K. ALIMOVA, B. BREWERTON, N. MUKHAMMEDOVA

BECOMINGA TEACHER

UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES IN ASSOCIATION WITH THE ENGLISH LANGUAGE FELLOWS PROGRAM OF THE U.S. DEPARTMENT OF STATE

K. ALIMOVA, B. BREWERTON, N. MUKHAMMEDOVA

BECOMING A TEACHER

Trainees' Coursebook

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To our colleagues and students, who inspire us daily

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Project Coordinator - Nodira Meliboeva Project Manager and Editor - Byme Brewerton Project Consultants - Dr. Abbas Iriskulov, Jennifer Uhler, Laura Travis, John Scacco, Jon Larson

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Those who contributed to the content of the book but did not make it into the final list of authors receive credit under the headings of contributors and participants. *Becoming a Teacher* contributors include Dildora Mamajanova, who deserves credit as an author of Units A and B of Module I. She has a remarkable ability to take abstract and complex ideas and distill them into simple activities that all students can relate to and understand. Contributors to *Becoming a Teacher* also include SadokatKhodjayeva, who worked on Unit B of Module IV, and YaroslavGolovko, who participated in an early stage of the project.

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writers' schools, at which the bulk of the writing was completed. Laura Travis encouraged and supported the project in every way within her means, providing advice and financial support at crucial moments in the project. John Scacco, the current RELO in Astana, and Jon Larsen, the current PAO in Tashkent continue to provide valuable advice and financial assistance.

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PREFACE

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

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

> Byrne Brewerton Tashkent, 10 July 2015

To the Trainee

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

The Process

You will experience. You will experience meaningful language learning activities as if you were a language student. Before you can the know how to teach language effectively, you should know how it feels to learn language effectively.

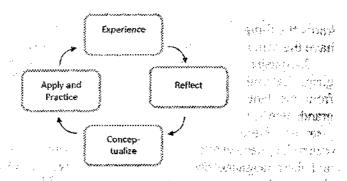
You will reflect on your experience. You will think about your learning experience. You will think about how it was a good experience or not a good experience. You will think about whether or not it was an effective way to learn language. You will share your thoughts with your classmates and your instructor.

You will conceptualize. To conceptualize means to think and create ideas in your mind. As you reflect on your experience, talk about it, write about it, maybe even draw pictures or diagrams about it, it -- these activities will help you construct your own ideas about effective language learning and teaching.

You will apply and practice. You will observe other language learning experiences and apply the concepts you have learned to them. You will also create teaching materials and do practice teaching. You will also apply the concepts you have learned to creating language learning experiences for your classmates and others because the best way to know what it means to be a teacher is to teach. Your own experience will be your best teacher.

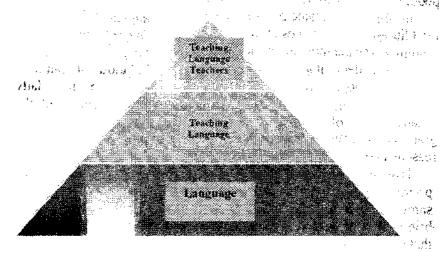
The process of becoming a teacher is a cycle.

During this course, you will circle this cycle many times. When you finish, you will begin to know, think, feel and do as good teachers know, think, feel and do.



The Content

The process of learning to be a teacher is built on a methodology of language teaching, which in turn is built on a conception of language. You can think of it as a pyramid.



What is language? In this course, language is "a system of verbal symbols that evolves individually and collectively through the interactions of its users."

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

Language changes over time. The language that you are using today is different students learn to use language. from the language used by your great-

Teachers should learn to teach language through the same methodology that

grandparents, which is different from the language used two hundred years ago. Because each of us has different ideas of things, every time we use language with others our language changes their use of language and their language changes our use of language. Over time, small changes add up to big changes in how language is formed and used.

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

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

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

Conclusion

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

MODULE I LANGUAGE

UNIT A LANGUAGE

UNIT A Language

OBJECTIVE

In this unit, you explore the nature of linguistic meaning.

KEY TERMS

pragmatic meaning, semantic meaning, schematic knowledge, systemic knowledge

KEY CONCEPTS

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

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Activity 2 Draw a flower You learn that a word represents a concept, not an object, and that each person's concepts are unique.	12
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Activity 6 Review You review the ideas you discussed in Activity 1 and discover whether your ideas, and thus the language that represents them, have been changed through your interactions with the materials in this unit.	17

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Activity 1 | Preview

Objective: You will test your own ideas of the concepts presented in this unit.

Reflect.

- 1. What do you think about the following ideas? Are they true? Partly true? Wholly false? Discuss these ideas with your peers. Take notes on their answers and yours.
 - a. The meaning of the word house is a real house.
- b. Every time you use English with your friends you are changing how they use English.
- c. Poets, novelists, and other writers have the greatest influence on language change.
- d. Knowledge of the world -- culture, science, politics, art, sports, etc. -- can be as important for understanding language as knowing the language itself.
- e. A complete knowledge of linguistics is all a person needs in order to be a good teacher of language use.

Activity 2 Draw a flower

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

Experience.

- 1. Draw a flower. Do NOT look at anybody else's drawing.
- 2. Describe a flower in words. Describe its appearance and other ideas you have about it. Just write sentences about it. You should of course try to write in English, but if you can't think of words, you may mix in words from your own language. Once again, do NOT read or look at the papers of others.
- 3. After you have finished your drawing and writing, sign your name by your drawing and under your writing. When your trainer tells you, exchange your drawing and writing with the drawing and writing of one of your peers. Note the ones you liked the most. Note the similarities and differences between your flower and the ones you liked.

Reflect. @ .

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

Conceptualize.

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

Activity 3 Draw another flower

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

Experience.

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

Person 1, Feature 1	Person 1, Feature 2
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3	i i i i i i i i i i i i i i i i i i i
Person 2, Feature 1	Person 2, Feature 2

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

3. Draw a flower again. While drawing a flowerin your notebook, think about the flowers of others, especially the ones you admired.

Reflect.

- 4. Now, look back at the flower you drew in Activity 2. Is your second flower different from the first? What features changed because of your viewing of others' flowers? Write your answer below.
- 5. Does the change in your drawing indicate a change in your concept represented by the word *flower?*

Conceptualize.

- 6. What does this activity indicate about how language changes?
- 7. Multiple choice question: According to a recent article in the *New York Times* (Quenca 2012), which group is leading many changes in American English now? Choose one.

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

Activity 4 | Meaning

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

Experience. Reflect.

1. Read this sentence.

This operation is repeated twice.

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

This operation is repeated twice so that ...

- 6. Ask your peers for their answers. Why do you all have different answers?
 - 7. What is the answer? Read the paragraphs below to find out.

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i I	. · ·		· :	in the second se	
			e e e e e e e e e e e e e e e e e e e		has three
	one voluenio	y odnávělu teh pa	έω:	sino	g tea is to ecause the econd and ad to invite
3		viality around the			he desert.

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

This operation is repeated twice so that

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

Conceptualize.

- 10. What does the preceding suggest about language meaning?
- 11. The words "this operation" are general and vague. You did not know their meaning until they were put into a linguistic context

to make them more specific. How could actions in the first paragraph be made even more meaningful?

Apply.

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

Activity 5 [Two types of knowledge

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

Experience.

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

Text 1
The person preparing tea in my region, usually a
, puts green tea (imported from China) in one
of the teapots and fresh leaves in the other. The
kettle is used to boil water. He puts a small quantity of boiling
water in the first teapot to clean the green tea leaves, then
puts more hot water in the
teapot and boils it again with the green tea. Then, he pours this tea
in the second teapot, which contains the To
the tea, pours from the second
teapot into the large glass, which contains He
must hold the teapot the glass so that the
hot tea melts the rapidly. When the
solution is ready, it is poured into tea glasses. This
is "the first cup".
Text 2
Tea is the staple drink of Central Asia, and
(tea houses) can be found almost everywhere in

Uzbekistan,	full of old	chatting	the afternoon away
with a pot of	of tea in the sha	de. In every Uzb	ek house a guest is
always offer	ed a	(a small bowl) of	`aromatic green tea.
The tea from	n the	(teapot) that	has just been filled
with boiling	water to brew is	poured into the	has just been filled and returned
three times.	The first return	ning is called "	", the second
" "ar	id only after the	third time does i	t become ""
			flavor of the tea is
			the guest, the host
			and then, putting his
right hand to	o his heart, with	his left hand hol	ds out the teapot to
_	·		Uzbekis
served.		•	
Reflect.	B act		1
	•	ier to complete? V	Why?
			to complete the texts?
Conceptu			*
		o we need to have	in order to construct
		ruct meaning in te	
Apply.			
	at implications	does this exercise	have for the way you
	teach English?		

Activity 6 | Review

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

Reflect.

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

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

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

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- b. Every time you use English with your friends you are changing how they use English.
- c. Poets, novelists, and other writers have the greatest influence on language change.
- d. Knowledge of the world -- culture, science, politics, art, sports, etc. -- can be as important for understanding language as knowing the language itself.
- e. A complete knowledge of linguistics is all a person needs in order to be a good teacher of language use.

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UNIT B PHONOLOGY

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UNIT B Phonology

OBJECTIVE

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

KEY TERMS

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

KEY CONCEPTS

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

UNIT B | Contents

Activity 1 | What do you know?

You evaluate your knowledge of English phonology.

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Activity 2 | Syllables and stress You learn to distinguish syllables and primary and secondary stress in English words. Activity 3 | Phrasing and intonation 24 You learn about phrasing and sentence intonation in spoken English. Activity 4 | Intonation and meaning 26 You learn about the communicative roles of sentence intonation in spoken English. Activity 5 | Intonation and contrast 28 You see how changing the intonation of a word in a sentence can send, by contrast, a different message. 29 Activity 6 | Intonation and feeling You see how intonation varies according to feelings and emotions. Activity 7 | Stress interchange 31 You see that the same words should be stressed differently depending on their part of speech. 32 Activity 8 | Sound symbols You become aware of the international phonetic alphabet (IPA) and the relationships between English sounds and IPA symbols.

Activity 1 | What do you know?

Objective: You will evaluate your knowledge of English phonology.

Reflect.

Are the following statements true or false?

- 1. You can change the meaning of a sentence by changing the intonation of individual words.
- 2. In statements of fact, English is usually spoken with a level tone of voice.
 - 3. Stress normally falls on the last syllable of English words.
 - 4. There is only one stressed syllable in all English words.
- 5. English is spoken as it is written.
 - 6. There are more sounds than letters in English.
- 7. A change in stress can change the grammatical function of a word.
- 8. The stressed syllable of the most important word in a sentence has the highest pitch.
- 9. You could get someone expelled from university by raising the pitch of your voice on a single word.

Activity 2 | Syllables and stress

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

Experience. Reflect.

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

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Ь	la.	m.
¢	i.	n.
d	Ü	0

e	k	P.
f	q	

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

Conceptualize.

- 3. How would you divide the words above into syllables? Where would you divide them? Can you create some rules for yourself to help you?
- 4. Different languages divide words into syllables differently. How do the rules differ in your language(s) from English?
 - 5. What is "stress" in words?
- 6.In each of those words, which syllable has the greatest prominence?
- 7. Are there any rules for syllable prominence in English? Can you formulate a "rule of thumb" to help you?

Apply.

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

Syllables and stress #2

Word	#/stressed	Word #stressed1/stressed
Ligadly	2/1	graduation
different	, , ,	vocabulary
craftsman		illogical
courage		personality
projector		absentminded
computer		programmer
photograph		hard-working
examine		systematic

trialing	development	
sincere	good-looking	
merciful	anniversary	
syllable	timetable	
resemble	plagiarism	

Reflect.

- 9. How are the words in the third column different from the first column?
- 10. In the third column, if you were to stress an additional syllable, which one would it be? For example, the word graduation has four syllables and the third one is stressed (4/3). The first syllable is also stressed but it is less prominent than the third syllable, so you write 4/3/1. Listen to the recording again and add the number of the secondarily stressed syllable.
- 11. Which is the most common pattern in each column? What similarities do you see in the words with the same pattern?

Activity 3 | Phrasing and intonation

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

Experience. Reflect.

I. Listen to this sentence. 6

Phrasing and intonation #1

This is the newest one in the store

- a. On which syllables does the speaker's voice rise?
- b. What happens to the speaker's voice at the end of the sentence?
- c. Grammatically, how is the information organized? How many phrasal units are there?

- d. Does the rise and fall in the speaker's voice match the meaning and grammar of the sentence?
 - 2. Listen to another sentence. Q

Phrasing and intonation #2

The cat outside is waiting for a handout.

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

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

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

19.1. 可以可以使用的**的现在**的。19.1. 15.1. 15.1.

sentence?

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

3. Listen to a third sentence. Q

Phrasing and intonation #3

In a way, it's not what I expected.

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

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

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

sentence?

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

4. Listen to a fourth sentence. Q

Phrasing and intonation #4

I wanted to thank her, but she left before I got the chance.

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

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

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

- d. What happens to the speaker's voice at the end of the sentence?
 - e. What happens to the speaker's voice after the word her?
- 5. What happens to the voice at the ends of statements in English? In other words, how do you signal a full-stop with your voice? How do you signal the ends of sentences in your language?
- 6. How do speakers signal commas in English? How do you signal commas or other punctuation in your language?

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

Activity 4 | Intonation and meaning

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

Experience.

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

Intonation and meaning #1

A: So, what about you? Do you eat a lot of chocolate?

B: All that cocoa butter and sugar makes me fat, so I don't. You're slim, so I guess you don't either.

A: Well, actually I do eat a lot of chocolate.

And ice-cream.

B: Lucky you!

Reflect.

- 2. Which syllables were stressed?
- 3. Was all of the word chocolate stressed? Or just one syllable?
- 4. Why were the syllables stressed?

Conceptualize.

Why were the words meaningful? To learn this, answer the

	What about the words ice-cream, cocoa butter, sugar?
	as this their first mention?
	What about the idea that these things make her fat? Or that
1 '	does not eat a lot of chocolate? Were these ideas
	entioned before?
	So, what is one reason that these particular words are
	portnot?
Ti	What about the word you? Is you new information?
Ti	No, why was the word you stressed so many times?
	So, what is the reason that these particular words were portant?
	What about the word do? Was it grammatically necessary?
	Does it provide new information or contrast?
	So, why was it stressed?
	So, what is a third reason that particular words are
1110	portant"
4	Vermonia by completing the centences
	Summarize by completing the sentences: The stressed syllables of the words
oon sen	itence have the
b.	Words are important for three reasons: They introduce
1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	information; they present, or they add.
Apı	
	Linten to the recording of the next short dialogue twice and
mark th	ie syllubles with the highest pitch.
Int	onation and meaning #2
ACEN	anven't seen you for ages! Where on earth have you been?
	re just come from Italy. Rome has a lot of amazing
•	tures, you know. Have you seen them?
Λ: No	o, but I'd like to.
	(1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00) (1.00)

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

Intonation and meaning #3

A: Have we got enough fruit for the party?

B: Weil, we've got apples, oranges, and peaches, but we don't have bananas.

A: Could you run to the store and get some, please?

Intonation and meaning #4

A: What is the capital of Denmark?

B: I don't know. What is the capital of

Denmark?

A: It's Copenhagen.

Activity 5 | Intonation and contrast

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

Experience.

1. Listen to the speaker of the following sentences. Mark the syllable with the highest pitch in each sentence. $\mathbf{G} \sim$

Intonation and contrast #1

- a. Lola said Anvar broke the window...
- b. Lola said Anvar broke the window...
- c. Lola said Anvar broke the window...
- d. Lola said Anvar broke the window...

- lola said Anvar broke the window...
- 1 Lola said Anvar broke the window...

Reflect.

- 2. Do all the sentences have the same meaning?
- 3. What do each of the statements imply? Copy your stress markings from above into the sentences in the left column. Then, listen to the statements one more time and choose from the probable implication for each from the right column.

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

Conceptualize.

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

Activity 6 | Intonation and feeling

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

Experience.

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

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

Intonation and feeling #1

I suppose	I could do it.
1	2
3	4
5	6
*7	8

Reflect.

- 2. How does intonation vary according to the speaker's feeling? Apply.
- 3. Say thank you in the situations described below.
- You have been dreaming about an expensive gold watch, hoping that your girlfriend/boyfriend would give one to you someday. Today is your birthday and he/she presented you with the watch you wanted. Say "Thank you."
- You have given a formal speech to a large audience. Finish your speech by saying "Thank you."
- You have been doing housework all day long hoping to finish early so that you can go out with your friends. But your mother assigned you another chore just as you finished. How would you say "Thank you"?

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

Activity 7 | Stress interchange

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

Experience and conceptualize.

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

Stress interchange #1

- Alison bought an amazing present for her sister.
- You need to be present in all the lectures.
 - Let me present a gift to you.
- A presentation in front of an audience can be territying.
- Presenting in front of an audience can be terrifying.
- 2. Listen as your trainer plays the recording. Underline the stressedsyllable.

Apply.

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

Stress interchange #2

- a. Surprisingly, the students did not object to the change in the exam schedule.
- b. We saw dozens of tiny glass objects in a store, arranged neatly in a row.

- c. In the United States, the law permits drivers to make a right turn on red.
- d. In Uzbekistan, people can acquire a driving permit at the age of eighteen and after having passed a driving exam.
- e. Every month students are required to complete a project in Integrated Skills.
- f. Alisher will **project** his PPt onto the screen so everybody can see it.
- g. Economists project that the employment rate will rise by June.
- h. Farmers harvested a record-breaking amount of fruit last year.
- i. In a studio, singers make recordings of their latest songs.
- j. Please don't record my voice because I don't like the sound of it.
- k. The content of the language lesson was very interesting.
- 1. Some people are content to stay in the same village all of their lives and never see anything new.
- 2. Use the following list of words to make sentences. After making the sentence, identify the part of speech. Write two sentences for each word using different parts of speech. (You may use different forms of the words.) Identify the part of speech in each sentence.

addre	condu	confli	expo	impa	insu	perfe	progre	updat	
SS	ct	ct	rt	ct	lt	ct	SS	e	

Activity 8 | Sound Symbols

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

Experience.

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

Sound symbols #1

consciousness ostentatious ubiquitous youth restaurant

Reflect and conceptualize.

- 2. Is there a one-to-one relationship between letters and sounds in English?
 - I. How can non-native speakers of English learn to pronounce spell words correctly?
- 1 How have you used phonetic symbols in your learning? Were they helpful?
- 5. In what ways can the International Phonetic Alphabet (IPA) he used in teaching English?

Apply.

6 LIII IPA GAME Follow your trainer's instructions.

		The IPA CAL				
	COUNTRY OR CTTY	PERSONAL NAME	FOOD OR DRINK	ANIMAL OR BIRD	OBJECT	
<u>/</u> 4:/	Egypt					
/9/		The odore				
/W			<u>c</u> atsup			
/ʃ /				<u>sh</u> rew		
/51/					c <u>oi</u> n	
/e/				zebr <u>a</u>	: ·"	
IN			butter			

			444	
1.	see, heat		l	leg, little
13	hot, rock		m	man, lemon
	call, four		n	no, ten
11	put, could		ŋ	sing, finger
16	blue, food		р	pet, map
-11	five, eye		r	red, try
80	non and		S	sun, miss
Ç!	say , eaght		ſ	she, crash
00	ge, heme		t	tea, getting
31	hor, join		ίſ	check, church
40'	wh⇔ <i>air</i>		θ	think, both
lø'	nom here		ð	this, mother
Oð,	puar tourist		v	voice, five
		w wet, wind		wet, window
,			Z	zoo, lazy
			3	pleasure, vision
			dз	just, large

.

:

/j/		Will <u>i</u> am			
/3:1/	J <u>er</u> sey			-	

Rules of the IPA Game

- You must find words in each category that include the given sound (extra point if the sound does not begin the word).
- Underline the letters of the sound in each word. If the correct letters are not underlined, no point is given for the word.
- · No word may be used more than once.
- · Your trainer chooses the length of time.
- The group with the most points within the time limit is the winner.

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

English phonemes in the International Phonetic Alphabet (IPA)

Vowels		Consona	ints
Symbol	Example	Symbol	Example
А	cup, luck	b	bad, lab
a:	arm, father	d	did, lady
æ	cat, black	f	find, if
e	met, bed	g	give, flag
æ	<i>a</i> way, cinem <i>a</i>	h	how, hello
3:	t <i>ur</i> n, l <i>ear</i> n	j	yes, yellow
1	h <i>i</i> t, s <i>i</i> tt <i>i</i> ng	k	cat, back

UNIT C LEXIS

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Symbol What it means

- ' is placed before the stressed syllable in a word.
- [ka:(r)] means [ka:r] in American English, and [ka:] in British English.
- i(:) means something between i: and i. Examples: <u>very</u> ['veri(:)], <u>ability</u> [.. 'biliti(:)], <u>previous</u> ['pri:vi(:)..s].
- .! shows that the consonant I is pronounced as a syllable (it sounds like a vowel). Examples: <u>little</u> ['lit.I], <u>uncle</u> ['Nk.I].
- an shows that the consonant n is pronounced as a syllable. Examples: written ['rit.n], listen ['lis.n].

