test of his multiple intelligences and he originally defined it as the ability to solve problems that have value in at least one culture or as something that a learner is interested in. Thus studying of intelligence becomes difficult, because it differs in a broader concept of ability.

Gardner defines intelligence as bio-psychological potential to process information. And this information is activated in cultural setting to solve problems.

Bio-psychological potential has more ways to do this than logical in linguistic intelligence. According to Gardner the purpose of education is to develop intelligences and to help people reach professional (vocational) goals. And these people feel to be more involved into activities.

In predicting school and job performances and other life outcomes intelligence quotient is used. And many authors stress out the importance of it. Gardner contends that intelligence quotient test focus mostly on logical linguistic intelligence. These tests will give the chances of attending a prestigious colleges or universities. But while many students feel well in this the others do not. And criticizing intelligence quotient tests, holding states out that these tests can only provide a freeze frame view of crystallized knowledge.

They cannot assess or predict a person's ability to learn, to assimilate new information and to solve problems. Some educators argue that Gardner's theory of multiple intelligences will serve better for education because the teachers are possessed of using different methodologies, exercises and activities to reach all students not only those who excel at linguistic and logical intelligence. It makes the teachers find out new, more effective ways that will help individual students in acquiring knowledge. This is useful in learner-oriented teaching where every characteristic features (intelligence or abilities) are taken into consideration in organizing teaching.

Gardner studied different psychological and social variables of motivation and its role in a second language learning. If a teacher is aware of these abilities of multiple intelligences he/she will have favorable opportunities of organizing teaching effectively and possibilities of improving the efficiency of teaching. Learners in spite of their age are individuals who have these or those abilities which can be taken into consideration during the teaching process. While learning a second language one must be motivated to learn the language for one of two reasons. They are instrumental or integrative purposes.

Instrumental purpose means to get a job or to meet a school graduation requirement. And integrative purpose is to understand better how native speakers of the language think and behave. So, motivation is important component in FLT.

Thus, knowing the learners' reasons and goals for FLT enables teachers to find out more effective ways and methods of teaching and also to plan an appropriate curriculum.

At the lesson a teacher should encourage students to concentrate on the theme (language and speech material) and to take an active part in the discussion. For this a teacher needs to be creative and innovative.

Awareness of the teacher with the integrative purposes of the learners will help him to use in teaching the methods which correspond to the learners' integrative purposes. The innovative teacher can extract information from tests, audio and visual sources of information for teaching purposes. Innovative ways of teaching are usually based on motivation, on the ability of a teacher how he is able to create favorable atmosphere for learning. Here a teacher's ability to generate interest among the learners is of great value. It is obvious that interest is a sense of curiosity about something. Every learner wants to learn something which associates with what he likes. If a teacher is aware of his students' interests, characters and abilities then we can say that the power of stimulating of learners is in the hands of the teacher.

The experienced teachers know that many students are afraid of communicating in English because of fear of being laughed at by their group-mates.

A FL taught for using it in communication. Thus awareness of teachers with the multiple intelligences will help them to find out the more effective methods of overcoming such psychological hindrances as the fear of making mistakes and the fear of being laughed at by others. When students feel even a little success in using the language in communication they are inspired, encouraged for further learning a foreign language. For this a teacher's creativity, learners' understanding and encouragement are needed.

There are many factors around us to motivate learners. And the teacher should be able to use them for keeping the learners active at the lesson. One of the questions that the FL teachers face is how to challenge the learners to speak in a target language and practice it and how to motivate the learners who are not able to understand the importance of practicing a target language in order to develop language subskills and skills. Some learners don't see the need to master the language. That's why one shouldn't forget that the given opportunity, time and support are main factors of forming creativity.

And it should also be stressed that both learners and teachers have creative potential. The question here is how to explore and use their creative skills in learning a foreign language and in the process of communication.

Creative and imaginative activities help to make the learning process easy for the learners.

5. The ways of application of the multiple intelligences theory in ELT

It is known that psychological factors influence greatly the process of organizing teaching. They will help to establish and improve good contacts between people in their cooperative activity which include exchanging information. In working out a strategy of perception and understanding other people, psychological factors can be used as an instrument that can influence the individuals' behavioral life and increase their emotional potential. That is why intelligence theories are widely used in education including the process of FLT.

The main problem in establishing a psychological contact is mutual understanding in communication and the content of a teacher's communication with his/her students and a spiritual activity that can positively influence practical and mental activity of the learners.

Within a modern educational system students behave as personalities and self-developers. The awareness of a teacher with the intelligence theory is an essential instrument to stimulate the activity of learners and inspire them to express their ideas, and try to develop individuals in the process of communication in whole sides.

The effectiveness of pedagogical communication is impossible without teachers' skills of acting in different situations depending on educational tasks, cooperative activity at the lesson. For example, a teacher acts as a consultant (advisor), informatory, spiritual advisor, assistant, referee and etc.

In the process of interaction the communicants exchange opinions, ideas, feelings and empathy. The major feature of pedagogical communication is delivery of the knowledge and

experience and being partners of students during communication. It means that an interrelated activity of a teacher and his/her students is essential for both parties and this activity should be goal-, process-, and result-oriented.

Creation of a favorable atmosphere for conversation and exchanging feelings, empathy, ideas can be done when there is confidence in each other (a teacher and a learner), mutual need for conversation. A teacher's conversation with the learners gives him a favorable opportunity to know the character of every learner. A favorable atmosphere created by a teacher at the lesson makes the learners be active and thirsty for knowledge.

It was mentioned that emotional intelligence theory studies the emotional aspect of an individual's development. It is the ability to identify, use and manage one's emotions in positive ways. It helps the teacher to relieve the learners from stress during the process of teaching and communicate effectively. Emotional intelligence can be seen in many different activities in our daily life and influences the behavior and interaction of the learners with others while working in cooperation.

If a teacher has a high intelligence he/she is able to recognize his/her students' emotional state and work out a good strategy of teaching. Emotional knowledge can help to set up a better attitude to other people, having good relationships it is possible to achieve better results in FLT.

The knowledge of emotional intelligence will help a teacher to manage the emotions of the learners while fulfilling different teaching tasks put by the teacher, answering questions, in disputes and etc. Thanks to self-awareness one can recognize his/her own emotions and how they affect his/her thoughts and behavior. It will also help the learners to know their strength and weakness in doing this or that exercise. Self-management helps the learners control impulsive feelings, behaviors, manage his/her emotions in healthy ways, take imitative and adapt themselves to changing circumstances. Social awareness helps a teacher to understand the emotions, needs of the learners, recognize the dynamic progress of the group.

Thanks to emotional knowledge of the relationship management, a teacher is able to know how to develop and maintain good relationships, communicate clearly, inspire and influence the learners. A teacher can inspire students to work well in groups if they like a group work. There are a lot of stressful situations influencing the learners negatively. So it is necessary to raise positive emotions of the learners in order to achieve success in learning.

The factor of emotional memory will also play an important role in decision making process. It will help a teacher to prevent the learners from continuously repeating their earlier mistakes. In order to improve emotional intelligence and decision making abilities of the learners a teacher should be able to understand and control the emotional behavior of the learners. It can be done with the help of the following steps:

- a) Quickly reduce stress.
- b) Recognize and manage learners' emotions.
- c) Contact with others, using nonverbal communication.
- d) Use humor and role-play to deal with challengers.
- e) Resolve conflicts positively and with confidence.

Besides it is apparent that every student learns in a personal way that is different from others. The differences in learning were found in learning styles, or through the unique features that each student possesses when they engage in the study, in the performance of tasks or in solving cognitive problems.

The importance of learning styles is that it serves as a system of teaching that allows multiplying the results achieved rather than a simple sum of the results of every teacher and every learner. It requires through knowledge of the students who attend classes, particularly learning styles. This is not to assess the merits or attributes but to understand in what way the students that we face, "work": what are the preferred sensory pathways. In cognitive psychology the auditory, visual, kinesthetic, visual-auditory, auditory-kinesthetic, all three together are distinguished, what are the prevailing modes of information processing (analytical-sequential, synthetic-global, by inference, by induction, by divergent or convergent), which are the languages most efficient

(verbal, body-gestural, body-verbal, graphic, reading and writing etc.). Knowing their own cognitive processes based on the theory of intelligences and learning styles can help students understand that their sense of helplessness is not due to incapacity or personal difficulties but methods which are not fully responsive to their styles.

Meta-cognition is also an efficacious tool for the enhancement of excellence, their knowledge and skills, their professional life in future. Benefits of teaching are based on the styles of learning possessing two advantages: on the one hand allows students to understand how significantly they learn (meta-cognition), making them safer, more motivated and more active; the other side is an incentive for teachers to customize the educational action so as to be of interest to all students, according to their preferential styles. Alternative effective solutions to difficulties encountered in implementing the daily teaching action can be found in the systematic methodology of the teaching. A majority of teachers believe that the customization of teaching requires a serious commitment that cannot always be done. It should be noted, however, where the difficulties of the didactic seem to be insurmountable, personalized instruction allows to implement a teaching more effective, less expensive and far more rewarding for both teachers and pupils. What is certain is that an individual teacher cannot and should not face this type of teaching in isolation.

If pupils know their learning styles, it provides a chance for teachers to understand how they learn (meta-cognition), make them safer, more motivated, more active and participatory. It offers the opportunity to enhance learning in school and personal study at home. For teachers to know the learning styles of the students is a stimulus to the customization of the didactic so as to be of interest to all students, according to their preferred styles. Every student is different from the others in terms of their cognitive skills, knowledge, strategies, motivation and learning styles, but it does not mean that one is better than another.

Hence, learning requires from students to know and adopt their style, to have experience with different styles, to recognize the

characteristics of the task and the material that is most appropriate to use one style over another.

In a broader sense, learning style refers to how people interpret, distinguish, and process knowledge and context. Some people prefer to learn by listening or reading, others prefer to work with other people in the group, or solve their problems by themselves representing preferences and methods of different learning styles.

Accounting the types of multiple intelligences or learning styles a teacher can choose the forms of activities. Let's analyze the content of the *Table 7*. These forms (examples) of activities were defined according to the given types of intelligence by Tomas Armstrong (1994) and Mary Ann Christison (1996).

Table 7. Types of intelligences and forms of activities

Type of intelligences	Forms of activities
1. Logical/mathematical – the ability to use numbers effectively, to see abstract patterns, and to reason well.	Puzzles and games, logical, sequential presentations, classifications and categorizations.
2. Visual-spatial – the ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, color.	Charts and grids, videos, drawings.
3. Body/kinesthetic – the ability to use one's body to express oneself and to solve problems.	Hands-on activities, field trips, pantomime.
4. Musical/rhythmic – an ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody.	Singing, playing music, jazz chants.
5. Interpersonal – the ability to understand another person's moods, feelings, motivations, and intentions.	Pair-work, project work, group problem-solving.
6. Intrapersonal – the ability to understand oneself and to practice self-discipline.	Self-evaluation, journal keeping, options for homework.

7. Verbal/linguistic – the ability to use language effectively and creatively.	Note-taking, story-telling, debates.
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For example, in games, several of Gardner’s intelligences can be seen working simultaneously. Games consistently fit bodily with kinesthetic intelligence. This is where learners use their bodies to express emotions. Playing games is a form of ‘hands-on’ activity. Such activities integrate games and dances. Apart from this intelligence, musical and rhythmic intelligence is also evident, as some games require music or dances. There is also logical/mathematical intelligence where learners have to apply their logic and thinking skills in attempting riddles and quizzes, and in understanding the pattern and process of the ‘game’. Verbal intelligence is also present as it cuts across every strategy in EL classes. This can be observed working with puzzles and quizzes, which enable learners to learn new vocabulary or revise the vocabulary they already possess, either individually or as a group. This indicates that even though games are primarily considered as instructional tools, organizational strategies are also relevant because some of the games are played with other learners while some are undertaken individually.

When learners engage in games, they are acquiring skills, learning the way the game is played, and the specific vocabulary that is used in the game. Furthermore, learners perceive themselves as compelled to be more creative and to think critically as they then develop their own games suitable for their age and their era. This creativity connects to Gardner’s observation that ‘Games might even be modified to suit various occasions and situations (Gardner 1983). This indicates that teachers need to use the strategy more frequently and in different situations.

Reflect on the questions:

1. What do scientists mean by the “emotional intelligence” and in what works it is dealt with?
2. What types of emotional intelligence are distinguished by researches?

3. Define the five main categories of emotional intelligence suggested by Goleman.

4. Prove why it is important for a teacher to be aware of emotional intelligence and emotional knowledge in organizing a teaching process.

5. Tell about the model of multiple intelligences suggested by H. Gardner.

6. Discuss in small groups different activities chosen according to the students emotional intelligences.

Activities:

1. Write a list of advantages of the theory of multiple intelligences in FLT.

2. Empathy plays a great role in the interaction between people (a teacher and students, communicants) because it allows understanding and imaginatively entering into another person's feelings.

For example, if a student is displaying inhibition and lack of self-confidence in a classroom performance and socializing with others, the best way to encourage him/her and reinforce a positive outcome, is revealing the student's strong sides in the subject and publicly praise him/her.

Write phrases to demonstrate empathy to your students?

3. Teacher inventory via questionnaire. The questionnaire assesses your opinion about teacher's intelligence knowledge. Indicate your opinion about each statement by writing **Yes, No, Sometimes.**

- 1. The teacher considers student's feeling.
- 2. The teacher talks individually with students.
- 3. Some students are dissatisfied with activities doing in the class.
- 4. The teacher goes out of his/her way to help students.
- 5. The teacher creates a favorable atmosphere in the class.
- 6. A teacher inspires students to work well in groups.
- 7. The teacher explains new material using schemes and tables.
- 8. The teacher uses visual aids.

___ 9. The teacher criticizes students when they make errors.

___ 10. The teacher exhibits facial expression

4. In the table three modalities are presented to enable learners to receive and learn new information or experiences successfully. Observe the English lesson at school or lyceum to reveal if the teacher takes into consideration these learning styles and what methods and techniques he/she uses.

<i>Visual learning style</i>	<ul style="list-style-type: none">• utilize graphs, charts, illustrations or other visual aids;• comprise outlines, concept maps, agendas, handouts, etc. for reading and taking notes;• comprise much content in handouts to reread after the learning session;• leave white space in handouts for note-taking;• provide questions to help them stay awake in lectures;• highlight key points to signal when to take notes;• add textual information with examples if it is possible;• let them draw pictures in the borders.
<i>Kinesthetic learning style</i>	<ul style="list-style-type: none">• implement activities that get the learners up and moving;• play music during activities whenever it is suitable;• utilize colored markers to highlight key points on white boards;• provide frequent stretch breaks;• give toys such as balls which allow them something to do with their hands;• give high lighters, colored pens and/or pencils;• give directions to learners through a visualization of complicated tasks.
<i>Auditory learning</i>	<ul style="list-style-type: none">• commence new material with a short description of what is coming. Give a summary of what has been

<i>style</i>	<p>covered. This is the old adage of tell them what they are going to learn, teach them, and tell them what they have learned;</p> <ul style="list-style-type: none"> • utilize the Socratic method of lecturing by giving questions learners and then fill in the gaps with your own responses; • combine auditory activities, such as brainstorming, buzz groups, or jeopardy; • allow the learners verbalize the questions; • set an inner dialogue between yourself and the learners.
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5. Analyze the EL textbook “High Fly” and find the strategies of emotion intelligence. Design a lesson plan which focuses on development of interpersonal and intrapersonal abilities. Find the practical material from the textbook to prove that motivation is of great importance in teaching English.

6. Read information about top-down and bottom-up processing used for reading. Write instructions for development of students reading skills based on this information and the given before about three modalities of learning style (visual, auditory and kinesthetic).

An interactive theoretical model of the reading process depicts reading as a combination of two types of processing – top-down (reader based) and bottom-up (text based) – in continuous interaction. In top-down processing, the act of reading begins with the reader generating hypotheses or predictions about the material, using visual cues. For instance, the reader of a folktale that begins with the words “Once upon a time there was a man who had three sons...” forms hypotheses about what will happen next, predicting that there will be a task to perform or a beautiful princess to win over and that the oldest two sons will fail but the youngest will attain his goal. Because of these expectations, the reader may read the material fairly quickly, giving attention

primarily to words that confirm the expectations. Close reading occurs only if the hypothesis formed is not confirmed and an atypical plot unfolds. Otherwise, the reader can skip many words while skimming for key words that move the story along.

In bottom-up processing, reading is initiated by examining the printed symbols and requires little input from the reader. The identification begins with print, i.e. letter or word, and proceeds to progressively larger linguistic units, phrases, sentences, etc. ending in meaning. A reader using bottom-up processing might first sound out a word letter by letter and then pronounce it, consider its meaning in relationship to the phrase in which it is found, and so on. A reading teacher embracing this approach would expect a child to reproduce orally the exact words printed on the page.

When the reader possesses a store of knowledge about the print, about language, and about the world a top-down approach can be used. The reader uses this knowledge first to predict what the printed page contains and then to confirm or refute the predictions. But reading the exact words on the page is less important than understanding the message.

In Samuels's (1984) automaticity model, decoding is seen as a bottom-up process, whereas comprehension allows for top-down processing. Samuels believes that beginning readers must be taught to decode automatically, without consciously giving attention to graphic decoding. His modified model contains elements of both top-down and bottom-up processing. The two perspectives qualified as interactive vary on the degree of emphasis on one position over another.

An interactive model assumes parallel processing of information from print and information from background knowledge. Recognition and comprehension of printed words and ideas are the result of using both types of processing. For example, the reader who is unable to use context clues may fail to grasp the meaning of an unfamiliar word that is central to understanding the passage; similarly, a reader who has no background knowledge about the topic may be unable to reconstruct the ideas that the author is trying to convey.

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IV. MODERN TRENDS IN FL TEACHING AND LEARNING

Topics to be discussed:

1. Learner-centered teaching.
2. Community language teaching and learning.
3. The core of the Interactive methods in FL teaching and learning.
4. Inductive teaching and learning.
5. The Whole-language approach.

Spark:

1. What modern technologies do you know?
2. What do we mean by the term *trend*?

1. Learner-centered teaching

Many of scientists deal with the technologies of teaching as one of the ways for realization of the learner-centered approach, thanks to which the learners become the active creative persons in the teaching process.

In learner-centered teaching, we center our planning and teaching around needs and abilities of the learners. The main idea behind the practice is that learning is the most meaningful when topics are relevant to the learners' lives, needs, and interests and when the learners themselves are actively engaged in creating, understanding, and showing the interest in knowledge. Learners will have a higher motivation to learn when they feel they have a real stake in their own learning. Instead of a teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and learners are allowed to explore, experiment, and discover on their own. The learners are not just memorizing

information, but they are allowed to work with and use the information alone or with peers. Their diverse thoughts and perspectives are necessary input to every class. The learners are given choices and are included into the decision-making processes of the classroom where focus on options, rather than uniformity, takes place. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that have diverse attention and consideration.

Thus the core of this approach gives maximum initiative to students during the lessons. Such approach contrasts to the traditional lesson. The centre of teaching transfers to students and the main goal of a teacher is to open the students' resources, i.e. their potential.

The differences of this approach from traditional can be presented as follow:

1. Goal – to develop learners' activity and create the appropriate environment to motivate their self-development.
2. Teacher's activity – a teacher is an organizer of teaching and learning activity where the learners are the independent searchers.
3. Learners' activity – a learner is the subject of a teacher's activity, where a learner initiates the activity him/herself.
4. Interaction "teacher – learner" – a teacher organizes the work with all the learners and creates the environment for each learner's development.

During the creation of the model of teaching within this approach we should take into consideration other approaches suggested by I.S. Yakimanskay, G.K. Selevko, Sh.A. Amonishvili:

Distinct-levels approach (it is known as multilevel approach) – orientation on different levels of complicity of the syllabus material which is accessible to students.

Differentiate approach – singling out the learners on the basis of the mixed differentiation in accordance with abilities, type of an educational establishment.

Individualized approach – division of learners into homogeneous groups, in accordance with their level of the language performance, abilities, and social factors.

Subjective-individual approach – treatment of each learner as a unique and inimitable person.

Scientists single out different technologies within this approach: 1) Community language teaching; 2) Self-developmental teaching (Selevko); 4) Humane-individual teaching (Amonashvili); 5) Game-technologies; 6) Problem-solving technologies; 7) Developmental teaching; 8) Individualized Teaching.

In spite of different names of these technologies they have the common idea about learners' development from all positions with accounting learners' needs and interests.

2. Community language teaching and learning

Counseling learning which was developed by Charles Curran in early seventieth of the XX century is the basis of the Community language learning. According to Curran's philosophy, students are "clients" and a teacher is a "counselor" who should take into consideration students needs. Within this technology the affective factors and interpersonal relations during the interaction of the members of the group (class) are paramount in the learning. Teachers and learners join together to facilitate learning in a context of valuing and prizing each individual in the group.

Community language learning as a technology is based on the idea of students' interaction and interrelation and mutual-learning and teaching a FL. All students as a group are responsible for the solving teaching objectives and as a result, they help to each other. This technology intends to create conditions for cooperative learning of FL in the system "learner - teacher - group".

This conception had a practical realization in some variations and was oriented on creation of conditions of the active joint students' activity in the various learning situations suggested by a teacher. One of the variants of this technology is tolerance to the native language using to develop an interpersonal relationship based on the trust among other students. A student attempts to repeat an English word after the teacher. Translation and imitation are used over a certain period of time, until students are able to apply words in the new language without translation.

Students are subdivided into small groups (3-4 students), the task and the terms of its realization are given and explained by the teacher for the each group. In this case all members of the group are responsible for the process and result of the joined activity. The group should be mixed where more successful students help to weak ones. The teacher evaluates the group work.

The techniques and activities of community learning are carried out by a role-play or other simulations. Language acquisition is conducted through communication in the group work. Goal-oriented activity in the group increases the motivation for speech practice.

3. The core of the Interactive methods in FL teaching and learning

The interactive methods are singled out within Communicative language teaching. The communication is understood as interaction between communicants.

The term “interactive method” is taken from the English word “interactive” which means interpersonal and intrapersonal activity aimed to activate the learners in gaining knowledge effectively.

Interactive methods belong to a group of methods based on the modern psychological conception of interaction. In other words it is a cooperative activity of people during interpersonal communication. The main feature of this type of a method is the promotion of the ability of a person to understand a partner in the process of communication and act according to the situation and construct his/her own activity.

Interactive methods of teaching are worked out under the project “Reading and Writing for Critical Thinking” (RWCT) which is being implemented in cooperation of the teachers from many countries.

The main goal of this project is to implement methods which deal with matters of improving the learners’ critical thinking in spite of their age for education. In other words they are universal methods of teaching FL.

What is critical thinking? To answer this question we address different definitions of this term.

1. D. Halpern (1998:450) – critical thinking is “the use of those cognitive skills or strategies that increase the probability of a desirable outcome”.

2. D. Willingham (2007) – “seeing both sides of an issue, being open to a new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by an evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” is an evidence of critical thinking.

We can notice in both definitions that critical thinking is understood as a complex mental process, which firsthand acquaintances with new information and is ending with decision making. Critical thinking includes the skills of analyzing arguments, making inferences, using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems.

In order to make learners use critical thinking skills, it is needed to develop a number of qualities in them. According to D. Halpern (1998), these are:

1. Readiness to plan. It is very frequent when our thoughts emerge chaotically. It is necessary to put them in order and to line up a sequence of narration.

2. Flexibility. If a learner is not ready to accept other viewpoints, he/she cannot produce his/her ideas and thoughts. The flexibility prevents from drawing inadequate or quick conclusions unless the learners have variety of information.

3. Persistence. Frequently, when we come across difficult tasks or problems, we put them off until a later time. Being persistent in learning helps to reach significant results in learning process.

4. Readiness to correct own mistakes. A critically thinking person wouldn't make excuses – he/she would draw an adequate conclusion and take an advantage of the mistakes.

5. Awareness. It is one of the crucial qualities when a learner should be aware of his/her own thinking, content of his/her conception and make an attempt to regulate his/her cognitive process in relationship to further learning.

6. Search of compromise. It is crucial when taken decisions are also perceived by other people otherwise they will stay as statements.

Interactive methods can easily be used in FLT also in traditional forms of organizing classrooms. Nowadays the main idea of interactive methods is to improve critical thinking as constructive intellectual activity which presupposes **interconscious** activity of a person in receiving information within the framework of interactive methods having been worked out the basis of teaching and learning. It consists of three interrelated stages: evocation <-> realization of meaning <-> reflection.

1. Evocation stage activates passive and active learners, forms motivation in learning process and helps to apply learning materials to one's own life experience.

2. Awareness stage (realization of meaning) shows the way how learners comprehend the content of new information.

3. Reflection stage shows what kind of benefits learners will extract from the received information.

Development of critical thinking requires using appropriate methods which can unify the process of learning in step by step implementation of each stage of the lesson. There are different methods and strategies used in the given stages as evocation, realization of meaning and reflection.

A teacher who uses interactive methods in the English classroom should be aware that any lesson effectiveness depends on the right choice of 1) learning materials which contribute to critical thinking development; 2) methods of conducting the lesson.

The methodology of using interactive methods serves not only activating learners but they are also best means of achieving guaranteed results in FLT.

Here are some positive sides of using interactive methods described by Sh.Alimov (2012):

1. The learners argue knowledge with interest and this activates them in the process of learning.

2. The activity of the learners during the lessons creates favorable conditions for improving in them problem-solving skills.

3. Requires individual approach in teaching, i.e. favors for student-oriented teaching (learner-centered learning).

4. A pair and group work are emphasized, and this will improve the feelings of responsibility in the learners.

5. The skills of independent work are formed in the learners, because while using an interactive method they acquire knowledge by analyzing and creative thinking, and this will also help the learners to improve their self-study skill for working with additional information.

6. The interactive methods create a strong motivation for learning and involve the learners into active work in using the acquired knowledge in practice.

7. Creation of a need and high desire to use a foreign language for communication, and these are good facilities for the learners to express their own ideas and being involved into conversations.

8. A belief for their own strength is formed in the learners and this will help them to overcome such psychological barriers as a threat of making mistakes and hesitation.

9. Enabling favorable opportunities for out of lesson activity, improves the skills of defending their ideas during the discussion.

The learners' participation is in the center of the lesson, where a teacher plays a role of a coordinator. With the use of different types of the interactive methods (including techniques and activities) at the lessons, teachers encourage students to ask questions, to give arguments, and to take independent decisions.

4. Inductive teaching and learning

In our conditions the deductive way of teaching is more used. A teacher first introduces new elements of the language knowledge then gives students an opportunity to have practice using the obtained knowledge in the classroom. A well-established precept of educational psychology is that students are most strongly motivated to learn things they clearly perceive a need to know. Simply telling students that they will need certain knowledge and skills some day is not a particularly effective motivator. A preferable alternative is *inductive teaching and learning*. Instead of beginning with general principles and eventually getting to applications, a teacher begins with specifics – a set of observations or experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. As the students attempt to

analyze the data or scenario, or solve the problem they generate a need for facts, rules, procedures, and guiding principles, at which point they are either presented with the needed information or helped to discover it for themselves.

Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. These methods have many features in common, besides the fact that they all are qualified as inductive. They are all *learner-centered*, meaning that they impose more responsibility on students for their own learning than the traditional lecture-based deductive approach does. They are all supported by research findings that students learn by fitting new information into existing cognitive structures and are unlikely to learn if the information has few apparent connections to what they already know and believe. They can all be characterized as *constructivist* methods, creating a widely accepted principle that students construct their own versions of reality rather than simply absorbing versions presented by their teachers. The methods almost always involve students discussing questions and solving problems in class (*active learning*), with much of the work in and out of class being done by students working in groups (*collaborative* or *cooperative learning*).

The scholars singled out the following main features of inductive methods:

- * Questions or problems provide context for learning.
- * Complex, ill-structured, open-ended real-world problems provide context for learning.
- * Major projects provide context for learning.
- * Case-studies provide context for learning.
- * Students discover content of information for themselves.
- * Students complete and submit communicative activities in the real-life situations.
- * Primarily self-directed learning.
- * Active learning.
- * Collaborative/cooperative (team-based) learning.

The demonstrated features give us an evidence to say that each method has its own specifics. For example, the end product of a project-based assignment is typically a formal written and/or oral report, while the end product of a guided inquiry may simply be an answer to an interesting question, such as why do we speak according to the rules of the native speakers. Case-based instruction and problem-based learning involve extensive analyses of real or hypothetical scenarios while just-in-time teaching may simply call on students to answer questions about the content of the read texts. Inquiry-based instruction can be used to foster acquisition of a certain knowledge and engage students with uncertainty, multiple perspectives and contestation through exploration of open-ended questions and problems to which single right answers do not exist (Lavy, Little, McKinney, Nibbs & Wood, 2008: 6).

It is necessary to point out, that in the practice of teaching deductive and inductive ways must be combined. Good teaching helps students acquire knowledge and develop the language skills for practical aims in the deductive and inductive ways.

It is very effective if a teacher directs students' activity to the inquiry and discovery within inductive teaching. If the method is implemented effectively, students should learn to "formulate good questions, identify and collect appropriate evidence, present results systematically, analyze and interpret results, formulate conclusions, and evaluate the worth and importance of those conclusions" Lee, (2004). The same statements could also be made about problem-based learning, project-based learning, discovery learning, certain forms of case-based instruction and student research, however, so that inquiry learning may be considered an umbrella category that encompasses several other inductive teaching methods. Lee makes this point, observing that inquiry is also consistent with interactive methods such as discussion, simulation" (Lee, 2004:10).

Besides overlapping with other inductive methods, inquiry learning encompasses a variety of techniques that differ from one another in significant ways. Staver and Bay (1987: 629-643) differentiate between *structured inquiry* (students are given a problem and an outline for how to solve it), *guided inquiry* (students must also figure out the solution method) and *open inquiry* (students

must formulate the problem for themselves). The scientists make also the distinction between *teacher inquiry*, in which a teacher poses questions, and *learner inquiry*, in which questions are posed by students. In *process-oriented-guided-inquiry-learning* (POGIL) (<<http://www.pogil.org>>), students work in small groups in a class on instructional modules that present them with information or data, followed by leading questions designed to guide them toward formulation of their own conclusions. A teacher serves as a facilitator, working with student groups if they need help and addressing class-wide problems when necessary.

Discovery learning is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, “discovering” the desired factual and conceptual knowledge in the process (Bruner, 1961). In the purest form of this method, teachers set the problems and provide feedback on the students’ efforts but do not direct or guide those efforts.

5. The Whole-language approach

The Whole-language approach to language teaching emphasizes the intricate relationships of various language items in terms of linguistic processes. The significance of any relationship is a matter of how it facilitates language learning.

The Whole language approach calls for language to be regarded holistically, rather than as pieces, i.e. the vocabulary, grammar structures and pronunciation points. Students learn best not when they are learning language piece by piece, but rather when they are working to understand the meaning of the whole texts. Students work from top-down approach, attempting first to understand the meaning of the overall text before they work on the linguistic forms comprising it. Under the ‘bottom-up’ approach students learn a language piece by piece and then work to put the pieces in place, constructing the whole meaningful texts out of the pieces.

The Whole-language approach is based on the ideas of Vygotsky (1978) about social nature of learning. As a social process

it is assumed that learning is best served by collaboration between a teacher and students and among students.

Reflect on the questions:

1. How can we organize the learner-centered teaching? Think about techniques and activities used under the learner-centered approach.
2. Tell about the essence the Communicative language learning. Why is it considered as the innovative method?
3. What do we mean by interactive technologies?
4. What techniques and activities can be named within interactive methods?
5. What is the linguo-didactic potential of the inductive teaching?
6. Point out the reasons for using a deductive way of teaching?
7. Why can the Whole-language approach be considered as innovative in FLT?

Activities:

1. Discuss beneficiaries of the Learner-centered approach and Communicative language teaching in small groups. Create an associative map of these approaches to make clear their beneficiaries in ELT.
2. Given below are the features of the BANA teaching culture. Fill in the second column with your explanation of the approaches and technologies. Give your arguments and examples to prove the features of the Uzbek teaching culture.

BANA (British, Australian and North American)	
1. Learner-centered	
2. Learner-autonomy	
3. Focus on the 'whole language'	
4. Critical thinking	
5. Inductive teaching	

3. Read the information about the Whole-language approach taken from the book by Larsen-Freeman (2003:143). Create a fragment of teaching listening under the Whole-language approach.

One example of a technique to teach reading that fits with principles of the Whole-language approach is the Language Experience approach. The general idea is that the texts students learn to read are based on students' life experiences. Students take turns dictating a story about their experiences to the teacher who writes it down in the target language. Each student then practices reading his/her story with the teacher's assistance. The Language Experience approach applies the principles of the Whole-language approach: the text is about content that is significant to students, it is collaboratively produced, it is whole, and since it is the students' story, the link between the text and the meaning is facilitated.

4. There is not one single method for everyone in all contexts, and that no one teaching method is inherently to the others. It is not possible to apply the same methodology to all learners, who have different objectives, environments and learning needs. So teachers support the Principled eclecticism (combination of the best principles from different methods or set of successful techniques). Write advantages and disadvantages of the Principled eclecticism and discuss them in the group.

5. Find the similarities and differences in using interactive and inductive methods. Analyse a EL coursebook for college students which you like to reveal if there are any kind of interactive and inductive methods. Design a lesson plan for college students using inductive methods.

6. Study two models of inquiry-based teaching (*Figure 1 and 2*) suggested by Carin, Bass, & Contant (2005) and Llewellyn (2002, p. 13-14). Compare them from the position of their effectiveness and manageability. Design a problem-solving activity for college students choosing one of the presented models. Write clear instructions.

Figure 1. Five-stages of Inquiry cycle

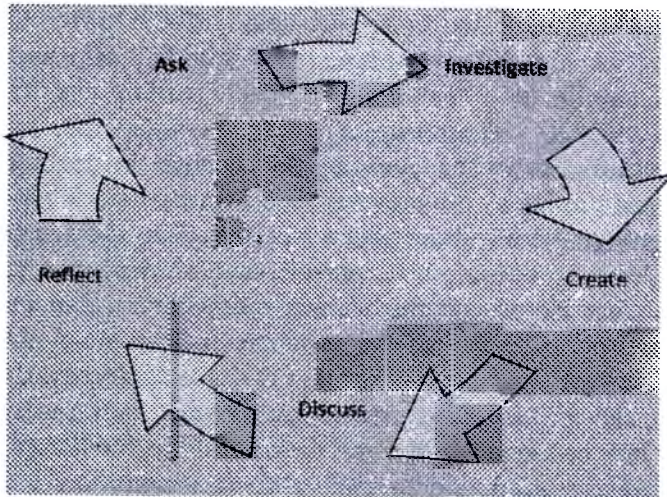
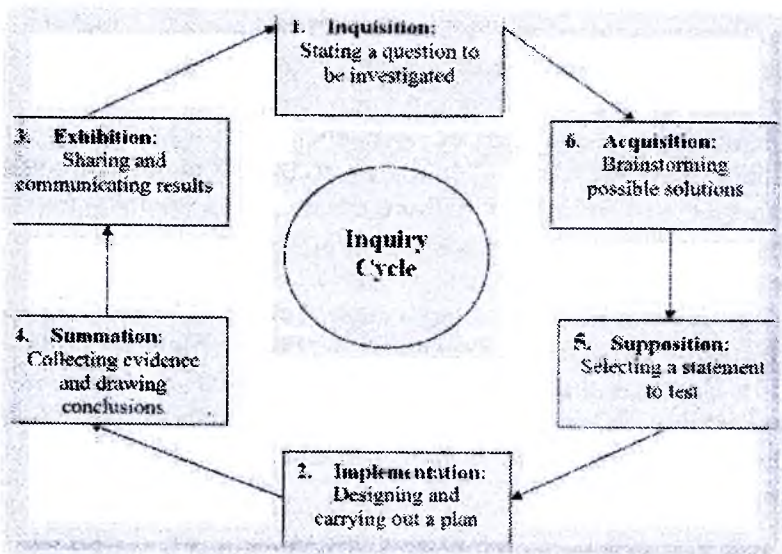


Figure 2. Six-stages of Inquiry cycle



For reading:

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2. Halpern D. F. Teaching critical thinking for transfer across domains: Dispositions, skills, structure training and meta-cognitive monitoring. //American Psychologist, 53(4), 1998. – Pp. 449–455.
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<http://www.cal.org/resources/digest/Rodgers.html>.
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V. MODERN FORMS OF FOREIGN LANGUAGES LEARNING AND TEACHING

Topics to be discussed:

1. Distance and blended learning.
2. Language learning in tandem.
3. Module teaching

Spark:

1. What do you understand by the forms of teaching?
2. What can you say about types of teaching?
3. What form of education do you prefer to improve your level of language proficiency?

1. Distance and blended learning

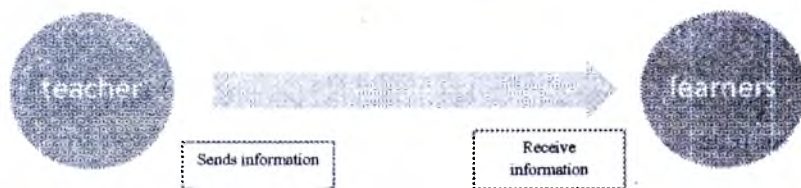
Without doubt the use of technological and digital tools overcomes barriers of space and time existing in traditional learning and teaching as well as provides an opportunity to connect teachers, students and content. There are widespread talks about distance learning, online learning, e-learning and blended learning.

Distance learning is a system in which a teacher teaches students with the help of Internet, sending tasks to learners by post or e-mail.

It is carried out by using computer-telecommunication nets enabling the learners to do the tasks independently. These objectives are usually checked up with the help of electronic post if learners send them to a teacher and also during face to face talk with a teacher.

The major feature of distance teaching is a mediate telecommunication talk “teacher – student” (See *Figure 3*).

Figure 3. The process of distance learning



Students stay in touch with their teachers during the period of distance learning and regularly send parts of their work for correction and, more importantly, for valuable feedback and encouragement. That's why the courses of distance teaching require projecting the activity of a learner carefully and in detail. The course creates a high effective feedback and interaction between a teacher and the learners.

As well as making English training more cost effective, there are other benefits from adopting this approach. The learners are given a chance to: 1) think about the English language over a period of 12 weeks instead of just four; 2) develop organizational and study skills that could be of use to them and their needs/jobs; 3) develop confidence in their ability for self-study.

All students have an opportunity to have distance learning and choose the needed programs. The programs and experience in organizing teaching through distance have proved the effectiveness of it.

A teacher designs a program of teaching and a manual. For elementary students the manual is designed to offer both accuracy and fluency practice. It is also possible to use it for introduction of complete vocabulary and structures, providing that students can cope. It is more difficult, by no means impossible, to provide genuine communicative activities to lower-level learners. With more advanced students it is obviously a lot easier to introduce genuine communicative activities as well as accuracy and fluency practice.

Thus, distance learning gives an opportunity to obtain the worldwide cultural and educational values collected in the nets of Internet. In such a type of education the learners can be taught by an experienced teacher, improve their qualification and deepen their

professional knowledge and these factors emphasize distance teaching and distance learning importance. It is one of the perspective forms of teaching and obtaining knowledge using the computer technologies.

* Blended learning is an integrated mode which is present both in the face-to-face and in distance learning and perhaps the most efficient way to integrate the teaching and learning school without replacing it.

According to some research (Sharma & Barrett, 2007; Graham, 2004; Nicolson, Murphy & Southgate, 2011) it is found out that the term "blended learning" can be referred to four different concepts:

1. Union or set of Web technologies (virtual classrooms, self-learning, collaborative learning, streaming video, audio and text) for educational purposes.

2. Union of pedagogical approaches (constructivism, behaviorism, and cognitive psychology) to produce the optimal teaching with or without the use of dedicated technologies.

3. Chance to use of any form of educational technology (videotapes, CD-ROMs, Web teaching, movies) in courses taught by a teacher.

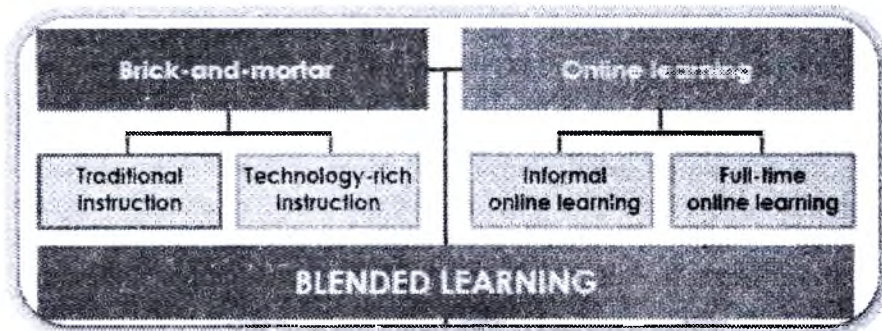
4. Union or set of educational technology and activities to create a curriculum-integrated working.

It is apparent from the definitions that the concept of blended learning possesses a variety of meanings for different educators, but all of them concern the blended learning as integrated mode which incorporates the face-to-face and on-line learning.

To understand the core of the blended learning, it is very significant to enumerate other education practices (See *Figure 4*) and state about their relations to the blended learning described by Staker & Horn (2012).

The first two practices namely – traditional instruction and technology-rich instruction which belong to brick-and-mortar setting are not forms of blended learning, but they can be combined with online learning in order to create blended learning atmosphere.

Figure 4. Blended learning in relation to other education practices



Traditional instruction is regarded as a structured education program in which a teacher is in the centre of the classroom. The education is mostly based on face-to-face teacher-centered instruction. In the classroom students are categorized and matched according to their ages and abilities. Teaching and learning take place with the help of textbooks, lectures and individual written assignments. The program possesses a fixed curriculum.

Technological-rich instruction is also regarded as a structured education program which partakes the same characteristics as traditional instruction has. However, it possesses digital tools such as electronic whiteboards, digital textbooks, online lesson plans and easy and broad access to Internet. Unlike blended learning, the Internet in technological-rich instruction the content and instruction are not transferred. Moreover, students are still deficient in control of time, place, path, and/or pace.

Thus, students are given an opportunity to rotate between online learning and traditional instruction, or it enables students to participate in a technology-rich classroom for a particular number of subjects and at the same time they may take online courses for their remaining subjects.

The rest two education practices such as informal online learning and full-time online learning are quite different from blended learning. Similar to blended learning, Internet is utilized to deliver content and materials in these practices. Moreover, it enables

students to have some element of control of time, place, path, and/or pace. However, they still lack of the scope of blended learning.

More precisely, informal online learning enables students to utilize technology for the purpose of learning outside the classroom. It allows students to play any educational video games, watch lectures on a variety of topics on their own outside the classroom. Full-time online learning is rather distinctive from informal online learning due to the fact that it is a structured education program where content and materials are transferred through Internet like in blended learning, but it restricts students to take part in supervised brick-and-mortar settings away from home. The only formal program which combines online learning with a supervised brick-and-mortar location is a blended learning which is being developed to create an efficacious learning atmosphere for students.

The blended learning or on-line elements can be implemented via various ways. For example:

1. Bring online test. One of the important instructor strategies before course study is organization of entry testing to reveal students' language level. The instructor can design tests with multiple choices and automates the scores of assignment and to simplify tracking and analyzing the results.

2. Implement a community-oriented practice. Students need interaction for mastering language skills, so an accessible discussion forum can be utilized after teaching process will be created. This forum allows students to maintain contact with fellow students by asking questions, exchanging opinions and sending suggestions.

3. Provide the reference materials. Input and some activities can stick to the electronic resources for reading and comprehension. These links enable students to deepen certain topics reducing their dependence on paper-based materials which are destined to become outdated.

4. Study the course proposes following up activities for fixing and practical applying material as well as assessment which can be carried out online. In this way, students who need support can rely on providing instructor's assistance, suggestions for self-study or simple encouragement. The teacher should write clear instructions

for students and interact with them via e-mail, forum and Skype and organize self-evaluation a peer-evaluation activities.

It is effective way for mastering language skills because it serves as a key factor to exchange information, experiences and materials among students and student and teacher. Furthermore, both students and teachers can possess access to teaching and learning materials and know the aims of the learning process, the regulatory requirements as well as the results of their activities. Although the platform which bonds teachers and students it is needed face-to-face classrooms where the teacher explains some material, discuss challenges and achievements of teaching and learning.

2. Language learning in tandem

Nowadays one of the popular methods in learning FL is the Tandem, which involves pairs of native speakers whose aim is to learn each other's language by means of bilingual conversation sessions, either face-to-face or remote (via Skype, Msn). Thus, the goal of tandem is to acquire FL with the help of real or virtual interaction with a native speaker. Within this learning context, each partner becomes both a learner of a foreign language and a teacher (tutor) of his/her mother tongue (or a language in which he/she feels proficient).

In fact the initial impression that a person may get from this description makes it difficult to distinguish Tandem interaction from other forms of interaction or from other individual study contexts. For example, Tandem may seem quite similar to (a) ordinary conversation with a foreign friend, to (b) self-tutored study, or to (c) private lessons.

Despite the apparent resemblance, Tandem is different from ordinary chatting with a foreigner, who is willing to correct grammar and vocabulary mistakes of his/her interlocutor. One of the commonest techniques during Tandem lessons is assisted conversation. It is called assisted because the proficient speaker carries out a kind of a scaffolding role in order to supply the less

proficient learner with the linguistic elements he/she needs for achieving his/her communication goals.

Tandem implies a phase of focus on form, which can take place either during or in the final part of Tandem meetings. These are moments when participants can explicitly discuss linguistic rules, lexicon and errors. Within the limits of his/her competence, the more proficient speaker has the responsibility of collaborating with the less proficient one. On the basis of these discussions, each learner will be able to elaborate his/her homework for the next session.

Participants must develop the ability of paying equal attention to both levels of conversation – the content/meaning (what one says) and the form (how one says).

Different levels of FL linguistic competence of both participants constitute neither an obstacle nor a nuisance to either of them and to the learning of the less proficient participant. These differences work opposite way in daily conversation, though. In fact in daily conversation, the language that is better known by interlocutors predominates. The Tandem principle of not mixing languages prevents the emersion of such preponderance, even if it is involuntary on the part of the more proficient partner. This principle also guarantees that the same amount of time is dedicated to the less known language.

Finally, the ultimate goal of Tandem conversation is not only the success of interaction, as it is in ordinary conversation, but also the development of participants' linguistic and cultural competence. The success of Tandem, therefore, cannot be evaluated only by the establishment of good relationship with the partner, but by the achievement of linguistic and cultural objectives, as well.

Some examples can help to better explain the differences between the practice of Tandem learning and ordinary conversation. Whether we are used to talking with foreign friends or we are living abroad as students of a foreign language, we will frequently find it quite hard to obtain regular and constant feedback to our oral or written production. In fact, linguistic competence evaluation and error corrections are difficult to obtain from friends, either in ordinary conversation or in practical situations abroad. In these

cases, conversational and interactive rules of daily life prevail. Once engaged in ordinary chatting, our friends will focus on interaction and most commonly on meaning, instead of on how we talk. In this case, automatic devices of accommodation will prevent them from noticing our errors in the target language. Besides, due to the implicit negative meaning of correction in daily life contexts and because of certain conversation rules, it is quite difficult for them to correct our errors, even if they notice them.

Therefore, regardless of our foreign friends' willingness, target language feedback will not arise in very detailed ways during ordinary conversation with them. Rather, it may come more in the form of compliments or encouragement than in the form of useful corrections, probably due to restrictions of time and face keeping. Moreover, focusing double attention on both meaning and form may become a straining task. It requires willingness and persistence, and it is less likely to happen for an extended period of time, unless a specific goal is settled. Such language feedback is more likely to be obtained from a study companion, such as Tandem partner, because he/she also has similar interest in being corrected and helped.

To sum it up, although ordinary conversations with foreign friends or in daily life abroad do offer good opportunities to practice a foreign language, they are not to be confused with Tandem conversations, for the above mentioned reasons.

The learning context of private lessons could also be compared or confused with the one of the Tandem. Nevertheless, the rigid asymmetry of private lessons which is due to the opposition of roles teacher vs. student makes it distinct from Tandem lessons. Furthermore, private lessons are frequently carried out on terms of a financial agreement, whereas Tandem lessons are based on terms of free exchange of knowledge. Finally, the learners' senses of responsibility and autonomy, typical of Tandem context, do not seem so relevant in private lessons. For all these reasons it is inappropriate to consider Tandem lessons as private lessons or even a variation of it.

The above-mentioned Tandem characteristics break away from traditional approaches to language as a mere set of rules to be learned. Tandem focuses not only on language learning but on

experiencing in a language, on living out one's stories with Tandem partners in the target language. It opens spaces for experiences and interaction amongst peoples and cultures of the world.

3. Module teaching

The notion of autonomy in learning has long been part of a wide range of educational philosophies and has recently been identified in educational policy as crucial to the development of lifelong learning, for example, maintains that the ultimate aim of education is for the individual to develop the autonomy of thought to create new, original ideas rather than just recycle old ones. Besides, autonomy is one of the most fundamental values in modern western culture. As an educational aim, the development of autonomy is the development of a kind of person whose thought and action in important areas of his life are to be explained by reference to his own choices, decisions, reflections, deliberations.

The role of learner-autonomy plays a great role in FLT. Learners' autonomy is an ability to take charge of one's own learning. Autonomous learners understand the purpose and process of learning and are able to choose from available tools and resources to create a productive learning environment. It is necessary to promote learner autonomy for the purpose of transforming dependent and passive learners. For this aim teachers should encourage students to be more self-motivated and continue learning outside the classroom so they can be personally responsible for acquiring English. Autonomy is related to the terms *self-study*, *personal responsibility*, *self-esteem*, *self-awareness*, *self-determination*, and *self-correction*.

A teacher promotes autonomous behavior by suggesting curricular and extracurricular activities or the programs for autonomous ELL. One of such programs is module teaching. By the module is understood the course, system, material block, or form of teaching.

It is important for an English teacher to be aware of the essence of module teaching for the effective organization of the learner-autonomy learning process. The nuclear of the module teaching is

the module consisting of 1) the completed block (sub-module) of information, 2) the purposeful algorithm of operations and actions, 3) a teacher's instructions (recommendations) for successful realization of this program of learning. Students independently or under particular guidance of a teacher work with the suggested teaching material and achieve the required goals of the cognitive activity, working with modules independently.

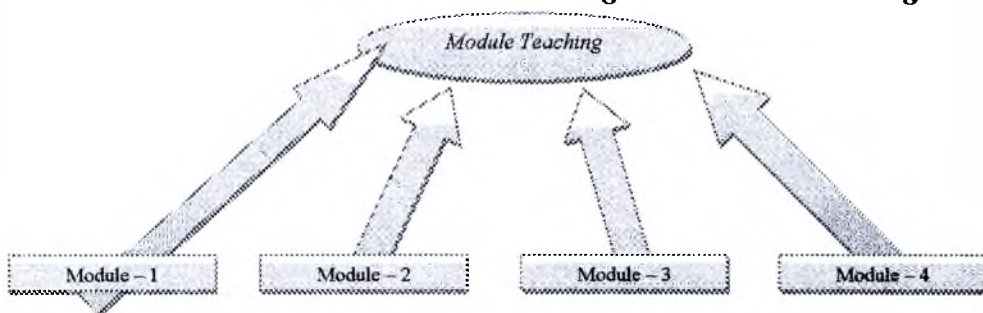
The goal of the module teaching is to develop learners' autonomy, language and reflexive skills.

The principles of module teaching are:

- a) gradation of the material into the completed blocks;
- b) dynamic character of the acquired knowledge and skills;
- c) flexibility;
- d) conscious perspective;
- e) variability of methodical consultation and interaction between a teacher and learners.

According to A.V. Konisheva (2007: 214), content of teaching is distributed into several modules and each of them is performed as a purposeful functional unit including the teaching content and technology of its acquiring (algorithm of operations and actions with teaching material). Several modules (units or blocks) are put together to make a complex module teaching (See *Figure 5*). Module can be considered as a theme which is distributed into the subthemes shaped as fully completed blocks.

Figure 5. Module teaching



As we see in the *Figure 5* the module is used as the means of FLT, including the program of teaching and learning activity, the bank of information and instruction for achievement teaching aims. Only the module can be used as a program of the individualized teaching and is intended for self-study (independent) learning.

The main features of module teaching are given below:

1. The content of teaching is presented in the completed independent blocks (module), acquisition of which is carried out according to the aims.

2. Learners receive teachers' instructions and advices in the written form.

3. Learners work independently and organize their work according to the required goal, and the given plan.

4. During independent work students develop self-organizing, self-control and self-correction skills.

The Module teaching has the following advantages:

-Almost all the learners work independently to achieve the certain goal of teaching within cognitive activity and to consolidate knowledge on a certain theme.

-Working independently learners can acquire the skills of self-organizing activity, self-control and self-correction. They help them to see their achievements, their weak and strong points and overcome their gaps and shortcomings.

-The well-worked out teaching elements of the module allow students to develop critical thinking, and responsibility for the results of their cognitive activity, as well as regulate their time and behavior.

We can point out the following difficulties of the Module design.

1. Creation of the module program is a hard process and takes much time.

2. It is impossible to use this method for any teaching material. For example, it gives less effect working in emotional, imaginative or descriptive teaching material.

Learners' activity in a module system of organizing independent work has some principal differentiations from a traditional system

of teaching. Within it the content of teaching is presented in separate modules as a bank of information and instructions of its application.

Module teaching demands creation of the module program. Before constructing such a program a teacher should single out the main ideas of the course, formulate the main goal and select the content of ELT for each block.

The EL teachers should be aware of the main principles for constructing a module program. They are:

1. A set of particular goals of teaching elements provides the achievement of each integrative goal of a module.

2. The basis of managing and monitoring of the process of acquiring knowledge and skills is a feedback.

3. Teaching material must be presented in an accessible, laconic and expressive way and in the form of a dialogue.

4. The structure of the module should be corresponded to the logic of this or that type of an educational establishment.

The succession of acquiring knowledge and skills by students must be taken into consideration, while working out a module program. It refers to the following items:

1. Perception is defined as “catching” of the learning objects.

2. Comprehension of knowledge occurs in the process of analytic-synthetic activity (analysis, synthesis and generalization).