UNIT C |Lexis

OBJECTIVE

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

KEY TERMS

antonyms, compound words, connotation, intent words, denotation, function words, idiom, language awareness, lexical item, phrasal verbs; set phrases

KEY CONCEPTS

- → Words have different functions and roles in communication.
- ← Knowing a word means knowing its phonological and orthographic forms
- Words, for teaching purposes, consist not only of single words but compound words, phrasal verbs, set and variable phrases, idioms, collocations and habitual formulations.
- The definition of a lexical item consists of its features in our mental dictionaries.
- → Words can have multiple definitions derived from use; some of these are literal and some are idiomatic.
- The connotations of words can affect our perceptions and hence our choices.
- Synonyms and antonyms often consist of not single words but phrases and circumlocutions.

UNIT C Contents	
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Activity 2 Words: Form and function You review some basic terminology and learn that teaching vocabulary means more than teaching the definitions of individual words.	40
Activity 3 Form: pronunciation and spelling You learn that knowing a word includes knowing its spelling and pronunciation.	42
Activity 4 What is a word? You learn that a word, for teaching purposes, is a lexical item.	43
Activity 5 Meaning: Denotation You learn that the semantic meaning of a word is its definition in your mental dictionary.	49
Activity 6 Meaning: Polysemy (multiple denotation) You explore the multiple meanings of some common words.	49
Activity 7 Meaning: Connotation You experience and evaluate the connotative effect of words.	53
Activity 8 Meaning: synonyms You assess yourpassive acquisition of the meaning of lexical items.	54

Activity 1 Definition

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

Reflect. Conceptualize.

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

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

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

- 2. What are the characteristics of such a definition?
- 3. How useful is such a definition in teaching vocabulary?
- 4. What more do you need to know about words in order to teach people how to use English words well?

Activity 2 | Words: Form and function

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

Experience.

- 1. Your trainer will divide the class into two sides and each side into pairs. Fill in the blanks in the incomplete sentence given to you by your teacher. DO NOT LOOK AT PAPERS FROM THE OTHER SIDE.
- 2. When you are told to do so, send one member of your side to the other side to tell them the missing words. When you have the

complete sentence, write it in the space below. Make sure you write it correctly.

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

Reflect.

- 4. How many sentences are there?
- 5. How many clauses are there? Write them out.
- 6. How many phrases are there? Write them out.
- a. Verb phrases:
- b. Participial phrase:
- c. Prepositional phrases:
- d. Noun phrases that are not part of another phrase:
- 7. How many words are there? (Do not write them out.)
- 8. How many distinct words are there?
- 9. Fill in the chart below. Under "Type", label the parts of speech as either content words or function words. Write words from the sentence in the right column.

Туре	Part of Words from the sentence Speech	
	adjectives	
	adverbs	-
	articles	
	conjunctions	
	nouns	
	prepositions	
	pronouns	
	verbs	

- 10. Do content words and function words both have form? Meaning? Use?
- 11. Which types of words are commonly taught in vocabulary classes? Which type are commonly taught in grammar classes? Should both be taught in both classes?

Conceptualize.

12. What have you learned so far about words? Write notes in your notebook and be prepared to share them with the class. Activity 3 | Form: Pronunciation and spelling

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

Experience.

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

Form: pronunciation and spelling #1

though	through	thought	bough	rough	cough

- 2. Can you think of any more words with the letters o-u-g-h in them? Write them here.
- 3. Listen to the recording of a brief dialogue. It is repeated three times.

Form: pronunciation and spelling #2

A: I can do it!

B: No, you can't!

A: Yes, I can!

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

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

Form: pronunciation and spelling #3

b/i:/	
k/i:/p	
/i:/t	
rec/i:/ve	
p/i:/ple	
k/i:/	
laz/i:/	
retr/i:/ve	

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

Reflect. Conceptualize.

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

Activity 4 | What is a word?

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

Experience.

- 1. Read the following questions and then listen to the conversation. The first voice you hear is Jen's; the second is Kate's.
- a. Where is the conversation taking place? When is it taking place? What are their reasons for being there?
- b. How would you describe Jen's tone of voice? How would you describe Jen's language?
- c. How would you describe Kate's tone of voice? How would you describe Kate's language?
 - d. Listen. Do not turn the page until you are instructed to do so.

What is a word #1 (Jen and Kate)

``	nat is a word #1 (Jen and Nate)
Kate	Hi, Jen.
Jen	[surprised] Uh, hi Kate.
Kate	Didn't expect to run into you here, of all places. Not really
Jen	your cup of tea ha, ha.
Kate	No, I don't come to this coffee house by myself very often.
Jen	Well, she's been a bit cagey, hasn't given me all thegory
Kate	I
Jen	Uh, who?
Kate	Do you mind if we talk shop?
	Well, I was trying to relax
Jen	Hillary, I mean, she only had a minute so she told me in a
Kate	nutshell what you've been up to lately and
Jen	Really? What did shesay?
Kate	Your work. It's like you've been at it morning, noon, and
Jen	night.
Kate	Yes, we
ļ	For six weeks, no less.
Jen	Well, yes. I guess, yeah, we have been working hard.
	And then some! That's a long time in this day and age.
	Then to have the carpet pulled right out from under you?
	It's an injustice. And it's not fair either.
1	Hmm, six weeks is not all that long and -
	TO BE CONTINUED
L	<u> </u>

Keflect.	Refl	ect.
----------	------	------

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

Conceptualize.

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

01441 10 00 4 11	ore — a single drift of meaning.	
	Meaning	A word?
run into you		
of all places		
coffee house		
your cup of tea		
say		
cagey		
to be up to		
gory details		
in a nutshell		CARPA ETTERNA PLANTA LAN. A.
Do you mind if		
to talk shop		
morning, noon and night	.2. 	

working hard	
no less	
to have the carpet pulled right out from under you	
in this day and age	
injustice	

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

single words	
compound words	
phrasal verbs	
collocations	
set and variable phrases	
idioms	

Reflect.

- 5. Ponder and discuss the following questions.
- a. Is a coffee house a single place? Is it a single word?
- b. If you "run into someone" you meet them unexpectedly, perhaps in a store or on the street. *Meet unexpectedly* is a noun phrase (adjective + noun) while *run into* is a phrasal verb with the same meaning: Is *run into* a single vocabulary item?
 - c. For what purpose do people use the phrase "Do you mind if"?

- d. Do the phrases talk shop, in a nutshell, and morning, noon, and night mean what the words literally say? Why do people use them?
- e. The word gory means covered in blood: When people say they want "the gory details" do they want to see actual blood? Does the phrase the gory details have a single meaning (an idiom) instead of three (article + -adjective + noun)?
- f. Which do you think is more common in speech: "to work hard" or "to work assiduously"?

Conceptualize.

- 6. After pondering the above questions, how can you recognize phrases or clauses that function as lexical items?
- 7. Do people use more "chunks" of language such as set phrases or idioms more often in speech or in writing? Why do you think so?

Experience. Reflect. Conceptualize.

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

What is a word #2 (Jen and Kate)

Kate	Speaking of George, it was him that put the kibosh on the whole thing, wasn't it? The project could've been a cash cow.			
	He should let you see it through, in my humble opinion.			
Jen	He terminated the project because he thought it was			
	inconsistent with the company's core mission, with its raison			
Kate	d'être.			
!	Uh huh. Well, he's an old fogey, if you ask me. If there's			
Jen	anything I hate, it's a lack of originality.			
Kate	I suppose he is sort of old-fashioned			

	[interrupting] Now, that's an understatement, if I ever heard one. Saw him at a traffic light the other day. His clothes, his
Jen	hair. Let's face it: George needs a make-over from head-to-
Kate	toe.
Jen	What does that have to do with management ability?
Kate	Yeah, the higher-ups. You know, I'm sick and tired of how
Jen	they
Kate	Really, Kate, I need to go.
Sam	Okay, nice talking to you. See you mañana. Bright 'n early?
Kate	Good-bye.
Sam	[looking around] Oh, I didn't see you there, Sam. C'mon
	over.
Kate	Jen and George.
Sam	Yeah, what about them.
	They got married six weeks ago. Their marriage is just out of
	the starting gates and it could be biting the dust already.
	Really? I guessed as much.
	Sure you did.

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

compound words		
phrasal verbs		
collocations	,	
set and variable phrases		
idioms	:	

Apply.

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

4、人名英格拉特特

Activity 5 | Meaning: Denotation

Objective: You will learn that the semantic meaning of a word is its definition in your mental dictionary.

Experience. Reflect.

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

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

3. Use the elements that all or most have in common to write a

definition of the word table in your notebook.

A table is

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

5. Copy the dictionary definition of the word table from the

board or write it down as your instructor states it.

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

7. In the photos, some objects did not qualify as tables. For what

names do they qualify? #

Activity 6 Meaning: Polysemy (multiple denotation)

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

Experience.

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

Table: Semantic meanings	Table: Pragmatic m ings
	Between the mountain ranges, there lay a large <i>table</i> on which
more legs or other supports	people grew various types of
ns an orderly	Truits and vegetables. It has chapters on types of
	fruits and vegetables, listed at the
c a listing of the	
 to lay aside a matter, 	Martha's meals are always so
postponing a proposal indefinitely	delicious; she lays a great <i>table</i> . George created a <i>table</i> on
e a high flat area of land (plateau)	which he classified types of fruits and vegetables.
the food habitually placed on a table	Martha put different types of fruits and vegetables on atable
F-17-7-1	for eating.

Same from the company of the second of the

Reflect.

- 2. In this activity, which meaning of table is the most basic?
- 3. How did other meanings come about?
- 4. How can you know which meaning is intended?
- IDIOMATIC USES OF THE WORD TABLE.
- "The resolution was tabled, unlikely ever to be voted on." In this sentence, does the phrase literally mean "placed on the table"? Consider the following uses of the verb to table:

The MP from Londontabled a resolution for discussion in today's session of Parliament.

The Congressional committee agreed to table the resolution until later

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

b Guess the meanings of the phrases in bold using the word

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

to turn the tables on someone =

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

to give/receive money under the table =

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

to wait tables =

Conceptualize.

8411873

· (.*)

- 6. Are the idiomatic phrases using the word table lexical units? Why or why not?
- 7. Summarize in a sentence or two what you have learned about the denotations of words. (A good summary is both complete and concise: It uses your own words to state all of the main ideas in as few words as possible.)

Apply.

8. Read the paragraph below. How many meanings of the word "hand" can you find? Underline each and explain the meaning.

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

Activity 7 | Meaning: Connotation

(Thirdive: You will evaluate the connotative effects of words.)

I sportence.

 $C_{i,R}^{\rm rec}$

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

4.6	Revis	i i		vie 2
Guestion	Total	Average	Total	Average
t (author's opinion)				
6 (you buy?)				

- 2. What led you and the class to decide?
- a. Explain why you personally decided to buy or not buy the me # What features affected your decision? What language in the low you read affected your decision? List some of the words that reled your decision.
- b Did those who read the other review come to the same
- Did they decide on the basis of the features of the phone or the language used to describe them?
- n Ask your classmates who read the other review and came to the opposite decision what led them to their decision. List some of the words that affected their decision.

Reflect.

- 3. Contrasting words and phrases
- a. Your trainer will pass out a chart on which are written contrasting phrases from each review. Mark each word or phrase as positive (1) or negative (1) or neutral (4).
- b. After you have completed this task, add up the positive (+1), neutral (0), and negative (-1) for each review and write the totals here.

Ì.	Review #1:	
II.	Review #2:	

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

Conceptualize.

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

Activity 8 | Meaning: Synonyms

Objective: You will assessyour passive acquisition of the meaning of lexical items. Reflect.

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

Synonyms o meet someone un o discuss work whil	ectedly	Words I to run into someone	rom
discuss work while	ot at		

st but avoid saying	
11 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
Comething given for free	
to be pert beginning	
in the ending suddenly or to die	
· (o cancel or shut down	
to to help someone with a chore or	
mul laborer	
insfer possession of ing	
thing that produces a lot of	
tarbe	
materia a dofect	
n. ko shened or stretched out	

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

Conceptualize.

- How often in a language do you think true synonyms exist?
- 4. If true synonyms do not exist in a single language, how often do they exist between different languages?
- What does your answer to the previous question imply about the use of electronic dictionaries (or Google translator) to find the exact right word?

GRAMMAR

: Camman

Office HAR

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

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KEY CONCEPTS:

- Chammar is the study of what forms and structures are possible to a language -- traditionally, the morphology and syntax of sentences
- •• In communicative teaching, grammar is the study of not only what forms and structures are possible but of which forms and structures will make meaning clear, especially when context is lacking
- Chammar and lexis combine to produce meaning.
- · Introducing syntax or morphology into a string of words will introduce, refine, or confirm meaning.
- o Grammar and lexis are one system, the lexico-grammatical system
- Changing one may require an adjustment in the other.
- ►. The grammar of spoken language differs from the grammar of written language

UNIT D Contents	
Activity 1 What is grammar? You learn that knowledge of grammar traditionally includes knowledge of syntax and morphology.	59
Activity 2 Grammar and meaning You learn that knowledge of grammar also includes knowledge of grammatical meaning and use.	60
Activity 3 Grammar and lexis You learn that grammar and words are one lexico- grammatical system of meaning.	63
Activity 4 Spoken grammar You learn about some characteristics of spoken grammar.	65
And the second of the second o	

Activity I What is grammar?

Objective: You will learn that knowledge of grammar whittomally includes of syntax and morphology.

Experience. Reflect.

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

		14 × 1/4
n,	know	3
Ь.	he know	114
e.	he knows	
d.	he knew	
v	we said	
,	we says 🧵	
B-	say	

2. What does the following string of words mean?

can how know not say he we

- What did you do to guess the meaning?
- a Did you try re-arranging the words in different orders?
- li Did you change the forms of the words? For example, did you change any words from present tense to past tense or singular to plural?
 - 4 How many possible word-orders are there?
- 5. If you change the tenses or aspects of the verbs, how many more possibilities are there?

- 6. Which of the following arrangements of the words are possible English sentences and which are not?
- a. Put a \checkmark by possible English sentences. (Only a few of the possible are presented.)

	✓
81,	could he how knew not say he
ъ.	not how say he knew could he
e,	how could not knew he say he
d.	how he knew he could not say
e.	he not say how he could knew
f.	how we could not say he knew
g	he he how could knew not say
h	he could not say how he knew.

- b. How did you know which ones were acceptable English word orders and which are not?
 - c. Look at f. Can you change it to make it a question?
 - d. How did you know which words to change?

Conceptualize.

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

Activity 2 Grammar and meaning

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

Experience, Reflect.

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

Storm Friday Warned for weeks!

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

- a. What meaning does the past-perfect progressive aspect of warn convey?
- b. What meaning does the modal verb would add to the statement?
- c. What meaning does the preposition for add to the word weeks?
- d. Is the word that grammatically necessary? Does the word that add any meaning to the sentence?

	V
All had been warning for weeks strike on Friday	a storm would
Ali had been warning for weeks would strike on Friday	Hici a storm

- 2. Consider the possible word groupings in the next sentence. Tick \(\sqrt{} \) the most meaningful.
 - Ali had been / warning us for / weeks that a / storm would / strike on Friday
 - ь Ali had / been warning / us for weeks / that / a storm / would strike / on Friday
 - e. Ali / had been warning us/ for weeks / that /a storm / would strike / on Friday
- 3. Divide up the sentence into the following parts. Use the markings indicated.
 - subject and object of main clause

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

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

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

** Experience Reflect.

- 5. Consider the two of the examples above (d. and h.) as sentences.
- a. What are the subject, verb, and object in the main clause of each sentence?

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

- b. Which of the two examples shows the standard order for English?
- 6. Consider this context for the sentence. Which order is better in the context? Why?

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

- 7. The second sentence begins with the word But. Some teachers tell their students not to begin a sentence with conjunctions like butorand. Is the word but correct in this paragraph?
- 8. Is the construction "the rain to batter our windows" correct? What word is missing? Is it necessary?

Conceptualize.

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

Activity 3 | Grammar and lexis

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

Experience.

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

Ali had been warning us for weeks that	Ali had been sayingfor weeks that		
he would not say	he would not tell		
when the sky began to thunder its supremacy	when the sky commenced thunder <u>ing</u> its supremacy		
a pumbst was pounding on us weaklings	a pugilist was hitting us weaklings		
wait for the fury to pass	hang on the fury had passed		

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

		√
a File sto	necested in the child.	
b. The chila was	interested in the story.	<u>.</u>
c. The child was	interesting to the story	
d The story was	interesting to the child	
e. John c≔ e ho	me early	
f. John came to	home early	
g John came to	the airport early	
h John arrived t	o the airport early	
ı John arrived a	at the airport early	
j. He did a favor	r for me.	1 1
k. He did me a f	avor	- 2785, 15. - 11
1 He did a job f	or me	
m He did me	a job	
n. The veterinari	an cured her cat.	
o. The veterinari	an cured the cat for her.	
p. The veterinan	an cured her the cat	
q. The veterinari	ian procured a cat for her	
r. The veterman	an procured her a cat.	
s. The train stop	ped	
t. The train stop	ped to work.	
u. The train stop	ped working	

v. Tb	e trai	a was	stoppe	đ.		
w Th	e traii	n was	stoppe	d work	ing _	
x.W	e stop	ped to	talk			
y. W	e stop	ped ta	king.			

雪

Reflect. Conceptualize.

- 3. Discuss the effects that grammar has on meaning and the effects that vocabulary has on grammar with your trainer and classmates.
 - a. What is the difference between interesting and interested?
- b. What is the difference in meaning between cure and procure? Does the difference in meaning affect how they are used in sentences?
- c. Do x and y have the same or opposite meanings? Does the grammatical form affect the meaning?

Experience.Reflect.

- 4. How many ways can you get someone to do something for you? To whom and in what situation would you use each of the following requests? Are any too direct? Too indirect?
 - a. Salt!
 - b. Pass me the salt.
 - c Could you pass me the sait?
 - d. Would you mind passing me the salt?
- e I don't want to interrupt the pleasure of your meal, but if you have a second, could you please pass me the salt?

Canceptualize.

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

Activity 4 |Spoken grammar

Objective: You will learn about some characteristics of spoken grammar

Experience. Reflect. Conceptualize.

- 1. Read "Spoken Grammar" in Appendix 5 and discuss it with the group.
- 2. Compare the characteristics of spoken grammar with written grammar. Use the chart below.

	Chart Goldwin and the governor has been a second				
	Spoken grammar	Written grammar			
Eli s		(- 1, 1)			
	· · · · · · · · · · · · · · · · · · ·				
ii.ii.					
Hie		To describe the second			
	Estate de la companya del companya del companya de la companya de	*			
Tails	and the second s				
********	- 11				
Fillers					
Backchannels					

4 1		

Apply.

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

	Examp	ple i	fi:	xample 2
ipsis				
Head				
Tail				
Filler				· · · · · · · · · · · · · · · · · · ·
Backchannel				
Phrasal chunk				

- 4. In the dialogue, Jen says, "It was him that put the kibosh on the whole thing, wasn't it?" Which is preferable for spoken grammar, "It was he that...." or "It was him that...."
- 5. Explain the following statement: Give examples from the unit or from your own language.

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

UNIT E DISCOURSE

196 W 4

Experience of the second secon

MITE Discourse

OBJECTIVE

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

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Hext, frame, 21

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KEY CONCEPTS

- The study of discourse is the study of language use in the contexts in which it occurs.
- Discourse includes the co-text, words and sentences beyond the sentence, and the context, the personal, cultural, social, political milieus of language use.
- The co-text and context of a spoken utterance affect the intonation of words and phrases within the utterance.
- Lexical repetition maintains the topic of conversational discourse and creates unity in written prose.
- ← Coherence is achieved through organizing information according to the principle of having given or assumed information precede new or emphasized information.
- Given or assumed information is often in the subject of a sentence and new or emphasized information is in the predicate; however, other grammatical structures can also be used to state both given and new information.
- → Other texts, the people, the situation, the culture -- these affect the interpretation of language and its real-life (pragmatic) consequences.

UNITE Contents

Activity 1 | What is discourse?

71

You formulate a definition of discourse through experiencing language use in the context in which it occurs.