3. Memorization is to cumulate knowledge in mind. There are 3 types of memorization: 1) a primary memory. It is important for keeping a learned material in the mind for a long time; 2) involuntary memorization. It occurs in the process of operations with the subject of learning; 3) voluntary memorization. It is formed in the special organized conditions.

4. Application of knowledge connected with involving learners into activity for solving problems, and transferring knowledge into different spheres. Acquiring material means to understand, memorize and learn it in different situations.

5. Generalization of knowledge. It is the process of transferring knowledge from single to general. The primary generalization (during perception) connects with the forming of general representation of the subject. Local generalization (conceptual) related to inner core of the subject, in case students acquire its parts.

Thematic generalization means acquiring the system of concepts and final generalization presupposes acquiring the whole systems of concepts.

6. Systematization of knowledge proposes the process of regulation of the learned material in the system.

The steps for constructing a module:

1. Formulation of the integrative goals in each module.
2. Entry testing to reveal the level of language performance and readiness of students for further study.

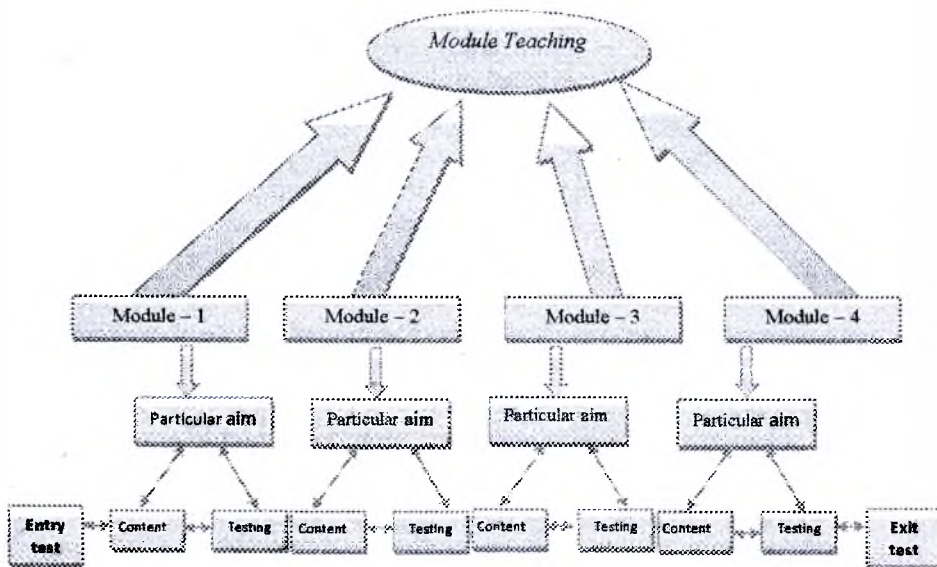
3. Determination of the particular goals and creation the teaching and assessment elements in each module (tasks, algorithms of operations and actions (activities) for development subskills, skills and assessment).

4. Creation of structural-logical schemes for summarizing of the teaching material.

5. Creation of exit testing instruments.

The structure of a module program is presented in the *Figure 6*.

Figure 6. The structure of module teaching



It is necessary to point out that constructing of a module begins with formulation of an integrative purpose. Then the task for entry control is given which aim is to reveal students' level of the language performance and readiness for acquiring the suggested material. When all particular purposes are defined the teacher thinks about purpose arrangement and creates teaching elements – algorithms of operations and actions, as well as assessment and error correction instruments. The next to the last module element is fulfilled with the component as a resume describing the steps and instructions for doing assignments.

Reflect on the questions:

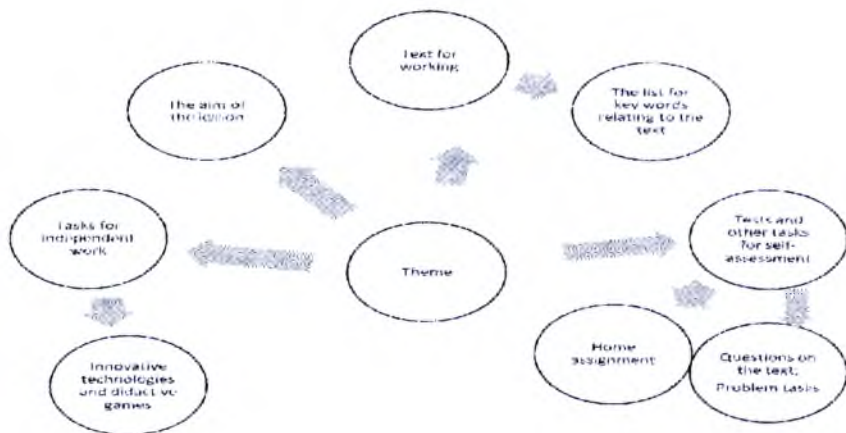
1. How do you understand the term “learner’s autonomy”?
2. What technical aids are used for distance-learning?
3. Do you have experience in FLT in the format of Blended learning? What are advantages and disadvantages?
4. What is the module teaching? What principles can you name for construction of the module program?
5. Is the module technology used in the local context of education? Is it an effective form of education?
6. Do you consider that the tandem-method is effective? Think about ways of using the tandem-method to improve the language performance.

Activities:

1. Think of one or more examples of learning autonomy which you have experienced as a learner and which you consider to be effective in development of language skills. Write down a brief description of them.
2. Give arguments that there are differences between learning a FL in traditional way and in Tandem. How will you find the partners for tandem? Find a distance-learning course in the Internet and study its program.

3. Design a module program for college students using the samples given in the book by A.V. Konisheva “English language. Modern methods of teaching” (2007, Pp.329-346).

4. Study the scheme below and design a plan of an interactive lesson on the basis of this scheme.



For reading:

1. Autonomy and Self-directed Learning: Present Field of Application. Modern Languages. Project No12. “Learning and teaching modern languages for communication”. – Council of Europe Press, 1993.

2. Friebe! A. Autonomy and Learner-centered Curriculum. – National Institute for Curriculum Development. – Hague, ACT, 1999.

3. Конышева А.В. Английский язык. Современные методы обучения. – Минск: Тетра Системс, 2007.

4. Чошанов М.А. Гибкая технология проблемно-модульного обучения. Методическое пособие. – М.: Народное образование, 1996.

VI. PEDAGOGICAL TECHNOLOGIES FOR DEVELOPING LANGUAGE SKILLS

Topics to be discussed:

1. Project-methods.
2. Problem-solving methods.
3. Debate method.
4. Case-study.
5. Game methods.
6. Interactive activities.

Spark:

1. What methods are usually used at the advanced level?
2. Why do teachers create case-study programs for students?
3. Is the role-play used for training specialist at the non-linguistic institutes?

1. Project-methods

Project method as modeling of social interaction in a small group is one of the innovative technologies in FLT. It presupposes using learner-centered approach and developing research and reflective skills. By the project is meant a self-planning and self-realizing research work. The key idea of this technology is an interaction of a student with the group, and an interrelated study of some material, where all students are responsible for the result of the project. That's why they help each other to achieve the concrete result.

Within project work students solve a problem (a task) and acquire the new knowledge and practical skills. It is a long-term, problematic assignment aimed at developing language and

communicative skills. Project is differentiated according to the themes, but their results must be concrete and visual and clear.

For the implementation of the project students must acquire the following skills:

- intellectual skills (to work with the information/text, to analyze, to summarize, and to evaluate information);
- creative skills (to generalize the ideas, to find many variants of solving problems, to forecast the effect of the solving);
- communicative skills (to be able to discuss, to listen to the partner, to express own opinion using arguments, to come to compromises, to express laconically own ideas).

According to the character of the final product there are the following types of projects:

1. Constructive-practical projects (design of diary, situations).
2. Role-playing projects (dramatization, writing a play).
3. Informative and research projects (on the chosen topic).
4. Publishing projects (writing an article for a newspaper).
5. Scenario projects (designing the program of the party).
6. Survey projects (sociological questionnaire or interview).
7. Creative projects (essay, translation of a text).

The process of the project organization includes the following stages:

- 1) Preparation stage: choice of a problem or topic; making hypothesis and discussion in the group the ways of problem-solving.
- 2) Project-carrying stage: searching the information or material for the problem-solving; opening the theme through analysis and classification of the selected material; writing a presentation.
- 3) Presentation stage: presentation and public defense of the project; evaluation of the project by the teacher and students.

Thus, project-based learning begins with an assignment to carry out one or more tasks that lead to the production of a final product. The culmination of the project is normally a written and/or oral report/ presentation summarizing the procedure used to produce the product and presenting the outcome.

It was mentioned that there are different types of the project activity. We would like to demonstrate the procedure of a survey project organized as the information-gathering activity.

Students are subdivided into groups (4 or 6 students), each group uses a survey instrument to investigate a topic. The teacher selects the topic that resonate with what is important in students' lives and prepares a set of ready questions to help student to conduct an interview on the given by the teacher topic. Each group decides how to proceed when interviewing respondents. The aim of this activity is to compile interesting information and report it in English, including numbers and percentages in the form of the tables or charts. After interviewing each group presents its results to the teacher outside of class and receives a feedback and suggestions. Then one of the representatives of the group presents the research to the audience (class). Students ask a reporter the questions.

2. Problem-solving methods

Problem-solving methods appeared within learner-centered approach, interactive and inductive teaching.

The problem-solving (problem-solution) methods are not novel. They were spread in the 20-30th of the XX century and later appeared in a new variation in the 80th. Today, under the problem-solving method we understand a creation of problematic situations and independent activity of learners for finding the solutions during organization of the lessons. As a result, students' creative abilities are developed. The knowledge and ways of such a creative activity are not given in the ready forms; rules and instructions are not suggested by a teacher. The key idea of this method is stimulation of students' research activity. Activation of the students' cognitive process and motivation for learning will be successful if teachers discuss, make reasons and involve students into the process of arguments, expressing own ideas and evidences. Such lessons are turned into a dialogue, mutual reflection and research work. A problem-solving method belongs to active methods, within which the given problem and its solution motivate the students' intellectual activity.

Thus, the aim of this technology is to train the learners to overcome different challenges they face and form creative and reflexive skills for understanding the problem and find the effective ways of its solution. It is necessary to know that this method begins with asking students to look at the circumstances around them and identify problems. This discussion should be participatory and can include pictures of both good and bad situations in the community. The primary question begins with “What problems do you have?” Use the answers to work with community members to diagnose the causes of the problem and identify possible solutions. Since the work is done with community members, they will likely be motivated and feel empowered to bring about the desired change.

It is time to show one of the examples of the organization process of the problem-solving method.

A teacher divides the learners into groups and then informs the rules of organizing the lesson and focuses learners’ attention on the stages of the lesson. The learners may work independently, in pairs or in groups. This motivates the learners to get interested in the lesson. The teacher begins the lesson with explanation of the procedure of activities.

Activity 1: A video episode specially prepared for this lesson is demonstrated. The learners’ task here is to understand the problem and memorize what they have seen. The learners are allowed to make some notes while watching a video episode. In case there is no possibility to demonstrate a video episode the teacher may use other means of visuals as pictures, or advertisements, or the text which includes a problem and other materials taken from a book.

Activity 2: Every member of each group writes a problem, concerning the video episode.

Activity 3: When the time fixed for this activity is over, one of the representatives of each group informs about the work done by the members of his/her group.

Activity 4: The papers with the problems of each group are exchanged. So each group has an idea about the problems and ways of their solutions suggested by other groups.

Activity 5: Each member of the groups may choose the problem and ways of its solution which he/she is interested in.

Activity 6: Every learner writes a list of solutions for further analysis.

In the *Table 8* we give another sample of the content of the problem-solving activity.

Table 8. The sample of the content of the problem-solving activity

Problem	The causes of the problem	The ways of solution
Having poor knowledge	<ul style="list-style-type: none"> - weak knowledge of the learners; - no motivation; - lack of supplementary materials; - teacher's inability to motivate the learners; - lack of information on the theme being learned, and others. 	<ul style="list-style-type: none"> - to find out the more effective ways of organizing the teaching process; - to provide the learners with supplementary materials; - to inform the learners about the theme/topic and the goal of learning and also expected results; - to motivate the learners via strategies; - to use different methods of activating the learners' cognitive process.

Discussion is a type of a problem-solving method that requires learning of teaching material on the theme before starting discussion. According to R.Millrood (2007:122), discussion is a simulation of reality for study purposes with a problem-rising task, cooperating or challenging viewpoints of participants, polarization of opinions, decision-making and problem-resolution.

Discussion in the groups is the most efficient one when they follow a logical step-by-step procedure in problem-solving. The most common procedure that effective groups use is the problem-solution pattern. Following the pattern, the group first analyzes the problem and then moves on to the solution stage of the discussion. If all group members are familiar with this pattern, the discussion will be much more organized.

At the same time, R. Millrood (2007: 122) suggests to organize pyramid discussion as pair work, where once a pair has solved the problem, two pairs are put together to compare answers and to agree on a joint solution to the problem. Then larger groups continue to discuss the problem and to work out a single solution, but a single variant is suggested by the whole class.

For example, after having learnt the lexico-grammatical material on a chosen topic the learners may start a discussion. This method helps the learners to consistently and logically express their ideas by presenting grounds for their utterances.

Here the students work in small groups that improves their activity so every member of the group may express his/her ideas and take part in the discussion.

The forms of organizing a group work are the following:

1. A topic is selected.
2. Learners study the chosen problem.
3. Groups are formed.
4. A teacher gives instructions and announces the time-limit.
5. A teacher monitors the activity of learners and if it is needed, helps and stimulates them.
6. At the end of the discussion one representative of each group makes a report.

Nowadays a round-table discussion for organizing the collaborative discussion of some topical issues is more popular. All participants of a round-table (not more than 10 students) discussion have equal rights for discussion of the problem. The leader of the group as a moderator is nominated for managing the procedure of the discussion. Every participant expresses his/her opinion; the discussion of the different points of view, unclear or disputable

matters is organized. A group discussion is usually organized at the final stage of the unit/theme.

“Labyrinth” technology is one of the variants of the problem-solving methods. The aim of this technology is to teach the learners to overcome different life problems, to analyse the situation, find solution of the problem and to improve the skills of quick thinking and cultural communication.

Procedure of this technology. A teacher asks the students to seat around the table. Before beginning a teacher may put a basket of flowers in the middle of the table that helps to create favorable atmosphere and motivation.

The teacher begins the lesson telling an interesting story or giving some interesting facts from the real life of the students. As an example the teacher presents some real life situations and problems and challenges and asks the learners to tell the ways how to solve or overcome them. If it is difficult for the learners the teacher suggests three ways of solution of the problem and asks the learners to select the best solution among them and explain why they think this solution is the best.

After that the teacher forms small groups (3 -4 students). The members of each small group, on the basis of their language experience, should remember some problematic situation from their life and choose the most interesting of them and then voice its solution. The solution of the problem may be in the form of a test or as one clear answer.

The teacher fixes the time and the members of each small group will tell the problem or situation to the members of other groups. When the time is over they in turn will tell the solution of the problem. For example, the students can memorize the problem of the first group and the members of the other groups suggest the solutions of this problem. After having listened to all answers the teacher voices his/her opinion. Then the students go on to the next group's solution and discuss it together.

3. Debate method

One of the most effective among innovative methods is **debate** which can be organized with the intermediate and advanced students.

A debate is, basically, an argument. That is not to say that it is an undisciplined shouting match between parties that passionately believe in a particular point of view. Debating has strict rules of conduct and quite sophisticated arguing techniques and you will often be in a position where you will have to argue the opposite of what you believe in.

The topic changes from debate to debate. They are often about current issues of public importance ("That Smoking should be banned in public places") or about general philosophies or ideas ("That beauty is better than brains"). As in other arguments there are two sides to any topic. The team that agrees with the topic is called the **AFFIRMATIVE** (or the 'government' in parliamentary debating) and the team that disagrees with the topic is called the **NEGATIVE** (or the 'opposition' in parliamentary debating).

There are many strategies that each speaker can use in his/her speech but there are three main areas that you should keep in mind: matter, method and manner.

Matter is what you say; it is the substance of your speech. You should divide your matter into arguments and examples.

An argument is a statement "The topic is true (or false depending on which side you are on) because of x", where the argument fills in for the x.

Any example that you use should be *relevant* to the topic at hand. Examples which have very little or nothing to do with the topic only make a speech look weak and lacking substance.

Matter cannot be just a long list of examples. You do not win a debate by creating the biggest pile of facts. Facts are like bricks in a wall, if you don't use them, cement them together properly then they are useless. Similarly you cannot win a debate solely by proving that some of the facts of the opposition are wrong. It may weaken their case a little, the same way that removing some of the bricks from a

wall will, but you really need to attack the main arguments that the other side presents, to bring the whole wall crashing down.

Where matter is what you say, method is how you organize what you say.

1. *TEAM.* Good team method involves unity and logic. Unity is created by all members being aware of the definition, what the other speakers have said and what the team line is. Each member of the team needs to reinforce the team line and be consistent with what has already been said and what will be said by the other members of their team. You may as well shoot yourself in the foot, changing the team line in the mid of the debate just because you think it isn't working. Your team will look poorly organized and will be severely penalized by the adjudicator.

2. *INDIVIDUAL.* You must structure your own speech well. The first step is to have a clear idea of your own arguments and which examples you will be using to support those arguments. As you speak make a clear division between arguments and let the audience know when you are moving from one argument to the next, this is called sign posting and is a very important debating tool. The key thing to remember is that although you know exactly what you are saying the audience has never heard it before and will only hear it once, so you have to be very clear about it.

When you are presenting one particular argument make sure that the argument is logical (makes sense) and that you make clear links between your team line and the argument and between the argument and the examples that you will use to support it.

Rebuttal should be organized the same way. Attack each argument that the opposition presents in turn. Spend a little while on each and then move on to the next. That way the other team's case is completely demolished.

Manner is how you present what you say and there are various aspects of manner that you need to be aware of. There is no one prescribed way of presenting your argument. It is not true, no matter what somebody thinks, that the best way of being convincing is to shout and thump on the table. The best advice you can get is to develop a manner style that is natural to you. Here are some tips and pointers.

1. CUE CARDS. Do not write out your speech on cue cards. There is even a current, and indeed deplorable, trend towards computer generated cue cards. Debating is an exercise in lively interaction between two teams and between the teams and the audience, not in reading a speech. Use cue cards the same way you would use a prompt in a play, they are there for reference if you lose your spot.

2. EYE CONTACT. It is very closely related to cue cards. If you look at the audience you will hold their attention. If you spend your time reading from cue cards or looking at a point just above the audience's head they will lose concentration very quickly. When you've got them by the eyeballs their hearts and minds will follow.

3. VOICE. There are many things you can do with your voice to make it effective. You must project so that you can be heard but constant shouting will become very annoying very quickly. Use volume, pitch and speed to emphasize important points in your speech. A sudden loud burst will grab your audience's attention while a period of quiet speaking can draw your audience in and make them listen carefully.

4. BODY. Make hand gestures deliberately and with confidence. Move your head and upper body to maintain eye contact with all members of the audience.

The procedure of organizing debate and roles of participants of the debate:

Teacher introduces the role of speakers in debate.

1. Chairperson
2. Time keeper
3. Judges
4. Speakers proposition
5. Speakers opposition

Chairperson calls the debate to order, poses the debatable point/question and introduces the debaters and their roles, concludes the debate.

Time-keeper signals the time (2 min).

Judges pay attention to opinions of both pros and cons parts, analyzes each argument in details. They work out the table with the criteria, according to which they are going to evaluate each team. In

addition, they announce the winner and give arguments with evidences saying why the winner is this or that team.

Speaker #1. States the position of the team, gives general background of the position, speaks on the arguments that will be presented by the following speakers.

Speaker #2/3/4. Present arguments with evidences, prepare persuasive speeches.

Speaker #5 – Rebutter. Responds on behalf of the team to the arguments presented by the opposing team and restates the position of the team.

Additional information:

- speakers speak in turn;
- speaker “con” starts;
- chairperson announces the next speaker;
- chairperson gives the judges the board to speak;
- chairperson should finish the debate with a good conclusion which should include a good strong quotation.

Main accessories of a debate:

- business attire;
- poster with the statement;
- posters with ‘con’ and ‘pro’;
- a bell for a time-keeper;
- board cards with Sp., name, position;
- VA for speakers: cards, pictures, diagrams, etc, which are necessary for the speakers;
- music;
- cards for the judges to put the scores on.

The topics for debates must be topical and interesting for the students. There are a lot of real-life problems which are demanded to solve.

4. Case-study

In the social sciences, a **case-study** (or **case-report**) is a descriptive, exploratory or explanatory analysis of a person, group or event. Case-study may be prospective (in which criteria are established and cases fitting the criteria are included as they become

available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study).

Case study means analysis of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame – an *object* – within which the study is conducted and which the case illuminates and explicates. Data collection in a case study occurs over a sustained period of time.

Some of the researchers define a *case-study* as a *research strategy*, an empirical inquiry that investigates a phenomenon within its real-life context. According to Lamnek (2005), it is “a research approach undertaken between the concrete data of taking techniques and methodological paradigms.”

The popularity of a case-study in testing hypotheses has developed only in the recent years. One of the areas in which a case-study has been gaining popularity is education and in particular educational evaluation.

A case-study has also been used as a teaching method and as part of professional development. The problem-based learning (PBL) can be presented as an example to it.

A case-study is also used in FLT and considered as an active method. It is based on the analysis of the real life or imaginative problem/situation. The students study and analyze a problem situation. During study and analysis students get the ready decisions which can be used by them in the future practice. In other words it is an instrument of implementation of theoretical knowledge into practice. For students' effective participation in the case-study is necessary so students should know all the matters of the information. In order to carry out this kind of activity students must acquire: ways and tools of the research, cooperative, reflective and decision-making skills, rules and conventions of conducting brainstorming, presentation, criteria of evaluation. The work on the case-study is organized in the process of deepen study of the theme or at the final stage.

A teacher's role here – asking questions, fixing answers and monitor the discussion, i.e. the teacher is the manager of the students' creative process.

The benefits of the case-study in comparison with traditional methods are: students act freely, express their opinions, acquire new knowledge and suggest new decisions.

A case-study issue must meet the following requirements:

- to correspond to the purpose and the degree of difficulties of the case;
- to illustrate some aspects of professional/situational activity;
- to be topical at present day;
- to illustrate typical life situations.

In the *Table 9* the stages for organizing a case-study are presented.

Table 9. The stages of organizing “Case-study”

The stages of actions	The form and content of activity
1 stage: to introduce information on the case.	<ul style="list-style-type: none"> - To organize audio-visual work independently. - To acquaint with situation. - To generalize information. - To dissect information. - To determine problems.
2 stage: to determine problematic positions and problematic tasks.	<ul style="list-style-type: none"> - To work in groups and individually. - To determine intensive hierarchy of problems. - To analyse the main problematic situation.
3 stage: to search the solution of problematic tasks, to make ways of solution.	<ul style="list-style-type: none"> - To work in groups and individually. - To arrange the ways of solution. - To find out the opportunity of each solution and dissect

	interference. - To choose a solution.
4 stage: to make the solution of problematic tasks.	- To work in groups and individually. - To give an opportunity of using variants practically. - To prepare the presentation of a creative-project.

5. Game methods

Games are used frequently in Communicative language learning. Students find them enjoyable, and if they are properly designed, they give students valuable language and communicative practice. Besides a game/play is the form of organization in the conditional situations directed to recreation and acquisition of experience in forming and developing individuals' behavior. Many of the games have the following signs:

- free developing activity in line with persons' wish and for the pleasure, not only for the result;
- creative, improvised and active character of this activity;
- emotional activity, competitiveness, attraction;
- direct and indirect rules, reflecting the content of the play, logical and temporal sequence of its conducting.

Didactic game method refers clearly to the goal and relevant pedagogical results which have teaching-cognitive direction.

Games are important tools of language learning with a number of benefits. These are:

- games are useful for aspects in language development;
- games emphasize the use of rules;
- games can enhance knowledge;
- games develop a range of skills.

Through being involved and participating in games learners develop knowledge, understanding, and come to appreciate various skills and lessons. With these newly acquired skills:

- learners are able to make informed choices daily, in and out of class;
- learners abide by the rules of a particular game and they have to know and follow the rules. Notably, this skill of being able to follow rules also applies to the following societal and/or moral rules.
- games, like music, can be seen to assist in the development of thinking skills such as evaluation and synthesis.

In ELT game methods have some forms:

1. Language games (phonetic, lexical, orthographic, vocabulary and grammar)
2. Communicative games (role-play, simulations, creative games).

Teachers by the term 'games' also understand role-playing and acting. Everything that calls for body movement is termed also as a 'game'.

The communicative games allow solving the following objectives:

- creation of psychological readiness of students to communicate;
- provision of natural necessity of several times repetition of the language and speech material;
- practice in selection of appropriate speech variants by students that is the preparation to the spontaneous speech.

Games require a good command of language and the ability to communicate with others. Games can be used as a vehicle to teach certain content in both languages, making learning more fun. Game-like activities provide pleasurable tension and challenge through the process of attaining some "fun" goal while limited by rules. An introduction of such rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.

Role-play is very important in Communicative language teaching because this method gives students an opportunity to practice communicating in different social contexts and in different social roles. At the same time this method allows teachers to improve the efficiency of teaching process. Role-play involves the learners into active work by positively influencing their inner

activity. This creates favorable conditions for cooperative work. Such an atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills.

During the role-play such skills as creativity, getting out of the difficult situations, resourcefulness, and self-management are formed and improved. Role-play can often be based on a dialogue or a text. Used in this way, a role-play gives students a chance to use the language they have practiced in a more creative way.

When a teacher uses a role-play method in ELT he/she should follow the below given instructions:

- Creating cordial atmosphere among the learners who take part in the play.
- Learners should feel free and this will help them to play their role perfectly.
- Creating favorable conditions in the teaching process and using props.
- Taking into consideration the personal features of the learners.

Role-play can be organized according to the following principles:

- 1) closeness (a plot can be very close to learners' experience or environment);
- 2) situation (a situation can be everyday or unusual);
- 3) realism (the circumstances can be realistic or imaginary);
- 4) personality (the characters of a role-play can resemble the participants themselves or be alien to them).

Role-play can be controlled (participants are responsible for the language they use); semi-controlled (participants are partly expected to use the prescribed language); free (participants are responsible for the message and not for the prescribed language); small-scale (lasting for a lesson or less) and large scale (lasting for more than a lesson or perhaps for the whole term).

The steps of running a role-play:

1. Choosing participants for organizing a role-play.
2. Arranging communication setting.
3. Distributing the roles.
4. Selecting the language items or speech patterns.
5. Developing the plot.

6. Acting out a role-play.

Evaluation of a role-play is done from the position of its presentation focusing on the procedure (plot development, using the language, finding the resolution to the drama).

To understand the differences between a role-play and simulations we address Penny Ur's ideas and examples (2003: 132-133).