Activity 2 Discourse and phonology You learn that the direction of conversational discourse can be altered by changing the intonation of stressed syllables of words.	75
Activity 3 Discourse and vocabulary You learn that lexical repetition maintains the focus of conversations, allowing negotiation of meaning; it also helps to unify prose around a single topic.	76
Activity 4 Discourse and grammar You learn that one characteristic of coherent prose is that it is organized according to the given/new principle, in that given information usually precedes new information in sentences, and that this is done through grammatical means.	79
Activity 5 Discourse and context You learn that discourse is about context as well as co-text.	80

The second second second second

Activity 1 What is discourse?

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

Experience.

- 1. Read the following texts. (These are authentic English.) For each text, identify the following:
 - a. Channel: Was the language originally spoken or written?
- b. Setting: If the language was spoken, in which kind of place was it spoken? If the language was written, in which kind of publication would it have been found?
- c. Participants: If the language was spoken, who were the speakers and listeners? If the language was written, who were the writer and intended readers?
 - d. Topic: What was being spoken or written about?
- e. *Purpose:* What was the purpose for the conversation, speech, or written text?

Text #1 (What is discourse #1)

	F			
Does the alway	ys come hom	e in the sun	ımer? Fron	9
school?				
Mhin	1,000		300	
Oh really?				
Cause, she get	s really home	sick?		
Oh do es she?				
so, and she like	es to o me ho	me. And w	e have that	house,
at the Cape and	d su			
Yeah. See I do	n't y mis	s., home, I	mean I mis	ss my
family you kno	ow, – like, I	don't think	about ther	n, when
I'm up here rea	dly. Except fo	or I call eve	ry few day:	S,
Oh I don't, I m	iss my house.			800000000000000000000000000000000000000
Yeah, I miss	. my house.		**************************************	
I miss the feels	of being h	ome.		
Mm. Mhn	and the state of t	homesic	katall Lil	ce I'm
perfectly.	ip here.			
Yeali	•			
et talt errere i file				100000000000000

Plus it's such a pain to drive home a. Channel? b. Setting? c. Participants? d. Topic?

e Purpose?

Texf #2 (What is discourse #2)

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

ì.	Channel?	
).	Setting?	
2.	Participants	
1.	Topic?	
÷.	Purpose?	

Text#3

I wish I had read your note before you went last night that I might have assured you how far I was f suspecting any coldness. You had a just tight to be a listlent to one who speaks so plainly to you. Our is believe you shall, you will that I can do it ing say

270-50 27 3

nothing think nothing of you but what has its spring in the Love which has so it is been my pleasure and torment. On the night I was a cill when so violent a rush of blood came to my I hat I felt nearly suffocated—I assure you I felt the might not survive and at that moment though a fine to g but you..."

,	Channel?
),	Setting?
٥.	Participants?
£.	Topic?
٥.	Purpose?

Text #4

We all face obstacles in our lives and careers — and while they can make us better and stronger, they can also put it over the edge. Turns out, the ability to get over those burdles and persevere is the strongest sign of our ability to succeed according to Mark Goulston, a psychiatrist, author and former FBI hostage-negotiation trainer. "Possessing the skill of handling obstacles well demonstrates a high level of self-reliance, good judgment, and resourcefulness," he explains. "The more proactive and resourceful you are and the better your judgment calls and decision-making are when you're dealing with an obstacle, the greater the trust and confidence others will have in you." And where there's t ne ess. Goulston says savvy hinne manag. oterview to determine whether you've mastered this and possess these traits

ì	Channel?	
	Setting?	
	Participants?	

d.	Topic?,
e.	Purpose?

8. FORMALITY.

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

-les	s formal	more fo	rmal >
Text #	Text #	Text #	Text #

- b. What characteristics of each text led you to feel it is less formal or more formal?
 - 3. **Text #4** has some aspects of academic writing. What are they? **Reflect.**
 - 4. True or Faise.
 - a. The texts above consist of individual words and sentences.
- b. The tasks required you to learn individual words or analyze sentences.
- c. To perform the tasks, you had to look at patterns of language use from sentence to sentence.
- d. The texts are examples of language spoken or written by native speakers for native speakers
- e. The tasks required you to look at what, where, when, who, how, and why each text was spoken or written.
- 5. How did knowing who spoke or wrote the text and for what purpose help you to understand it better?
- 6. How did noticing relationships among words and ideas help you to understand each text better?

Conceptualize.

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

Activity 2 Discourse and phonology

Objective: You will learn that the direction of conversational to any can be altered by changing the intonation of stressed which you words.

(sperience, Reflect.

In Unit B of this module, you experienced the following than danlogue. Can you remember which syllables were stressed?

Underline them and practice with a partner. -

Discourse and phonology #1

A what about you? Do you eat a lot of chocolate?

If that cocon butter and sugar-makes me fat, so I don't You're slim, so I guess you don't either

At Well nefunlly tdo eat a lot of chocolate. And ice-

B: Last . you!

411

When A asked, "Do you eat a lot of chocolate?" to what word im A's question didB respond to?

What if the intonation in the first line were changed?

Lasten to the beginning of the dialogue.

Discourse and phonology #2

At So, what about you? Do you cat a lot of chocolate?

Hi No, not a lot I'd say less than 100 grams a day.

At It.

- b. To what idea was B responding to this time?
- What word did **B** stress?
- **d** What would **A** most likely say next?
- I. I also eat a lot of ice cream.
- II. Maybe you cat more on weekends. So, what about per week?
- iii. I hope less. Any more than 100 grams would definitely be a lot.

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

Discourse and phonology #3

Ø4.	A B	984	ं	133	7	Ñ		N.	Ų.	ं	S	ं	Š,	-	S (6)	76	7	31		7			×7	194	83	383		335	0								888	888				1				3	7"	 17
	Α	•	ς.		៍វ	u	h	a	6	اء	'n	'n	11	1	a	ñ	2:	Т	١	•	×	,,	ŝ	ı	à,	ai			ŀ	ı.		Ŷ.		h		ĸ.	A	t.	ď	0	7	×			×		8	Ì
	•			٠,	y,	•	**				**	•	*•	7	•		<i>:</i> -:	•			7				**				8				×	443	۲	÷	×	-	•	*					::::	44	÷	ì
	B				W		Ÿ.	:	Ċ		. :	٠.		٠.					٠.	ij,	Υ,	Ž.				Ž.												***) ii	8		88	8.	3				- [
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- e. What would you expect B's next line most likely to be?
- i. No, not a lot. I'm trying to lose weight.
- ii. Me? Why are you asking me?
- iii. No, but I love peanut butter. I eat a large spoonful every morning.

Conceptualize. Apply.

- 4. In Unit B, you learned that the three reasons for the stressed syllables of important words to be emphasized was to signal new information, contrast, emphasis or a combination of these.
- a. Which of these appears to be the most important in these short dialogues?
- b. Discourse is the study of language beyond the sentence. How can changing your intonation change a conversation? Is this affected by the pragmatic context (the situation)?
- c. With a partner, fill in the last line of Discourse and phonology #2 and the last two lines of Discourse and phonology #3 above by having each utterance respond to the most highly stressed word in the previous utterance. Practice the dialogues together.

Activity 3 | Discourse and vocabulary

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

Experience.

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

D:Mhm

K: Oh really?

D: Cause, she gets really homesick?

K: Oh does she?

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

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

D: Oh I don't, I m y house

K: Yeah I miss house

D: I miss the t

K: Mm Mhm ot homesick at all Like

I'm . perfectly, nappy up here.

D: Yeah

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

Reflect.

- 2. LEXICAL COHESION (ORAL).
- n What is the topic of the conversation? How do you know?
- b What other words are related to the word home?
- e Do home and house and family have the same meaning for the *penkers? Or do the speakers feel differently about them?
 - d. Why is the topic important to these speakers?
 - e. Do they have similar feelings about home?

Conceptualize.

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

Experience.

4. LEXICAL COHESION (WRITTEN). Read Text #4 again.

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

Reflect.

- 5. What word does the text revolve around? How many times is it repeated? Underline it every time it occurs.
- 6. What other words are related to it as synonyms, antonyms or as words related in some other way?

Conceptualize.	•
7. Fill in the blanks: a. Hurdle is a	P
a. Hurdle is a	for the word obstacle.
b Self-reliance, go	od judgment, and resourcefulness are
that are	needed to handle obstacles.
c. Trust and confider	ce are the results ofobstacles,
leading to	which is the
ultimate onal	

- 8. Are there any sentences that do not have these words or related words in them? How well has the author stayed on his topic?
 - 9. What is the result of all words relating to one word in a text?

Activity 4 | Discourse and grammar

Objective: You will learn that one characteristic of coherent price is that it is organized according to the given/new principle, in that given information usually precedes new information in authorizes, and that this is done through grammatical means:

Experience.

1 LOGICAL COHERENCE. Read Text #4 again.

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

Reflect. 🕏

- 2. How is the text organized? What comes first, second, third, etc.
- 3. In Unit A, you learned about the given/new principle of language. In the text above, underline information or ideas when they are first stated. Does the author include something that is given and something that is new in every sentence?
- 4 In what grammatical section of his sentences is given information usually stated?

- 5. In what grammatical section is the new information usually stated?
- 6. Could new information be introduced using other grammatical structures such as introductory clauses or prepositional phrases?

Conceptualize.

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

Activity 5 | Discourse and context

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

Experience.

- 1. Text #3 is an excerpt from a love letter. Much of its romance and charm comes from its apparent lack of surface coherence. Love letters should not be written like academic prose. However, the letter does have unity. Read Text #3 again. The sentences are numbered for reference.
 - I. I wish I had read your note before you went last night that I might have assured you how far I was from suspecting any coldness. You had a just right to be a little silent to one who speaks so plainly to you. 2 You must believe you shall, you will that I can do nothing say nothing think nothing of you but what has its spring in the Love which has so long been my pleasure and torment 3. On the night I was taken ill when so violent a rush of blood came to my Lungs that I felt nearly suffocated I assure you I felt it possible I might not survive and at that moment though [t] of nothing but you.

Reflect.

- 2. Discuss and write answers to the following questions.
- a. How many times do the words you or your appear in the first two sentences?
- b. What does the repetition of the word you suggest about the focus of his attention? How does it unify the prose?

- c. In sentence 1, he writes about a note from the woman: Do we know what was written in this note?
- d. If you knew what was written in the note, how would it help you understand the meaning of his statement about "coldness"?
- e. Does knowing the letter was written by the poet John Keats help you understand it better? Could reading his poetry or reading more about his personal life help you to understand the exact meaning of this letter better?

Conceptualize.

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

Experience.

4. Read the following conversation and discuss it together.

Narrato	Mary manages a large office manager, she has a private offi	
	[Nokia ring tone are m office in the back]	uffled sounds of a busy
Mary	[answerin] ?	1999
John	Hi, Mary	
	[Sound of a door opening clearer, Mary's office assiste	fice sounds c mers.]
Mary	Oh, hi John floud voice by telephonef It's cold in here	not directly into the
John	So, turn up the heat	
Mary	I wasn't talking to you.	
John	So, who's there with you?	7.00
.		closing,
Mary	No one.	

John	I thought you said you were cold.
Mary	I meant close the window
John	So, who's there with you?
Mary	one, I said. I meant I'll ch a cold if the window
John	So, who was sere?
Mary	It doesn't no or now.
	[Sou I of a door opening and office sounds become clear. her office assistant enters.]
John	Well, you are cold
	[Office assistant's voice speaking indistinctly in the background]
Mary	[not dire ly into the telephone] No, just shut it
	[Sound : window closing.]
John	What do you mean, shut up! You can be so-o cold!
	[Her office assistant leaves: sound of a door closing and office sounds are muffled again.]
Mary	I wasn't talking to you.
John	Didn't you just tell me to shut up? So, who's there?
Mary	No one. I meant the window
John	Are you talking to a window?
Mary	Now, you're the one who a talking coldly
John	No, you're the cool one casy.
Mary	My fault again, and you're always so cool, right? You lose your temper too, y'know
<u> </u>	87

John	SJAPET,	It's	just y	/ou [*]	ze bo	en co	ol ar	ounc	me	lately	r	to bester.
Mary		1	you plim	7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7	k f'r	n coc	1 7 7	Than	k ye	u fo	r the	warn
 Jolui		Of c	Surs	e, I 1								e your
Mary		frier Just	nd I' shut	<u>0.666,706</u>		g t k y e l	hel	p yo	л теа	dize.	11.75	**************************************

Reflect.

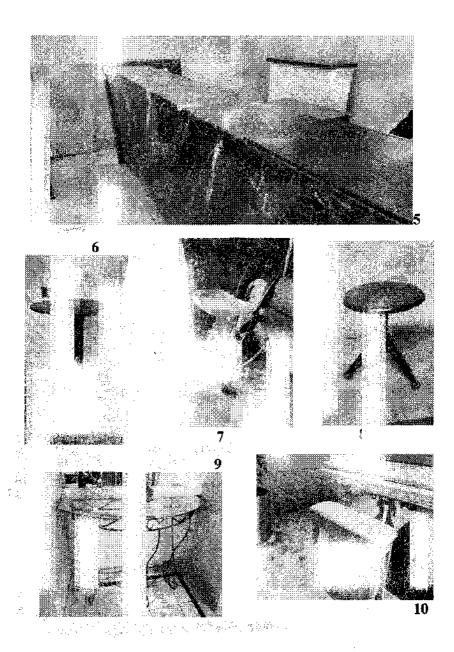
- Underline the word cold and all words related to it.
- a. What are the various meanings of the word *cold* in the dialogue? What other words in the dialogue are related in meaning to the word *cold*?
 - b. When Mary says It's cold in here, what does she really mean?
- 6. What are the various meanings of the word shut? What words in the dialogue are connected to the word shut?
- 7. In your notebook, draw a mind-map or make a chart of the meanings of the words cold, cool, hot, heat, warm, shut, close, and any other words in the dialogue that are related to these.
- a. Explain how the words relate to each other. Are they similar or opposite in meaning?
 - b. Can the same words have completely different meanings?
- c. What are the connotations of the words in the context of the conversation?

Conceptualize. Apply. 🕏

- 8. What is the reason for John and Mary's lack of complete communication with each other?
- 9. John and Mary's personalities and relationship, which are not explained in the dialogue, are aspects of situational context. How would knowing more about their personalities and relationship help us to understand the conversation better?
- 10. In Units A and C of this module, you learned about semantic and pragmatic meanings. How important is knowing **context** to understanding the pragmatic meanings of words?

Appendix 1 Are these tables?	85
<u> Januarija Moral (a. 1888). Balikan katalika da ka</u>	_
Appendix 2 uFone 8 reviews	87
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	91

Appendix 1 | Are these tables?



Appendix 2 | uFone 8 reviews

uFone 8: Review #1 🐭

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

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

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

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

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

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

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

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

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

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

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

Review #1: Marketing Survey Answer the following questions, based on the above review.

Answer the follow	wing question he author's re	•		
new uFone 8? Tick ✓	and the second s	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	o mo opinio	,11 O, 111 0
He's impresse	-			
☐ He's not sure		• •		
☐ He's not impre		(-1)	·	
and the second of the second o			•	
What features	of the uFone	8 are attract	ive, accordi	ng to the
writer?			• .	
A Company of the Comp				•
the second process	200			
3. What words o	r phrases mad	e the feature	s seem attr	active?
and the state of the second	** * **			
Selection of the selection	• • •	100		
4. What features the writer?	of the uFone	8 are unattra	active, acco	rding to
The map area of the control of the c			•	
a section of the section of				
	•.			
5. What words or	r phrases mad	e the feature	s seem una	ttractive?
AND THE RESERVE OF THE PARTY OF				
	•			
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based only on the rev			y a urone s	n you
needed a new phone a	and brice fing i	ioi manci (4	5
No Only if desperate	Ldon't think s	o Mavhe P	robably ves	Certainly
July 11 worker	The second of the second second			

uFone 8: Review #2

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

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

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

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

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

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

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

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

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

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

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

	view #2: Marketing Survey
	ng questions, based on the above review.
7. Based on the au new uFone 8? Tick ✓ a	thor's review, what is his opinion of the
☐ He's impressed	-
☐ He's mot sure at	
	sed with it. (-1)
8. What features of writer?	the uFone 8 are attractive, according to the
The state of the s	
9. What words or p	hrases made the features seem attractive?
	•
10. What features of the writer?	the uFone 8 are unattractive, according to
	Street of the beauti
Contract year	And the second second second
garage with	
11. What words or p	hrases made the features seem unattractive?
	make a decision about buying the uFone 8 w, would you would buy a uFone 8 if you d price did not matter?

No Only if desperate I don't think so Maybe Probably yes Certainly!

Appendix 3 | Connotative language comparison

Connotative Language Comparison							
uFone 8: Review #1	₽₽⇔	uFone 8: Review #2	000				
this one is not like anything U-Fone has made before		this one is not like previous models					
fixes a number of the flaws of the previous uFone		addresses a number of the deficiencies of the previous aFone	andara National				
a generous screen, an enhanced processor, a better camera, superious battery, and its transformed design		a wider screen, a faster processor, better camera, improved battery and changed design					
things I that concerned me when I first took my new ulione 8 out of the box		problems that worried me when I saw the uFone 8					
why has uffone decided not to go to a higher-resolution screen?		why does ufone 8 still lack a high- resolution screen?					
more expensive than other handsets		the most expensive on the market					
Has it extended the battery life?		Has it finally improved the battery life?					
advancing the ergonomics		improving the ergonomics					
new model can compete with the best on the market		a phon a crowder market					

6.9 mm, it sits comfortably in your hand	6.9 mm thick, it's easy to hold onto
have a little wiggle	have some movement
feel a slight give	notice a little looseness
noteworthy change in design	noticeable design change
that U-Fone refuses to compromise on camera quality just to have a thinner phone	U-Fone isn't giving up on the quality of the camera in order to make a phone thinner
port remains at the bottom of the phone	port has not been moved from the bottom of the phone
you'll draw your phone out of your pocket bottom-up when listening to music	when listening to music, you'll get your phone out of the pocket the wrong way around
for U-Fone's price, I expect nothing less	for the price U-Fone is asking, I expect this

Connotations: $\mathcal{O} = \text{positive.}$ $\Leftrightarrow = \text{neutral.}$ $\mathcal{O} = \text{negative.}$

Appendix 4 | Connotative language analysis example

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

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

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

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

Appendix 5 | Spoken grammar

Hilliard, A. (2014). Spoken English and its role in the English language classroom. *English Teaching Forum52* (4) 2-13.

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

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

Situational ellipsis: This is when the speaker omits items that are present for both the speaker and the listener. Omitting words about things that the speaker and listener know reduces the mental workload

for both because fewer items need to be processed. e.g. "See the game last night?...a tie."

<u>Textual ellipsis</u>: This is when items are omitted from written text because they are retrievable from the text.

Heads. These are comments that introduce the topic before the speaker comments on it. In the utterance above, "See the game last night? I saw the whole thing. Ended in a tie." The game last night introduces the topic before the comment about it: "I saw the whole thing. Ended in a tie." Introducing the topic gives the speaker and listener more processing time. It also gives the speaker time to form a grammatical sentence about the topic and the listener time to become oriented to the topic.

Tails. These are comments added to the end of an utterance. They range from a phrase to one word, e.g. "My teacher is really nice, the one from America." "See the game last night? I saw the whole thing. Ended in a tie. Boring, if you ask me." Tails add clarifications, qualifications, and evaluations to the main statement.

Fillers. These are words or sounds used by the speaker -- "uh" "hmm" "well" "ano" "nega" -- to fill time while he or she thinks of what to say. In the middle of an utterance, they indicate that the speaker is not giving up his or her turn to speak.

Backchannels. These are words or utterances by the listener -like "uh-huh" "oh" "yeah" "I see" -- that let the speaker know the listener is paying attention.

Phrasal chunks. These are fixed words or phrases that can combine with other elements. Some common types are 1) vague quantifiers such as "He's *sorta* tall." or "stuff like that"; 2) words that modify and show politeness or elicit agreement, e.g. "you know what I mean, don't you?" 3) transitions and discourse structures. "Well, let me see what we've got here." "What I mean to say is." "It's like...."

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MODULE II LANGUAGE LEARNING

UNIT A LEARNING AND ACQUISITION

UNIT A Learning and Acquisition

OBJECTIVE

In this unit, you gain a practical understanding of the concept of language acquisition as knowledge construction and are able to apply the concept to language teaching and learning.

KEY CONCEPTS

- Language acquisition involves knowledge construction at a subconscious level.
- Learning refers to conscious knowledge while acquisition refers to unconscious knowledge that can be utilized to form meaningful utterances.
- Language acquisition requires language input and language intake.