In simulations the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one. For example:

You are the managing committee of a special school for blind children. You want to organize a summer camp for the children, but your school budget is insufficient. Decide how you might raise the money.

In a role-play participants are given a situation plus a problem or a task, as in simulations; but they are also allotted individual roles, which may be written out on cards. For example:

Role card A: You are a customer in a cake shop. You want a birthday cake for a friend. He or she is very fond of chocolate.

Role card B: You are a shop assistant in a cake shop. You have different kinds of cakes, but not a chocolate cake.

Thus, Role-play and simulations that use the imagination and take learners out of them are to be an effective way for acquiring speaking and listening skills.

6. Interactive activities

There are a lot of effective interactive techniques and activities which can be considered as innovative technologies and their using in the teaching process contributes for development of the language and reflexive skills.

An **information gap** is based on the need to understand or transmit information. It aims to promote speaking activities. An information gap is a situation in which a participant or a group possesses information which others do not have, while others command information that the first party is missing. For example: students find out what is in a partner's picture. An information gap can take the format of an opinion gap when the participants differ in their opinions. The gap is filled in the course of an active communication. Any activity with the information gap can be turned into a communicative game if there are rules to name the winner.

An alternative variant of information gap which can be used with school children: One student may give a set of directions or commands to another student, who will carry them out to meet some stated goal. For example, Student A goes to the blackboard and Student B goes to the back of the room and faces the back wall, with a drawing in hand (simple geometric shapes). Student B then gives step-by-step directions to Student A so that A can reproduce the drawing. This activity can be followed by a debriefing if the directions have not produced a configuration fairly close to the original.

Jigsaw reading activity is organized most often with the texts that are meant for reading or listening. A text is divided into several parts. Every participant has an access to only one part of the oral or written text. They ask each other questions and provide information to pool the parts of the text together and to know the contents of the whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as a part of the whole. These pieces can be brought together only in the course of active communicative efforts.

The **"Fan" technology** is used in learning a problem that may be difficult for the younger learners. The essence of this technology is that the information of on theme or all subthemes is given. And at the same time each subtheme is to be discussed separately where the positive and negative features, advantages and disadvantages are stressed out.

This interactive technology helps the learners to improve their critical, analytical and logical thinking and express their ideas,

thoughts in the written form and orally. It can also help them to defend their ideas.

“Fan” technology is aimed to discuss the subthemes in the small subgroups and improve the activity of the learners in groups.

The stages of “Fan” technology in learning the theme:

Stage 1. Learners express their ideas and thoughts freely.

Stage 2. While working on the theme the learners deepen their knowledge and understand the core of the theme.

Stage 3. Completing stage. Here the acquired knowledge is analyzed and generalized.

“The Fan” technology has the following features:

- improves language skills;
- the problems, situations are discussed from different points of view;
- develops cooperative skills;
- respects the others’ ideas and comes to compromise.

Brainstorming is a technique for generating new ideas on a topic. It stimulates the creative activity of students in solving problems and expresses their ideas freely. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. A teacher should listen to all utterances and not criticize them. Instead of this a teacher inspires learners to give as many variants of solving the problem as they can.

Lacks of criticism create favorable conditions for the learners to express the ideas freely and this, of course, motivates them. At the end of a brainstorming activity all the expressed utterances are written and analyzed.

One of the variants of this technology is a dialogue with the destructive evaluation organized in accordance with the given stages below:

Stage 1: A teacher subdivides students into small groups.

Stage 2: A teacher formulates the initial problems/objectives.

Stage 3: Students generalize ideas in each group on the basis of the brainstorming.

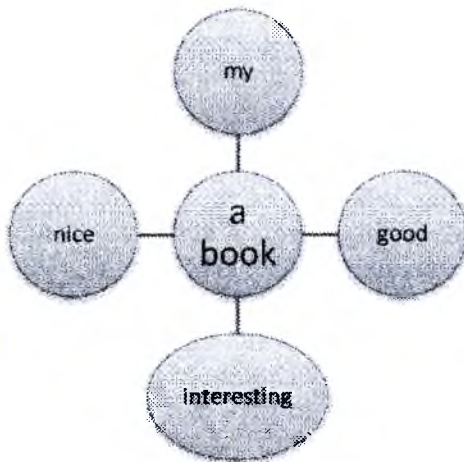
Stage 4: A teacher together with students systematizes and classifies ideas.

Stage 5: A teacher together with students discuss ideas in the aspect of implementation.

Stage 6: A teacher together with students evaluates the critical remarks voiced at the previous stage.

Cluster can be used at all stages of ELT for motivating the learners to the theme they are learning. For this purpose a teacher writes a word in the centre of the blackboard and asks the learners to write around the key-word (concept) all relations or associations with it, after that they exchange their ideas working in pairs.

For example:



Then a teacher gives a task to make up word combinations with the word "book": my book, a good book, an interesting book, a nice book, etc.

This method involves all the learners into active work and forms motivation. It can be effectively used in improving speaking skills of students.

The technique "**Two-part diary**" presupposes using a note-book divided into parts (items and reactions) with a vertical line. Students write the words, phrases, sentences that have evoked different associations and emotions, while reading the text, in the first part of the note-book. In the second part they fix own ideas and emotions aroused by the information of the read text.

Jiglo also belongs to interactive methods and can be used in a group work. A teacher cuts into pieces sentences of the whole text and learners must restore this text in the logical sequence. Learners work in groups and cooperate while restoring the text.

Cinquain technique. This word was borrowed from the French language and means five lines. It helps learners to find out the key words from the text, learn their meaning, functions and use them to make a short conclusion on the text.

Cinquain first worked out by American poet Adelaide Crapsey. Most methodologists believe that cinquain is effective in working with difficult information. It helps to single out the most important parts of the information. This method is considered as one of the innovative methods and helps learners to understand the theme in details.

Cinquain is used in the following way:

1. A word is given. It can be any word belonging to a noun class of words, for example: a house.
2. An adjective is used to this word: a nice house.
3. An adjective may be redoubled: a big nice house.
4. A verb or adverb is added and a sentence is formed: we have a big nice house.
5. Learners express their attitude to the information: we like our house.

As we see the technique of extending periphery is used within this method.

It is necessary to follow the given recommendations below:

1. It should be organized on the well-known theme.
2. At the beginning learners work in pairs and small groups. Only after such a preliminary activity students may work independently on making Cinquain.
3. Those who could make best cinquains are encouraged.

Scarab is an interactive technology. It is aimed to improve logical thinking and creates favorable opportunities for memorizing and improves skills of expressing one's ideas freely. This technology teaches students to self-assessment of their knowledge and activity. It serves to define the relations between the ideas. It is

a universal technology and can be used in different stages of acquiring knowledge.

These stages are the following:

1. To motivate learners' activity at the beginning of the lesson (brainstorming);

2. To define the content and structure for learning the theme.

Scarab technology presupposes creative activity using the students' language experience. This technology can be used in small groups.

The features of the Scarab technology:

- respect other ideas;
- work in community;
- communicate in a polite form;
- creative approach to work;
- self-assessment, responsibility and motivation.

The technology "I know, want to know, have known" proposes the stages: 1) diagnostic stage (by questioning a teacher reveals if learners know the new theme and define learners' needs for new knowledge); 2) presentation stage (the new information, vocabulary are given to learners); 3) generalization stage (learners discuss the results of this activity and generalize the received information).

During these stages a teacher presents a feedback on the information that learners know, want to know and have learnt before filling in the columns of the chart below. It is a group work activity.

I know	I want to know	I have known
1.		
2.		
3.		

The procedure of this technology:

- learners are subdivided into groups;
- knowledge of the new theme is defined and fixed in the 1st column of the table;
- learners are motivated to learn the new theme;

- the notions which may satisfy learners' needs are fixed in the 2nd column of the table;
- a teacher gives a new information;
- the new notions being studied are defined;
- the new notions are written in the 3rd column of the table;
- the items given in the table are generalized.

The Venn diagram is a new technology representing two or more (WHAT??) which have a broader common area in the middle (See Diagram below). It is used as a platform for revealing the contrastive and similar ideas. This activity can be carried out in the individual form as well as in the group work. As we see in the sample it doesn't content a large and detail capacity of the information. But at the same time students should note broad and exact ideas, items.

Name: Date:

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: _____ Subject: _____

This activity can be used during reading/listening of two texts where students fill in the Venn diagram or during essay writing.

T-scheme is the universal graphical organizer for fixing answers in the items Yes/No, For/Against during the discussion. After voicing the problem students draw a table (See a sample of the table which reminds the letter “T”) and fill in the left column of the table (5 minutes given) with items in this limited time. Then they fill in the right column of the table (5 minutes given too). Then they compare items with their partners.

For	Problem	Against

Reflect on the questions:

1. What types of projects do you know?
2. How many stages are there in the implementation of a project?
3. What skills are necessary for implementation of a project?
4. What variations of the problem-solving methods do you know?
5. Can you give additional information about the problem-solving method?
6. What difficulties can you point out in organizing debates? How much time is spent for its organization?
7. What do we mean by the case-study technology?
8. Is the game technology effective in ELT?
9. What technologies are widely used in the E1 classrooms?

Activities:

1. Study the procedure of organizing a travel project taken from the article “No Books and 150 students?” by Kim Hughes Wilhelm (2006: 26).

A small group (5-6 students) plans a two-week trip to a different country. They must decide their travel itinerary and specify where they will be each day and what they will do. Students work

out a prospective budget with imaginary fund, to include costs for transportation, food, accommodation, and entertainment. They discuss what they will see in each city or region they visit.

It works well to have students prepare a scrapbook as the final product. Many groups create a scrapbook that highlights events on “Day 1”, “Day 2”, “Day 3”, and so on. Another possibility is to have each group act as travel agents trying to “sell” their trip to an audience of students. Four or five groups of “travel agents” can make a presentation in the classroom simultaneously, with the audiences rotating from group to group, and, at the end, ranking each trip (1-5).

On the basis of this sample outline write instructions for organizing a project work at school, or lyceum, or college. Think about criteria for assessment of this activity.

2. The presented lesson plan on critical reading developed by Yana Vladimirovna Mokshina – a teacher of the English language at a lyceum illustrates the usage of the proposed methods in each stage of developing critical thinking.

Study it and think about stages and technologies are used in this lesson. Are they successful and relevant to the 3-d grade of school learners? What will you adapt to them?

Theme of the lesson: “Hogmanay or Scottish New Year” (the English language, country study. “Enjoy English 3” by M.Z. Biboletova, Unit 8).

Used critical thinking methods: model lesson (Evocation-Awareness-Reflection), questions “Do you believe?”, “INSERT” (reading with remarks), presentation (making clusters), Cinquain.

Purpose of the lesson:

- to acquaint learners with the traditions of celebrating New Year in Scotland
- to develop critical reading and writing skills.

Evocation Stage

Learners are supposed to work in groups depending on their quantity (3-4 groups). At this stage it is necessary to get learners interested and make them active. For this reason, a teacher can use

the true-false activity. Groups may get handouts or it is possible to display the following handout with the use of PowerPoint.

Do you believe?	Before reading the text	After reading the text
... that New Year in Scotland is called "Hogmanay"?		
... that the word "Hogmanay" is derived from the Scottish dialect of the English language?		
... that New Year "Hogmanay" is connected with the winter solstice?		
.... that one of the key features of New Year celebrations are rituals with fire?		
... that words for New Year song are written by Robert Burns?		
... that music is one of the crucial parts of the celebration?		

Awareness stage

At this stage it is crucial to keep learners' interest while working with the text.

1. An activity which is called "INSERT" can be used in this very stage. While reading it is important not to miss important details which help to reveal the meaning of the text and form one's

viewpoint on the presented information. While reading learners may write remarks in the text (active reading/reading log).

INSERT

- I - Interactive
- N - Noting
- S - System
- E - Effective
- R - Reading and
- T - Thinking

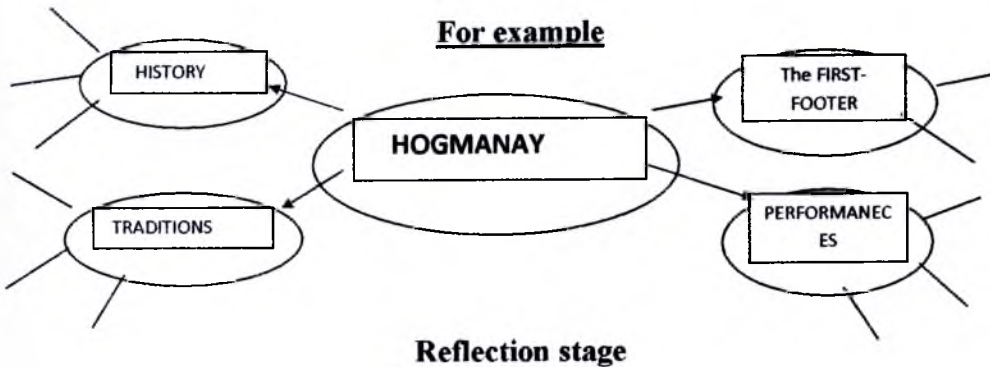
- « V » - already know
- « + » - new
- « - » - thought differently
- « ? » - didn't understand, I have questions.

After reading log it is possible to fill in the table with the key phrases or words.

V	+	-	?

After filling in the table, the information in it becomes the subject of the discussion and facts which weren't previously mentioned can be added in the table.

2. Learners are supposed to make cluster "Hogmanay" in groups and are getting prepared for presentations.



1. Learners present their clusters (experts comment on clusters, others may add information).
2. Learners come back to "Do you believe?" activity.
3. Learners create Cinquain.

Scheme of Cinquain:

- Name (expressed with a noun).
- Description of a topic (expressed with 2 adjectives).
- Description of events (expressed with 3 verbs).
- Phrase made up of 4 words associated with the theme.
- Synonym of the first word which reveals the meaning of this concept.

For example:

Hogmanay

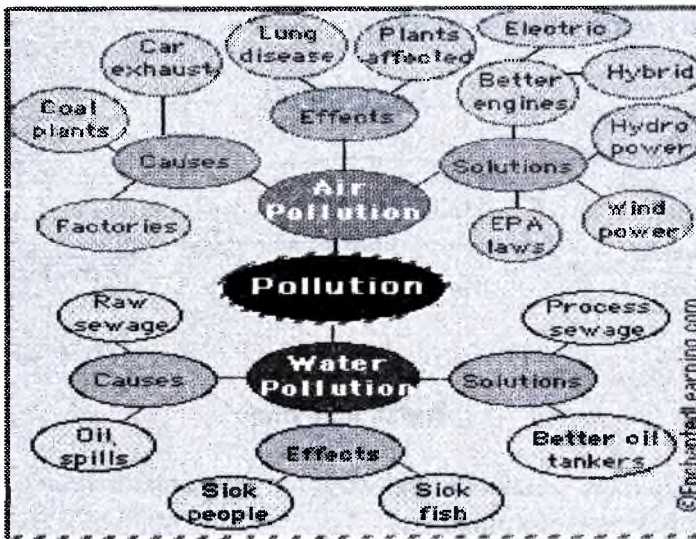
Interesting, ancient

Sing, celebrate, perform

It is an ancient tradition

Holiday

3. On the basis of the Mind mapping given below design a problem-solving activity or essay writing on the topic “Environment Pollution” for a lyceum students.



4. There are different classifications of the plays (A, B, C). Decide which of them is more relevant and successful for

development of certain subskills or skills. Explain their features and prove their practical value in the English classrooms.

A. Types of role-play: 1) retell the text from the acting heroes; 2) dialogue; 3) improvisation; 4) role-play.

B. Forms of play: 1) role-play; 2) dramatization; 3) simulations, 4) business play.

C. Forms of play: 1) simulation; 2) dramatization; 3) role-play; 4) psycho-dramatization; 5) socio-dramatization; 6) mimics activities.

5. Study the samples of different games given below. Classify them according to the age (at what stage they can be used). Fill in the table with the letter of the presented game.

Young learners	Teenagers	Adults

A. Work in the pair

Student 1: You are a tourist. Choose one of the hotels.

Student 5: You are a travel agent. Give your partner the necessary information about the hotels in your city.

Then change your roles.

B. Jumbled sentence:

to football I play like

Jumbled words: gdo, sumoe, owc, knymoe, tca, ibdr

C. Find as many names of fruits as you can. Begin in any square and proceed letter to letter in one continuous line in any direction, horizontally, vertically, or diagonally until the word is formed.

P	E	A	C	H
L	P	G	R	E
U	N	A	O	R
M	F	I	G	Y

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

D. Children, you all have different ideas about a school you'd like to go to. Write your ideas on the theme "My dream school". Work in pairs using the game "Guess what is my dream school".

E. The game "What does he/she/it do?"



He plays.



She washes.



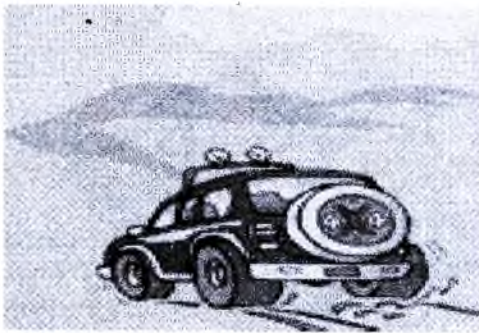
He dreams.



She sits.



She sings and dances



It goes.

F. Imagine that you a secretary at a firm. The visitors have come. Improvise the dialogue with visitors.

G. Read the dialogue. Improvise this situation with your partner.

Susan: Hi, Ellen. How was the job interview? How did it go?

Ellen: I think that it went well, but I'm not sure whether I've got the job. They're till interviewing a few more candidates. There are so many people looking for jobs these days.

Susan: Well, tell me about the interview. Who did you talk to? What kind of questions did they ask?

Ellen: I talked with Mrs. Harris. Of course, she asked me how much experience I'd had and why I wanted to work there. I told her that I hadn't any experience, but I enjoy working with documents. Then she wanted to know how long I had learned English and whether I knew the technical language.

Susan: What did you tell her?

Ellen: I told her that I didn't know the technical language but I tried to learn it. I think she would never hire me then.

6. Design a role-play activity to the dialogue given in one of the EL textbooks for school, lyceum and college.

7. Study the task/activity and define at what stage we can use it.

One day you will apply for your first job as a senior business staff. Unfortunately, many of your classmates, as well as lots of people you don't know, will probably also apply for the same job. Your experience and qualifications will probably be quite similar to those of most of the other candidates. You will submit a copy of

your curriculum vitae (GB) or resume (US). But how do you get on to the preliminary short-list? What kind of things do you think impress companies hiring senior business staff?

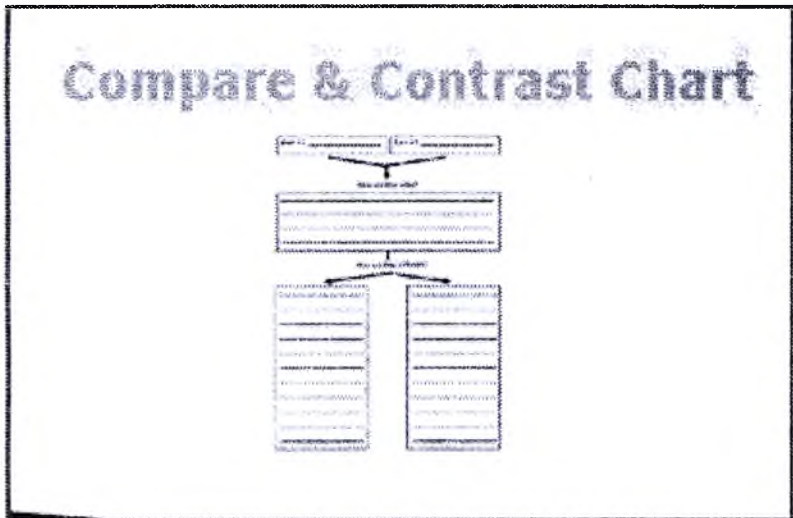
8. Study the patterns and “Compare and contrast chart” given below. Write instructions how teachers can use the chart. Create charts to the other presented patterns.

Comparison and contrast: In this pattern the main idea is developed through comparison and contrast with other things. Often examples are used to illustrate. Definitions and descriptions are often included in this pattern.

Analysis: In this pattern, a topic is broken down into causes, effects, reasons, methods, purposes, or other categories that support the main idea.

Analogy: In this pattern the main idea is implied by the use of analogy. This organizing principle is often used to make complex concepts easier to understand by relating them to better known ones.

Definition: The purpose of the text in this pattern is to define, explain, or clarify the meaning of something. It may involve analysis, comparison or contrast, description, or even analogy. It helps students to become adept at recognizing implied and explicit definitions.



9. Fill in the given gaps of the chart below. Do you think the activity is: successful? Fairly successful? Not successful? Why? What techniques and activities can you suggest instead of unsuccessful?

Learning activity done in class	Skill development stage (pre-, while, post-)	Value of activity	Level of language proficiency
Listening to a text			
Answering questions on a text			
Reading aloud			
Silent reading			
Repetition drill			
Substitution drills			
Question/answer practice (whole class)			
Oral practice in pair			
Guessing games			
Copying words/sentences			
Dictations			
Paragraph writing			
Role-play			
Free discussion			
Correction of each other's work			

10. Eliciting is a useful way of involving the class by focusing student's attention and making them think; it establishes what students know and what they do not know, and it encourages students to make guesses and to work out rules for themselves.

At the presentation stage of the lesson, a teacher has two alternatives:

- To preset language or situation directly; a teacher does most of the talking, while students listen.

- To elicit; a teacher asks students for ideas and suggestions, and gets them to guess and to say what they know already.

Think about efficiency of this activity. Is it new for you or not?

11. Study the procedure of problem-solving and design your own activity referred to the given instruction.

The group needs to develop a clear statement of the problem to be solved. Once the problem is defined, the group can begin to analyze it. The purpose of this step is to bring out different viewpoints and facts so that everyone understands all the factors involved in the problem.

A. Brainstorming solution: Next, members brainstorm ideas to develop a list of all possible solutions to the problem, without stopping to judge the quality of the ideas.

B. Choosing the most likely, most effective, or most interesting solutions: When the group has finished brainstorming solutions, members can choose the one of the most meaningful.

12. Study the functions of the game-methods and write a report describing these functions.

- * educational function;
- * cultural function;
- * entertainment function;
- * communicative function;
- * relaxation function;
- * psychological function;
- * developing function.

13. Make up a card for each member of your family (grandmother, grandfather, mother, father, and sister/brother) with their preferences and wishes. These cards can be used for organizing the role-play “We are going for a trip to Britain”.

14. Evaluate any the EL textbook “High Fly” in the context of using innovative technology and write your suggestions to renew it.

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VII. INFORMATION-COMMUNICATION TECHNOLOGIES IN EL TEACHING AND LEARNING

Topics to be discussed:

1. Computer technologies and their functions in EL teaching and learning.
2. Information-communication technologies.
3. Information-communication competence of the EL teachers.
4. Types and resources of W 2.0.
5. The ways of implementation ICT into the ELT process.

Spark:

1. What state documents related to the technologization of education do you know?
2. Are ICTs used in the practice of FLT? How and when?

1. Computer technologies and their functions in EL teaching and learning

Computer teaching and learning FL means using educational programs on the basis of computer. Computer-mediator FL teaching and learning, coming up on the basis of new programming the teaching and as a result of mass computerization of all educational establishments at present time, which influence positively all sides of educational process.

In scientific literature on technology the following terms have been brought into: Computer assisted language learning (CALL) as learning a language using a computer; Computer aided language instruction (CALI) – teaching a language using a computer; Information-communication technologies (ICT). The CALL is used as a general term for designation of the whole complex of theoretical and applied problems related to the computer FL

teaching and learning so called “Computer linguodidactics” in the FLT methodology (Zubov & Zubova, 2009).

The functions of computer FL teaching and learning are:

1. Communicative – the process of FL teaching and learning is conducted in the dialogue “learner – computer”.
2. Informative – a learner uses computer resources (dictionary, informative texts, data).
3. Training – addressing computer training courses, standard teaching programs and expert systems.
4. Managing – adjustment of teaching programs for the concrete language level of learners and algorithm of operations and actions.
5. Assessing – testing and evaluation.

Computer programs for FL teaching and learning are usually presented as electronic coursebooks or resources, the features of which are

- a) programming module (video-fragments, voiced dialogues, glossary, grammar commentary);
- b) practice module (various activities for developing language subskills and skills);
- c) module of speech recording and reproduction;
- d) presentation of teaching material in the visual and sound forms;
- e) organization of the material as hypertext, that allows to move up quickly from one part of a source to the other one, searching the information;
- f) while assessing learners have a chance to check which of their answers are right and which are wrong and see their score.

In some courses there is an additional teaching material provided by Internet, methodical recommendations, access to which is possible through a computer network.

2. Information-communication technologies

Within the last period we have been witnesses of a social media revolution which enables people to communicate in cyberspace through aural, visual, and written discourse. FL teachers today need to be not only computer literate but to have professional confidence

in using Information-communication technologies (ICT) and resources adequately and methodologically correctly.

Undoubtedly, ICT opens new perspectives for FL teachers because they expand the classroom context, setting up international partnerships and virtual language communities, it provides access to authentic and up-to-date materials in different modes – texts, multimedia, streaming TV, podcasts and more exposure to native speakers through online systems, etc. It is important for teachers to know how technologies are embedded into a teaching process to make it truly effective.

We employ information-communication technologies to:

1) enhance teaching and learning by:

- using a range of technologies to provide different learning styles;
- using technology to enable learners to collaborate with peers and other partners.

2) improve management for:

- learning and teaching, reusing and adapting documents;
- access and share information and enhance our personal knowledge of FL and understanding of professional issues around the subject.

3) improve assessment and reporting by:

- recording learner achievement and attainment electronically, tracking students' progress and using the information in assessment for FL learning;
- communicating with parents or peers electronically through e-mail and a school/lyceum/college learning platform.

Teachers can provide learners with access to native speakers and authentic language situations through the Internet and they also facilitate communication in the target language with their peers in this and other countries. Students usually exchange e-mails, or use social networking sites, such as Think-Quest for collaborative work, discussion forums and to build friendships. E-mail, blogs and learning platforms are all tools used by the 21st century teacher to communicate with students, providing feedback or guidance.

Throughout the years multimedia technology for FL learning in Uzbekistan has had demonstrably positive results, and so its integration with the all stages of FL educational curricula is a logical step.

The benefits of using multimedia technology in the EL classrooms are described by Mayora (2006:16) in her article “Integrating Multimedia Technology in a High School EFL Program” as follows:

- allow students to work individually at a computer station, at their own pace, and according to their own needs;
- help teachers to deal more effectively with a large group of students;
- make the introduction and presentation of content more dynamic and attractive for students;
- increase students’ motivation thanks to interactive nature of activities;
- train students to self-monitor and self-assess their progress, which promotes autonomous learning;
- promote a task-based approach to learning;
- allow students to experience a real-life and communicative meaningful language situations and contexts;
- introduce a variety of printed, audio, and visual materials that match different students’ learning styles and preferences.