HART A Contents Activity 1 Metaphor: Language learning You reflect on your own language-learning experience through metaphors.	98
Activity 2 Acquisition or learning? You increase your awareness of the distinction between acquisition and learning through answering true and false questions.	
Activity 3 "Secret of a Wild Child" You explore the importance of input in language learning and acquisition.	101

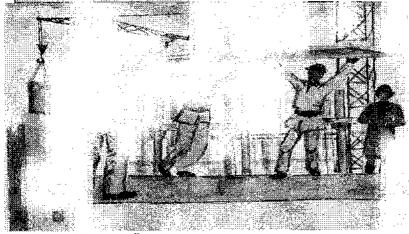
Activity 1 Metaphor: Language learning

Objective: You will reflect on your own language-learning experience through metaphors.

Experience. Reflect.

From time to time it is useful to think about language learning outside of the subject-verb-object box. Use your imagination and think of metaphors of language learning. Explain what you mean by describing the process of language learning in this way. You can also draw a picture of your metaphor. For example, language learning can be compared to building a house.

Language can compared to a house Learners are builders, and teachers are architects. The construction of the house to a great extent depends on the design and materials. In our case, the design is teaching methodology and the materials are phonology, vocabulary, grammar, and discourse. In addition, much depends on the skillfulness of the build to how well he or she can make use of tools such as reading, woing, listening, and speaking to build the house of language. Everyone knows that a house is not build in a day. It takes time to erect a good house Likewis language learning is long-term process and cannot be mastered in a day.



Artist: MuyassarIgamova

Acti Acquisition or learning?

how You will increase your awareness of the distinction by a pustion and learning through answering true and false

erlence, Reflect: 🤻

- What is your first language? Have you acquired or
 - Do you have a second language other than English? Have
 - Have you acquired or learned English?
 - If you plan to study another foreign language, would you
 or learn it?

the whether each statement is true for you. Telf a story about non perionce. Then, decide whether the statement is about a quisition or learning. Provide the reasons for your choice. (Very often the terms "acquisition" and "learning" are used interchangeably, but we want to make a distinction between them).

- I People learn a foreign language in the same way as they wanted their first language.
- 2 Learning a language in a natural setting can be more accessful than learning it in a classroom setting.
 - 3 It is impossible to learn a foreign language without a teacher.
- 4 All learners learn a foreign language through comparing and ontrasting it to their native language.
 - 5 Children pick up languages through a subconscious process out knowing grammatical rules

ceptualize.

fairre

are you read the text, write a short paragraph defining an quisition and language learning.

Acquisition versus Learning

by Byrne Brewerton

Some applied linguists make a distinction between langua acquisition and language learning. Children acquire la through a subconscious process during which they are elected a great deal of meaningful language. Thought they

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on	⇒anin⊊ ^	umic	not on	n,
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- Check whether your definitions are close to the ones provided in the text.
- Based on the text and your own experience, make a list of advantages of language acquisition and language learning.

Now after you have read about the distinction between acquisition and learning, answer the question stated in the title. Which is better: acquisition or learning? In order to explore the question, reread the text above and fill in the table.

Language Acquisition	Language Learning
·	

What factors does language acquisition depend on?

Activity 1 "Secret of a Wild Child"

Him: You will explore the importance of input in language including

nce. Reflect.

Į.

oning to watch a documentary film about a girl who grew the Angeles with almost no human contact. She was locked in on and fied to a potty chair for most of her life. Completely med, she was forced to sit alone day after day and often through the night. The girl had little to look at and no one to talk to for more than ten years. She was found on November 4, 1970. Before watching the film, make some predictions about the content of the film by that

son think that she could speak when she was found?

check your prediction, watch the

Conceptualize. A

video 🖦

- 1 Why was the girl named as "Genie"?
- 2. When found, how old was she?
- 1. Why did Cienie live under these conditions? What were the family circumstances?
 - 4. Why did researchers become interested in her case?
 - 5. How was Genie educated?
- 6. How long did it take Genie to produce some chunks of language?
- 7 What progress did Genie make in terms of language production?

: Apply.2

Haved on what you have learned in this unit, what role does input play in language acquisition? Write about 250 words.

UNIT B INPUT, INTAKE, AND INTERACTION

Part B Input, intake, and interaction

Ourcrive

In this unit, you gain a practical understanding of the concepts of uput intake and interaction as knowledge construction and are able to apply the concepts to language teaching and learning.

KEY TERMS

minke, mieracnon, declarative knowledge, pn. 1 edeo

lurat

KEY CONCEPTS:

- • Lambago acquisition requires language input and language
- Knowledge construction starts from input.
- Acquisition takes place when input is slightly above a learner's level of understanding.
- Language evolves through the interactions of its users.

UNIT B | Contents

Activity 1 | Input vs. intake
Objective: You learn about input, intake, and
interaction

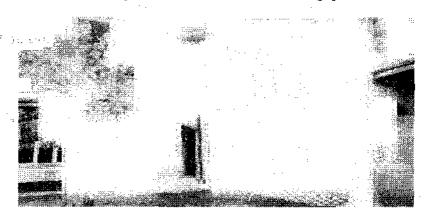
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Activity 1 | Input vs. intake

Objective: You will learn about input, intake, and interaction.

Experience. Reflect. Conceptualize.

As we discussed in Unit A language learning is like building a house. Look at the picture and answer the following questions:



- How long do you think it took to build this house?
- What part was built first and what part was built last?
- What materials were used to build the house?
- How many people were involved in building the house?
- What knowledge and skills did they possess?

Now change the focus of the questions to language learning, rewrite the questions, and answer them. The first one is done for you.

• How long does it take to learn a foreign language?

Discuss the following questions:

- Are they both processes: language learning and building a house?
- Do you need to have knowledge in order to become a language learner and a builder? If yes, what knowledge do you need to have?
- Do you need to develop any skills in order to learn a language and to build a house?

ou lack one of them (knowledge or skill) do you consider language learner and a builder? Why?

itus paragraph; 🕮

larative knowle types of knowle types of knowle my that somethin ying WHAT. It is the second learning to do something. Property I manufe you estable to the second without killer the first is declaring at knowledge.

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ge Declarative knowledge means
fact Declarative knowledge is
is For example,
Tashkent is the
neans having the
means knowing
B is the second
it if, and you can
second letter of the
edge, and the second is



Circle D for declarative knowledge or P for procedural Enowledge

- Most broycles have a frame, two wheels, brakes, handle bar, podals and a seat. D | P
 - Sardor can ride his bicycle from his home to his lyceum. D | P
 - In order to pump up a flat tire, you need a pump. D | P
 - Sardor can pump up his flat tire. D | P

Listen to a short lecture about architecture and take notes of the main ideas. See

· What was the lecture about?

- Did you understand the main ideas of the lecture? Why?
- Were you able to take notes?
- If you listened to the same lecture a second time, would you be able to understand it?
 - In your opinion, what can be done to make it comprehensible?
- If you were given an opportunity to ask the lecturer questions, what questions would you ask?

You have just experienced some incomprehensible input and thought about ways to make it comprehensible. These ways might have included simplifying the architectural text or interacting with the speaker (lecturer).

In the 1990s a group of researchers wondered which would make a text more comprehensible to learners: simplifying the text? Or interacting with the speaker? So they conducted an experiment. Now read the paragraph below.

1: 1987 Teresa Pica, Richard Young, and Catherine Donn conducted a research study to investigate the relation betwoen interaction and input. Two groups of 16 adult learners were reed to follow instructions and to complete a task. In both cases, learners listened to a script read by a native speaker. In one group, the script was simplified by paraphrasing, repeating and using simple grammatical structures and vocabulary. In the other group, fearners listened to an unsimplified script that contained the same information but they were encouraged to ask questions when they had difficulties following the instructions Afterwards, both groups comprehension was checked (Lightbown and Spada, 2002)

- How was the first group's lecture made more comprehensible?
- How was the second group's electure made more comprehensible?
 - Fill in the blank:

- o The students in the first group received modified
- o The students in the second group received modified
- Which group's comprehension do you think was higher?
 Read the text below and answer the questions with your partner.
 If you cannot answer any questions, ask them in the plenary.

Three Models of Language Acquisition by Byrne Brewerton

speak your native language so easily? You want to say something and correct phrases and sentences just come to you Most of this is unconscious something just appears in your mind and you say it. No definitive answer as to how children learn to use language without conscious attention has been discovered, and research is continuing. However, there are some things that most of not all, researchers now agree on.

Refore you went to school did anybody teach you grammar and vocabulary?

·How did you learn to speak your language?

Rules and input-

Language input is necessary. No child or adult acquires language without hearing it or reading it -- a lot! Language is extremely complex but it also follows rules -- rules not made by teachers or presors or governments but by nature. Nature operates by rules: of gravity. Rules also apply to 3.88 the use of angua. Wi les, nobody could predict the ce. Every utterance ould be order or eturn unique, a lo cc ould be possible o language but every language Rule fer t ish and many other European has rules r ex in sentences follows the pattern of language: OTC Subject + Verb + O), while in some Asian languages

scholars spendendiscov o six whole lives discovering them, yet o use them very well by the time

: this ability so naturally?

akwe are <mark>born with language rules already</mark> is

sev

dill

miversal Crammar

anguists have put for explanation is that we are learning are learning and the ability to form phrases an include adjectives, and verb phrases can also include with the know are med the same her and "a/a instructed all an be constructed."

postructed

explanations. On s. We all have a orth. One rule that nouns from verbs am.

en en ke

s they ses are

we are uring and earners knowing it, of s discover words that apply to certain types ases can be put together to rules. It is far more complex ersal Grammarists believe we 1994)

second language in the same way as we

101?

irst and second language may be similar but one thing, child and adult brains are different ildren can absorb thousands of new words and ideas like sponges absorbing water, adults have to work at acquiring

new words. On the other hand, adults already have a age, so they can use their first language to help them I their second — but having a first language also lead, ds to mistakes because adults borrow rules and 5 from their first language. Adults have better abit is to real, which we can use to make the in more complex on. They can

he in they

is have over

e us ss for

chaldr.

lei.

-V did Geme from "Secret of a 11 iid Child" (Module II. Umt A) Il learn language?

Comprehensible-input model

Stephen Krashen once theorized that all that was really any for a person to acquire a second or foreign language mprehensible input" (CI), which he defined as language that is slightly above a person's current level of understanding. From the large amount of input that is understood, a person can deduce the meaning of the small amount of input that is not understood. The more we listen and understand and read and understand, the more input we receive and the better we can e a r language. Krashen also believed that for this input ac. e - language that becomes our own and to we must not be nervous or anxious or afraid th. be that on prevent create 102 in: » wit role to provide studin comprehensible or . ts with oral and · Tt m I are help them 1 are W Sinc lass speak ur : inte ents: ly 18 2 at the great way to receive comprehensione input on addition, leachers

should create an atmosphere that is relaxed and open so that students' do not create an affective filter that prevent comprehensible input from becoming intake.

-What can prevent input from becoming imake?

-If students are receiving input from their peers do you think they will learn their mistakes?

Interactionist model

Now most believe that more than comprehensible input is e a second language. At the heart raction with other users of the on (Larsen-Freeman 2003). on as a human development development activity. In the not acquired: Language of a new language is owl : we gain of our logical organism ke a iis a es to bo glis now st CIS C hen as 12018 · r ov others e is cons ly chan эгас iired. this rea eman poler the ge acquisition (La

Fre: 007,

the

baye an impact use of English?

- Why democition is prefer "language development"

"language ion"?

els agree that input is important, but ers from the UG model in that, while i the inner compact of ideal users eractionist model sed on the

entectiveness of language use in daily life. The measure of our

competence in langua	s nc	e internal re	pre-	ns of		
language in our minds	our	e it to	70 000 Av	hour		
personal goals. As in 1	1 n	n inte	rac	nodel		
input must be compr	isibl	ာရှိ	e Signe	, but		
interactionists believe	out		wri	ıng		
is as essert as in	lear	. d	ner	guage		
with o enc	e ut		te	_ causes		
them to y the	ige 🗀	ុរំរុំ	g, a	ing their		
ing to more	e to	: ប្រ	eraction	ists also		
age with a man	notic	ty since Grasi	goom v	vill help		
lea s'comm cate	re e	hvely becaus	e their a	attention		
w son ma	ties	on their use	of lang	guage to		
cos ate. is, l)					
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anc sal re-		ingly as ₹	::35 ∂ [†]	53.00.00		
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lau ge ε on the	10.00		en :	16		
of the existence of large				₹ e		
rotpora) - slored on cor			٠.	to		
study how both native			g	3 e		
language (The use of s		pora to s 📝	lar g	e use is		
called "corpus linguistics						
For interactionists,	and the second second	liging of the property of the contract of the	diday, kananan aran aran ga	· 我们们在一个人的人,我们们的一个人的。		
	opportunities for learners to use language purposefully. They					
I The state of the	can use it to accomplist: real-life tasks, to learn a subject, or to					
do a project. The teacher supports learners in their interactions						
so that interactions beco-	no ong	er, more mean	ngful, a	nd more		
accurate. (Ellis, 1997)						

- Do you think that interacting with this text (input) and your partner has helped you understand this text better?
- Draw a Venn diagram in which you compare the UG, CI and interactionist models.

Apply.

Conduct the following experiment according to the instructions below.

- 1. Work in groups of three.
- 2. In your groups, read the two versions of the text. Make sure you understand the text completely, especially version B of the text.
- 3. Contact a year-1 reading teacher and ask permission to conduct an experiment in her or his class. Tell the teacher it is for a year-2 Methodology class.
- 4. Divide the class into two groups and work in two different rooms.
- 5. Group 1 gets version A (simplified) of the text and group 2 gets version B (unsimplified) of the text.
- 6. Group I must do the task without asking questions within a limited period of time.
- 7. Group 2 is encouraged to ask any questions (content, language) about the text. Let them discuss the text among themselves and be ready to answer any questions. After they finish their discussion, give them a reading test.
- 8. Check the tests of both groups. Calculate their scores. Find the average score of each group (in order to do this add up all their scores and divide by the number of students).
- 9. Compare the results and write a report using the template provided.

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August 1997 Anna San San San San

Report on "Input	vs. interaction"	experiment
Date:		
Name:		
Group:	. • • •	
	Subject	ts of the research
(by group number)		
Purpose of the research:		
Description of the proce		
you had, did everything go as spent):	you planned, h	ow much time you
	you planned, h	ow much time you
spent):	you planned, h	· .
spent):		
spent):		

UNIT C MISTAKES AND ERRORS

UNIT C Mistakes and Errors

OBJECTIVE

In this unit, you learn about the sources and types of errors and be able to identify them.

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acceptation (acceptance)

KEYCONCEPTS

- There is a distinction between errors and mistakes.
- Mistakesarelearningsteps.
- → Learners make mistakes under the influence of their L1.
- → Developmental errors result from incomplete acquisition of an L2.

UNIT C | CONTENTS

Activity 1 | We all make mistakes

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You raise your awareness of the possible sources of errors and their types.

Activity 1 | We all make mistakes

Objective: You will raise your awareness of the possible sources of errors and their types.

Experience.

Think of something that you have learned to do. The following questions may help you:

- Can you think of a mistake that you made which helped you to learn? How did it help?
- Think of an occasion when you said something in a foreign language which was misunderstood.
- Was the misunderstanding caused by a grammar, vocabulary, pronunciation mistake? Were there other causes?
 - What do you think: Was it a mistake, an error, or a slip?
- What is the difference between a mistake, an error, and a slip?

Conceptualize.

Listen to the recording of the following examples of learners' oral mistakes. There are mistakes of form, meaning and use. Can you identify them?

- 1. She like this picture. (Talking about present habit)
- 2. Shut up! (Said to a classmate)
- 3. I wear a suit when I go swimming.
- 4. Do you know where is the post office?
- 5. The dog [bi:t] me (Talking about a dog attacking someone)
- 6. What [hæp@n'ed]?
- 7. We all are agree.
- 8. We are lack of resources like computers and teaching materials.
 - 9. Unit 5 I sent you yesterday.
 - 10.I congratulate you on your birthday!

You are going to listen to a lecture. Before listening make your predictions about two main reasons why learners make errors. Can you think what they are?

Listen to the lecture for a second time and fill in the blanks using the following terms:

	10100000)
unterference	nterla	age	developmental
		· · · · · · · · · · · · · · · · · · ·	•
		21 N - Felt 11 - CONT.	
overge alization	10.	iized	unknown
			The state of the s

- 1. Influence from the learner's first language (L1) on the second language is called
- 2. errors are made by learners when they are unconsciously working out and organizing language, and this process is not yet complete.
- 3 errors are those which a learner does not stop making and which last for a long time, even forever, in his/her foreign language use.
- 4. Errors in which learners wrongly apply a rule for one item of the language to another item are known as
- 5. The learners' own version of the second language system is known as

Apply

Read the following complaints by teachers about their students' language and identify the types of mistakes. Help the teachers out.

- A. a slip
- B. interference
- C. a developmental error
- D. lack of knowledge

Teacher's statements:

- 1. "My year one students always confuse past with present perfect. I get so frustrated."
- 2. "Erkin looked like he was going to fall asleep. He is usually a very good student, but today he kept making all kinds of errors in his oral presentations."
- 3. "Feruza finally wrote 'taught' in her essay instead of 'teached'."
 - 4. "Why do my students keep saying 'vord document'?"
- 5. "All of my first-year students write questions like 'Do you know where is the shop?' "

- 6. "Why does the Deputy Dean call students who are absent 'dead students'? This sounds very rude."
 - 7. "Today, Katya called the shop a 'magazin'."
- 8. "During the debate, Shakhnoza said, 'I'm totally agreed.' She never writes this in her essays."
- 9. "I wonder why my Uzbek students make different mistakes from my Russian students."

Have a set space in your notebooks to write down your errors and corrections. One way of doing it is to divide a page into four columns.

Thave lived in Fergana	I have lived in Fergana for 6 years	"on" "since" – for points in time and "for" –	lack of knowledge
It depends or the weather	It deposition in the works	Revise prepositions after "depend" use	erfe. e/
Mistake	Correcti	Not	Typ * Er

In the next task, you will analyze an essay written by a Year 1 student 44

- What do you think caused these mistakes?
- Is it a case of overgeneralization or interference?
- What type of error is it? Is it a developmental or fossilized error?

Student essay

Nowadays smoking is one of the big problems all over the world. Even each country fights with it and has own laws against the smoking but as we see it is not so helpful. As if smoking is increasing day by da Especially public smoking is not acce file at all, for example in restaurants.

first reason is cause damage. Because the smoke of charette can fester any reaction of people. They may not carry out the smell of cigarette. Here we can say also about passive smoking is more dangerous than active. People who do not smoke can suffer because of who smokes. It may lead to different problems with health even problems with lungs. From experience I have hard headaches from smoke and feel some sickness.

The second reason is that in restaurants can be children for whom in my opinion it is bad example. They can see and interest in it. They may try it themselves. Because children do what they see from adult people.

Just simple example is from my life once my waw how one man was smoking and after he tried to declip just through showing how it is done.

And the last which I want to describe is that anyway we cannot forbid smoking and that is why in restaurants should be some place where they may smoke separately without suffering people.

Concluding my essay I would like to say that each government should have strong laws against the smoking they should have results. Smoking people should not suffer other people and be as bad example for children. If smokers do not carry about their health at least they should think about people who do not smoke, about children's future, pollution and for future human being

Fill in the table with mistakes from the essay.

LEARNING STYLES AND STRATEGIES

r≠: -1€;n.	orrec- Gon	T of Error	Nate
by	gment: oking mereday day by day	ransfer	is is direct instation from bek as it is possible to consider it a complete sent one
The reason is cause damage)evelopmenta cror	As essay is will by Year 1 so nt. pro ly the
	क्षात्र अस्ति । क्षात्र अस्ति । क्षात्र क्षात्र क्षात्र ।		stu does not rec hat it is a cor sentence and lacks
	· · · · · · · · · · · · · · · · · · ·		grammatical understanding of the sentence structure.
Smoking people should not suffer other people			A student doesn't know how to use the word "suffer" in a content
From experience I have hard headaches from smoke			

UNIT D Learning Styles and Strategies

OBJECTIVE

In this unit, you gain knowledge about learning styles and strategies and are able to identify your own learning styles and develop your language learning strategies.

KEY CONCEPTS

- Learning strategies are intentional behaviors that learners make use of during learning in order to better acquire language and communicate with others.
- Visual learners are people who tend to think in pictures rather than in words.
- Learners with an auditory style prefer to use their hearing.
- ► Kinesthetic learners learn best by carrying out physical activities.
- Field independent learners see the trees before they see forest while field dependent learners see the forest before they see the trees.
- The effectiveness of second language acquisition is improved by teaching learners more effective strategies.

	1 D Conteuts	
•	Not now, Bernard in about different learning styles through being lio a poem.	124
	nty 2 Field dependence and field independence raise your awareness of the concepts of field independence.	129
	ity 3 Strategies used by good language learners reflect on your own language learning strategies and ity the areas in which improvement is needed.	132

... Activity 1 | Not now, Bernard

Objective: You will learn about different learning styles through being exposed to a poem.

Experience

Listen as your trainer reads a poem aloud.

Listen again and draw images of the people or things you visualize while listening to the poem the second time.

Read the poem in Appendix 1 and act out the poem in groups.

Reflect

Answer the following questions:

- How did you feel while listening/drawing/reading/acting?
- Which did you enjoy most: listening to it, reading it, or acting it out?
- What does this indicate about the way you experience the world?

Experience

Identify your dominant learning style with the help of a questionnaire:

Score

- 5 almost always
- 4 fairly often
- 3 sometimes
- 2 rarely
- 1 almost never

	Statements	
l. peop!	me understand discuss thin	igs with other
<u> </u>	earning, I watch the teacher's f	ace a lot.
3 1 usc	lors when I take down notes or	read
		e kind of
	3 1 usc 4. I get go	me understand discuss thin peop! 2 with parting, I watch the teacher's fig. 1 use blors when I take down notes or

	I prefer spoken to written instructions.
	I drather listen to a tape than read about a topic
	I prefer someone to dram me a map than to tell me directions to somewhere.
	8; I do less well on written tests than on oral tests.
1	9 I don't like sitting at a desk, but study, for example, on the floor, on the bed, in all kinds of places.
	10 Unake notes but they are a bit of a mess
	11 1 cm easily understand maps, charts, graphs, etc.
	11 Lean Esit still for very long
İ	13 Uike making things with my bands.
	H. If I am doing some work, having the radio on moves of
	i - 1 bl - ctake a lot of breaks wh en I study .
	16. Live lot of body language when talking
	17. I can't picture things in my head very well.
	18. I would rather start doing an activity instead instead instructions about how to do it.
	19. I like telling jokes and can remember them — 11.
	20. I take loss of notes when Tread or listen to a lecture.
	21. I doodle when I listen to a lecture.
	22. If I don't look at a speaker, I can still follow well what the or she is saying.
	23. Recreating models of what I am learning

	24. In a test, I can visualize the place on the page where I learnt something.
	i. I like making projects better than writing reports:
	// Ulike to to when I write.
	If I read, I "listen" to the words in my head
	If I write something down, I remember it better
	t can't remember what people look like very well. I
	10. If you want to remember something for example comeone's telephone number, it helps it is take a picture of it in my head.
	1 If I study aloud, I can remember better
	2. I can see pictures in my head.
\	33. I would rather read than be read to

Transfer your scores and add them up: 🗸

2	n j	4		7
3		9	5	
7		10	5	
<u> </u>		12	8	
$I_{\mathcal{F}}$		13		
20		15		
24		16		
28		18		
30		21	27	
32		23		
33		25	31	00000000000000000000000000000000000000

Visuallearner Kinaestheficlearner Auditorylearner Louiscore: Totalscore: Totalscore:

(adapted from Reid 1995)

Reflect

Discuss the following questions:

- According to your score on the questionnaire, which is your bonnant learning style: visual, auditory or kinesthetic?
- 2 Do you have one strong and one weak, or do you have a nature of learning styles?
 - 1 How could you improve your weakest learning style?
- 4 How do you learn in general? Do you prefer listening to the ctures, discussing, reading, note-taking or drawing images?
 - How might your learning style influence your teaching?

(pply.

Read the case studies describing different learning styles and identify the following:

- What is the student's learning style? Underline the words that indicate the learning style
 - What suggestions would you give to the student?

Case Study #1

Maftuna is a Year I student at UWL. She is experiencing some challenges in her classes, especially in a course on Lotening and Speaking. Maftuna generally does well in one-on-one conversations, makes excellent PPIs and beautiful posters. She likes to use mind-mapping to conceptualize. She also performs well when she is tested on material. This read Maftuna finds other aspects of her studies changing. She struggles to do well on the portions of the list, ang test that require her to listen for specific information. Maftuna is concerned because the majority of her grade for the class comes from these listening tests.

	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	#2
Tamshid is tak	Parties of	has this semester which
re alot of re	-1.44 -1.15	3 well in the class as he
e lecture	7 un	
n lecture	Tow	Conservation of the Contract o
	ie st	tu equired to read
ļ	4000.00	takes d much longer
	4 7	loës e else in class
	. 3	es w er the material
	· :}	k, as soft understand
fu		reme quite well the
things no	ل کامنی د	ANNE 9898 F
informatic	ishid is	seric y concerned about
his grades		

	Case Stu	idy # 3
Aziza	g a psyc	is this semester. She is very
	/sholo	to major in it. She was
d ea	ese ingi	the first month and a half
4	ng.,	A. La finds that she is attentive.
	s or so	of class, but for the remaining
	e is fide	ety and impatient. She realizes
	0.000 0.000	ecture she starts to tune out and
	ses a s	g deal of information the
	Signature of the	er eps out of class and walks
أ قَيْهُ فِي مِن مِن مِن اللهِ		s burore returning to class. She
3 the te	et	the class have small up
sions on	orn	nation or do role play act es
n some	. ವ ಚS∷ar	id techniques she is lec ing
Aziza i	bout h	er grade in the class. She has
two test	ound th	at she remembers the material
idies on	ien she	is either with a study group or
she uses	on'	her walks around campus. She
oorly or	One	lectures, which is a least half
ാ ലാ material വ	n cach test.	

Case Study #4

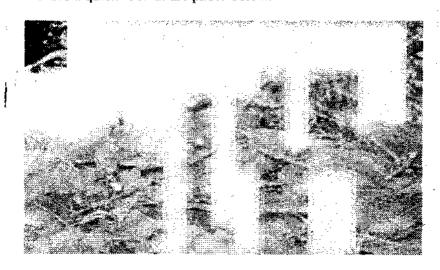
Malokhar is very frustrated in her history class. She was always a good student in lyceum is finding this university course challenging. The class is a class and the teacher define thes the sound of his over : The entire hour and 28 19 the r lecturing Malokhat (went e co. per teacher is talking has a ne e le verwhelming because about. time the te. owe presentations or even usc outlines so: N has en the teacher has moved r ev : tine main ideas are. It takes al o : time to study for this course on to another. Malol a grade at of notes and find illustrations in her becau he has to reac textbook that mal hat teacher said in class make sense Malokhat is concerned prepares for her first exam in the course.

Activity 2 | Field dependence and filed independence

Objective: You will raise your awareness of the concepts of field dependence and field independence

Experience.

Have a quick look at the photo below.



- What do you see in the photo?
- How do you understand these two terms: field dependent and field independent?

Reflect.

Answer the following questions:

- Are you field dependent or field independent?
- Why do you think so?
- What type of learners can make better progress in language learning?

Conceptualize

Fill in the table on characteristics of two styles.

Fielddependence	Fieldindependence
1. Impersonal of notice reliance on inframe of reference in processing information	
	2. Holistic i.e. percer field saw s, parts are ad with background
3. Independent i.e. sense of separate identity	
	Not so socially aware i.e. less skilled in mterpersonal/social relationships

(Adapted from Ellis 1993; based on Hawkey 1982)

Did you notice the misprint in the title of this activity, "filed" instead of "field"? If you noticed, you are more likely field independent.

Apply.

ř

Tick (\checkmark) one box in each item that best describes you. Boxes A and E would indicate that the sentence is very much like you. Boxes B and D would indicate that the sentence is more or less like you. Box C would indicate that you have no particular inclination one way or the other.

		A	В	C	D	E	
1	I need a quiet environment in order to concentrate well.						I have no problem cc attracting amid no and confusion.
2	I find grammar analysis tedious and boring.						I வரு analyzing grammar structures
3	I don't mind reading or listening in the L2 without understanding every single word as						I feel I must understand every word of what I real or hear
E	long as I 'catch' the main idea.					i	
4	I think communication is the key to effective language learning.						I think classroom study is the key to effective language learning.

5 Lt W Pa	or groups			I prefer working alone to working with other people.
folia	feed	is eful		Receiving feedb from other peop really doesn't af my learning at all.

Activity 3 | Strategies used by good language learners

Objective: You will reflect on your own language learning strategies and identify the areas in which improvement is needed

Experience. Reflect.

Discuss the following questions:

- Do you consider yourself to be a good language learner? Why? Why not?
- Can you identify some of your own strengths and weaknesses in language learning?
- Which activities below do you think you do well? Which don't you do enough of?

The list below contains strategies that relate both to Accuracy and Fluency. Tick the ones you do on a regular basis and label A for Accuracy or F for Fluency.

	✓ A/B
1. I plan my maguag	
2. I use every opport	unity to speak English.
3. I monitor my pro- regularly	rress in language learning
	learning tasks with other eople on my course) as well

5. I try to com worrying abou	municate m y mess age instead of t mi sta kes
	portunities to practice speaking) to improve my fluency.
	ndependent study program regularly men I find deficiencies.
Population and Alberta Company of the Company of th	ete myself by setting weekly or ge learning goals, targets, etc
9, Lt. langunge semi	an active approach towards my .ng; I don't just study when I have to
10. I find liste listening pract	ning materials on the internet for ice.
11. I reflect of objectives.	n what I need to learn to meet my
12. I push my	self to read more quickly
13. I review w	hat I've learned at regular intervals.
14. I reflect or learning metho	n how Lleam so Loan improv∈ my ods.
l keep a da	ally diary in ^F
rning and tr me different c	organized ap to m age y to think at guas ms of ntegones, sy within ar, function, register,
17. I try to 3	sonalize my language learning
	ng to take risks and be adventurous to try out my skills
19. I try to lea	rn from the mistakes I mak

(2000)	2000 - 2000			$g_{000000000000000000000000000000000000$		tely.		i I	1
		4		- C 11					
			eaning		unkn	en rwe	voras		j ·
rec :	onte	ather	than lo	oki	it the				
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	/ 4 - Alebert	100000000000000000000000000000000000000		200002 . 200002 1 1 + + +	3000)]	,
					34				
Z. 1	gesture	s wher	al do n	ot kno	w hov	v to			
escribe o	ersain :	actions							

Do you make use of more accuracy or fluency strategies?

.... Conceptualize.

Explore six categories of strategies suggested by R. Oxford. Oxford (1989) identifies six broad categories of strategies:

- 1. metacognitive (e.g. self-monitoring, paying attention)
- 2. affective (e.g. self-encouragement, anxiety reduction)
- 3. social (e.g. ask questions, become culturally aware)
- 4. memory (e.g. grouping, imagery, associating)
- 5. cognitive (e.g. reasoning, analyzing, summarizing)
- 6. compensation (e.g. guessing meanings, using synonyms)

E .	rs of ateg Type of strategy
I j my lar., 2. I use every or	iy to speak English.
3. I monitor my regularly	s in language learning
4. I work on lang people (e.g. friends as on my own	arning tasks with other on my course) as well
5. I try to communic worrying about mistake	ate my message instead of

6. I try to find opporter (even to myself) to imp	tunities to practice speaking prove my fluency
7. I review my inder regularly	pendent stand program AT find cies.
8. I try monthly	kly or
9. I try to language lea, a co to	ds my n't ju when I have
10. I find listening tra listening practice.	nteria: are internet for
II. Freflect on what I objectives.	need to learn to meet my
12. I push myself to n	cad more quickly
13. Treview what I've intervals	e learned at regular
14. I reflect on how I learning methods.	learn so I can im prove my
15. I keep a daily dias	y in English
17. I try to personaliz	e my language learning.
18. I am willing to tal with language to try ou	se rise and be adventurous timy
19. I try to learn from	the mistages I nege

UNIT E FACTORS AFFECTING LANGUAGE ACQUISITION: INTERNAL TO THE LEARNER

- C-TAA	
	31
20. When I write my first draft, I write freely	,
e note to a note to be a contraction of the selection of	31
\cdots	
C 50000 (March 1017) - 1010 (1000 1000 1000 1000 1000 1000 1	4
21. I try to guess the meaning of the unknown	
words from the context rather than looking at the	
dictionary,	
**************************************	4
22. I use general res when do not know how to	
Gartinococcus (4-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2-2	.1
describe cer actions.	1
SERVICE PROPERTY OF SUPERIORS	·I
describe cer actions	1
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State of the first	

INITE Factor Affecting Language Acquisition: Intern to the Learner

OBJECTIVE

You gain a practical understanding of the internal factors affecting the process of language learning.

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KEYCONCEPTS

- Language learners may differ in terms of their age, which influences the rate of learning.
- Cognitive factors refer to mental processes involved in language acquisition.
- Affective factors refer to learners' feelings, interests and attitudes towards the target language.
- Personality factors refer to personal characteristics of individual learners and how they affect the process of language learning.

UNITE Contents	
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Activity 2 Other factors affecting language learning You familiarize yourself with other factors affecting language learning.	141

Activity 1 | Age and Language

Objective: You will raise your awareness of age as a factor in language acquisition.

Experience. Reflect.

- At what age did you start to learn English?
- Do you think it was the right age to start learning a foreign language?
 - Was English the first foreign language you learned?
- At what age do you want your children to learn a foreign language?

Conceptualize.

Read the following statements and decide whether you agree or disagree:

- 1. Age is not an important factor in language learning: learners may start learning a language at any age.
- 2. Young learners can learn foreign languages more easily than adults
 - 3. Adults can become successful learners if they are motivated.
- 4. For all learners, the language environment is the most important factor in learning a language.
- 5. It is easier for teachers to motivate young learners than adults.

Read about an interesting case of language learning by a literary figure.

Conrad's case

Joseph Conrad was an English novelist. He did not speak English until he was twenty-one years old, but he developed a beautiful English prose style that is at the same time both elaborate and clear. Very few people can write well in their first language, so how could a person who did not start speaking English until he was an adult become one of the greatest writers of a foreign language? What can you learn about language acquisition from the life of Joseph Conrad?

Joseph Conrad's birth name was JózefTeodor Conrad Korzeniowski. He was an only child. His father, Apollo Korzeniowski, was a Polish writer and translator of the works of the French novelist and poet Victor Hugo, the English dramatist, William Shakespeare, and the English novelist Charles



Dickens, among others. Tutored by his father and a French governess, Joseph was reading the works of French and English writers from an early age. Joseph's parents were Polish nationalists and were exiled to northern Russia because of their political activities. By 1869, his parents were both dead from tuberculosis, and Joseph was put into the care of his uncle in Poland. His uncle hired tutors to educate him, but Joseph longed for travel and adventure.

In 1874, Conrad went to Marseilles, on the south coast of France, and soon found work on French cargo ships. Four years later, he tried to commit suicide as a result of poor health and gambling debts. His uncle paid off his debts but Conrad lost his position with the French merchants and joined the English ship Mavis in 1878. To work on an English ship, he had to acquire spoken English. He served in the British merchant navy for the next sixteen years. After two years in the British merchant marine, he passed his third mate's exam; in 1886, he earned his Master's certificate. Conrad identified himself as Polish all of his life and spoke English with a heavy Polish accent, yet in 1886, he became a British Citizen and changed his name to Joseph Conrad. Over the next few years, he traveled to the Malay Archipelago, the Gulf of Siam and the Belgian Congo. Under the employ of a Belgian company in 1890, Conrad traveled to the Congo and wrote his Congo Diary, which would later become his novel, The Heart of Darkness.

On long sea voyages while in the British merchant marine, he began to write novels. In 1894, he retired with a small pension and in 1895, he published Almayer's Folly, a novel set on the coast of Borneo. Over the text of y years, he wrote many of the works for which he is not fan includint ford for 1900, Youth in 1902, and Nostroo in 04. (He was my my French.) The first book to hieve eat comocial was the novel of the first

Discuss the following questions in groups:

- 1. Who was Joseph Conrad?
- 2. How did he find himself in an English speaking country?
- 3. Was he successful in learning English? In what ways?
- 4. What were the reasons of his success in learning English?

Activity 2 | Other factors affecting language learning

Objective: You will familiarize yourself with other factors affecting language learning.

Experience. Reflect.

Discuss the following questions:

- As you have seen in the example of Joseph Conrad, people can succeed in learning many languages.
- Do you think that your success at learning a foreign language is due to your own motivation or your teacher?
 - Or did it have something to do with the environment?
- Or would you say that you developed some special study habits?
- Or do you have some particular personal or cognitive characteristics that helped you in learning?

Conceptualize.

Now read an autobiographical story written by a person who speaks five languages as fluently as a native speaker.

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e language even the and was instantly fascinated cause I was olde found it harder tha ench-ខា when I had started ring Fra ench and German and In college I maje minored in Spa /erc dicated ain teacher: Per Paris. Mr. Ye where eall ame an îon orld A Englis earned ritable ages that I n la / knew so many ha atrical concepts and lar 2 x 200 60 est become quite fluent in a study r that Jaı o in sum, here's the one simple secret to speaking many iges fluently; hard work and dedication! It is true that some lar ave a natural aptitude for languages because I ear for sounds and rhythms, but for most akes a lot of work! As a beginner, there is no g a caring and experienced teacher of the target le to make sense of everything at first. As one d more independent in the language though, y opportunities to learn and practice any language merousy's apbalized world full of ever-changing technology. A lot of language comes in mulaic chunks, so it is 12,5% very helpful, for examand listen to programs out, note useful vocabulary, but or music where one co also longer useful phracestart instead them into one sown speech patterns. Since anguage is one of the most concrete features that makes us human, it is important to nber tha very language is composed of a re of pe with whom one can connect. 21 mg these connections by meeting new people, ex, oring different interests, discover g exciting ideas, and taking chances is one of it est parts of

I g languages. I so currently discovering a whole new votto in Russian.

[written by Ernesto Herrandez]

What factors do you think contributed to Ernesto's success in language learning? Go back to the story if needed and find the evidence to support your opinion. You can categorize your statements under the following headings:

Age		
Aptitud	<u> </u>	
		· ·
Personality		<u></u>
Strategies		r
		·
Education		
Motivation	A Company of the Comp	· · · · · · · · · · · · · · · · · · ·

As you have seen in the case of Ernesto, motivation played a role in his acquisition of several languages.

- What is motivation in your opinion?
- Can it be acquired or is it just "there"?
- Can it be taught and developed?
- Do you think that people are differently motivated?

Read the definitions of four types of motivation. Fill in the second column with examples from Ernesto's biography.

<u> </u>	Example fi	com the cu	ise of Ernesto
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2. Expinsic motivation: language is a		ng min	Wasteld Co
way to pass tests, get jobs and travel abroad			
3. Integrative		in order Atto	1. J. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
motivation language is a way to become a part of			udat (k. 1907) Barandari
another group of people and culture			
4. Instromental		in the way to	gagg ^a
motivation language is a useful or necessary 1901 to achieve goals.		in Pagninin	

Answer the questions and support your answer with examples.

- Do you consider yourself as a motivated learner?
- What motivates you and how would you classify your motivation?

Do you agree or disagree with the following statements? Support your opinions with examples.

- 1. A positive attitude is necessary but not sufficient to achieve success in language learning.
- 2. Teachers can not influence students' individual characteristics.
- 3. Children who already have good literacy skills in their own language seem to be in the best position to acquire a new language efficiently.
- 4. An extrinsically motivated ESL student who needs to learn English to communicate with a new English boy/girlfriend is likely to make progress than an intrinsically motivated student.
- 5. Language learning ability is stronger in some students than in others.
- 6. Students can learn a second language from the same language family as their first language more easily than from another language family.
 - 7. Extroverts learn to speak faster and better than introverts.
- 8. Students from families that place little importance on language learning are likely to progress less quickly.
- 9. Native speakers are the only linguistic models and can provide appropriate feedback.
- 10. Women are good at learning languages because they have stronger connections between the left and the right hemispheres of their brains than men have.

Based on the activities we have been working on, draw a mind map of internal and external factors that affect language learning.

Apply.

Study the diagrams and say to what extent these factors contributed to your success as a language learner, or which ones were less important that the others. Express your opinion in a 250-300 word essay. Your essay will be evaluated according to the following criteria:

- task response
- · adequate support with examples
- · signs of reflection and critical thinking

UNIT F FACTORS AFFECTING LANGUAGE ACQUISITION: EXTERNAL TO THE LEARNER

UNIT

Factors Affecting Language to the Learner

equisition:

OBJECTIVE

You gain a practical understanding of the external factors affecting the process of language learning and reflect on your language learning experiences.

K te

oor, classics

Jimate, context

KEYCONCEPTS

- Learning takes place in a social context through interaction with other people.
- → The "context" refers to the situation in which the language is produced.
- Language production occurs in a particular social context.
- Learners can be exposed to great quantities of input, but what counts is that which learners take in.