A lot of researches (Anderson, 2003; Belz, 2002; Dudeney, 2000; Jonassen, 2000) have proved that with the rapid development of Internet, computer use in classroom also offers additional possibilities for designing communicative tasks and activities that build around computer-mediated communication, including the ability to interact in real life with oral and written communication, to conduct information searches to find attractive and meaningful material, and to engage in distance learning and e-learning. Without doubt the computer education has been already developed with wide implementation of ICT in all spheres of human life.

3. Information-communication competence of the EL teachers

All over the world, in the sphere of education, a special attention is paid to forming or development information-communication competence, also called as e-competence.

ICT competence includes the knowledge and skills presented in the *Table 10*.

Table 10. The content of the ITC

Knowledge in ICT	Skills in ICT
<ul style="list-style-type: none"> • methods used while integrating ICT into FLT; • psychological approaches to ICT integration into FLT; • didactic principles of integration of online resources into FLT; • requirements to create educational online resources; • critical evaluation of educational online resources; • search for Internet-based resources; • standards and formats of educational online resources; • didactic potential of Web 2.0 services (blog, micro-blog, podcast, wiki, Google applications, etc); • dynamic syllabus: types, structure, methodological principles of creation; • methodological principles of creation and integration of web-projects and e-portfolios; • assessment of various online activities and tasks; • didactic potential of 	<ul style="list-style-type: none"> • use of search engines, directories, crawlers and agents to locate web resources suitable to their subject area; • use of various synchronous and asynchronous communication tools (e-mail, chat, forum, blogs); • creation of vocabulary, grammar tests using <i>Hot-Potatoes</i>, <i>Quia</i>; • creation tasks using templates, such as <i>Hotlist</i>, <i>Multimedia Scrapbook</i>, <i>Treasure Hunt</i>, <i>WebQuest</i>; • setting up a blog or a site on CMS Joomla! for teaching purposes, incorporation some web 2.0 services into a site or a blog; • creation of web syllabus of the course using various platforms and tools (Google Site, blogs, wiki, Joomla!, etc); • integration into teaching process web-projects and e-portfolio technologies; • use of Web 2.0 services (blogs, podcasts, social bookmarking services, wikis, etc) for development writing, reading, listening and speaking skills; • integration of online video into the English language lessons; • use of various multimedia materials and Web 2.0 services to create multimedia, interactive lectures and presentations; • interaction with the help of blogs

LMS Joomla!	<p>and wikis or live through Skype or other synchronous tools;</p> <ul style="list-style-type: none"> • use of communication tools (e-mail, twitter, teleconference, Skype, forum, blogs, etc) for development of professional competence; • use of communicative services for setting up webinars; • creation of a podcast, video file (YouTube) for teaching purposes; • employment of micro-blog, forum, etc. for discussions and creation of effective learning communities online; • management of virtual discussions and be good at online group development for learning; • building effective online communities and support learners (e-moderation); • doing scientific research using new Web 2.0 services (social bookmarking services, Slide-Share, Mind-maps, etc).
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Having examined the content of the table, we notice that we should acquire experience in using potential of W.2.0. Language teachers working in virtual environment need to be able not only to use standard software and web tools confidently but also to make wise and critical choices concerning the use of social services and platforms and of online information found. They have to see the technologies as another environment for learning rather than as tools.

4. Types and resources of W 2.0

By the Internet technologies we understand the set of forms, methods, ways and techniques of teaching with the help of the Internet resources and social services. From the didactic point of view Internet includes two components such as telecommunication forms and information resources. Web 2.0 is the form of telecommunication and the platform of social services and offices which allow the users to receive information and produce them (create) or to be co-authors (Sykes, Oskoz , & Thorne, 2008).

The following types of social services of W 2.0 referred to Sisoev & Evstigneev (2010:12) are popular :

- blogs (personal page as diary and register). Pages of Wikipedia (a type of social server allows to create the content);

- services of podcasts (a type of social service allows to create and extent any audio- and video programs in the net) and folders/favorites (a type of social service allows users to create, to store and publish own favorites, to make in order them according to chronology of their creation or to their popularity, to look through the favorites of other users and to exchange with them);

- service of Flickr (a social service intended to storing and further using own digital photos and video-reel or blocks by users);

- video-reel/block YouTube (service of placement and storing of video-material).

Informative resources contain the text, audio-, video material on different topics (themes). For teaching and learning purposes we can use special resources such as hotlist, multimedia scrapbook, treasure hunt, subject sample, Web-Quest.

Their features can be seen in their content organization:

- hotlist: the list of text reference in Internet;

- multimedia scrapbook: the list of text, graphical, audio-, video references in the Internet;

- treasure hunt: 1) reference to different sites on learning theme; 2) question to each part; 3) general question to understanding the theme (topic) as a whole;

- subject sample: 1) text and multimedia references of Internet; 2) questions to each part; 3) argumentation of own opinion to the discussion-matters;

- Web-Quest: 1) text and multimedia references in Internet; 2) questions to each part; 3) argumentation of own opinion to the discussion-matters; 4) the general question which is presented in discussion character.

From the instructional point of view they can be interpreted as following: 1) a **hotlist** is a web page containing sites categorized by topics; 2) a **multimedia scrapbook** is a collection of Internet sites organized into categories, such a photos, maps, and sound, and video clips; 3) a **treasure hunt** develops students' knowledge of a topic by providing links to Web sites with information on that topic and by posing key questions concerned the sites; 4) a **subject sample** is an activity designed for students to develop an affective connection to topic by responding to Web site with a personal perspective; 5) Web-Quest develops problem-solving skills and promotes learning through analysis of complex concepts (See: Sisoiev & Evstigneev, 2010).

Thus, hotlist and multimedia scrapbook intended to searching, selection, and classification of any information. The treasure hunt, subject sample and Web-Quest include the elements of problem-solving learning and directed to activate the searching-cognitive activity of learners.

It is very difficult to create the authoring Internet-resources for educational aims, because a teacher him/herself should evaluate and select the teaching Internet resources. So, the given in the *Table 11* criteria, presented Sisoiev & Evstigneev (2010: 29-30), help teachers to select appropriate information.

Table 11. Criteria for evaluation and selection of the Internet resources

Criteria	Commentary
1. The source of information	Who is the author of the site, private personal or organization? Do you trust this source? What interests

	placed in the site information pursues for?
2. Reliability of information	What are the main arguments of the author of the site? Are there references to other sources? What are they? Are they reliable?
3. Topicality of information	When was the information placed in the site? Is this information up-to-date or old?
4. Culturally-appropriateness of information or Cultural-conformity of information.	Is this information necessary for a certain stage and a level of education? Does this information provide learners' development?
5. Objectiveness of information/audience survey.	Is material of site objective? Does it reflect the one position or contribute forming the whole pluralistic view on the reality?

Correspondingly teachers should acquire some skills to select Internet resources related directly to the pointed out above criteria. For example, according to Critical/Analytical Skills Palgrave Macmillan

<http://www.palgrave.com/skills4study/html/studvskills/critical.htm>), teachers should to be able to:

- Evaluate if the information and materials are appropriate for a particular purpose, and up-to-date
- Evaluate whether the evidence or examples used in materials really proves the point that the author claims
- Weigh up opinions, arguments or solutions against appropriate criteria
- Think a line of reasoning through to its logical conclusion
- Check for hidden bias or assumptions
- Check whether the evidence and argument provided really support the conclusions.

These criteria and skills are also necessary for students to work with Internet resources. Using the created envelopes of services, teachers and students can work out own services. Besides this social services allow to use materials of Internet, add some information, modify and correct them.

5. The ways of implementation ICT into the ELT process

Implementation of ICT should be organized in accordance with psychological and social factors and type of teaching material.

So for young learners effective classroom strategies at the primary education has traditionally involved the use of songs, rhymes and traditional stories with repeated language structures. The Internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel confident with their own language skills. Technology also affords children an opportunity to record themselves for playback at a later time.

Learners report that the ability to listen and playback recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Junior children can use Flip, or other video cameras to record their mouth movements to develop pronunciation accuracy; recordings can subsequently be compared with standard models sourced from the Internet. Learning resources, such as songs and poems, can be downloaded from the Internet and practiced as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally visualize rhymes and songs through freeze-frame photography, artwork and text-based legends that can be synchronized to the words.

Audio recorders like talking tins, pegs or cards can be used to reinforce learning of traditional rhymes or to record the singing of popular songs. Talking photo-albums have been successfully used to create stories or non-fiction texts with an oral narrative. Photos and

text can be inserted into each page of the album and the user can subsequently record a corresponding narration.

Audio recorders can be used to encourage reticent speakers to use oral language more openly in the classroom; a child makes a recording in isolation and plays this back in the classroom, validating their voice to their peers.

At present time children have grown up with computers and gaming consoles and increasingly 'smart' mobile phones are highly conversant with the notion of using them for 'digital play'. Teachers can capitalize on their children's involvement with this type of technology by integrating video games into their lessons.

For the intermediate and advanced students we can apply all IC tools. In the *Table 12* you can see the possibilities and ways of implementation of IC tools in teaching FL.

Table 12. The possibilities and ways of implementation of IC tools

Name of a tool	Possibilities and ways of their using in the teaching process
Computer	Teachers are able to demonstrate a new lesson, present new material, illustrate how to use new educational programs, and show new websites.
Blogs	They allow students to maintain a running dialogue, like a journal of thoughts, ideas, and assignments that also provide for student comment and tasks for reflection.
Wikis	They allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.
Wireless classroom microphones	The noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers clearer. Children learn better when they hear their teacher clearly. The benefit for teachers is that they no longer lose their voices at the end of the day.
Mobile	They can be used to enhance the experience in the

devices such as clickers or smart-phones	classroom by providing the possibility for teachers to get feedback.
Smart-Board as an interactive whiteboard	It enhances the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on Smart-Boards.
Online media	The streamed video websites can be utilized to enhance a classroom lesson (e.g. Teacher Tube, etc.)

There are many other tools as digital cameras, video cameras, DVD, LCD projectors which also help a teacher organize the teaching and learning process successfully.

In the *Table 13* some activities for development of language sub-skills and skills via some of these tools are presented.

Table 13. Activities with IC tools

Language and communicative area	Activities
Listening	Learners use a barcode scanner application on their group's smart-phone to scan a QR code. The information contained in the QR code led them to a recording of a poem. Learners next have to listen to the poem, complete a cloze activity and solve a puzzle hidden in the poem.
Speaking/reading	Learners have to make a recording of a radio play script using the audio blog software Vocal-Post (http://vocalpost.com) and e-mail it to their teacher.

Writing	Learners scan one of two QR codes, further watch a short video or cartoon. On their answer sheets they then have to write a paragraph retelling the story.
Grammar	Learners scan the QR code and are further sent to an online grammar quiz. After finishing this, the results are e-mailed to a teacher.
Dictionary work	Learners use a dictionary app to complete one of the worksheets.

In organization of independent work the following tasks can be used in the EL classrooms:

1. Task to go to a virtual rally in some of the English language speaking country.
2. Task on analyzing press materials on different topics (sport, theatre, cinema, leisure, etc.).
3. Task for working with different sites: analysis and comparison them in the aspects of richness of information, accessibility for using them by students.
4. Task for organization of the international telecommunication project.

For the first task the site “The virtual reality” is suggested. Within this site, students can have an opportunity to get acquainted with interesting information about some country. Besides it gives an opportunity to be virtually at different places, for example, at the café, station, supermarket and get a lot of information about native speakers’ environment and read the opinions of foreigners about people and visited places.

The site “City Net” also can be used since it helps learners to travel to different countries and see the famous places. It is necessary to point out that this site is the best navigator. The materials of this site can be used in organizing role-play and different parties in English.

The third task can be carried out in cooperation with an educational establishment.

The preparation for it takes several stages:

- Defining a topic/ theme.
- Collecting data by the participants of the project.
- Cooperation through e-mail.
- Presentation of the reports through TV-bridge.

TV-bridge can be carried out without preliminary exchanging of information, but compiling and sending them by e-mail positively influences the communicative activity of learners. The themes may be different, but it is useful to orient on the themes dealing with future professional activity of learners. It will be interesting and desirable if these themes include the problems of global character.

DVD/video can be used in many ways to cause effective learning of the EL. We outline the following benefits of its using:

- exposes students to authentic language in real situations;
- provides a situational and visual context to language interaction;
- exposes students to authentic non-verbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language.

There are three stages of working on the video:

Pre-viewing activities activate students' prior knowledge and raise their expectations relating to the context of the video. At this stage a teacher can prepare vocabulary lists, reading texts, and comprehension questions about video so students will start presenting what they know about the topic.

Viewing activities give students practice in both content-based and form-focused tasks that require them to use top-down and bottom-up processing. Activities include answering multiple-choice questions, filling in the blanks, drawing inferences, and listening to the gist (activities suggested by Antonini, 2004).

During this stage it is necessary for a teacher to observe students' reactions and reveal if they understand the video fragment or not. If they don't understand a teacher shows the fragment again.

Post-viewing activities give students an opportunity to evaluate and comment on the video and associated activities. Students

answer various open-ended questions about the video in terms of their personal enjoyment and the relevance of the content. At this stage they are required to reflect and write about the context of the video, which encourages them to think critically about the subject. Meaningful experience was described by J. Pino-Siva & C. Mayora (2004). Where first students write their comments in their native language, then they are required to express themselves progressively in the target language. But in our view the preference to comments should be written in the target language.

Post-viewing activities presuppose discussions in small groups on the issues of the linguistic forms and cultural concepts used by the native speakers, or problem-solving activities, or doing a project work.

Computer-station assessment means automatically evaluation of students' performance on grammar, listening and comprehension lessons. Students answer tests on the screen and receive their score as soon as they finish. They then have a chance to check which of their answers are correct and which are wrong.

At the end of each video lesson, students receive the answer keys for the worksheets they completed and have the opportunity to correct their mistakes and monitor their progress; this material is kept as a portfolio and is evaluated once every term on criteria that include the number of worksheets completed, the completeness of the work, the quality of self-correction, and special credit for the substance of students' comments in the post-viewing section.

Reflect on the questions:

1. What do we mean by computer technologies?
2. What is information-communication technology?
3. Why should a teacher acquire the ICT competence?
4. What kind of information does the Web site supply?
5. What is the purpose of the W2.0?
6. What are the ways of using ICT in the teaching process?
7. What communicative interaction can we organize through Internet tools?
8. What computer programs do you know?

Activities:

1. Work with the site [www.segfl.org.uk/spot/post/recordable talking devices/](http://www.segfl.org.uk/spot/post/recordable_talking_devices/). Answer how can we use this site in the English classroom at school?

2. Go to <http://www.habitat.org/> and answer the question about the site: What is the goal of Habitat for Humanity?

3. Read information about steps for organization of the “Video-puzzle” activity. Choose one of the video-reels to design your activity in the EL class following to these steps.

Video-puzzle technology aims to develop language skills. The procedure of using this activity:

1. Several video-episodes within one topic are shown to students without explanation.

2. Students describe orally what they have seen if they didn't understand some places they ask questions and a teacher show again gap places.

3. Some of the video-episodes are described in the written form.

4. Students answer the teacher's questions about the topics.

4. Harmer (2007) suggests a variety of viewing techniques when using films and videos in the EL classrooms which include:

*** Show only the picture. Commonly referred to as “silent viewing”**, this presentation technique involves playing a video sequence with the sound turned down and having students decide what is happening and what the speakers are probably saying. The technique is appropriate for use with dramatic sequences containing visual clues about the situation or relationships among the characters.

*** Freeze framing.** This is another technique which keeps students attentive while watching video by freezing the picture in the video and asking students what they think will happen next. This one is as good as the former one in terms of effectiveness and enrollment of critical/creative thinking.

* **Partial viewing.** This is one of the most unusual and original techniques which could be used during the lesson according to which most of the screen is covered with a piece of paper causing difficulty for students to watch. And students are asked to guess what is going on in the video by calling for discussion.

* **Picture or speech.** Sometimes this technique is referred as split viewing and it presupposes students' working in two groups half of whom watch the video and the second half faces away. The ones who face away will express their opinion about the setting of the conversation and characters while the second half will correct them and check their understanding.

* **Subtitled films.** Usually students with lower level have hard time with keeping up the flow of speech and understanding the video. In such cases, subtitles are provided with helping students see and hear at the same time, which enhance their understanding. However, most students find subtitles distracting and ask a teacher to switch them off.

* **Picture-less listening.** It is listening to the audio before watching the video. However, this is not always effective as students can get bored if a video lasts for more than ten minutes.

* **Describe the speaker.** This activity, which is good for reviewing descriptive adjectives with students, works best with a sequence in which the voice of only one character is heard, such as a one-sided telephone conversation or a monologue. A teacher distributes or writes on the blackboard a list of adjectives, some that describe the character in the sequence and some don't.

* **Five W's and H** (who, what, why, when, where and how) This activity works well with brief excerpts from news program documentaries in which a single presenter introduces a subject, such as the 1st minute of the KOKO sequence on the national Geographic documentary Gorilla. A teacher begins by writing six question-words on the board.

* **Play only the beginning.** In this technique a teacher only shows the beginning of the sequence, ask the class to predict what they will see and hear later in the video story.

* **Write a dialogue.** Students are asked to pick up a five-minute part of the previously watched video and write the script for it which

should be completely different from the original one. Students will work in pairs and different variations of scripts for the video are compared and performed in the classroom.

Design a video-lesson using some of these techniques.

5. Create the vocabulary and grammar tests in the electronic format. You can use instructions given by

a) Bachman L., Palmer A. Language Testing in practice. –OUP, 1996;

b) Зубов А.В. Методика применения информационных технологий в обучении иностранным языкам. –М.: Академия, 2009.

6. Create one of the teaching Internet resources via the Internet-service Filamentality (<http://www.kn.pacbell.com/wired/fil/log-new.html>). Study the procedure of creation of different Internet-recourses presented in the book “Методика обучения иностранному языку с использованием информационно-коммуникационных Интернет-технологий” by P.V. Sisoev & M.N. Evstigneev (2010).

For reading:

1. Bachman L., Palmer A. Language Testing in Practice. -OUP, 1996.

2. International Society for Technology in Education. Educational Computing and Technology Standards for Technology Facilitation, Technology Leadership and Secondary Computer Science Education (2002). URL: <http://cnets.iste.org>. Internet World Stats. <http://www.internetworldstats.com/>

3. Sykes J., Oskoz A., & Thorne S.L. Web 2.0. Synthetic Immersive Environments, and Mobile Resources for Language Education//CALICO Journal. 2008, No 25 (3).

4. Зубов А.В., Зубова И.И. Методика применения информационных технологий в обучении ИЯ. М.: Академия, 2009.

5. Сысоев П.В., Евстигнеев М.Н. Методика обучения иностранному языку с использованием информационно-коммуникационных Интернет-технологий. – М.: Глосса-Пресс, 2010.

6. [www.segfl.org.uk/spot/post/recordable talking devices/](http://www.segfl.org.uk/spot/post/recordable_talking_devices/).

VIII. INNOVATIONS IN ASSESSMENT OF THE LANGUAGE PROFICIENCY

Topics to be discussed:

1. The concept of “assessment”.
2. Types and methods of assessment.
3. Criteria of assessment and grading.
4. Testing and its types.
5. Specificity of feedback and error correction in the context of approaches to FLT.
6. Language portfolio.

Spark:

1. Think about your experience as a language learner. What do you have associations with assessment?
2. What is the essential difference between assessment, evaluation and correction?
3. Can you remember how you felt about the ways teachers responded to your written work when you were learning a foreign language?

1. The concept of “assessment”

Assessment in teaching EL plays a great role. Expanding the CEFR throughout the European countries makes us to use innovative technologies in assessment too.

Assessment is a very broad term and has different meanings relating to the context. In special literature various definitions of assessment can be found.

Assessment is directed to determine the ways of improving learning of students and data collection about student learning which includes using the time, knowledge, expertise and available

resources in order to inform decisions about the ways of improving learning. In our view, assessment is the process of establishing clear, measurable expected outcomes of students' learning by systematically working and gathering information, analyzing and interpreting it, there is a possibility of getting a positive solution of the question.

In FLT methodology assessment has different meanings which can be defined depending on the context and sometimes it is confused with evaluation. We should know that assessment and evaluation use similar methods but have different ultimate goals. Evaluation means to think carefully about something before making judgment about its value, importance and quality. In turn, in the context of education the focus of assessment is on learning process. The main purpose of assessment is to improve students' learning. Assessment allows for evidence-based decision making about curriculum, pedagogy, advising and students support. At the program level, assessment as evaluation provides program faculty evidence that allows them to improve program outcomes. At the course level assessment helps instructors evaluate whether students achieved the identified course objects, and provides information to improve the course.

Program assessment and procedure assessment are differentiated in the pedagogical literature. Program assessment is an ongoing process of identifying goals and objectives collecting and analyzing data, and making modifications. Programs need not assess every goal and objective every year, but the program should have a plan for periodically assessing all aspects. A program might choose to adopt a process of rotating through the goals and objectives or a regular schedule. It might also opt to initially prioritize and target particular goals. Program assessment can provide data that will help course instructors, programs and departments to make informed decisions in terms of the program strengths and areas for improvement. In addition, the data collected for assessment can also be used for other purposes such as annual reviews. A good way to start the program assessment process is to appoint an assessment coordinator or committee. The committee can then begin by identifying program goals – there are two ways to

identify goals. One way is to gather examples from other programs and edit them, and the second one – teachers might review course syllabi and identify themes, common expectations of students learning, or sequential expectations that all students are expected to meet upon program completion. Once you have identified broad goals, the next step is to write measurable objectives that will address those goals.

The role of assessment in educational process is essential; before organizing FLT process a teacher should be aware of the aims of assessment and what an assessment is, how assessment differentiates from evaluation, why a teacher should have differentiated them.

Thus, assessment is an integral element of the teaching experience through which facilitators verify the understanding and aptitudes of learners and organized as a process that determines, reconciles and dissects degree of achieving educational aims at certain stage of the process of education based on criterion created in advance.

2. Types and methods of assessment

In the context of teaching in general, feedback is information that is given to a learner about his/her performance of a learning task, usually with the objective of improving this performance. Feedback has two main distinguishable components: assessment and correction. In assessment, students are simply informed how well or badly they have performed.

Assessment is distinguished into two types: assessment of learning and assessment for learning. **Assessment for Learning** is the idea that learners should be part of the assessment process. It includes building learner's awareness of their progress in learning and encourages peer and self-assessment. Students may be asked to help design tests or the rubrics for scoring. They may also provide their classmates with suggestions and support. **Assessment for Learning helps** students evaluate their strengths and areas of needed improvement.

In an article by Chappuis and Stiggins (2002), three key components of Assessment for Learning are discussed:

✦ **Student involved assessment.** Students are not passive in the assessment process but are engaged in developing the assessment, determining what a good performance entails, and learning to score through models provided by the teacher.

✦ **Effective teacher feedback.** Teachers are the models for students to learn what is important in their performance. So feedback should be clear, descriptive, and illustrated for students. Students need guidance in giving their peers feedback as well as in evaluating themselves. This goal is grounded in the teacher modeling effective feedback.

✦ **The skills of self-assessment.** Assessment for learning should lead to self-directed learning, which requires learners evaluate themselves. This skill is not easy and requires guidance from the teacher. Students should be asked to think about their goals, their current ability, and how to work from one to the other. Feedback and self-assessment are critical parts of this process.

A distinction is made between indirect and direct methods of assessment. **Direct assessment** tries to measure what a test taker is doing as a sample of productive language. For example, having students discuss a topic while the teacher observes and rates their performances would be a direct assessment. Direct assessment of language allows teachers to see students using language in context, through tasks that require performance of language. Direct assessment is often used in measuring speaking or writing. Several challenges exist for teachers using direct assessment in language classrooms; however, given the popularity of this method, solutions have been proposed. One challenge is using direct assessment with low proficiency students. For these students, producing the language can be difficult and limited. Tasks in direct assessment may be complex and confusing to complete. The teachers' feedback may not be clear if given in the first language, and as novice language learners, students may not know how to improve based on the teacher's feedback.

Indirect assessment tries to measure language through means that are not directly productive. For example, indirect assessment

might ask students to recognize the correct verb form, but not actually measure their ability to produce it or use it.

One of the types of assessment is **alternative assessment** as innovation in FLT methodology, so it is a useful means of gathering evidence regarding how learners approach, process, and complete real life tasks in the target language. Alternative assessment uses a wide variety of formats, such as checklists, journals, reading logs, portfolios, and video of role-plays, audio-tapes of discussion, self-evaluation questionnaire, teacher observations, and anecdotal records to assess the performance of students. These formats show what the students can actually do rather than what they are able to recall. Alternative assessment reflects the curriculum being taught and provides information on the strengths and weaknesses of each student. Furthermore, it provides multiple ways of determining the progress of students and can be more culturally sensitive and free of the linguistic and cultural biases inherent in traditional testing.

Alternative assessment is closely intertwined with classroom instruction. It does not require a separate block of time to be administered because it is based on day-to-day instructional activities. Finally, alternative assessment provides valid and reliable documentation of students' achievement and progress.

3. Criteria of assessment and grading

As we pointed out before by the evaluation we understand the analysis and use of data by faculty judgments about students' performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course". For example, you may assign a research paper in your course that is designed to determine. Now well students can search and summarize a body of literature. Using a rubric, you "evaluate" the papers and assign grades that reflect the level at which an individual student performs the assignment. In this case, you are comparing the work to a standard in order to determine a grade. You can use the same rubric to determine what aspects of the assignment students, as a group, do well with and what aspects they are less proficient at. When you use this information to change your

teaching methods, for example, in attempt to improve students' performance on this paper the next time you teach the course, you are doing "assessment".

It is important that learners know the criteria upon which their performance is being judged – whether this be communicative success, appropriate to context, accuracy in formal terms, or a combination of all these. Criteria can be worked out by a teacher for assessment of language subskills and skills (listening, speaking, reading, and writing). The feedback provided by a teacher should aim to be relevant to the type of tasks in which learners are engaged.

On the whole, we give feedback on oral work through speech, on written work through writing; and although there are occasional situations where we might do it the other way round (for example, discuss an essay with a student in a one-to-one tutorial, or write a letter providing feedback).

There are some situations where we might prefer not to correct a learner's mistake: in fluency work, for example, when the learner is in mid-speech, and to correct would disturb and discourage more than help. But there are other situations when correction is likely to be helpful (See: Ur, 1991: 246.). The teacher needs a clear idea of what they are measuring in the performance, and students should be given feedback that they can understand.

The assessment directed to monitor students' progress under up-to-date approaches such as a learner-centered and communicative should follow the given below requirements:

- to monitor whether students are learning what they are being taught, and are able to perform communicative activities successfully at a level appropriate to their aspirations, achievements, and apparent potential;
- to monitor the outcomes of students' own self or group-directed assignments;
- to monitor students' language development;
- to monitor the process by which a learner is learning.

Under suggested conditions the appropriate decisions should be made as how best to proceed an assessment. The appropriate decisions we find in the book by John Clark (1987) which are topical nowadays.

If fossilization appears to be occurring, emphasis may need to be placed on further communicative data and on a more deliberate focus on form. If deliberate learning appears to be proceeding, but little fluency is occurring, an increase in communicative experience may be required. Students can be encouraged to monitor each other's performances. They can learn to draw attention to what they think monitoring capacity, and allows them to learn from each other. The ultimate aim of peer monitoring, however, must encourage an appropriate level of self-monitoring.