UNIT F | Contents

Activity 1 What makes learning effective?

149

You raise your awareness of the importance of context, teacher behavior and classroom climate in the language learning process.

Activity | |What makes learning effective?

Objective: You will raise your awareness of the importance of vontext, teacher behavior and classroom climate in the language learning process.

Experience. Reflect.

Look at the list of Tajik words and take a moment to memorize them.

education — tanvir, self-education — hudtarbiyak preschool — tomaktabiye, school — omuzishgoh, student — donishyor, pend me'dod.

Discuss the following with the whole class:

- · Have you managed to learn by heart the given words?
- Even if you have remembered the words today, will you remember any of them tomorrow?
- If you were able to link language to an experience, would you have a better chance of remembering it?

Which of these following experiences would help you remember the Tajik words best:

- attending a six-month-language course?
- interacting with your Tajik neighbor or group mate on a daily basis?
 - hiring a tutor of Tajik?
 - watching films/listening to songs in Tajik?
 - spending a month in a Tajik speaking family?
 - chatting with Tajik friends via social networks? Conceptualize.

Task 1

Explore the role of context/learning environment in the case of Alex Rawlings.

Scan the text to answer the following questions:

• How many languages does Alex speak/know?

- What was the role of his family in his language learning?
- What two languages was he studying at college?

Alex's case

Alex Rawlings, a 20 year old student at OxfordUniversity was identified as the most multilingual student in the UK according to the BBC reports Rawlings has gained fluency or near fluency in 10 languages: Greek, German, Spanish, Russian. Dutch, Afrikaans, French, Hebrew, Catalan and Italian. His mother is half Greek and she spoke to him in English, Greek and some French when he was growing up. As he said, he always wanted to speak different languages when he was younger. He often visited his mother's family in Greece, and his father worked in Japan for four years. There he was angry when he couldn't talk to other children because of the language. Thus, he was determined to talk to people during his travels and sometimes he decided to learn the tanguage because it seemed to him interesting or beautiful. While studying abroad in the small city Yaroslavl, Alex wanted to perfect his Russian, which he had been studying at college along with German. When he was asked what makes it easy for him to learn new languages, he stated, "The easiest way to learn is from context. I remember what I see or hear more easily than words written in a list."

After you finish reading the case study, answer the following questions:

- Was he intrinsically or extrinsically motivated to learn Japanese?
- Would you consider Alex to be field dependent or field independent?
- How can people learn a foreign language without travelling abroad?

Allegan to a section by

Task 2

Answer the following questions:

- What is the role of a teacher in a context where language is taught as a foreign language? To what extent it differs from the context where language is taught as a second language?
 - In what ways teachers can affect the language learning process?
 - What is the role of a classroom climate in learning language?
 - · Who creates the language climate: teacher or students?

Read a diary entry written by a Year I student, Madina, reflecting on her classroom experience as a language learner at the end of a term.

Madina's case

he whole term was disaster. I hardly managed to pass all ame Almost in all courses I got below 65. I don't know that way. My highest score is in my writing ses like Listening and Speaking, Integrated y Skills, I have had more problems than in __ em is that in these classes we are usually asked ours. I feel that I am not as strong and confident mates, and I am simply afraid of expressing my ur group discussions. Some of my group mates really good usually dominate our classes. ig something, they usually interrupt me, and I is that I have planned in my mind. Also, when they burst into loud laughter, and I feel really roup projects, we are asked to work together wn contributions, but usually my group mates us and simply avoid including my IV SL sing my motivation for learning ct I Discould make to hiv tecome. Willshehelpme?

Work in small groups and come up with practical suggestions for Madina's teacher

Follow up discussion:

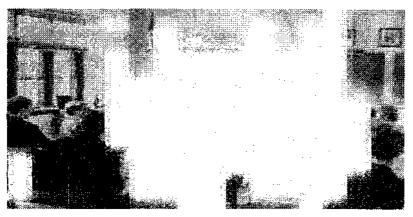
Think of a teacher who encouraged you to take ownership of your learning, helped you identify and decide for yourself the relevant

learning goals, and provided continuous support. Support your opinions with specific examples.

Task 3

Explore teacher behavior through *Dead Poets Society*. Look at the photo taken from the movie *Dead Poets' Society* and answer the question:

- Why is the teacher standing on the desk?
- Do you think he is a bad teacher? Why or why not?



Read the text about the film would Poets' Soci-

The film is	s about a new t	eacher, J	z, at Welton
Academy, On t	he first day of cl	ass, M	his students
to rip out the fu	st chapter of the	i r lite so test	book because that
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Watch two clips and fill in the table.

Things observed in the film	Ex. ples from the film
Teacher presence (teacher's appearance, behavior, voice, intonation, gestures, sense of humor, facial expression	Section of the Control of the Contro
Student-teacher relationship (addressing the students, level of formality, student anxiety, teacher authority)	
Climate in the classroom (friendly, interactive, authoritarian)	

Apply.

The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires.
William Arthur Ward

Observe an English lesson delivered at school or university using the following observation form. Get permission from the teacher to observe his/her lesson and fill in the provided observation form.

Observation form

Name of the teacher, anonymous

Age of lents: Numbe students

Classroompro-	Teacherbeha-	Studentreaction	Comments
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· · · · · · · · · · · · · · · · · · ·	7.		

MODULE II Appendixes		
Appendix 1 Not now, Bernard		

Not now, Bernard by David Mckee lo, Dad," said Bernard, now, Bernard," said his father llo, Mum" said Bernard, not now, Bernard," said his mother. "There's a monster in the garden and it's going to eat me," said Bernard.

"Not now, Bernard," said his mother. Bernard went into the garden. "Hello, monster," he said to the monster. The monster ate Bernard up. Then the monster went indoors. "ROAR." went the monster behind Bernard's mother. "Not now, Bernard" said Bernard's mother The monster bit Bernard's father Not now. Bemard." said Bemard's father. dinner's ready," said Bernard's mother. at the dinner in front of the television. onster ate the dinner. t watched the television. t read one of Bernard's comics id broke one of his toys. Go to bed I've taken up your milk," call-The monster went upstairs "But I'm a monster," said the monster. "Not now, Bernard," said Bernard's mother.

MODULE III LANGUAGE TEACHING

UNIT A APPROACH, METHOD, AND TECHNIQUE

UNIT A | Approach, Method, and Technique

OBJECTIVE

In this unit, you get familiarized with popular approaches and methods of language teaching.

KEY TERMS

approach, method, technique

KEYCONCEPTS

key ELT terms.

- → An approach is a set of assumptions dealing with the nature of language learning.
- A method is an overall plan for systematic presentation of language based upon a selected approach.
- A technique is a wide variety of activities, exercises or tasks used in the language classrooms for realizing lesson objectives.
- Approach, method, and technique are interpreted in different ways by teachers and researchers.

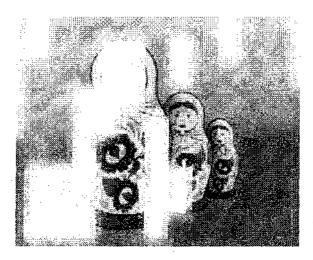
Activity | Differentiating approach, method and technique You explore and develop a practical understanding of some

Activity 1 | Differentiating approach, method and technique Objective: You will explore and develop a practical understanding of some key ELT terms.

Experience. Reflect.

In the history of language teaching methodology, there have developed a variety of approaches and methods in the field of language teaching. It is necessary to differentiate three terms: approach, method and technique. **Be careful!** These terms are not used consistently. Some people call a technique a method or method an approach or approach a method.

Look at the picture of a Matryoshka Doll (a nesting doll – a set of wooden dolls of decreasing size placed one inside the other) and decide which of the three terms: *approach*, *method and technique* represent each Matryoshka doll and explain why.



Read the text and answer the following questions: **D##

- 1. Which words talk about the philosophy or principles of mindful eating?
 - 2. Which words explain the scheme or plan for mindful eating?
- 3. Which words tell people specific things to do and when to do them?

Read the text again and identify which of the underlined words and expressions refer to approach, method and technique, [1]

	ting Mindfully
Life is he	oquently we have to multi-task. This
inc ^a des e	ding, watching TV, driving a car, or
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th	e w s that dietologists
ha	g, ca "Mindful Eating"
X	rrpose. By paying attention to
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plei	of eating, a special program called
-3 85-]	wareness was developed which
help	late their food choices and eating
labits. The	sts starting gradually, eating one
real a day o.	wer, more attentive manner. The
ogram incl	people get started. People should
•Ask you: f, "A	
re polite or because y	ou feel stressed and food makes you feel
etter.	
 Discourse of the contract of the	timer to 20 minutes, and take that time to
eat a normal-sized me	94

- eat a normal-sized meat.
- .Try eating with their other hand if they're right-handed, they should use their left hand to eat with, and vice-versa.
 - Tryeating with chopsticks.
 - •Take small bites and chew well.
- •Take a breath and ask if they really need to ear. If not they should reading or take a walk

Reading Questions

- 1. Which words talk about the philosophy or principles of mindful eating?
 - 2. Which words explain the scheme or plan for mindful eating?
- 3. Which words tell people specific things to do and when to do them?

Conceptualize.

Define the terms approach, method, and technique and provide examples.

In the chart below about approaches, methods, and techniques, some information is given to you. After you study each approach and method in this module, return to this chart and fill in the descriptions of the methods and name some techniques.

. 1.0%

proach	Method	Technique
O proaches D on: Language is med through	Audio-Lingual Method Description:	- drilling
hat formation and without the use of the first language.	DirectMethod Description:	
Comprehension Approaches Description: Language is learned through	Grammar Translation Method Description:	·
comprehending spoken or written language	Total Physical ResponseDescription:	
Communicative ApproachDescription: Language is learned	Communicative Language Teaching Description:	

through developing tability to communicate clearly in spoken and written language.	M C	
Cognitive ApproachDescription		Ment and the second
Language is constructed through	The Collian.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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al now aand bu fû e	6 00000	44 (14)

Apply.

Think about your language learning experience and write a reflection emphasizing the language learning you have been exposed to. State the following:

- What did you do to learn the language?
- What was most useful?
- · What would you like to use in your future teaching?

UNIT B GRAMMAR-TRANSLATION AND AUDIO-LINGUAL METHODS

UNITE Grammar-Translation and Audio-Lit Methods

OBJECTIVE

In this unit, you gain a practical understanding of the grammartranslation and audio-lingual methods and learn when to use them appropriately.

K l'erms

gramar-translation method, deductive and inductive methods

ing

KEYCONCEPTS

- GTM focuses on grammatical rules, memorization of vocabulary, translation of texts and written exercises.
- ALM is grounded in linguistic and psychological theory that advocates habit formation models of learning.
- A difficult problem for teachers is to select the instructional method that best fits their personal teaching style and their teaching context.

UNIT B! Contents	
Activity 1 Grammar-translation method You experience and reflect on a lesson using the grammar- translation method.	165
Activity 2 Audio lingual method You experience and reflect on a lesson using the audio- lingual method.	169
Activity 3 Enhanced input + analysis You analyze from different perspectives the two methods of teaching.	169

Activity 1 | Grammar-translation method

Objective: You will experience and reflect on a lesson using the grammar-translation method.

Experience.

You are going to experience a language lesson using the grammar-translation method. You will be playing the role of students.

START OF LESSON

Look at the formula of Simple Present tense.

Formula: Subject (noun) + Predicate (verb) + object (noun)

Read the following sentences and translate them into

- You watch football every day
- I loveher
- WestudyEnglish

Add -s, -es or -ies to the verb if the subject is she/he/it. Look at the examples:

- Helovesrice
- He watches football every day.
- She studies English every night

Read and learn by heart the words.

1 1 X 11

;sh	Uzbek/Russian
	плакать/yigʻlamoq
rice	рис/guruch
tocook	готовить/taom tayorlamoq
chemistry	химия/kimyo
tolaugh	емеятьєя/kulmoq
happily	счастливо; ,⊲достно/baxtiyor, shodon

Fill in the blanks with an appropriate word from the exercise above.

1.	The baby (cry)	every night.
2.	My mother (cook)	rice very well.
3.	The students (study)	chemistry.
4.	My father (laugh)	very happily.
5.	We (live)	in Uzbekistan.

Read and translate the text.

Daddy-Long-Legs by Jean Webster

1st October

Dear Daddy-Long-Legs

I college and I love you for sending me—I'm very, and so excited every moment of the time that I can You can't imagine how different it is from the one I never dreamed there was such a place in the ling sorry for everybody who isn't a girl and who are, I am sure the college you attended when you are been so nice. My room is up in a tower ontagious ward before they built the new three other girls on the same floor of the tower—a Senior who wears spectacles and is always asking us

please	5.7000			o Freshmen named Sallie
00000000M00000000	ulia		and the second of the second contraction of	Sallie has red hair and a
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without even a	à::		0.0	r didn't think it would
be right to a	.			girl to room with a
foundling Yo				
My ro⁄			vest	vith two windows and
a view A	. Ve	inve	. a Wall	eighteen years with
twenty roc		100001000000	ful to b	 ************************************
chance I've e	\ nad	to get	acquainte	a with Jerusha Abbott. I
thinkI'mgoing	· 192207			

	Vocabulary
English	Uzbek/Russian
scarcely	едва, с трудом/qiyinchilik bilan, zo'rg'a
contagious ward	палата для инфекционных больных/yuqumli kasallikka chalingan bemorlar xonasi
infirmary	изолятор, лазарет/izolyator, kasalxonaning maxsus bo'limi
spectacles	очки/ko'zoynak
a turn- upnose	курносый/ko'tarilgan burun
foundling	лодкидыш, найденыш/tashlandiq
registrar	регистратор /ro'yhatga oluvchi, ma'mur
getacquaint ed	знакомиться /tanishmoq

END OF LESSON

Reflect

Reflect on the sample lesson based on GTM lesson you have experienced by answering the following questions:

- Did you like this lesson? Why?
- How did you feel during the lesson?
- What have you learned from the lesson?

Conceptualize.

Listen to the lecture on GTM. Before listening to the lecture, predict your responses, and after listening, fill in the third column of the table. 🗸 😘

Gr mar-translation method	You esponses fore After min_ listening
originated from	
focuses on	
applies the following principles	
ases materials like	
ssesses students using	
efer: Li usage as	

Read and discuss the quote: 🕮 🗳

"I have no patience with the stupidity of the average grammarian who wastes precious years in hammeting rules into children's heads."

- Who do you think said this and when?
- What do you think is the reason that grammar-translation is still in use?

Activity 2 Audio-lingual method

Objective: You will experience and reflect on a lesson using the audio-lingual method.

Experience.

You are going to experience a language lesson using the audiolingual method. You will be playing the role of students.

Reflect.

Reflect on the lesson you have experienced based on the following questions:

- Did you like this lesson? Why?
- How did you feel during the lesson?
- Can you now communicate in similar situations?
- To what extent does the Audio-lingual Method differ from the Grammar-translation Method?

Conceptualize.

Your trainer will show a PowerPoint presentation on the audiolingual method.

Activity 3 |Enhanced input + analysis

Objective: You will analyze the methods of teaching from different perspectives.

Conceptualize.

Form small groups and evaluate the GTM and ALM using the provided criteria.

Criteria	n n	Audio- lingual method
Goals		
Role of the teacher		
Characteristics of the teaching/ learning process		
Nature of student-teacher and student-student interaction	: 18 7:	
Areas of language skills emphasized		
Role of the native language		
Assessmentcriteriaandtechniques		

Present your findings.

UNIT C TOTAL PHYSICAL RESPONSE

UNIT C Total Physical Response

UBJECTIVE

In this unit, you develop a practical understanding of the Total Physical Response and come up with practical implications for further teaching.

KEY TERMS

TPR, realia, Asher's m...

KEYCONCEPTS

- TPR is built around the coordination of speech and action.
- TPR must be combined with other teaching, approaches and methods.

Unit G Contents	
Activity 1 Reflection on Children's Language Learning You discuss how children's language develops naturally.	173
Activity 2 Total Physical Response You familiarize yourself with the basic practice and principles of TPR.	173
Activity 3 Enhancing the TPR Experience You explore the principles of TPR more deeply.	174

Activity 1 | Reflection on Children's Language Learning Objective: You will discuss how children's language develops inturally

Experience. Reflect.

Discuss the following questions:

- How do infants acquire their native language? What do they do first?
 - When do they start speaking?
 - What helps them to learn language?
- Can a foreign language be learned in the same way? Why and why not?

Conceptualize.

Write a paragraph that answers the following question:

How is learning a foreign language similar to learning a first language?

Activity 2 | Total Physical Response

Objective: You will familiarize yourself with the basic practice and principles of TPR through experiencing a sample lesson.

Experience.

You are going to experience a language lesson based on the principles of the Total Physical Response method. (It is sometimes called an approach but it is really a method.) You will be playing the role of students.

Reflect.

Read the following questions and underline the appropriate answers:

What language is used by the teacher? What language is she trying to teach the students?

Targetlanguage / mothertongue

edi con	miques are used in ?	Drilling / physical actions / translations / demonstration
at m	nals does teacher esson?	Realia / pictures / textbook / handouts / board
V.W⊄ tore of ti	you describe the eacher?	Facilitator / non-verbalmodel / director

Activity 3 | Enhancing the TPR Experience

Objective: You will explore the principles of TPR more deeply. Conceptualize.

Recall the lesson you have experienced and fill in the second column of the table by writing principles that match the appropriate classroom behaviors.

Sia ge	rocedure	TPR principles
1	The teacher created a relaxed, friendly	One goal of TPR is to reduce the people feel when
	classroom	studying a foreign language.
2	Learners were asked	Another goal of TPR is to base learning on
	n.L	
	n s mts	e e e e e e e e e e e e e e e e e e e
	eanin.	
	is by n acted	and African Angles on the African Angles Andrews
	lowing teac s'actions.	:
	e teacher first	The teacher is the
	ons herself and then asked students	speaking and acting.

	to follow her.	language
	The students respond educative bally: observing, listening, untuting, pointing, acting.	comes before speaking.
4	Only after hearing and acting did they begin to produce language chunks	Students do not learn to use create sentences by studying
5	She changed or combined the	Students receive new language , connecting
	sequence of commands. She added new commands and new names of objects one at a time	the words to real and
7	The new language was the language used throughout the lesson. The lesson moves quickly so students have to stay attentive.	Students stay
8	Vocabulary was introduced using through actions and physical objects. Grammar structures were very simple (imperatives). Mainly students	over grammar, and language is emphasized emphasized over writtenlanguage.

were involved in speaking and only at the end of the lessonwere they given an opportunity to read and copy the words from the board.

Your summary
The main characteristics of the TPR teaching and learning process are

UNIT D
COMMUNICATIVE
LANGUAGE TEACHING

NIT C| Communicative Language Teaching

Objective

In this unit, you learn the rudiments of CLT and implications for learning and teaching.

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KeyConcepts

- ← CLT aims at the development of communicative competence.
- Language learners are engaged in authentic use of language for meaningful purposes.
- The role of the teacher is that of facilitator and learners in a CLT class are active participants in their own learning process.

Unit C Contents	
Activity 1 True or false? You learn about CLT methodology.	179
Activity 2 CLT lesson You experience a communicative language lesson and discover its principles.	179
Activity 3 Fourcommunicative competencies You differentiate between "communication" and "practice" and learn about four communicative competences.	181
Activity 4 CLT activities You become more familiar with CLT activities.	183

Activity | | True or False?

Objective: You will learn about CLT methodology.

Experience. Reflect.

True or False?

- 1. All language teaching approaches aim at enabling students to communicate in the target language.
- 2. Knowledge of the forms of a language is enough to communicate in that language.
- 3. To communicate in a language you have to know not only the forms and meanings of words but also their uses in various situations.
 - 4. Use of real-life materials may slow down language learning.
- 5. A teacher tests not only the students' accuracy but also their fluency.
 - 6. Students can learn from each other as well as from the teacher.
 - 7. Students should study only grammar and vocabulary.

Activity 2 | CLT lesson

Objective: You will experience a communicative language lesson and discover its principles.

Experience.

You are going to experience a language lesson based on communicative language teaching (CLT). You will be playing the role of students. Your trainer will hand out materials for you to use.

Reflect. Conceptualize.

Match the CLT principles given in the third column with the lesson procedures described in the first column. Write the numbers of appropriate CLT principles in the second column as shown in the example.

i onProcedure	1 _{5he}	CLT principles
P. mamous		
R ing sports column from a	e.g., 1, 3 1	authenticlanguageinput realcommunicativeneed

newspaper and		3 auther	mictask
identifying and		4 ne	imean
discussing		5. mi	illuse
predictions made		6 сп	king
by the reporter.	$r = r^{r}$	7. fo r	neaming
Making			ough use in
predictions about			900000
the winner of the	3) S	Description 2	у бу с тассигасу
World Cup.	i.		
38			38.00.0
gega			
5 48		_	
3	. 3.		
ions about	11.5		
ire			
ng students		7	
play.			
****		Programme Committee	7.7.2.2.7.3k.0.52.7.

CLT MultipleChoice

- Materials used in a CLT lesson are.
- a) always authentic b) as authentic as possible c) prepared to teach a specific form d) developed only by experts
- 2. Thelanguageusedmainlyis
- a) mother tongue b) target language c) written d'spoken
- 3. Emphasisison
- a) communication b) language forms c) language chunks d) memorization
- 4. Students work with language at the
- a) discourse level b) sentence level c) word level d) syntactical level
- 5. Students are given an opportunity to express their ideas and opinions.

a)	Yes ne teacher	b) No	c) Sometimes	d) only if asked
1 1 2 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Theteache	actsas a		
	controller	e i i i sandendide kanana ana an da	acilitator c) observer d)
1 ′	niner	-,		,,
7.	One of the	teacher's	major responsibil	lities is to
estal	olish situatio	ons that		
(a)	promoteco	mmunicat	ion	
b)	provide the	students	with a good mode	el for imitation
c)	teststudent			
d)	challenget	neiropinio	ns	
8.	Thetargetia			
a)	heardandre			
b)	a vehiclefo	rclassroor	ncommunication	
c)	theobject of	f study		
d)	theobject of	f examina	tion.	
9	Languagel	earningis		
a)	listeningan	dundersta	nding	
b)	havingcon	versations		•
c)	memorizin	g gramma	r rules and word	meanings
d)			cate in speech and	d writing
10	Thedesired	goalis		
a)	communic	ativecomp	etence	
b)	grammatic	alcompete	nce	
c)	correctgran	nmaticalfo	orm	
d)	literaryapp	reciation		

Go back to the True/False statements presented at the beginning of the lesson and reconsider your opinions. Make needed changes. How have your ideas changed?

Activity 3 | Four communicative competencies

Objective: You will differentiate between "communication" and "practice" and learn about four communicative competences.

: Conceptualize.

What is the difference between communication and practice?
Listen to the lecture that contrasts guided practice with communicative activities. As you listen, fill in the table.

C	rtice	unicativeactivitie
Teac	ed	rcontrolled
		<u> </u>
		· · · · · · · · · · · · · · · · · · ·
·		· · · · · · · · · · · · · · · · · · ·

The lecture you have just listened to:

- Is listening to a lecture more like practice or communication?
- What characteristics does it have of each?
- How could you make it more like real communication?

Listen to the second part of the lecture and take notes in your notebooks about four main competences that constitute communicative competence.

Apply.

Which language sample below indicates a lack of which competency?

Sample 1

- "Next move your cursor to the left and choose programs from the menu"
- "What? What did you say?"
- "The menu"
- "The menu? Why is it called "a menu"?
- "Well, because you choose from a list, just like in a restaurant a menu that offers range of meals and drinks"
- "OK. I see what it is."

Lack of	competency.
Sample 2 "Hello, Mr. Brown, the your bank statement.	nanks for your coming. I've reviewed
(interrupts) "Pode, yo questions?"	oug ia ask me a bunch of lame
"Ah lame ns	que
Lack ofcompetency.	ausstight schedule!"
Sample 3 "I asked about "Told whe "Fatrukh)" oout the group report and he wasn't
happy ab "Who wasn't" "Farrukh wasn't"	.our die group report and he wash i
Lack of	
Competency. Sample 4 She feached Spanish	She no know English "

Follow up questions:

Lack of

• In your opinion, which of the four competencies defined by Canale and Swain has received the most attention in foreign language education in Uzbekistan? What is the reason for that?

competency.

• Think of your own communicative competence in a second language. Are you equally strong in all four competencies?

Activity 4 | CLT activities

Objective: You will become more familiar with CLT activities.

Reflect. 🦸

- Which of the CLT activities below have you experienced before? Did you know they were CLT activities at the time you experienced them?
 - What are the characteristics of a CLT activity?
- Fill in the blank sections based on your experience. Your trainer may provide opportunities to experience a CLT activity for you to reflect on.

	Activi	Purpose	Meaning or	(1444)	Materials
	ty		Form Facused?	oie	
	Rolepi ay	To provide opportunities to improve listening.			
		conversation skills		; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	igita (m. 17) 1 may 1
2	Jigsa wtask		Focusonmean ing		A + 1
	Surve ask	er er er er er er er er er er er er er e		1. 12.	Question- naires developed by a teacher or
					students
	5.04	To use information	de Nacion Mais escar	Teacher as	
		fre various son as and real ming to		organizer, facilitator, students	
		defend a position on a topic or issue	24.3	as active participan ts	

Task 1

Imagine a situation in which you are all members of the teaching staff of a primary school. The school principal has asked you to choose an effective teaching method that will work best at your school. Work on poster presentations describing your assigned teaching method. You are expected to present a description of the method and compare it with other teaching methods.

Task 2

Observe an English lesson at a school, college, lyceum or university using the observation form below.

Age of students Number of students			
	Coursetitle: LessonProcedure	CLT Principles Experienced	CLT principles
			 authenticlanguageinput realcommunicativeneed authentictask negotiatedmeaning multipleskilluse criticalthinking form and meaning acquired through use in context fluencyoveraccuracy

UNIT E

CLT APPLIED

All the second of

Terrer version (1995) Anna Communication (1995) Anna Communication (1995)

and Anglein and Sunga Sahabasa Sahasa

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UNITE! CLT Applied

OBJECTIVE

In this unit, you learn the rudiments of Task Based Learning (TBL) and Content Based Instruction (CBI) and implications for learning and teaching.

IRMS BI

KEYCONCEPTS

- A task is the core unit of planning and instruction in task-based language teaching.
- CBI is "the integration of content learning with language teaching aims."
- In TBL and CBI, language is the medium for conveying informational content that is of interest and relevance to learners.

UNITE Contents	
Activity 1 Our Mascot You become familiar with the main principles of TBL through experiencing a sample lesson.	188
Activity 2 A geography lesson You explore the main principles of CBI through experiencing a sample lesson.	192

Activity 1 | Our Mascot

Objective: You will become familiar with the main principles of TBL through experiencing a sample lesson

Experience.

START OF LESSON

Get into small groups of three or four. As you are completing this activity, one person in each group is responsible for taking photos. After you have completed the activity, all members in each group will be responsible for taking notes that explain the photos. You may want to number the photos so that each member of your group has a note corresponding to each photo. Keep in mind that you must take photos that illustrate and explain each of the following:

- Pre task, task, post task stages
- · At least two skills integrated during each stage
- · A language focus activity

Pre task

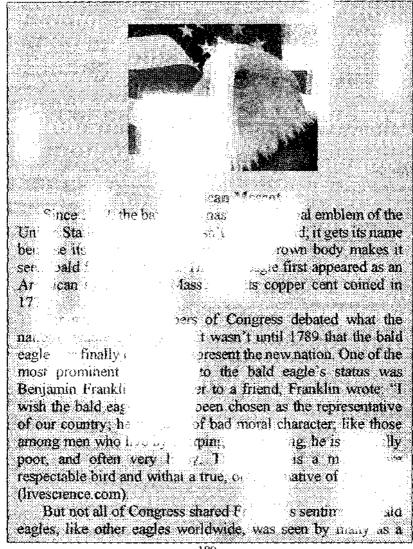
Read the following:

You are going to suggest a mascot (an animal or object used to represent a group with a common public identity such as school, university, sports team or brand name) for our university. As you know a mythical bird, a semurg (phoenix) is placed with outstretched wings, symbolizing the national rebirth of Uzbekistan in the center of the state emblem of Uzbekistan.



Many groups have mascots as symbols. For example, almost all universities, colleges, high schools, American sports teams, elementary schools have chosen mascots. Do you know any other examples of mascots? What do they symbolize?

Before you start the work on your own mascot, read the following text about the national bird of the United States.



And, unlike eagles, bald eagle was by to North A.

Sources: hyescience com/va.gov.

Read the extract taken from Benjamin Franklin's letter one more time. Why was he against choosing this bird? Do you agree with his opinion?

Task

Now start the work on the university mascot. During your group work, use English only. If you do not know a word or phrase, look it up or ask your trainer for the words you need.

- 1 Form groups of three
- 2. Create a list of animals that might make excellent mascots for the university.
- 3. In your group discuss the options and choose one to compete for the position.
 - 4. Do an internet search if needed.
- 5. Come up with your proposal and draw a picture of your mascot.
- Present your mascots by explaining your reasons why you chose this particular mascot.

Language Focus

While presenting and discussing the mascots try to use the following expressions:

- In my opinion, ...
- To my mind, ...
- As far as I am concerned, ...
- Speaking personally, ...
- From my point of view, ...
- As for me, ...
- My view / opinion / belief / impression / conviction is that ...
- I am of the opinion that ...
- My impression is that ...
 - I have the feeling that ...

- I think / consider / find / feel / believe / suppose / presume / assume that ...
 - I hold the opinion that...

Your presentation will be assessed by your group mates and your trainer based on the following criteria:

- ✓ Creativity (originality of ideas)
- ✓ Content (meaningful, interesting, appropriate (both culturally and contextually))
 - ✓ Design (attractive, colorful, explanatory)
- ✓ Language (free of serious mistakes and ambiguity, persuasive language)"

Post task

Vote for the best mascot by writing their opinions individually based on the criteria. Tell them to start their writing by using one of the above expressions. Note: Not all of the expressions are used in written language.

END OF LESSON

Reflect.

Think about the lesson by answering the following questions.

- 1. What was the actual task? What did you do to prepare for the task? What did you do after the task?
 - 2. For what level (age, CEFR) was the task appropriate?
 - 3. How could you adapt the same task to higher or lower levels?
 - 4. Did you like the task? Why? Why not?
 - 5. Was the task authentic or specific to the classroom?
 - 6. Did the task emphasize interaction and meaning?
 - 7. Did the task end up with a product?
 - 8. What was more important: process or product?

Conceptualize.

Listen to a lecture on TBL and answer the given questions.

1. 8.8.3

- 1. What is the aim of TBL?
 - 2. How is a task viewed in TBL?
- 3. What are the main principles of TBL?(state at least 3 principles)

4. What are the phases of a task cycle?

5. What is the difference between information-gap, opinion-gap and reasoning-gap activities?

Activity 2 | Geography Lesson

Objective: You will explore the main principles of CBI through experiencing a sample lesson.

Experience.

You will be experiencing a content-based language lesson. During the lesson you will play the role of students and your trainer will play the role of teacher.

START OF LESSON

Get into small groups of three or four. As you are completing this activity, one person in each group is responsible for taking photos. After you have completed the activity, all members in each group will be responsible for taking notes that explain the photos. You may want to number the photos so that each member of your group has a note corresponding to each photo. Keep in mind that you must take photos that illustrate and explain each of the following:

The content of the lesson

The teaching of vocabulary and language use

. The integration of at least two skills in the same activity

A Coordinate Scheme

I stitude and longitude are angles that uniquely define point sphere. Together, the angles comprise a coordinate sche can locate or identify geographic positions on the surfaces planets such as the earth.

Latile is defining terms of circles that run parallel to the equator. The circle that surrounds the earth at the center is called the equator. The circle that surrounds the earth is called the equator. The circle that surrounds the earth is called the outside edge of a plane that passes ight cent if the earth. The latitude of a point (P) this defined as the angle that a straight passing through the center of the earth and the point.

makes with respect to the equatorial plane. If P is above the reference plane, the latitude is positive northerly), if P is below the reference plane, the list of ve for southerly). Longitude is def dint e halfsof called circles runnar. ÓM nce by the prime me ridian which longite a it is also passes throug a a point P on called the Gr containing the the surface is spect to the plane meridian pas > use east of the prime contaming th ' is to the west of the meridian, the prime meridi es on the earth are Latitude rm a set of celestial sometimes phasiped and coordinates.

Look at the coordinates of these cities. Work with a partner to practice stating their geographical Have your partner look at a map of Uzbekistan and guess the name of the city.

Latitude: 41°15' N

Longitude: 69°12' E

Name of city:

2. 40°29′ N

68°47′ E

Name of city:

3. 40°31′ N

70°56′ E

Name of city:

4. 37°13′N

67°17′E

Name of city:

5. 42°28′ N

59°36′ E

Name of city:

Work in the same pairs and play a guessing game. Each partner thinks of three more cities and writes down the latitude and longitude co-ordinates. Then, take turns saying the co-ordinates to see if your partner can guess the name of the city.

Language Focus

There are other ways of describing locations. Some are formal and others are informal.

Formal Q&A

Q: "At which point on the earth is Tashkent located?"

A: "It is located at Latitude 41 degrees and 15 minutes north and at Longitude 69 degrees and 13 minutes east.

Informal O&A:

Q: Where's Tashkent?

A: Oh, it's in Central Asia between Russia and Afghanistan.]

What are the differences between the two ways of describing the location of Tashkent?

Neutral question:

What does Movaraunnahr mean?

Informal answer:

Movaraunnahr is a really old name. It means "between two rivers, the Amudarya and Sirdarya."

Formal answer:

Movaraunnahr is an ancient term for the land now occupied by Uzbekistan and other central Asian countries. The word means "situated between two rivers."

What are the differences between the two ways of explaining the meaning of Movaraunnahr?

Read the following sentences. Identify them as formal or informal. If a sentence is formal, re-write it as informal or vice-versa. Be ready to explain your answer.

- 1. Bhutan, officially called the Kingdom of Bhutan, is a small, landlocked country on the Indian Subcontinent between the Himalayas and India.
- 2. New York City is located on the eastern coast of the United States approximately 1000 miles north of Florida and 200 miles South

of Boston. It is situated at the mouth of the Hudson River, and is the ideal into five districts called boroughs.

- Sudan is in Africa and the NileRiver flows through it.
- 4. Russia lies across two continents Europe and Asia.
- 3 The city of Dubai is located in the Persian Gulf nation known as the United Arab Emirates (UAE).
 - Kokand is in the middle of the Fergana valley.
- 7. Paris is the capital city of France. It is situated on the River Seine, in northern France, at the heart of the Île-de-France region.
 - 8. Orenburg is in Russia near Kazakhstan.
- 9. London is located in the southeastern region of the United Kingdom on the River Thames.

END OF LESSON

Reflect.

Discuss the geography lesson you have experienced based on the following questions.

- 1 Did you like the lesson? Why? Why not?
- Were the task and materials authentic?
- What content was used for language teaching purpose?
- 4. How was that content learned?
- 5. Were contextual clues used to help convey meaning?
- 6. What language was taught?

Conceptualize.

- 1. What is the main focus of CBI?
- 2. How is a typical CBI lesson organized?
 - 3. In what ways are language skills integrated in CBI?
 - 4. What are the two main principles of CBI?
 - 5. How are students viewed in CBI?

Apply.

In this unit, you learned about TBL and CBI. The difference between these approaches and others is a matter of their focus. For example, in the CBI lesson above, was it "English through geography" or "geography through English"? Provide examples to illustrate your understanding of the topic. Write a paragraph that explains your ideas.

MODULE IV TEACHING LANGUAGE SYSTEMS

UNIT A TEACHING GRAMMAR FOR COMMUNICATION

\ |Teaching grammar for communication

not, you learn about different approaches to teaching apoken grammar, and error correction.

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EPPLS

pure rule: splain how a language works to produce meaning, purve rules define what language is appropriate for yourses purposes and contexts.

- I eaching through rules means taking a deductive approach to teaching grammar, teaching the rule and applying it to examples.
- Feaching through examples means taking an inductive approach to teaching grammar, presenting examples and having attadents discover the rule for themselves.
- Teaching through texts means taking a holistic approach to teaching grammar in which context plays a central role in the choice of grammatical structures.
- Spoken grammar differs from written grammar, and students should be made aware of features of spoken grammar.
- From the a natural part of language learning, and error correction should be student-centered and student-controlled.

UNIT A (Contents		
Activity 1 Teaching gram You think about grammar if for the teaching of gramma	rules and	199
Activity 2 Teaching gran You experience and reflect "teaching-through-rules" a	t on a gr	200

Activity 3 Teaching grammar through examples You experience and reflect on a grammar lesson using the "teaching-through-examples" approach.	203
Activity 4 Teaching grammar through texts You experience and reflect on a grammar lesson using the "teaching-through-texts" approach.	206
Activity 5 Teaching spoken grammar You reflect on their introduction to spoken grammar in this unit and Module I and teach mini-lessons to their peers.	210
Activity 6 Error correction You learn to recognize when and how to use error correction techniques.	212

Activity | | Teaching grammar: Introduction

(Mortive: You will think about the grammar and be introduced to a text for the teaching of grammar.

Experience.

- 1 Do you like grammar lessons? What is your experience with the study of lengthsh grammar? Discuss it with your trainer and group mater.
- 2. In this unit, you will experience three approaches to teaching grammar, learn about teaching spoken grammar, and learn techniques for correcting students' errors, not only grammar errors but other errors as well. Much of this unit will make use of a dialogue written about I mure and Sevara (not real people). Listen to the dialogue and answer the questions about it.

Reflect.

- 3 Discuss these questions as a class.
- a Did Sevara make any errors in grammar or vocabulary?
- b. Did Laura correct her errors? How did she do so?
- c Laura and Sevara had been teacher and student, but at the time of the conversation they were both teachers. Was it appropriate for Laura to continue to correct Sevara's mistakes? Why or why not?
- 4. Some laws or rules are **prescriptive**: They tell us what we should do. Other laws or rules are **descriptive**: They tell us how things work
- a Society, schools, the university these are all governed by laws and rules. Laws and rules create order in society. Who makes those laws and rules? Are they prescriptive or descriptive?
- b Nature is governed by law -- e.g. the law of gravity. Laws greate order in nature. Who makes those laws? Are they prescriptive or descriptive?
- c. Language is governed by rules. Are they prescriptive or descriptive?
- 5 How many ways are there to teach and learn grammar? What in the best way to teach grammar? Which type of rules is more important for teaching grammar. Descriptive rules or prescriptive rules?

Activity 2 | Teaching grammar through rules

Objective: You will experience and reflect on a grammar lesson using the "teaching-through-rules" approach.

The first of three approaches to teaching grammar is called "teaching grammar through rules." Now you will experience a short lesson based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

START OF LESSON

1. Study the chart on the next page about simple past and present perfect verbs in English.

	Simple Past	Present Perfect
FORM	Regular verbs verb + ed: e.g. like + ed = liked,	Regular verbs have + verb + ed: have + like +ed = have liked
	Irregular verbs Many common verbs are irregular, e.g. eat/ate, meet/met, sing/sang, read/read (/ri:d/red/), have/had, hit/hit, go/went, is/was/are/were.	Irregular verbs Many common verbs are irregular. The past participle of these verbs is often formed by adding en to the verb (n, if it ends in a vowel sound). Some past participles change the vowel, e.g. sing/sang/have sung, go/went/have gone,
MEANING	simple past = specific time	present perfect = action over time before the present or action at no

ر المسابع المس				
		specific time before the present		
USE	The simple past is used to talk about events that happened at a specific time. Time may be stated or implied. Time indicator can be a time of day, a day of the week or month or year, a phrase or clause, or implied by context.	The present perfect is used to talk about the past that is in some way related to the present. The time may be a time period that started in the past and continues to the present or the time may be an indefinite time before the present.		
We've known each other since that day in June. X->				
past <x> future</x>				
	↑↑ the day of meeting now liked like			
	ked each other at first sig	ht.		
17 *				

Exercise

2. Fill in the blanks in the paragraph below according to the rules in the chart above.

Laura is an English Language Fellow tead University of World Languages in Tashkent,	
She is in the second year of her Fellowship,	which she
(enjoy) very much. Sevara w	as a fourth-
year student last year and now	(graduate).
Laura: Sevara! What a surprise! I	
(not see) you since last June, was it!	How you
(do) on your final exam?	
Sevara: I (pass).	When I
(graduate), I	(receive)
a red diploma.	
Laura: Red? That means	

Sevara: It means I (get) only A's in				
every course.				
Laura: Congratulations. And since then? What've you been doing?				
Sevara: Since then, I am working at a language center near the bazaar.				
Laura: So, you've been working at a language center nearby.				
Sevara: Yes, I have been working at a language center near here.				
Laura: What's it called?				
Sevara: Its name was changed.				
Laura: Oh, when?				
Sevara: It was changed sometime last year, I think. It (call) "The Language Institute" for the				
past six months.				
Laura: Interesting name. How did you come up with that that				
name?				
Sevara: Do you remember that in class you (tell) us that you had worked at the				
English Institute before you (come) to				
Uzbekistan.				
Laura: Yes, I(work) at the ELI at				
OregonStateUniversity. It's a great place to live and work,				
well sort of it's bad for hay fever and I've got allergies.				
Anyway, I (think) about going back				
last year actually, I(think) about it				
several times. But lately, I've been thinking about opening				
up a language school here. You know, why don't you come				
work for me?				