Modern requirements to the levels of language proficiency according to the State Educational Standard (2013) demands of modern approach to the assessment which can cover not only the cognitive aspect of learning, but also invite learners to express how they feel about what they have been doing. At the result of reflecting their learning experience, they are expected to learn how to go about their learning tasks better, i.e. **to learn how to learn**. So, there is an emphasis on peer-evaluation and self-evaluation.

Under the innovations in assessment a teacher must know terms related to assessment and distinctions between types, forms and criteria of assessment (See the *Table 14*).

Table 14. The distinctions between assessment items

Achievement assessment is the assessment of the achievement of specific objectives – assessment of what has been taught. It therefore relates to the week's/term's work, the course book, the syllabus. It is oriented to the course and represents an internal perspective.

Proficiency assessment is assessment of what someone can do/knows in relation to the application of the subject in the real world. It represents an external perspective.

Norm-referencing is the placement of learners in rank order, their assessment and ranking in relation to their peers.

Criterion-referencing is a reaction against norm-referencing in which a learner is assessed purely in terms of his/her ability in the subject, irrespective of the ability of his/her peers.

The *mastery criterion-referencing* approach is one in which a single 'minimum competence standard' or 'cut-off point' is set to divide learners into 'masters' and 'non-masters', with no degrees of quality in the achievement of the objective being recognized.

The *continuum criterion-referencing* approach is an approach in which an individual ability is referenced to a defined continuum of all relevant degrees of ability in the area in question.

Continuous assessment is assessment by a teacher and possibly by a learner of class performances, pieces of work and projects throughout the course. The final grade thus reflects the whole course/year/semester.

Fixed point assessment is when grades are awarded and decisions made on the basis of an examination or other assessment which takes place on a particular day, usually the end of the course or before the beginning of a course. What has happened beforehand is irrelevant; it is what the person can do now that is decisive.

Formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which a teacher can feed back into their course planning and the actual feedback they give learners. It is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations.

Summative assessment sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed a lot of summative assessment is norm referenced, fixed-point, achievement assessment.

Performance assessment requires a learner to provide a sample of language in speech or writing in a direct test.

Knowledge assessment requires learners to answer questions which can be of a range of different item types in order to provide evidence of the extent of their linguistic knowledge and control.

<p><i>Subjective assessment</i> is a judgment by a teacher. What is normally meant by this is the judgment of the quality of a performance.</p>
<p><i>Objective assessment</i> is assessment in which subjectivity is removed. What is normally meant by this is an indirect test in which the items have only one right answer, e.g. a multiple choice.</p>
<p><i>Rating on a scale</i>: judging that a person is at a particular level or band on a scale made up of a number of such levels or bands.</p>
<p><i>Rating on a checklist</i>: judging a person in relation to a list of points deemed to be relevant for a particular level or module.</p>
<p><i>Impression</i>: fully subjective judgment made on the basis of experience of a learner's performance in class, without reference to specific criteria in relation to a specific assessment.</p>
<p><i>Guided judgment</i>: judgment in which a teacher's subjectivity is reduced by complementing impression with conscious assessment in relation to specific criteria.</p>
<p><i>Holistic assessment</i> is making a global synthetic judgment. Different aspects are weighted intuitively by a teacher.</p>
<p><i>Analytic assessment</i> is looking at different aspects separately. There are two ways in which this distinction can be made: (a) in terms of what is looked for; (b) in terms of how a band, grade or score is arrived at. Systems sometimes combine an analytic approach at one level with a holistic approach at another.</p>
<p><i>Self-assessment</i> is judgments about his/her proficiency, i.e. learners themselves evaluate their own performance, using clear criteria and weighting system agreed on beforehand</p>
<p><i>Portfolio</i> – learners gather a collection of assignments and projects done over a long period into a file; and this portfolio provides the basis for evaluation.</p>

As assessment grades a teacher can use:

- 1) letters, words or phrases: 'A' or 'B'; 'good' or 'excellent';
- 2) scores from 1 to 5, or in our rating system '86% –100 %' – excellent.

3) profiles: a totally different kind of assessment, comprising a number of separate grades on different skills or sections of knowledge, so that there is a possibility of describing the performance of an individual learner in more detail, showing his/her various strengths and weaknesses.

4. Testing and its types

All language tests are a form of assessment. According to Penny Ur (2003:34), test may be defined as an activity the main purpose of which is to convey how well students know or can do something. Role of tests as means of teaching is very useful and important, especially in FLT. Teachers use different techniques of assessment during teaching process including the self-evaluation technique which is liked and favored by students very much. But at present the key place in summative and final assessment is taken by tests. The testing industry has become more popular nowadays, especially, under implementation of the international standards of evaluation of the level of FL proficiency as CEFR standard adapted to the national context.

There are various international standards for certificate which are presented below:

IELTS – International English Language Testing System
TOEIC – Test of English for International Communication
TOEFL – Test of English as a Foreign Language

There are many types of tests in evaluation the level of language proficiency. Let's consider **proficiency tests**, **achievement tests**, **diagnostic tests** and **placement tests** (General overview of testing techniques can be found in Hughes, 1996; Alderson, Clapham, & Wall, 1996: 47-72).

- **Proficiency tests** measure learners' language ability regardless of the training they may have had or the vocabulary and topics they may have studied. Proficiency tests are not based on the contents of

a language course but rather on the general knowledge of the target language and culture.

- **Achievement tests** are directly related to the language courses taught to the examinees. The purpose of achievement tests is to judge upon the success of individual learners or groups in achieving the objectives of the language course. Achievement tests are always “course related” meaning course contents and objectives.

- **Diagnostic tests** identify students strengths and weaknesses. They provide the teachers with the information on what further teaching is necessary and what problems the students might have in coping with the instruction demands.

- **Placement tests** provide information that helps to place the students at the most suitable stage of the teaching curriculum, bearing in mind their level of the language achieved so far. (Adapted from Hughes, 1996: 9-21).

Students are usually given formal tests and examinations from time to time. A teacher gives regular informal tests to monitor students’ progress. They also motivate students to learn better.

Tests often focus on linguistic material, but it is necessary to test skills as well as knowledge of the language.

Today the often posed question is whether tests should be mirrors of reality. For that purpose while organizing communicative activities for development of language skills and testing within Communicative language learning the following features should be taken into account:

- the interaction-based nature of communication;
- the behavior-based nature of interaction.
- context (extra-linguistic);
- purpose, intentions;
- authenticity.

The test formats according to the language skills you can see in *the Table 15*.

Table 15. Test formats according to the language skills

Language Skills	Test Formats
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Reading skills	<ol style="list-style-type: none"> 1. Multiple-choice items 2. Short answers test 3. Cloze test 4. Gap-filling tests 5. Matching 6. Rearrangement 7. False/true statement 8. Completion
Listening skills	<ol style="list-style-type: none"> 1. Multiple-choice items 2. False/true statements 3. Gap-filling tests 4. Dictations 5. Listening recall 6. Rearrangement 7. Matching
Writing skills	<ol style="list-style-type: none"> 1. Dictations 2. Compositions 3. Reproductions 4. Writing stories 5. Writing diaries 6. Filling-in forms 7. Word formation 8. Sentence transformation
Speaking skills	<ol style="list-style-type: none"> 1. Retelling stories 2. Describing pictures 3. Describing people 4. Spotting the differences 5. Interview

The created tests must be evaluated via certain criteria. There are a lot of evaluation criteria. Test qualities include among others **reliability, validity, consistency and practicality.**

Methodologists (Alderson, Clapham & Wall, 1996:286; Bachman & Palmer, 1997:19-42) explain these criteria as:

- **Reliability** is permanence of the measurement results produced by a test. Testing productive skills such as speaking and creative writing is less reliable than testing listening and reading.

E.g., there is always more room for subjectivity in assessing an essay than a dictation. “Reliability” is the opposite to “randomness” in the marking given by the teachers or examiners.

- **Consistency** is agreement between parts of the test. All the tasks in a consistent test have the same level of difficulty for the learners. Some tests are more difficult to make consistent than others, e.g. a dictation will contain the words with a different level of difficulty for spelling.

- **Construct validity** pertains to whether the text measures what it claims to measure. If a test claims to measure such “construct” as “oral” skill, then a valid test should measure exactly an “oral skill” but not other “constructs” such as the “knowledge of grammar”.

- **Concurrent validity** is the coincidence of the test scores with other measures of the learner’s language performance, e.g. teacher’s.

- **Practicality** is the degree to which a test can be used as a convenient tool for measuring language performance. If a test needs much preparation time, or requires too long time in the lesson, it will be perceived as “impractical”.

5. Specificity of feedback and error correction in the context of approaches to FLT

Different opinions according to the audio-lingualism, humanistic methodologies and skills theory can be distinguished in the context of assessment and defining its peculiarities (See; Ur, 2003: 243).

1. Audio-lingualism supposes that negative assessment is to be avoided as far as possible since it functions as “punishment” and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses, and promotes learning.

2. According to humanistic methodologies, a crucial function of giving an assessment is to preserve and promote a positive self-image of a learner as a person and language learner. Assessment therefore should be positive or non-judgmental.

3. In skills theory the main attention is focused on successful acquisition of a skill, a learner needs a feedback on how well he/she

is doing; hence the importance of the provision of constant and honest assessment.

In the feedback the correction of mistakes is needed. There are also different opinions on this question (See: Ur, 2003:244).

1. Within audio-lingualism. Learners mistakes are avoided by limiting the progress to very small, controlled steps: hence there should be little need for correction; the latter is, in any case, not useful for learning; people learn by getting things right in the first place and having their performance reinforced.

2. From the position of cognitive code-learning. Mistakes are regrettable, but an unavoidable part of learning; they should be corrected whenever they occur to prevent them occurring again.

3. Within inter-language mistakes. They are not regrettable, but an integral and important part of language learning; correcting them is a way of bringing the learner's "inter-language" closer to the target language.

4. Within the Communicative approach not all the mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim, not on inaccuracies of usage.

5. Monitor theory. Correction does not contribute to real acquisition of the language, but only to learners' conscious monitoring of speech or writing. Hence the main activity of a teacher should be to provide comprehensible input from which a learner can acquire language, not to correct.

We see that there are different opinions towards handling errors. Current practice seems to suggest that in communicative phase comprehensibility of utterances should be monitored and incomprehensible or ambiguous utterances should be verified, expanded, or reformulated. It will be useful for a teacher to make notes of formal errors made in communicative activity. In lesson phases when the focus is on particular forms, and where errors occur in the areas being concentrated upon, form-focused correction is necessary. It must be remembered that the accumulation of errors make students speech extremely irritating for native speakers to have to listen to. While errors may not appear to be important in

themselves, in quantity they reduce the overall comprehensibility of speech.

The following instructions help you organize error-correction work.

Spoken errors: When students are doing controlled practice, we are usually concerned with accuracy; so we need to correct important errors as they occur. When students are involved in freer activity (e.g. discussion, role play), we want them to develop fluency; so it is better not to interrupt by correcting too often, but to remember common errors and deal with them afterwards. Possible techniques for correction errors:

- give the correct form; a student repeats it;
- indicate where the errors are, but let students correct themselves;
- pass the question on to another student then give the first student a chance to repeat the correct form.

Help students develop a positive attitude to errors; encourage them, focusing on what they have got right, and praise them for correct and partly correct answers, so they feel they are making progress.

Written errors: to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class.

Correcting work in class:

- go through the answers, writing on the board only if spelling is a problem.
- let students correct their own work or exchange books and correct each other.
- move round the class to check what they are doing.

6. Language portfolio

One of the most important attributes of successful learning is self-awareness – the ability to reflect own learning and so gradually improve and develop own language skills.

Language Portfolio (LP) is considered as an innovative technology in the system of FLT and assessment. The basic idea of a language portfolio is to provide a much wider range of evidences

of the language skills of a student. Language portfolio involves scoring a wide range of students' works based on predetermined criteria. All students can have benefits from this type of self-assessment, because it offers students an opportunity to demonstrate what they have learned and experienced with the target language.

Language portfolio was created under Framework of Council of Europe. Complementing and incorporating the CEFR, the European Language portfolio is an action oriented document where language learners record all the languages they speak, chart their language learning progress, set targets of achievement, show others what they can do, and reflect on cultural experiences gained through their learning.

European format of Language portfolio (2000) includes three components:

1. Language passport that summarizes the owner's linguistic and cultural identity, i.e. students record the languages they speak, including their first languages and those they are learning. They evaluate their language level using the skills-based assessment framework shown above. Exam results, certificates of courses taken and attestations of countries visited for study, holiday or work purposes are also kept here.

2. Language biography in which the owner captures his or her experience of learning and using second/foreign languages and encountering other cultures. The part contains documents which help pupils to assess their present listening, reading, speaking and writing level in the languages they are learning (the self-assessment checklists, also known as can-do statements). Pupils record cultural experiences they have had involving different languages, think about how they learn, and set personal goals.

3. Dossier that contains evidence of the owner's language and intercultural proficiency, i.e. examples of student's work. This work helps the language student (and other interested parties) to recognize their achievements and provides evidence of their progress.

These parts of the Language portfolio give the full picture about FL learners' activities, language proficiency, etc. Thus, the LP fulfils two functions:

1) reporting: displays students capabilities;

2) pedagogical: is a means of making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment; enabling them gradually to assume more and more responsibility for their own learning.

Language portfolio is explained from the position of current approaches as:

1. A learner-centered approach recognizes that students must take responsibility for their learning in order to progress. Students own the portfolio and all the work in it. They assess their language levels and the content reflects their personal experience of learning languages.

2. The language portfolio is action-oriented. The assessments and checklists are written from students' point of view: what they are able to do and what steps they need to take to improve. The steps are described as tasks which increase in complexity as learners move from A1 to C1/2 level.

3. The objectives and assessments are skills-based. We use language to communicate and interact by speaking, writing, listening and reading. Students and teachers can set achievable, measurable goals by completing tasks based on the learners' current level.

The portfolio process reviews a comparatively large body of a learner's work, rather than a one off performance, to evaluate performance over a course of study. In other words, this is a qualitative – rather than quantitative – assessment tool which we can use to identify 'progress' and 'development' during the time frame represented by the work in the portfolio.

In ELT the portfolio process is beneficial when compared to traditional assessment, because its emphasis is on learners' strengths as opposed to their weaknesses. The portfolio process is considered a more holistic and equitable approach than traditional quantitative testing methods, which receive criticism as the sole criterion for evaluating performance, in that it encourages self-esteem and the motivation to continue developing.

Unlike traditional testing methods, LP presupposes performance-based reviews that focus on real-world tasks to display ability. Learners are evaluated based on observing performance of

activities that demonstrate essential skills or knowledge. In other words, there is a practical point to evaluating the extent to which a learner can do the task. Portfolios rely on direct observation, using checklists and rubrics. This can, therefore, be thought of as authentic assessment, in that this is a more individual evaluation approach that replicates the real world. Furthermore, we, in our role as the assessors, are able to avoid communication problems that arise in traditional testing modes. Portfolios involve learners in the evaluation process. This naturally translates into greater interaction between learners and teachers. Another benefit is that learners become more engaged in the learning process, as well as building up a more intimate understanding of the particular skills and critical knowledge being appraised.

By increasing the involvement of learners in the evaluation process, they gain a better understanding of their personal strengths and weakness.

Thus, the time demands to implement the language portfolio into the practice of FLT. At the same time when deciding which category of assessment to use, it is important for us to remember that there is no definitive right or wrong assessment tool. Instead, our use of alternative and traditional assessment methods should be based on the needs of our particular learners.

Reflect on the questions:

1. What does assessment mean?
2. Is it necessary to gather information about levels of students' language performance?
3. Why should we pay more attention to fluency than accuracy (language correctness)?
4. What types of assessment do you know?
5. What forms of assessment are used in the English language classrooms?
6. Why will the summative and final assessment give us evidence about the FLT results?
7. What types of tests do you know?
8. What format of tests have you learned?

9. Why is the language portfolio considered as an innovative technology? Give your arguments.

10. What components does the language portfolio have?

Activities:

1. A distinction is made between assessment (of learners' performance), evaluation (of innovation or change in, for example, a course syllabus) and appraisal (of teachers' performance). Create mind map of "appraisal" and explain interrelations between three terms.

2. Think about criteria teachers which are usually used in assessing students' performance. If you combine different criteria would you take into account learners' effort, motivation and progress in deciding on your final grade? Write some examples.

3. Your teacher gave you a much lower grade for a class presentation than you expected. What would you do?

-Do nothing. Work harder on your next presentation.

- Complain to someone in authority.

-During class, ask the teacher to explain your grade.

-Make an appointment to speak with your teacher outside of class.

4. Go to the site <http://coerll.utexas.edu/methods/pdf/as/assessment-sample-test.pdf>. Consider the **sample test** provided at and discuss its strengths and weaknesses.

5. Study the assessing criteria of language performance in Discussions. Watch the video-lesson and evaluate students' participation in discussion using the given below scales.

Substantive	Procedural
<ul style="list-style-type: none"> • Stating and identifying issues • Using foundational knowledge • Stipulating facts or definitions • Arguing by analogy • Supporting statements with explanation, reasons, or evidence 	<p><i>Positives</i></p> <ul style="list-style-type: none"> • Responding thoughtfully to the statements of others • Challenging the accuracy, logic, relevance, or clarity of statements • Summarizing points of

<ul style="list-style-type: none"> • Recognizing values or value conflicts 	<p>agreement and disagreement</p> <ul style="list-style-type: none"> • Inviting contributions from others <p><i>Negatives</i></p> <ul style="list-style-type: none"> • Irrelevant, distracting statements • Interrupting • Monopolizing • Personal attack
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There are three elements that make up the assessment: whether or not the student has (a) presented accurate knowledge related to the given issue, (b) employed skills for stating and pursuing related issues; and (c) engaged others in constructive dialogue. A student's contribution to the conversation receives one of five scores:

Exemplary (5):

The student has accurately expressed foundational knowledge pertinent to an issue raised during the discussion, pursued an issue with an elaborated statement, and used stipulation, valuing, or analogy to advance the discussion. In addition, the student has engaged others in the discussion by inviting their comments or acknowledging their contributions. Further, the student has built upon a statement made by someone else or thoughtfully challenged the accuracy, clarity, relevance, or logic of a statement.

Effective (4):

The student has accurately expressed foundational knowledge pertinent to an issue raised during the discussion, pursued an issue with an elaborated statement and, in a civil manner, has built upon a statement made by someone else or thoughtfully challenged the accuracy, clarity, relevance, or logic, or a statement.

Adequate (3):

The student has accurately expressed foundational knowledge pertinent to an issue raised during the discussion and has pursued an issue by making a statement and elaborating the statement with an explanation, reasons, or evidence.

Minimal (2):

The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed foundational knowledge pertinent to an issue raised by someone else.

Unsatisfactory (1):

The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated any issues.

6. Read information about features of the given activities. Select a text for the 6-th grade learners and design tests to it.

1. Gap filling refers to tasks where the test-takers are given separate sentences with some words or phrases deleted. The task is to restore the missing words. In these tests answer keys can sometimes have more than one answer for a space. Some missing words can have a structural value for the sentence (e.g. prepositions or conjunctions). Other words can have full lexical meaning. Sometime a list of the words can be given to the test-takers to be used in filling in the gaps. In such cases the number of words in the list is usually larger than the number of gaps in the text.

2. Information transfer means that the test-takers have to transfer material from the text on to a chart, table or map. Such like tasks are sometimes performed in real life settings (arranging information during a lecture or finding out the details of the train timetable) and therefore can be viewed as authentic.

3. Ordering tasks (sequencing) are typically used to test the ability of arranging a discourse (stretch of an oral or written utterance) in a logically organized chain. The students are presented with a mutilated text, in which the order of elements is jumbled. The task is to restore the logical sequence. The problem with “sequencing tasks” is that in some cases there can be more than one way of ordering the textual elements.

4. Remodeling tests mean that the learners have to rewrite original sentences starting with the given words or using a given word so that the meaning of the original sentence did not change.

7. Watch episode 5 of *Shaping the Way We Teach English* about learner feedback - <http://www.youtube.com/watch?v=eTwg79dUATA&index=14&list=PLBM->

J7w9mgYIF1XkeYjlcTNyo5bHCtLK6. While viewing make notes under the following headlines:

- dos and don'ts
- techniques for oral skills
- techniques for writing skills

Watch the video again and complete the checklist below:

For each of the points listed below, circle the appropriate response to...

Question: *Do you see this in the lesson?*

Answer: *YES, NO, ?? (not sure), or NA (not applicable).*

1	The teacher gives appropriate feedback to individuals as needed.	YES	NO	??	NA
2	The teacher regroups and addresses feedback to the whole class as needed.	YES	NO	??	NA
3	Students have opportunities to make mistakes as part of the learning process.	YES	NO	??	NA
4	The teacher seldom uses negative feedback.	YES	NO	??	NA
5	The teacher frequently uses positive feedback.	YES	NO	??	NA
6	Students have opportunities to give each other helpful feedback.	YES	NO	??	NA
7	Students have opportunities to self-correct their speaking.	YES	NO	??	NA
8	Students have opportunities to self-edit their writing.	YES	NO	??	NA
9	The teacher uses on-the-spot feedback techniques appropriately.	YES	NO	??	NA
10	Teacher uses delayed feedback techniques appropriately.	YES	NO	??	NA
11	The types of feedback are overall a good match with the activities and learning goals.	YES	NO	??	NA

When you are finished, put a check \checkmark by the three items that are most important to you. Discuss the results with your partner.

8. Study the situations below. Decide whether the teacher's feedback is content-based or language-focused. Fill your answers in the chart. Then check in pairs.

<i>content-based feedback</i>	<i>language-focused feedback</i>

The teacher...

- 1) asks learners whether they agreed or disagreed with each other in a discussion about public transport
- 2) checks answers to a controlled practice gap-fill task
- 3) tells a learner to think about the tense she has just used in an utterance
- 4) tells a learner that she found his story exciting to read
- 5) writes words up on the board that learners stressed incorrectly when doing a role play
- 6) asks learners how many other learners they spoke to after a 'find someone who...' task
- 7) repeats a correct version of a structure that a learner has said incorrectly when practising a dialogue in pairs
- 8) praises a learner for using wide-ranging intonation when practising suggestions

9. Look at this example of feedback. What's the problem?

Teacher: So what did you and Luca talk about. Paola?

Learner: We talk about classic film we like.

Teacher: Oh. So which film?

Learner: We talk about *Casablanca*.

Teacher: Talked. What happens?

Learner: Talked?

Teacher: Yes. So what's the story?

Learner: We talked about *Casablanca*.

Teacher: That's right – you told us. But who are the main characters?

Learner: (silence)

10. Decide if the following suggestions concerning giving feedback are good practice or not?

1. A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.

2. It is not necessary to give content-based feedback to every learner after a role play task.

3. Language focused feedback is optional after a task intended to improve fluency.

4. Teachers should avoid commenting on learners' ideas after a discussion task and only ever give language- focused feedback

5. When monitoring, if a teacher can see all learners have correct answers to a task, they do not need to do open-class feedback They can just confirm that learners' answers are correct

6. There's no need to give content-based feedback on a piece of learner's writing - learners only want to know what mistakes they've made.

11. Now match the suggestions in the previous task (10) to the following rationales.

a) It is clear the learners had no problems with the task and this saves valuable time in the classroom.

b) It is not always necessary, but if a teacher hears a consistent language problem and it can be dealt with quickly, learners usually appreciate it. If not, it is a missed learning opportunity.

c) Learners often find this kind of task challenging and like to check answers with one or two other learners before saying what their answers are in front of the whole class.

d) Learners also want to know what the teacher thinks of their ideas and, if the piece of writing is the answer to an exam question, they want to know if they have answered the question well or not.

e) It is often too time-consuming to give feedback to everyone.

f) It is usually more motivating for learners if a teacher shows interest in what they are saying, rather than only focusing on language accuracy.

For reading:

1. Alderson, C.J. *Diagnosing Foreign Language Proficiency: The Interface between Learning and Assessment*. Continuum. 2005.
2. Bachman L., Palmer A. S. *Language Testing in Practice*. Oxford: Oxford University Press. 1996.
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6. MacNamara T. *Measuring Second Language Performance*. – Addison Wesley Longman, 1996.
7. *Using the CEFR: Principles of Good Practice*. – Cambridge: CUP, 2011.
8. Ur P. *A Course in Language Teaching. Practice and Theory*. – Cambridge: CUP, 2003.

IX. CLASSROOM MANAGEMENT

Topics for discussion:

1. Different view points on classroom management.
2. Factors and features of class management.
3. Instructional strategies for successful classroom management.

Spark:

1. Think of your previous language learning experience. To what extent were the lessons teacher-fronted and to what extent were they student-oriented? How did you feel about this? Discuss your ideas with your partner.

2. Discuss in the group: What do we mean by the classroom management?

1. Different view points on classroom management

Class management is one of the fundamental professional skills of the FL teachers. It is the ability to organize and inspire a class i.e. the learning activity of students. It is easy for teachers to do it if learners are motivated and they have interest for learning. If a task is adequate for learners they do it with interest and desire.

The term “classroom management” is usually used by teachers and serves to organize a teaching process. It describes the teaching process and also is used to prevent the disruptive behavior of learners. If there is no such behavior of learners at lesson then lessons run smoothly. But the problems in this area arouse if a teacher is not well-prepared or has no experience in class management. Analyses of different view points on this problem show, that the monitoring or control of the process of teaching and learning at the classroom plays a very important role in achieving efficiency in teaching.

Some specialists stress that if a teacher loses control of the class then it will be more difficult for him/her to manage a teaching process. Others argue that the time a teacher has to take to correct misbehavior, caused by poor classroom management skills, results in a lower rate of academic engagement in the classroom. This shows that if classroom management is effective then it involves learners into active work and clear communication in classroom activities. Thus, much depends on teachers and how they are able to motivate learners and effective classroom management, used by teachers at the lesson, because classroom management is closely linked to motivation, discipline and respect. If teachers possess high authority in the class it will help them to manage the teaching process. So, the authority of a teacher is also one of the main factors related to classroom management.

Another effective criterion of classroom management is a teacher's personal knowledge regarding educational psychology. A large part of traditional classroom management involves behavior modification. So some teachers prefer to establish special rules of behavior at the beginning of a school year.

In our point of view, such procedures and rules give students concrete direction and guarantee discipline and effective classroom management and teachers try to be consistent in enforcing these rules and procedures. But when these rules are not followed there appear negative consequences which cause difficulties in classroom management. So teachers spend much time to keep discipline in the classroom and this shows poor classroom management which leads to lower rate of learning. If learners are involved in active work by motivating and clear management skills they are inspired and show good and clear management behavior. This, of course, leads to good academic results in learning a foreign language.

Creating plentiful language atmosphere (environment) in the class is also one of the main factors in classroom management. When there is a favorable language atmosphere in the class, learners become active and show successful results on their own efforts. By creating such good language atmosphere a teacher gives learners a chance to express what they want and act freely without the fear of making mistakes and being laughed at by their classmates. This

involves them into active conversation. In other words, this transforms a classroom into learners' community work of well-behaved and self directed.

2. Factors and features of class management

The term "positive classroom" (See: Luke, 1989) is justified with four factors:

- a) spiritual dimension;
- b) physical dimension;
- c) instructional dimension;
- d) managerial dimension.

By *spiritual dimension* is usually understood how teachers regard their students. This is, of course, a good character of a teacher who has good classroom management skills. One should have an ability to listen. It is very useful for a teacher to know what learners think about the ways of organizing teaching, the methods, additional aids, the subject they are learning. These all will help a teacher effectively organize a teaching process.

The factor of *physical dimension* shows how teachers set up the classroom environment. One of the factors or features of a good teacher is first to care more about their students, and then they do about their own teaching. Most teachers don't think about what impression they produce on learners. Sometimes such factors as clothing also influence learners' behavior. Learners sometimes are very sensitive what their teachers wear. They do not like that some teachers always wear the same boring shirts, suits, ties or dresses. That is why it is advisable for teachers (especially for female teachers) not to come to lessons wearing the clothes which they usually wear when they go to parties. Such minor factors may also influence creating of an appropriate environment.

The next factor of positive classroom management is *instructional dimension*, which can be seen in how teachers skillfully teach the language. Here much depends on their ability of using different methods successfully in the process of teaching. Below are some advises for teachers which will help them to be a good teacher and organize a teaching process effectively.

- Teachers should make their lessons interesting, so that learners do not feel sleepy at the lesson.

- Teachers must love their job. They should enjoy themselves having a lesson and this makes the lesson more interesting. Teachers who look fed up with what they are doing tend to have a negative effect on their students.

- Teachers should have good knowledge not only of their subject but also of the other subjects related to their specialty.

- Experienced teachers take more effort to insure that the quiet, shy students also get a chance to take part in conversations during the lesson. Most students think that a good teacher is a teacher who asks students who do not always put their hands up.

- A good teacher is able to correct learners' mistakes without offending them. A teacher should be able to catch up what is appropriate for a particular student in a particular situation.

- Good teachers skillfully use a particular method of teaching in the time when it is needed and appropriate for a particular situation.

- Good teachers are able to know the productive ways, methods and means of activity and use them skillfully in organizing teaching.

The next factor is *managerial dimension*. It is seen in how well teachers address learners' behavior. Indeed, the way teachers talk to learners about their manner in which they interact with each other is one of the decisive teachers' skills. The language (language structure) which is used by teachers in the process of teaching is different from the language which is used by parents when they speak to their learners. When the vocabulary of a teacher is generally more restricted then the attempt to make age contact is greater. Even when a teacher writes on the blackboard he/she should be able to control the class by eye contact.

As it is stressed above discipline is also very important in classroom management. The assertive discipline is used by the majority of teachers and it sometimes gives good results in organizing teaching. But assertive discipline sometimes does not give students a chance to be active and freely express their thoughts and ideas at the lesson.

In the psychological, pedagogical and methodological literature there are different view points on classroom management. The

classroom management can be characterized as a process of actions taken to create an environment that supports and facilitates academic and social-emotional learning. Thus, teachers must develop caring, supportive relationship with students. Teachers should work out instructions on organizing a teaching process and clarify students' opinions about the ways of organizing teaching and also use group management methods to encourage students.

Certainly, teachers must promote the development of students' social skills and self-regulation and use appropriate interventions to assist students.

In many sources classroom management is described as a process consisting of key tasks. Only using tasks teachers can develop an environment conducive to learning. These tasks include the following items:

- 1) Organizing the physical environment.
- 2) Establishing rules and school regime.
- 3) Developing caring relationship.
- 4) Implementing instructions.
- 5) Preventing and responding to discipline problems.

The classroom management rules introduced by Dr Tracey Garrett to guide teachers through the tasks involved in the process of classroom management.

Classroom management has a positive influence on economizing the time of teaching. According to this theory classroom management is used not only for maintaining the discipline in the classroom but also to optimize the learning process by students.

Classroom management time includes the total time which is given to teaching, learning and routine classroom procedures, attendance and announcements. Students' time schedule helps students in effective using of time.

When classroom procedures are completed a teacher usually gives learners instructions. It is called *instructional time* and within this time teaching and learning activity tasks take place.

The time given to do the task is called *engaged time*. During the engaged time the learners participate actively in learning activities. In engaged time they do oral and written work: ask and

answer the questions put by a teacher or by their classmates, complete worksheets and exercises, make presentations and etc. They also distinguish *academic learning time* which helps to improve effective classroom management. During this time learners participate actively and are successful in learning activities.

In classroom management the main role is given to behavior games too. Games involve all learners in the class into active participation and engagement in some type of behavior. Behavior game can be used to increase desirable behavior. Games are mostly used at the primary and elementary stages of teaching and very popular among adolescents.

There is an opinion that the behavior management creates that discipline which is the most important and behavior management is widely used in the world. We share this opinion because when there is discipline there is a good result. It is a flexible approach for effective classroom management and there is a strong focus on developing responsibility that improves students' behavior through their responsibility, cooperation and mutual respect.

The best way of preventing the undesired behavior in the class is a preventive approach in classroom management. Such approach involves creating a positive classroom community between a teacher and learners. When a teacher uses a preventive approach to classroom management he/she should offer warmth, acceptance and support. Fair rules and consequences established in the classroom management give students frequent and consistent feedback regarding their behavior. It is useful for both: teachers and learners to make a classroom contract. In the contract teachers and students decide and agree on how to treat one another in the classroom. The learners should understand and know that if there is a violation of the contract they will be punished according to the established rules.

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling students' behavior. Teachers must emphasize the value of the behavior that is rewarded and also explain to learners the specific skills they have demonstrated. Teachers should encourage learners in using the target language as freely and communicatively as they can. Here the objective for learners is not

to focus on language construction or practice specific bits of language as grammar patterns, particular vocabulary and etc., but for them it is important to use the language which is appropriate for a given situation. Communicative activities as role-playing, advertisement design, debate, discussion, describe and draw picture, story telling or writing allow learners to try out real language using.

It should be stressed that sometimes teachers make problems regarding maintaining discipline in the class. For example, sometimes teachers define the problem behavior without considering its function.

Intervention is more likely effective when it is individualized to address the specific function of the problem behavior because two students with similar looking misbehavior may require different intervention strategies regarding the function of their behavior. In such cases it is advisable for teachers to change the strategies because children change from year to year and they have different characters of behavior. That is why, teachers need to be flexible.

Another common mistake made by teachers in classroom management is that teachers often become frustrated and negative when their approach is not working. During the lesson a teacher may raise his/her voice in an effort to make the approach to work. Instead of this it is better to simply try a new approach to prevent any misunderstanding and conflict.

3. Instructional strategies for successful classroom management

The FL teachers as managers besides knowing language must acquire the methodological competence to teach successfully students. Teachers who are managers of learning recognize that a number of instructional options exist, but they are guided in any particular moment by a compass consisting of a set of values, some knowledge and experience, and a commitment to learning outcomes. Such teachers do not despair in methodological profusion; they welcome it.

It is known that a single method by itself does not probably provide an adequate teaching program. A teacher should integrate a lot of methods, techniques and activities. Various methods,

techniques and activities can be combined within a unit, a lesson. But teachers should understand that using different instructional strategies influence different results. It would seem sensible to accept that conscious rule-learning, deliberate form-focuses practice and not systematized learning are all valid at different times for different purposes with different learners. Some good learners prefer inductive strategies, others – deductive ones and most – a mixture of both (see the inductive teaching). Let's outline the whole variety of learning and communicative strategies, which were indicated by J.L.Clark (1987:102-103):

- inductive inference ('to-down' processing), through using clues from the linguistic and non-linguistic contexts when processing information;
- deductive reasoning (parts of the whole), through conscious awareness of patterns (bottom-up processing);
- practice techniques (for example, experimenting with new sounds, talking to oneself in the EL sub-vocally or out-loud);
- use the communication strategies when trying to convey meaning;
- use clarification requests relating to communication and system-building;
- monitoring of self and others' performance;
- use a variety of mnemonic devices (techniques) for making semantic, visual, auditory, and kinesis associations.

Thus, in the classroom a teacher should be able to call upon a wide range of strategies. Some would be designed to promote spontaneous acquisition, some to bring about communicative use, some to focus on underlying competencies (knowledge and skills), some to promote awareness of patterns and functions, and some to assist a learner to develop control over creative springs of the FL. According to John Clark (1997:103), "good teacher" would build upon whatever learning strategies were available to learners at the time, both spontaneous and deliberate, would work out an appropriate balance between them, and leave an appropriate space of time for learners to determine their own preferred way(s) of learning.

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Students badly acquire teaching material if lessons are conducted in a monotonous way. That is why a teacher can use suggested by Penny Ur (2003: 217) ways of varying a lesson:

1. Tempo: Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading a text and responding in writing).

2. Organization: Learners may work on their own at individualized tasks; or in pair or groups; or as a full class in interaction with a teacher.

3. Mode and skills: Activities may be based on the written or the spoken language; and within these they may vary as to whether students are asked to produce (speak, write) or receive (listen, read).

4. Difficulty: Activities may be seen as easy and non-demanding; or difficult, requiring concentration of efforts.

5. Topic: Both the language teaching point and the (non-linguistic) topic may change from one activity to another.

6. Mood: Activities vary also in mood; light and fun-based versus serious and profound; happy versus sad; tense versus relaxed.

7. Stir-settle: Some activities enliven and excite learners (such as controversial discussions, or activities that involve physical movements); others, like dictations, have the effect of calming them down.

8. Active-passive: Learners may be activated in a way that encourages their own initiative; or they may only be required to do as they are told.

These ways allow a teacher to motivate students and make lessons really interesting. We know that motivation is the key of the successful learning.

It is important for teachers not to forget that they teach, bring up and develop students from all sides. There are other important ways in which teachers can teach successfully:

- By creating a productive working atmosphere in the classroom and a good relationship with the class.

- By being sensitive to the needs of individual students – recognizing that students are different and have different needs and problems.

For that a teacher must know forms of interaction, interactional (communicative) strategies and have researcher skills for observation students to reveal their preferences and needs. The given below aspects or rules discussed by P.Ur (2003:214) will help a teacher to use the mentioned above instructions in practice of FLT (See *Table 16*).

Table 16. Aspect or rules of a lesson

Aspects of a lesson
1. Transaction or series of transaction – the emphasis of some kind of purposeful give-and-take with results in a product: an acquisition or a definable mental or physical change in students. If you care about transactional element, then what is important to you is the actual learning which takes place at the lesson.
2. Interaction. It is very important to create social relationships among students, or between students and a teacher; a lesson is seen as something which involves relaxed, warm interaction that protects and promotes the confidence and happiness of all students.
3. Goal-oriented effort, involving hard work. This implies awareness of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph if it is achieved, or of failure and disappointment if it is not.
4. A satisfying, enjoyable experience. This experience may be based on such things as aesthetic pleasure, fun, interest, challenge or entertainment; the main point is that students should enjoy it and therefore be motivated to attend while it is going on as distinct form of feeling satisfied with the results.
5. A role-based culture, where certain roles (a teacher) involve responsibility and activity, others (students) responsiveness and receptivity. All students know and accept in advance the required demands imposed on them, and their expected behaviors.
6. A convention construct, with elements of ritual. Certain set of behaviors occur every time (for example, a certain kind of introduction or ending), and other components of the overall event are selected by an authority from limited set of possibilities.

7. A series of free choice. Students are free to “do their own things” within a fairly loose structure, and construct the event as it progresses, through their own decision-making. There is no obvious authority figure which imposes choices.

You should know the Proactive Classroom Management Strategies and Tactics given in the *Table 17*, which will be useful for your pedagogical activity.

Table 17. Proactive Classroom Management Strategies and Tactics

Proactive Classroom Management Strategies	Proactive Classroom Management Tactics
1. Organizing a productive classroom	<ul style="list-style-type: none"> ▫ All students can see instruction without having to strain or engage in effort ▫ Students do not face traffic areas (distractibility) ▫ Problem students are not seated next to one another ▫ Easy to walk without disruption ▫ Seating rows with paired desks instead of tables • Reduces disruptive behavior • Increases academic productivity
2. Establishing positive relationships with all students in the class	<ul style="list-style-type: none"> ▫ Your eye’s below the student’s • Use a calm voice • Fewer words the better • Non-threatening body posture ▫ Do not stand over the student ▫ Stand to the side • Caring statements ▫ Empathy, perspective-taking, encouragement

	<ul style="list-style-type: none"> • Give the student a way out <ul style="list-style-type: none"> ▫ Alternative activity, “Not now, later,” “why don’t you take a break and get some water” • Avoiding shaming, ridiculing, and/or embarrassing the student
3. Positive greetings at the door to precorrect and establish a positive climate	<ul style="list-style-type: none"> ▫ Positive verbal or non-verbal interactions with students as they walk into the room ▫ Precorrect individual student or all students
4. Classroom rules/expectations and procedures are visible and known by every student	<ul style="list-style-type: none"> ▫ Establish clear rules/expectations ▫ Rules/expectations stated in the positive ▫ No more than 3 to 5 rules/expectations ▫ Review rules/expectations on a weekly basis ▫ Reinforce rule abiding behaviors ▫ Response cost rule violating behaviors
5. Independent seatwork is managed and used when needed	<ul style="list-style-type: none"> ▫ Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities ▫ Clear expectations ▫ Have backup assignment/activity for those who finish early ▫ Peer-assisted assignment correcting
6. Communicating competently with students	<ul style="list-style-type: none"> ▫ Praise, encouraging feedback, empathy statements and smiling ▫ Delivering effective praise: <ul style="list-style-type: none"> • Contingency • Specificity • Sincerity

	<ul style="list-style-type: none"> ▫ Delivering effective reprimands or corrective statements • Brevity • Non-emotional • Non-threatening, soft voice • Proximity
7. Teach, model, and reinforce prosocial skills	<ul style="list-style-type: none"> ▫ Set aside time to teach prosocial skills for success in the classroom • Sharing, listening, waiting turns, question asking • Provide examples/non-examples ▫ Catch them being good • Use behavior specific praise
8. Teacher proximity	<ul style="list-style-type: none"> ▫ Teacher movement throughout the classroom increases academic engagement ▫ Proximity reduces challenging behaviors in students • “Teach like the floor is on fire” • Can’t stand in the same spot for long before your feet get burned
9. Motivation system to reward desirable behavior	<ul style="list-style-type: none"> ▫ System of delivering rewards or contingent access to desired activities or privileges based on performance ▫ Allows students to receive payoff for maintaining on-task behavior ▫ Helps students who are not inherently good at or motivated to do academic tasks
10. Goal setting and performance feedback	<ul style="list-style-type: none"> ▫ Establish a reasonably ambitious behavioral goal for each student ▫ Deliver periodic feedback to the students based on their progress toward

	<p>goal attainment</p> <ul style="list-style-type: none"> ▫ Reward the individual students and/or entire class for meeting preset goal
11. Visual schedule of classroom activities	<ul style="list-style-type: none"> ▫ Students know what to expect ▫ Students know when to expect which activities ▫ Students know how much time will be devoted to each activity ▫ Students can better self-manage their behavior and time
12. Effective cuing systems to release and regain attention	<ul style="list-style-type: none"> ▫ Develop signals that release and regain attention ▫ Avoid shouting or using the light switch ▫ Utilize students themselves as a way to prompt and regain attention from other students ▫ “If you can hear me raise your hand.” ▫ Clap three times... snap three times
13. Positive to negative interactions	<ul style="list-style-type: none"> ▫ Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior ▫ Helps students learn expected behaviors and teachers build stronger relationships with students
14. Smiling and being nice	<ul style="list-style-type: none"> ▫ Students learn via modeling from educators and peers ▫ Students will treat us how we treat them (if we’re mean-they’re mean; if we’re nice-they’re nice)

	<ul style="list-style-type: none"> ▫ Keep smiling.
15. Providing numerous opportunities to respond	<ul style="list-style-type: none"> • Classrooms in which teachers provide students with numerous opportunities to respond, are associated with higher student engagement which is incompatible with problem behavior • Must pass the dead man's test <ul style="list-style-type: none"> ▫ If a dead man can be as successful in a classroom as a live student, then there aren't enough opportunities for students to respond and interact with the learning content

Reflect on the questions:

1. What view points on classroom management are described above?
2. What factors are defined for the positive classroom management?
3. What are the key tasks for organizing “good” classroom managing?
4. What is the role of discipline in behavior management?
5. What are the functions of preventive techniques in classroom management?
6. How do teachers maintain discipline in the process of ELT?

Activities:

1. A group of trainee teachers was asked to teach a lesson and then write an entry in a journal summing what happened and their thoughts and feelings on the lesson. Read the extracts from what the trainee teachers wrote and write the answers as instruction that follow each extract.
Exchange your answers with your partner for peer evaluation.

Claire: The lesson would have been OK I think, but the students have a real problem understanding what I say to them. Today one student asked me to speak more slowly.

1. As well as speaking more slowly, what else Can Claire do to make herself easier to understand?

Mark: I tried to use some pair work so that the learners would get more practice, but with everyone talking the lesson was quite noisy and I was worried in case another teacher complained.

2. Should language classroom always be quiet?

Becky: I stood up at the beginning of the lesson but most of the time I sat down because it is important to be comfortable.

3. When you were at school did your teachers generally stand up or sit down?

4. Can you think of some reasons why teachers may choose to stand or sit?

Bill: It was awful today. We were doing something on past forms but a student asked me something about gerunds and I didn't know the answer, so I just had to say 'sorry I don't know' – it was so embarrassing.

5. Do you think teachers are right to admit their ignorance when they don't know?

Karen: Last week I made a huge effort to learn the names of everyone in the class and today I got them right every time – so I was quite pleased.

6. Do you think that Karen was right to put such store by knowing the names of her students?

7. In what situations can knowing the names of the learners help?

Jack: I knew I wanted the learners to work in groups so that there would be a lot of interaction, but when I said 'get into groups' nobody did anything, and most of the students had worked on their own.

8. Do you think it was a good idea to use group work?

9. Who should decide on the groupings, the teacher or the students?

10. Can all activities be done as a group work?

Ellis: I wanted learners to read a text really quickly and to get the idea of what it was about, but they all read really slowly and

worried a lot about new words, which wasn't the idea at all.

11. How could Ellis have avoided this problem?

Ken: In the past my lessons have been OK except when I write on the board. My writing isn't very neat at the best of times, and when I start writing on the board nobody can read anything. I also find everything gets mixed up and I run out of space.

12. Should you write in upper or lower case, or both?

13. Should you print everything or use joined-up writing?

14. How can you stop the board getting so confused?

Susan: I wanted to nominate a student to speak but didn't know her name, so I pointed to her instead and she answered, but after the lesson another trainee told me that he thought it was quite rude to point in that way.

15. Who do you agree with, Susan or her colleague?

Tom: I asked a question to the whole class and everyone started speaking at once! I didn't know what to do.

16. Was Tom right to worry about this?

17. How could Tom have ensured that only one learner spoke?

Kath: I was doing an activity with all the students talking to each other, mingling round the room, and it was going really well. There was a lot of noise and when I tried to stop the activity, they couldn't hear me and just carried on talking. I couldn't stop them!

18. How could you have stopped the activity?

Steve: I try not to use too many gestures because I think adult learners must find them a bit patronizing. I use a few more I teach kids.

19. Do you think using gestures is a good idea?

Laura: I planned this really nice activity and I'm sure it would have been good, but the students didn't understand what I wanted them to do and it all went wrong.

20. How can instructions be kept simple and easy to understand?

2. Study the classroom management techniques in the chart below and complete the 'Me' column. Then discuss which managing techniques are the most frequent in your lesson. Why?

Find someone who ...	Me		Name	Why?
	Yes/No?	Why?		
a uses gestures a lot				
b sometimes avoids eye contact with his/her learners				
c likes to sit as well as stand during a lesson				
d always monitors learners during pair work				
e doesn't have to project their voice				
f asks a question, then nominates a learner				
g likes moving the classroom furniture during a lesson				
h always stays at the front of the classroom				

3. Add the table with your statements.

Good teaching	Bad teaching
<ul style="list-style-type: none"> - Teacher begins the lesson on time - Teacher explains material well. - Teacher controls the class. - Teacher develops speaking skills using interesting activities. - Teacher explains errors after speaking activity. - Teacher is polite all the time. - Teacher uses only English at the lesson. - - - 	<ul style="list-style-type: none"> - Teacher never smiles. - Teacher does not check understanding. - Students have to learn everything by heart. - Students read and translate texts. - Teacher focuses only on accuracy but not fluency. - Teacher criticizes students who make mistakes - Teacher is often rude. - - -

4. Penny Ur (2003:217) gives instructions for successful organizing a lesson. Read and discuss his instruction taking into consideration the didactic principle “from simple to complex”.

Put the harder tasks earlier. On the whole, students are fresher and more energetic earlier at the lesson, and get progressively less so as it goes on, particularly if a lesson is a long one. So it makes sense to give tasks that demand more effort and concentration earlier (learning new material, or tackling a difficult text, for example) and the easier ones later. Similarly, tasks that need a lot of students’ initiative work, better to give earlier at the lesson, and more structured and controlled ones – later.

5. James Henderson (1996:137) gives instructions for arranging a good collaboration between a teacher and students and among students. Read and do italic activities.

Teacher – students collaboration. Activities that build a sense of community between a teacher and students and among students:

- * Ask students to discuss what kind of students and a teacher behavior helps them learn. *Write the examples of questions.*

- * Give students opportunities to record their thoughts and feelings about the classroom climate in private journals and then share them with the class.

Explain the value of this activity?

Collaboration among students. The activities encouraging students to work in pairs or small groups increase a sense a community and cooperation:

- * Observe other teachers who utilize small group instructions. Ask them what works and what problems they have encountered.

- * Talk with students about their perception of cooperative learning groups.

- * During the lesson, invite suggestions about what would work better, for example, individual or small-group learning.

- * Ask students to figure out a way to solve problems or answer a question by working with each other.

Think about effectiveness of these activities. You can suggest other activities.

6. Read about the ways of focusing attention on behaviors and attitudes that promote and denote collaboration discussed by James Henderson (1996:141). Do the given tasks.

* Honestly assess who is involved in the learning process. Invite a peer to observe a lesson and record evidence of students' participation (e.g. using tallies with marks to note running dialogues among students or indications of nonverbal engagement).

Ask students to complete a one minute summary of the lesson. For one minute, students write down what they learned at the lesson or what they felt about the lesson or even how they performed during the lesson.

Analyze a videotape of your lesson. Check students' involvement, amount of a teacher's talk, and student-to-student interactions.

Do these activities concern the observation and analysis?

*At regular intervals, stop teaching content so you can discuss the classroom environment. Invite students to respond to these questions: What strategies are working in our classroom? Who is in control here? How are we changing? Is what we are doing here different? In what ways?

Opinions exchange on the reflection of this activity. Let students use T-scheme (for and against).

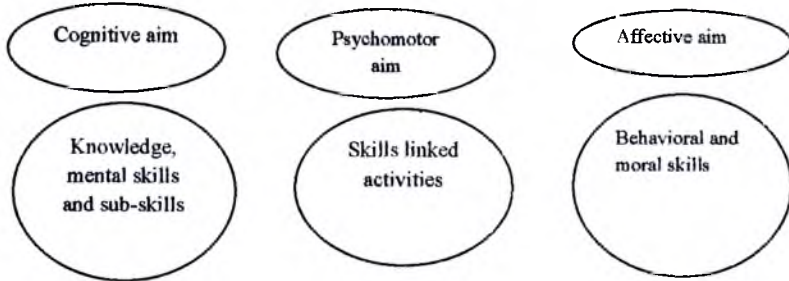
* During a management predicament, such as an argument among students or a conflict between a teacher and students, try to focus on both intervention strategies and students' involvement. Watch to see if other students involve themselves in a positive way to diffuse the situation. Do other students try to calm down a classmate who is upset? Do any students try to calm you down? Does the event result in a power-over situation or power-with situation?

Summarize the strategies to prevent the conflict situations in the class.

*At regular intervals ask students to write down their reflections on the development of their self-control. Students' writing can be a good indication of growth and help you determine not only their mastery of content matter and writing skills but changes in attitudes as well.

7. Create a mind-map with the concepts “self-control” and “attitude. Are they interrelated with each other? What can you say about this activity?

8. Examine the scheme below and try to explain the interrelations of the cognitive, psychomotor and affective aims and skills as a result under the angle of classroom management.



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GLOSSARY

A

accuracy: correctness of the language use.

achievement assessment: is the assessment of the achievement of specific objectives – assessment of what has been taught. It therefore relates to the week's/term's work, the course book, the syllabus. It is oriented to the course and represents an internal perspective.

active methods: learners are active during teaching process then a teacher.

alternative assessment: An assessment in which students originate a response to a task or question. Such responses could include demonstrations, exhibits, portfolios, oral presentations, or essays. (Compare to traditional assessment.)

anaphora: reference to an element previously mentioned.

analytical trait scoring: A method for assigning a summary score to a product, performance, or work sample based on a prior analysis that defined the key traits, dimensions, or characteristics possessed by the class of objects being scored. The object is scored independently against each dimension, and a summary score is calculated following a set formula. The summary score may be a simple total (or average) across dimensions, a weighted total, or a more complex algorithm. An example might be the scoring of a piece of persuasive writing on such traits as attention to audience, correct use of grammar and punctuation, focus on the topic, and persuasiveness of argument.

approach: the theory about the feature of language and language learning that stands as the source of practices and principles in language teaching.

appropriacy: language use is only correct if the utterances are appropriate to the situations in which they are used. The roles and status of the language users, the role and relationship of any other participants, the topic and the setting are some of the situational factors that determine appropriacy of language use. Thus, "That's rubbish" could be appropriate as a matter of disagreement in a

discussion in a pub between friends about football match, but would be inappropriate is used by someone being interviewed by the manager of a company he has applied to join.

assessment: the measurement of a learner's potential for attainment, or of their actual attainment. A learner's potential can be assessed through various tests or measurement of attainment. Assessment can be diagnostic, formative, or summative. The use of self-assessment and self-evaluation is increasing.

assessments scales: gives the opportunity to define the language proficiency of students in accordance with syllabus requirements.

atmosphere: is the spirit of the lesson facilitating or debilitating the learners.

authentic assessment: An assessment presenting tasks that reflect the kind of mastery demonstrated by experts. Authentic assessment of a student's ability to solve problems, for example, would assess how effectively a student solves a real problem.

authentic material: the material is designed for native speakers (newspapers, radio programs, interviews); **non-authentic** is specially written for language students and it may be on a language item that students have to learn, or the language may be simplified, cleaned-up, less background noise, less overlap of students.

authentic task: School assignment that has a real-world application. Such tasks bear a strong resemblance to tasks performed in nonschool settings (such as the home, an organization, or the workplace) and require students to apply a broad range of knowledge and skills. Often, they fill a genuine need for the students and result in a tangible end product.

asynchronicity: Activities take place at a different time, and a different place or the same place.

B

backwash: is the effect, positive or negative, that a test has on the teaching and learning that precede it.

behaviorism: A theory suggesting that learning occurs when an environmental stimulus triggers a response or behavior. Based on classical conditioning theory, behaviorism applies to educational

practices that reward performance behaviors to encourage repetition of those behaviors. Rote memorization and drill-and-practice instruction are supported by behaviorist theory.

benchmark: Statement that provides a description of student knowledge expected at specific grades, ages, or developmental levels. Benchmarks often are used in conjunction with standards.

benchmark performances: Performance examples against which other performances may be judged.

Blended learning: A combination of modes of learning: When an e-learning approach is used as only part of a programme of learning, combined with provision for face-to-face contact with tutor and/or other students in a conventional attendance mode.

Brainstorming: is a procedure of eliciting creative ideas in the course of spontaneous exchange of opinions, their uncritical registration and subsequent selection of the most useful suggestions.

C

Case-study: It is based on an analysis of the real life or imaginative problem/situation.

cataphora: reference to an element mentioned later.

coaching: An instructional method in which a teacher supports students as they perfect old skills and acquire new skills.

cognitive science: A science investigating *how* people learn rather than *what* they learn. Prior knowledge and out-of-classroom experience help form the foundation on which teachers build effective instruction. Also referred to as the *study of the mind*.

cognitively guided instruction: An instructional strategy in which a teacher assesses what students already know about a subject and then builds on students' prior knowledge. Students typically are asked to suggest a way to represent a real problem posed by the teacher. Guided questions, encouragement and suggestions further encourage students to devise solutions and share the outcome with the class.

cognitive processing skills: hypothesizing, the drawing of inferences and the resolution of ambiguities and uncertainties; prediction, evaluation of information, and synthesis.

collaborative learning or cooperative learning: An instructional approach in which students of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal.

comment: opinions and points of view

communicative competence: a set of knowledge and skills for achievement of the goal by using communication.

Communicative language learning/teaching: is a theory of teaching and learning FL that recognized the primacy of communication as a goal and the media of instruction.

Community language learning/teaching: is a teaching and learning approach that emphasizes the importance of students' co-operation, support and interaction.

constructivism: Theory suggesting that students learn by constructing their own knowledge, especially through hands-on exploration. It emphasizes that the context in which an idea is presented, as well as student attitude and behavior, affects learning. Students learn by incorporating new information into what they already know.

Content-based learning: an instruction in which teaching is arranged around the content of information that students will acquire. It joins language learning to content/subject matter and engages them both concurrently. Special information provides natural content for language instruction. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness.

continuous assessment: is assessment by the teacher and possibly by the learner of class performances, pieces of work and projects throughout the course. The final grade thus reflects the whole course/year/semester.

continuum criterion-referencing approach: is an approach in which an individual ability is referenced to a defined continuum of all relevant degrees of ability in the area in question.

controlled language: The language of a classroom activity, task, text or exercise which has been modified in order to reduce the linguistic complexity of the activity, to highlight specific features of language, or to focus on grammatical accuracy.

cooperative learning also **collaborative learning**: an approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. It is used to increase students' learning since (a) it is less threatening for many students, (b) it increases the amount of student participation in the classroom, (c) it reduces the need for competitiveness, and (d) it reduces the teacher's dominance in the classroom. Thus, it is teaching with highly structured cooperative processes, based on the teacher's strategies and students' needs. The students' mutual social relations play a crucial role, and the teacher facilitates their cooperation in a strategic way. Furthermore, students' different ways of learning and energy levels are to be considered.

core curriculum: A curriculum organized around subject matter that is considered essential for all students in a program. English is part of the core curriculum in most schools around the world.

correction: brings modification into the teaching process on the base of data of the passed control.

creative thinking: In education, innovative and adaptive thinking based on the ability to identify problems, form hypotheses, and apply novel and appropriate solutions to unfamiliar and open-ended tasks.

criterion-referenced assessment: An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment)

critical thinking: Logical thinking that draws conclusions from facts and evidence.

curriculum (plural *curricula*): A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.

D

data-driven decision making: A process of making decisions about curriculum and instruction based on the analysis of classroom data and standardized test data. Data-driven decision making uses data on function, quantity and quality of inputs, and how students learn to suggest educational solutions. It is based on the assumption that scientific methods used to solve complex problems in industry can effectively evaluate educational policy, programs, and methods.

debate: is a genre of group dialogue, in which speakers attempt to find a solution by overcoming differences.

decision-making: In teaching, thinking processes employed by teachers in planning, conducting and evaluating lessons or aspects of lessons, particularly when different instructional choices are involved, two kinds of decision-making are often referred to: 1) **pre-active decision-making:** decisions that are made prior to teaching, such as determining the content of a lesson; 2) **interactive decision-making:** unplanned decisions made during a lesson, such as a decision to drop a planned activity.

didactic: is the coherent framework for the teacher's planning of learning units. Consideration of the students' individual pre-conditions, the educational framework, identification of learning objectives, content and assessment criteria, as well as choice of relevant pedagogical teaching/learning methods.

Deductive learning/approach: it is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, “discovering” the desired factual and conceptual knowledge in the process.

deductive reasoning: reasoning from the general to the particular (or from cause to effect).

descriptor: brief descriptions of real-world language performance, usually arranged on a scale.

Differentiate approach: singling out the learners on the basis of the mixed differentiation in accordance with abilities, type of an educational establishment.

discourse: language (spoken or written) that has been produced as a result of an act of communication.

drills: language practice exercises designed to give learners many opportunities to use the correct forms and thus to establish correct habits. They are designed to demonstrate the regularity of the rule they exemplify and to fix it through repetition in the learners mind.

distance learning: Using technology such as two-way, interactive television, teacher and student(s) in different locations may communicate with one another as in a regular classroom setting. A mode of learning designed to be undertaken without frequent or regular face-to-face contact between student and teacher. It usually involves the production and distribution of learning materials by the education institution to the student, today often electronic. Students are provided with tutorial support, by telephone, email or other electronic means.

Distinct-levels approach (multilevel) – orientation on different levels of complicity of the syllabus material which is accessible to students.

E

E-learning: Learning facilitated by the use of computers, using the Internet and institution's intranet, or materials on portable units. As a form of distance learning, it is often described as "distributed, asynchronous learning, when learners are not all in one location and not learning at the same time.

educause: A nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

emotional intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Emotional intelligence is the key to both personal and professional success.

empathy: is to feel the other's emotional state to express one's sympathy and taking into consideration all of these in decision-making; tolerant attitude to the people.

equity: The state of educational impartiality and fairness in which all children—minorities and nonminorities, males and

females, successful students and those who fall behind, students with special needs and students who have been denied access in the past—receive a high-quality education and have equal access to the services they need in order to benefit from that education.

ergonomic: It means “ designing and arranging things people use so that people and things interact most efficiently safely, so called “human engineering””.

error: systematic deviation from the norms of the language being learned. They are usually caused by false generalization about the language by the learner and are inevitable and essential part of language learning. Many such errors are developmental and disappear as a learner gains more exposure to the language in use.

exhibition of mastery: A type of assessment in which students display their grasp of knowledge and skills using methods such as skits, video presentations, posters, oral presentations, or portfolios.

evaluation: The measuring of the effectiveness of a lesson, course or program of study, often based upon, among other things, sources of evidence and the views and responses of the learners concerned, which constitutes qualitative evidence, as well as a quantitative assessment of the impact on learners' levels of attainment. Evaluation is a process quite distinct from assessment. While student attainment can be assessed, it is the effectiveness of the processes which have contributed to the students' learning which are the focus of evaluation – although this may include using assessment data on attainment as one source of the evidence.

F

facilitator: A role for classroom teachers that allows students to take a more active role in learning. Teachers assist students in making connections between classroom instruction and students' own knowledge and experiences by encouraging students to create new solutions, by challenging their assumptions, and by asking probing questions.

feedback: is information that is given or the learner about his or her performance of a learning task, usually with the objective of

improving this performance. Feedback has two main distinguishable components: assessment and correction.

fixed point assessment: is when grades are awarded and decisions made on the basis of an examination or other assessment which takes place on a particular day, usually the end of the course or before the beginning of a course. What has happened beforehand is irrelevant; it is what the person can do now that is decisive.

fluency: ability to speak or write as naturally and easily - but not necessarily as accurately - as the native speaker can.

formal, informal, non-formal learning: Learning that takes place in different learning arenas and frameworks: 1) Formal learning – objective-oriented learning in education institutions, acknowledged training companies etc. Often ending with accredited certificates, examinations etc. 2) Informal learning – in professional or organizational contexts, such as work places or associations. Not specifically planned or orchestrated, but a very efficient way of learning. 3) Non-formal learning – goes on in private life and mostly without any formal instruction, with a personal need for empowerment in skills that are necessary for the individual. Examples: computer games, organizing a household, gardening, etc

formative assessment: is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners. It is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations.

G

graphing calculator: A calculator with a large display that enables the user to see math functions and data graphically.

group work: independent work carried out simultaneously by groups of people on a task or tasks.

guidance: is a broad term with different aspects. Furthermore, different countries have different practices and different regulations on guidance. Guidance refers mainly to the support of the student, either in educational administrative questions or on a personal and

social level. In this project, we have added a distance-training aspect, where guidance is also understood as professional assistance and instruction from a distance. In mobile guidance, mobile phones are used for the support of the student at a distance. Very little research has been done on mobile guidance and its potentials.

H

"hands-on/minds-on" activities: Activities that engage students' physical as well as mental skills to solve problems. Students devise a solution strategy, predict outcomes, activate or perform the strategy, reflect on results, and compare end results with predictions.

heterogeneous grouping: Grouping together students of varying abilities, interests, or ages.

Heuristic method: A method of problem-solving using exploration and trial and error methods. Heuristic program design provides a framework for solving a problem in contrast with a fixed set of rules (algorithmic) that cannot vary.

higher-order questions: Questions that require thinking and reflection rather than single-solution responses.

higher-order thinking skills: Understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer.

holistic assessment: is making a global synthetic judgement. Different aspects are weighted intuitively by the teacher.

holistic scoring: Using a scoring guide or anchor papers to assign a single overall score to a performance.

Humanistic approach: is an education theory that recognizes the necessity to facilitate free and creative development of the personality.

Individualized approach: division of learners into homogeneous groups, in accordance with their level of the language performance, abilities, and social factors.

Inductive teaching: Instead of beginning with general principles and eventually getting to applications, the teacher begins with specifics - a set of observations or experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. As the students attempt to analyze the data or scenario or solve the problem they generate a need for facts, rules, procedures, and guiding principles, at which point they are either presented with the needed information or helped to discover it for themselves.

inductive reasoning: reasoning from detailed facts to general principles

informal knowledge: knowledge about a topic that children learn through experience outside of the classroom.

Information gap: a situation where information is known by only some of those involved in communication. In order to promote communication in the classroom there must be an information gap between students, or between a teacher and students.

innovation: the introduction of something new, a new idea, method or device into FL teaching and learning process.

inquiry: a process in which students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

Inquiry-based learning: knowledge is built in a step-wise fashion. Learning proceeds best in group situations. The teacher does not begin with a statement, but with a question. Posing questions for students to solve is a more effective method of instruction in many areas. This allows the students to search for information and learn on their own with the teacher's guidance. The topic, problem to be studied, and methods used to answer this problem are determined by the student and not the teacher.

intelligence: in psychology, the general mental ability involved in calculating, reasoning, perceiving relationships and analogies,

learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations.

interaction: communication between people involving the use of language (e.g. between two people having conversation, between writer and readers, between speaker and listener etc.).

interactive method/technologies: the methods based on the modern psychological conception of interaction, it is a cooperative activity of people during interpersonal communication; instruction using tasks that can't be fulfilled by isolated students but require co-operation.

interdisciplinary curriculum: A curriculum that consciously applies the methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

interlanguage: The type of language produced by nonnative speakers in the process of learning a second language or foreign language. It is related to a lingua franca.

interlanguage fossilization is a stage during second-language acquisition. When mastering a target language, second/foreign language learners develop a linguistic system that is self-contained and different from both the learner's first language and the second/foreign language. This linguistic system has been variously called interlanguage, approximate system.

intermediate service agency (ISA) or intermediate unit (IU): Regional centers or agencies established by some state governments to provide needed services, assistance, and information to local schools and districts.

Internet: a worldwide "network of networks" that allows participants in different electronic networks to share information, transfer files, access news, and communicate through electronic mail.

L

Language Experience Approach: the general idea is that the students learn to read texts based upon the students' life experiences.

language-in-action: students doing things and talking

learning culture: The culture of a work place or education institution, which influences learning processes in a positive or obstructing way. A positive learning culture facilitates learning, the management's and colleagues' attitudes are supportive, there is openness and there are incentives for learning, and failure is not seen as a disaster, but as a chance for improvement.

learning strategy approaches: Instructional approaches that focus on efficient ways to learn, rather than on curriculum. Includes specific techniques for organizing, actively interacting with material, memorizing, and monitoring any content or subject.

learning styles: Approaches to assessment or instruction emphasizing the variations in temperament, attitude, and preferred manner of tackling a task. Typically considered are styles along the active/passive, reflective/impulsive, or verbal/spatial dimensions.

Learning theory: It covers the processes and systems of learning.

Learner-centered classroom/teaching: Classroom in which students are encouraged to choose their own learning goals and projects. This approach is based on the belief that students have a natural inclination to learn, learn better when they work on real or authentic tasks, benefit from interacting with diverse groups of people, and learn best when teachers understand and value the difference in how each student learns.

Learning in Tandem: It involves pairs of native speakers whose aim is to learn each other's language by means of bilingual conversation sessions, either face-to-face or remote (via Skype, Msn). The goal of tandem is to acquire FL by the help of real or virtual interaction with the native speaker.

"less is more": A principle built on the idea that quality is of higher importance than quantity. It is reflected in instruction that guides students to focus on fewer topics investigated in greater depth, with teachers performing the task of prioritizing subjects as well as specific skills within those subjects.

literacy: The condition or quality of being knowledgeable in a particular subject or field: cultural literacy; information literacy, professional literacy, information-communication literacy.

locus of control: The tendency to attribute success and difficulties either to internal factors such as effort or to external factors such as chance. Individuals with learning disabilities tend to blame failure on themselves and achievement on luck, leading to frustration and passivity.

long-term memory: storage of the heard or read information for future use.

M

management of the lesson: is creation of the teaching/learning media in the lesson by control of discipline, seating arrangements, error correction, use of classroom board, etc.

managing: provides managing of the process of language acquisition thanks to using special teaching material and ways of their using during control.

manipulative: Any physical object (e.g., blocks, toothpicks, coins) that can be used to represent or model a problem situation or develop a mathematical concept.

mastery criterion-referencing approach: is one in which a single 'minimum competence standard' or 'cut-off point' is set to divide learners into 'masters' and 'non-masters', with no degrees of quality in the achievement of the objective being recognized.

matrix sampling: An assessment method in which no student completes the entire assessment but each completes a portion of the assessment. Portions are allotted to different, representative samples of students. Group (rather than individual) scores are obtained for an analysis of school or district performance.

metacognition: The process of considering and regulating one's own learning. Activities include assessing or reviewing one's current and previous knowledge, identifying gaps in that knowledge, planning gap-filling strategies, determining the relevance of new information, and potentially revising beliefs on the subject.

metacognitive learning: Instructional approaches emphasizing awareness of the cognitive processes that facilitate one's own learning and its application to academic and work assignments.

Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task.

method: is a generalized set of classroom specifications for accomplishing linguistic objectives.

mistake: deviation from the norms of a language caused by such non-linguistic factors as carelessness, tiredness, boredom, tension, etc.

mnemonic device: devise, such a string of letters or a line of verse, used for helping one to remember something.

mnemonic model of teaching: where students memorize information/words by the help of mnemonic devices.

mobile communication: Mobile communication can be undertaken with a wide range of mobile devices: mobile phones, smartphones, laptops and netbooks, etc. There has been a focus on mobile communication through smartphones and their various functionalities, either synchronous or asynchronous.

mobile learning: In the project "Distance learning for Apprentices", the tutorial support of distance learning is undertaken with smartphones – an advanced type of mobile phone, and the project participants have explored relevant functionalities as well as appropriate pedagogical methods and principles.

modeling: Demonstrating to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Module teaching: The nuclear of the module teaching is the module consists of the 1) the completed block (submodule) of information, the purposeful algorithm of operations and actions, teacher's recommendations (advices) for successful realization of this program of learning. The students independently or under particular guidance of the teacher work with the suggested teaching material and achieve the required goals of the cognitive activity working with modules independently.

motivation: is an emotional state of a person and has a strong desire for doing something or carrying out some activities.

multiple intelligence: individuals distinct intelligences that can be developed over a lifetime: 1) musical/rhythmic; 2)

visual/spatial; 3) logical/mathematical 4) verbal/linguistic 5) bodily/kinesthetic; 6) interpersonal; 7) intrapersonal; 8) naturalistic.

N

norm-referenced assessment: An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare to criterion-referenced assessment.)

O

open-ended question: A question that has many avenues of access and allows students to respond in a variety of ways. Such questions have more than one correct answer.

open-ended task: A performance task in which students are required to generate a solution or response to a problem when there is no single correct answer.

open-response task: A performance task in which students are required to generate an answer rather than select an answer from among several possible answers, but there is a single correct response.

outcome-based education: An integrated system of educational programs that aligns specific student outcomes, instructional methods, and assessment.

P

Pedagogy: The study of being a teacher, or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

Pedagogical technology: systematic method of creation, application and determination of the ELT process and acquiring the knowledge with the help of technical and human resources and their interaction for the aims of optimizing the forms of education (See educational technology).

Passive methods: a teacher is in the centre of teaching and plays an active role but the learners are passive.

performance assessment: Systematic and direct observation of a student performance or examples of student performances and ranking according to pre-established performance criteria. Students are assessed on the result as well as the process engaged in a complex task or creation of a product.

performance criteria: A description of the characteristics to be assessed for a given task. Performance criteria may be general, specific, analytical trait, or holistic. They may be expressed as a scoring rubric or scoring guide. (See rubrics and scoring guide.)

performance task: An assessment exercise that is goal directed. The exercise is developed to elicit students' application of a wide range of skills and knowledge to solve a complex problem.

portfolio: the learners gather a collection of assignments and projects done over a long period into a file; and this portfolio provides the basis for evaluation.

portfolio assessment: An assessment process that is based on the collection of student work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the student's developmental progress.

prereferral progress: A procedure in which special and regular teachers develop trial strategies to help a student showing difficulty in learning remain in the regular classroom.

presentation: is a communicative technique of bringing before the public the results of one's individual or group performance.

prior knowledge: The total of an individual's knowledge at any given time.

proactive: type of behaviour characterized by initiative and responsibility for one's own life. Proactive people are value driven and make things happen. The opposite type of behaviour is reactive – affected by physical environment.

Procedure of language teaching: procedure includes task, techniques and activities. Tasks and activities can be considered as exercises. Technique is a way for a teacher to organize a learner's activity.

Problem-based learning (PBL)/ Problem-solving method: Student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments.

Process-oriented-guided-inquiry-learning: students work in small groups in a class on instructional modules that present them with information or data, followed by leading questions designed to guide them toward formulation of their own conclusions.

Process-oriented teaching: focuses on the motivation and involvement in the activities with the expectation of different results in learners according to their aptitude.

Product-oriented teaching: is the shortest way for all the learners in the classroom to achieve the same result.

profile: a record of a student's test results which display a series of assessments in various areas of language performance. They are mainly based on scales.

proficiency assessment: is assessment of what someone can do/knows in relation to the application of the subject in the real world. It represents an external perspective.

proficiency: learners' ability to apply the language to the real world.

Project-method: is used to resolve a problem by tapping available resources and producing a final product for public presentation.

R

rating on a checklist: judging a person in relation to a list of points deemed to be relevant for a particular level or module.

reasoning: telling one's train of thought to an active listener.

reliability: An indicator of score consistency over time or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

remedial work: in language teaching, generally all work which is aimed at putting right existing mistakes - hence most work after earlier stage is arguable remedial. Often, used outside language teaching only for work for particularly backward learners.

retrieval of words: is accessing the words in the long-term memory for the purposes of using them.

role-play: is a communicative activity with role distribution, plot development and resolution of the situation.

rubrics: specific criteria or guidelines used to evaluate student work.

S

scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

scale: The range of scores possible for the student to achieve on a test or an assessment. Performance assessments typically use a 4- to 6-point scale, compared to a scale of 100 or more with traditional multiple-choice tests.

schema (pl. schemata): an underlying structure or general way of organizing ideas which provides a basis for the listener's and reader's expectations of how a text will develop.

scientific knowledge: Knowledge that provides people with the conceptual and technological tools to explain and describe how the world works.

Scientific inquiry model of teaching: involves students into scientific activity during teaching process.

scoring guide: A set of guidelines for rating student work. A scoring guide describes what is being assessed, provides a scoring scale, and helps the teacher or rater correctly place work on the scale. (See rubrics.)

self-assessment: is judgements about his/her proficiency, i.e. the learners themselves evaluate their own performance, using clear criteria and weighting system agreed on beforehand.

short-term memory: (also: processing memory) retains meaningful digest of the compressed information in the course of listening to provide for the consistent comprehension.

simulation: is technique o replicate in the classroom real-world situations for the purposes of communicative language teaching.

standardized tests: Assessments that are administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored; they are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments also can be standardized if they are administered and scored in the same way for all students.

standards: Statements of what students should know and be able to demonstrate. Various standards have been developed by national organizations, state departments of education, districts, and schools.

stimulation: creating positive motivation of learning.

streaming: dividing a class or a large group of students according to their language level.

student assistance program: A school-based program, modeled on employee assistance programs, that focuses on addressing students' behavior and performance at school and includes a referral process to help students address identified problems.

Student-centered learning: An approach to teaching and learning in which the learner, his/her interests, enthusiasm and aspirations are taken as the starting point of the education process. The learner is credited with taking responsibility for his/her own learning. The teacher / trainer is regarded, according to this model, as a facilitator of learning, rather than a dispenser of knowledge or skills. The learning process itself takes into account not only the academic needs of the learner, but also their emotional, creative, psychological and developmental needs.

Subjective-individual approach: treatment of each learner as a unique and inimitable person.

summative assessment: sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment. Indeed a lot of summative assessment is norm referenced, fixed-point, achievement assessment.

synchronicity: Activities take place at the same time, and a different place or the same place.

T

Task-based Learning: It proposes tasks as useful vehicles and instruction in language teaching. Learners interact to complete a task/tasks.

teacher/trainer-led processes: An approach to teaching and learning in which the teacher/trainer leads the educational process, through presentations, having the role of expert, assessing the learning effect, etc.

teaching: provides revising and fixing material.

teaching for understanding: A teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

technique: It is a way for a teacher to organize a learner's activity or a procedure to complete a task. Through techniques we develop in learners productive, receptive and interactive skills that are necessary for effective communication.

technology: In education, a branch of knowledge based on the development and implementation of computers, software, and other technical tools, and the assessment and evaluation of students' educational outcomes resulting from their use of technology tools.

technology of teaching: techniques for teaching with the help of which the teacher achieves the goal of teaching.

technology in teaching: usage of the technical tools in the teaching process.

technological approach: It is a well-planned project or design of the teaching process and it is based on the activity principle which means high level of motivation for FL acquisition and development of language sub-skills (vocabulary, pronunciation, grammar) and skills (listening, speaking, reading, writing).

traditional assessment: An assessment in which students select responses from a multiple-choice list, a true/false list, or a matching list. (Compare to alternative assessment.)

V

validity: An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.

W

Web 2.0: It is the form of telecommunication and the platform of the social services and offices which allows the users to receive information and produce them (create) or to be co-authors.

Whole-language approach: It emphasizes the intricate relationships of various language items in terms of linguistic processes.

Z

zone of proximal development: A level or range in which a student can perform a task with help.

Acronyms

AAAS American Association for the Advancement of Science

AACTE American Association of Colleges for Teacher Education

AASA American Association of School Administrators

AERA American Educational Research Association

AFT American Federation of Teachers

AIT Agency for Instructional Technology

CALL Computer assisted language learning

CCSSO Council of Chief State School Officers

CEFR Common European Framework Reference

CELA National Research Center on English Learning and Achievement

CIERA Center for the Improvement of Early Reading Achievement

CLIL Content and language integrated learning

CLL Communicative language learning

CLT Communicative language teaching

CMC Computer mediated communication

CPD Continuing professional development

CPH Critical period hypothesis

CUP Cambridge University Press

CRESST National Center for Research on Evaluation, Standards,
and Student Testing

CPRE Center for Policy Research in Education

DDL Data-driven learning

DGBL Digital games-based learning

EAL English as an additional language

EAP English for academic purposes

ECS Education Commission of the States

EFL English as a foreign language

EGAP English for general academic purposes

EL English language

ELL English language learning

ELT English language teaching

ESAP English for specific academic purposes

ESL English as a second language

ESOL English for speakers of other languages

ESP English for specific purposes

ERIC Educational Resources Information Center

ETS Educational Testing Service

FL Foreign language/s

FLP Foreign language portfolio

HEI Higher education institution

IATEFL International Association of Teachers of English as a Foreign Language

ICC Information-communication competence

ICT Information and communication technology

IELTS International English language Testing System

IF Interactive fiction

IRF Initiation- Response- Feedback (a type of interaction in the class).

IWB Interactive Whiteboard

KWIC Keyword in context

LMS Learning management system

LP Language portfolio

LSS Laboratory for Student Success

MALL Mobile assisted language learning

McREL Mid-continent Research for Education and Learning

MOOC Massive Open Online Course

MUDS Multi-User Dungeon, Dimension or Domain

NA Needs analysis

NAEP National Assessment of Educational Progress

NAEYC National Association for the Education of Young Children

NASBE National Association for State Boards of Education

NASDC New American Schools Development Corporation

NCAL National Center on Adult Literacy

NCATE National Council for the Accreditation of Teacher Education

NCES National Center for Educational Statistics

NCTE National Council of Teachers of English

NEA National Education Association

NGA National Governors Association

NNS Non-native speaker

NSDC National Staff Development Council

NSTA National Science Teachers Association

PBL Problem-based learning

PLE Personal learning environment

PLN Personal learning networks

POGIL Process-oriented-guided-inquiry-learning

ProjBLL Project-based language learning

R&D research and development

RD&D research, development, and dissemination

RWCT Reading and Writing for Critical Thinking

SEA state education agency (e.g., state department of education)

SEDL Southwest Educational Development Laboratory

SIG Special interest group

SLA Second language acquisition

SMS Mobile phone-based text messaging

TECSCU Teacher Education Council of State Colleges and Universities

TESOL Teaching English to speakers of other languages

TOEFL Test of English as a Foreign Language

TOEIC Test English as a Foreign Language

VC Video conferencing

VLE Virtual learning environment

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**INNOVATIVE PEDAGOGICAL
TECHNOLOGIES IN THE ENGLISH
LANGUAGE TEACHING**

**ИНГЛИЗ ТИЛИИ
ЎҚИТИШДА ИННОВАЦИОН
ПЕДАГОГИК ТЕХНОЛОГИЯЛАР**

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