- 3. Check your answers. Ask your teacher how to spell any words. Make sure they are spelled correctly.
- 4. TOPIC: Shopping. Use the list of verbs below and write a short paragraph about shopping in Tashkent.

laiong ity on wind i	accept buy purchase alone try on	cost give g sell wrap	o pay take take
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END OF LESSON

- Reflect. 💅

- 5. What did you do in this lesson? Did you enjoy it? Why or why not?
 - 6. What would students learn from this lesson?
 - 7. In which part of the lesson
 - a. were the rules presented?
 - b. did you practice the forms and meanings?
 - c. did you produce your own sentences?

Activity 3 | Teaching grammar through examples

Objective: You will experience and reflect on a grammar lesson using the "teaching-through-examples" approach.

The second of three approaches to teaching grammar is called "teaching grammar through examples." Now you will experience a short lesson on based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

START OF LESSON

1. Look at the examples taken from the dialogue above. Underline the verb structure in each sentence.

Laura: Congratulations. And since then? What've you been doing?

Sevara: Since then, I am working at a language center near the bazaar.

Lan: So, you've been working at a language center

Sevara: Yes, I have been working at a language center near here.

- 2. What are the similarities and differences in form and meaning between I am working and I have been working?
- 3. Look at the next example taken from the dialogue. Underline the verb structures in Laura's speech.

Laura: Yes, I worked at the ELI at Oregon State University. A wonderful place to live and work. I thought about it once last year — actually, I'vethought about it several times. Lately, I've been thinking about staying here and opening up a language school of my own. Would you come work for me if I did that?

- 4. What are the similarities and differences in form and meaning between I thought and I ve thought.
- 5. What are the similarities and differences in form and meaning between I've thought and I've been thinking?
- 6. Can you state a set of rules or make a diagram that will help you know when to use past, present perfect, and present perfect progressive? Sketch the diagram and state the rules in your notebooks.
- 7. Laura's manager at the American Embassy asked her about her experience in Uzbekistan and her present activities. Fill in the blanks with the present continuous, present perfect, present perfect continuous, or simple past.

Laura: I	(do) several things. For one, I
student <u>came in</u> (judge	e) the Student Olympiad Our in) third, unfortunately, but it a fair competition. I also
them create a tes	with a group of teachers to help acher-training book. They write) their own materials. In
UZTEA conference about	(give) a presentation at the the need for teachers to keep at current methodology. Finally,

my materials					
together) a	corpus	of	Uzbek	English.	They
and students conversations.	(recor as they We were th	d) tead give ninking	chers as present about p	they give ations and	lessons have ine but
recordings. I fee					
in Uzbekistan.					

- 8. Check your answers. If you do not know how to spell any words, make a guess based on your knowledge. After guessing, ask your teacher for help.
- 9. Language use. Laura used the same verb form to begin and end her report to her manager. What was that verb form? What purpose did it serve?
- 10. Read Laura's answer to her manager again and think about your accomplishments and present activities. Think about those you finished at a specific time, those that you worked on over a period of time, and those that you started in the past and are continuing to work on.

END OF LESSON

Reflect. 🐗

- 1. What did you do in this lesson? Did you enjoy it? Why or why 'not?:
- 2. What would students learn from this lesson?
- 3. In which part of the lesson
 - a. were the rules presented?
 - b. did you practice the forms and meanings?
 - c. did you produce your own sentences?

Conceptualize.

4. You have experienced two lessons so far. What are the similarities and differences between them?

Activity 4 | Teaching grammar through texts

Objective: You will experience and reflect on a grammar lesson using the "teaching-through-texts" approach.

A third approach to teaching grammar is called "teaching grammar through texts." Now you will experience a short lesson based on this approach. During the lesson, you will be students and your trainer will be your teacher.

Experience

Teaching grammar through texts means teaching grammar through **context**. For this approach, it is essential that your students understand the context of an article or a dialogue. You have heard the conversation, and you should assume that the students in this lesson are also familiar with the speakers and the situation.

START OF LESSON

- 1. Laura has to write a report of her activities as an English Language Fellow in Uzbekistan. Her title is "Final Report from Teaching English in Uzbekistan." It was written by Laura, who taught academic writing to fourth-year and M.A. students at the University of World Languages. She also worked on improving English teaching in other ways.
- 2. Read the following excerpt from Laura's report. Answer the questions that follow about her report.

5 1899008980009 NASSANS 4 1		inglish in Uzbekistan
1 Tms		my work over the pas
two years. I be	have made s	ficant contributions to
language edu	Uzbeki.	. While I was in
Uzbekistan, 🖂	up of te	ers write a book about
lar ge t	dology	ey researched curren
iss mo	created	aging and meaningful
act	induces. They wer	e provided vital suppor
by	e university.	
	I made a differenc	e in other way — re
not all our y south	cted to my Fellow	ship. Over the vo
	cipated in several	

the Samarkand confere	**************************************	77 70 50000000
keynote address on voc	ary)t to	ach
During my time here, I	√e a	dge
teaching pen s ar		At 1
last Stuc O piad.	yur	th
ur ^r tuna He	grea	111 MAN 121
y∈ an ve a	im	:
in tant the	1 to	
to win, ar	Buk	
3	: tha	
	aft∈	
months, i s. wi	T. C.	
corpus of Lagran ish		
as they give lesse and		
and have conversions -		
and ten students s r :	វិធី ប្រ	
it online. Howey we		
recordings. I have neve		3 1 1
satisfied with my work her	* 1	

Uses of the simple past and present perfect

- 3. What is Laura's overall evaluation of her work in Uzbekistan? In which paragraphs and sentences does she state it?
- a. What tense or aspect of the verb was used to state her overall evaluation?
 - b. What are some things she specifically accomplished?
- c. What tense or aspect was used to state her specific accomplishments?
- 4. In paragraph two, Laura talks about participating in teacher conferences and judging the Student Olympiad.
 - a. In sentence two, did she say when those took place?
 - b. At what point in your reading did you know?
 - c. What verb tense or aspect was used?
- d. In sentence three, did she say when the Samarkand conference took place? When?
 - e. What verb tense was used?

- f. What is the difference between the simple past and the present perfect?
 - I alm served as a judge for teaching competitions and two state. Olympiads.
 - T e also served as a judge for teaching competitions and two student Olympiads. ✓
 - At that last Student Olympiad, our student came in third, unfortunately

 ✓
 - At that last Student Olympiad, our student has come in third, unfortunately
 - He was a great student for the past four years, and we all wan aim to win.
 - Fig. been a great stillent for the past four years, and we all waited him to win ...
- 5. Summarize the differences between the uses of the simple past and the present perfect.

Uses of the present perfect and present perfect continuous

- 6. In paragraph 3, Laura talks about compiling a corpus and recording teachers and students.
 - a. When did the events begin and when will they end?
- b. What verb tense or aspect was used? Why?
- 7. In Laura's report above, she wrote phrases like "over the past six months." What other expressions of time and duration can you find? What verb tense was used with each?
- 8. After Laura wrote her report, her manager, Jon Larson, reported to his supervisor on Laura's activities. Here is a short excerpt from his report. Fill in the blanks with the correct verb tenses or aspects.

Laura _ successful	Fellow	-	(complete)	work
40° 44 (**********************************			eneficial to the	
people. S	she	***************************************	(speal	
conferences,	1227222222	BRABBIPATITTO OR BEBLIPARŠŠE,		(judge)
competitions	s, and	***************************************	(2	support)
teachers as	s they			(write)
materials for	r courses. She	also		· ,
			ody of Uzbek	
for future stu	idy. For the pas	st six month	, teachers and s	students
	-		cordings of a	
use of Engl	lish by speak	ers of Uzb	ek. This proje	ect will -
	or another	year. I	believe that	Laura
hababiyaan aasaa annoo dababiyaa w		(represent)	us very v	vell in
Uzbekistan.				:

- 9. After making sure you have all of the answers, cover up Jon Larsen's report and tell it to your partner. You do not need to say every word, but you should use every verb tense correctly.
- 10. Study Laura's report and summarize it in your own words. In other words, pretend you are Laura's manager and tell your supervisor about Laura's work in Uzbekistan. You can also invent new things she did while she was here. Use verb tenses correctly.
- 11. Write a report about your own accomplishments as a student over the past year. Write from 75 to 100 words. Use the present perfect and simple past at least four times each. Try to use the present perfect continuous as well.

END OF LESSON

Reflect.

- 12. What did you do in this lesson? Did you enjoy it? Why or why not?
 - 13. What would students learn from this lesson?
 - 14.In which part of the lesson

- a. were the rules presented?
- b. did you practice the forms and meanings?
- c. did you produce your own sentences?

Conceptualize.

- 15. You have now experienced three approaches to teaching grammar.
 - a. Which did you prefer? Why?
- b. Which approach will help students learn to use grammar in speaking and writing?
 - c. Which approach is easiest to teach?
- d. Which approach is best for low level (A1-A2) students? Which is best for intermediate or higher level students (B1 and above)?

Activity 5 | Teaching spoken grammar

Objective: You will reflect on your introduction to spoken grammar in this unit and Module I and teach mini-lessons to your peers.

Reflect. Conceptualize.

- 1. In Module I, Unit D, you learned about some characteristics of spoken English. Make a list of the characteristics and give an example from the "Kate and Jen" dialogue (also in Unit C).
- 2. In Module I, Unit E, you listened to and read an excerpt from a real conversation of two American college students.
 - a. Listen to it again and read along.

Teaching spoken grammar #1

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

D:Mhm.

K: Oh really?

D: Cause, she gets really homesick?

K: Oh does she?

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

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

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

K: Yeah I miss ... my house.

D: I miss the feeling of being home.

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

ıh.

s it's such a pain to drive home.

- b. What features of spoken English are in the speech of these college students. Give examples.
- c. Can the same words fill more than one purpose? (e.g. as filler, backchannel, or phrasal chunk, etc.)

Apply. Experience.

3. In your first groups, you will learn and practice teaching a mini-lesson about one aspect of spoken grammar. After you have practiced the mini-lesson, you will be re-divided so that there is one teacher of each mini-lesson in each group. You will then take turns teaching each other your lesson. Mini-lessons can be found in **Appendix 3**.

Reflect, 🦸

- 4. Get into your previous groups. Share your experience of the mini-lessons about spoken grammar.
 - What feature of spoken grammar did you teach?
- What other features of spoken grammar did you learn from the other mini lessons you experienced?
- 5. After you finish experiencing mini lessons in your new groups, go back to your former group. In your former group share your experience of mini lessons on Spoken Grammar based on the following questions:
 - What feature of spoken grammar did you teach?
- What other features of spoken grammar did you learn from other mini-lessons you have experienced?

Activity 6 | Error correction

Objective: You will learn to recognize when and how to use error correction techniques.

Reflect. Conceptualize, 🐗

- 1. In Module II, Unit C you learned about types of errors and the reasons why EFL learners make mistakes. For review, can you remember the reasons that language learners make mistakes and their names?
- 2. Even though there are differences between errors and slips, they are all mistakes that can affect the ability to communicate well. Once you have identified students' mistakes, the questions are when you should correct errors and how you should errors.

When should you correct errors? What are some other factors you should think about when correcting students? Discuss the following questions:

- If the purpose of an activity is to promote the fluent use of English, should you correct errors? Will stopping them to correct their error prevent them from developing fluency?
- If a student is shy and lacks confidence, how will correcting her error affect her willingness to speak in the future? Is there a way to correct her error without embarrassing her?
- If your student's error does not affect the communication of his message, should you correct it or ignore it?

How should you correct errors? Discuss the following questions. Try to think of examples of each technique named in quotation marks.

- Should you interrupt students as soon as you hear an error?
- Should you repeat what they say but with the error corrected? (This is called "re-casting.")
- If the error causes misunderstanding, should you ask the student to explain their meaning more clearly? (This is called "asking for clarification.")
- Should you explain the error to the student? (This is called "explanation.")
- Should you say nothing and do nothing? (This is called "ignoring the error.")

• Should you collect errors from student writing and create activities to help them understand better?

Experience. Reflect. Conceptualize.

3. In Activity 1 above, you were introduced to Laura, an American who taught at the University of World Languages, and Sevara, one of her students. Turn back to Activity 1 and listen to it again. In each of the excerpts from the dialogue, underline the error, explain the error, and explain the error-correction technique.

a. Error correction #1

Laura: Congratulations. And since then? What've you been doing?

Sevara: Since then, I am working at a language center near the bazaar.

Laura: So, you've been working at a language center nearby.

Sevara: Yes, I have been working at a language center near here.

- What was the mistake?
- How was it corrected?
- b. Error correction #2

Laura: Interesting name. How did you come up with that that name?

Sevara: Do you remember that in class you told us that you had worked at the English Institute before you came to Uzbekistan.

Laura: Yes, I worked at the ELI at OregonStateUniversity. A wonderful place to live and work.

- What was the mistake?
- How was it corrected?

c. Error correction #3

Sevara: I am grateful that you think I could teach at your language school. I remember working with you. I have learned a lot of new things from you when I was a student.

Laura: Well, you were a great student! Believe it or not, I learned a lot too! Is that a ring on your finger?

- What was the mistake?
- How was it corrected?
- d Error correction #4

Sevara: Yes, I got married last month.

Laura: Was it someone in your group?

Sevara: No, my mother's cousin used to have a neighbor. They've moved. However, the neighbor had a son, and they arranged for us to meet. We liked each other from the moment we met.

Laura: So, you hit it off! Sevara: We hit it off?

Laura: Yes, you liked each other from the very

beginning. Your personalities fit each other well.

- What was the mistake?
- How was it corrected?
- Error correction #5

Sevara: We've been married for a month now. We're still getting to know each other, but so far, so good. I

learned this phrase from you.

Laura: And you remembered it. That's good.

Sevara: Speaking of him --Laura: What's his name?

Sevara: His name is Abdurahim.

Laura: That's a popular name.

Sevara: Yes, he had been named after his grandfather.

Laura: Had been? Was his name changed?

Sevara: No, he still has that name.

Laura: Oh, I get it.

- What was the mistake?
- How was it corrected?
- f. Error correction #6

Sevara: Yes, speaking about him, I am supposed to meet him for dinner tonight. It is our one-month's anniversary today, so he is taking me out at a restaurant. He told me to wait for him here, in front of the madrassa. Here he is now. I hope to see you again.

Laura: Would you be interested in a job?

- · What was the mistake?
- How was it corrected?
- 4. What was Laura's attitude toward error correction?
- Was the purpose to make sure that Sevara spoke correctly? Or was it to make sure that communication was clear?
- Would Sevara have learned much if she had been embarrassed?

Conceptualize.

5. Read posts from Teacher blogs on the issue of error correction. The discussion questions after the blogs will help you think about the teachers' opinions.

Teresa from Germany

As a language feacher Lalways try to keep in mind that learners' making errors is an inevitable part of language

learning. However, this does not tell us that errors can be ignored and just spotting the error and correcting it directly will not help much either. For me every teacher has to classify the error grammar error, pronunciation error etc.) Then decide with er to handle it or and when to correct the error: whetmediate or desired correction. I also found out that er should mine the appropriate technique to co e error i e. , inv st nts also make mistakes As other during the lesson and I no 1 that they want to be

gerror v our correction worked well. When I gerror v our correction worked well. When I gerror and doesn't want to intermediate the error correction they want and avoid a readed accusation that I am not helping them and no iterrupting the flow of speech unnecessarily. Some students have gotten so good, they actually correct themselves, when they see me pick up my pen.

Gabriela from Spain

To tell the truth I usually don't worry if my students keep making errors. It shows that they're learning and trying things out with the language. All of which puts them on the road to success. I strongly believe that it is my job, however, to make sure that the errors don't 'fossilize' or get stuck into place. I listen to what should is saying and highlight in my mind that an error n made. Then I r with e pasis say repeat the e must to go?" ecover t he s⁺ Leaves. For me this This way I not ma g the same error. increases the cha-Sometimes I also at the error with correction saying "He must read" en I repeat it with correction the student notices if any repeats after me and then continspeaking.

Although researchers have often doubted the effectiveness of repetition, I think the key is to keep them short and emphasize the correction.

Dilfuza from Uzbekistan

In my class, majority of students want to be corrected. They are familiar with my error correction techniques that I use often with them. And if I interrupt them in the middle of their speech, they do not feel offended. They know that I do correct if I feel it is important. The technique that I use very often and effective one with my students is explaining what form or word to use. For example I say "modal verbs do not take 'to' with the main verb" or I may say "What was the rule?". The student gets it quickly and tries to follow or avoid making mistake in his/her speech. They know all those grammar rules but when it comes to practice they do think about them. As a result they make mistakes. The same problem is with ending 's' or 'es' at the end of the verb in 3rd person singular, present simple or use irregular verbs. With my other group of learners I use different error correction technique that works well with them. When I repeated their errors they openly showed their disapproval. Then I understood I should use another technique. During the speaking activity if I feel they need to be corrected I started asking questions like "Did you mean you buyed?" This way I let them notice their mistake and correct it.

- 6. Discussion questions
- What did you learn about language learning errors in Module II, Unit C?
- Do the teacher's attitudes toward making errors agree with what you learned?
- What techniques do the teachers use? Do they use any that you have studied so far in this activity?

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- What are their students' attitudes toward errors? Do they want to be corrected?
- What is your attitude toward errors? Do you like it when you are corrected?
- When is correction good for language learners and when is it bad for language learners?

Apply.

- 7. Two teachers in Mexico and one in the USA use a "stoplight approach" to error correction. Read the article in Appendix 4 to learn about their approach. Then, return to this activity.
 - a. What does it mean to "value the learner"? (three things)
- b. With the stoplight approach, who is in control of error correction?
 - c. What happens during each step? (three steps)
 - d. In your own words, explain what each color means.
- e. What were the results when the authors used this approach? (three things)
 - 8. Now it's your turn.

- a. Make three signs: One that says "Stop!" another that says "Maybe!" and a third that says "Go!"
- b. Your trainer will assign you to talk about a topic for two or three minutes in small groups. Before you speak, flash one of the signs for all to see. All MUST respect your wishes.

Mary man for the second and the first terms of the second and the

Appendix 1] Laura and Sevara

Laura has been an English Language Fellow teaching at the University of World Languages in Tashkent, Uzbekistan. She has just finished the second year of her Fellowship, which she enjoyed very much. Sevara was a fourth-year student the previous year and has now graduated. They meet by chance in front of KulkedeshMedressa.

[Sounds of a busy street]

Laura: Sevara! What a surprise! Haven't seen you since last June. How are you doing?

Sevara: [shocked] Uh, hi Laura. I thought you went home to, where was it, Oregon?

Laura: Yes, Oregon. You remembered. By the way, how did you do on your final exam?

Sevara: I passed. When I graduated, I received a red diploma.

Laura: Red? That means....

Sevara: It means I got only A's in every course.

Laura: Congratulations. And since then? What've you been doing?

Sevara: Since then, I am working at a language center near the bazaar.

Laura: So, you've been working at a language center nearby.

Sevara: Yes, I have been working at a language center near here.

Laura: What's it called?

Sevara: Its name was changed.

Laura: Oh, when?

Sevara: It was changed sometime last year, I think. It has been called "The Language Institute" for the past six months.

Laura: Interesting name. How did they come up with that that name?

Sevara: Do you remember that in class you told us that you had worked at the English Institute before you came to Uzbekistan? I told the owner this, and he changed the name.

Laura: Yeah, I worked at the ELI at OregonStateUniversity. It was a great place to work -- well sort of. Corvallis's bad for hay fever and I've got allergies. Anyway, I thought about going back once last year -- actually, I've thought about it several times since.

Sevara: So, you are going back.

Laura: I dunno. Lately, I've been thinking about opening up a school here. [pause] You know, why don't you come work for me?...

Sevara: I am grateful for that you think I could teach at your language school. I have learned a lot of new things from you when I was a student.

Laura: Well, I'm grateful that you were my student! Believe it or not, I learned a lot too! Uh, is that a ring on your finger?

Sevara: Yes, I got married last month. I wish I knew you were still in Tashkent.

Laura: Was it someone in your group?

Sevara: No, my mother's cousin used to have a neighbor. They moved. However, the neighbor had a son, and they arranged for us to meet. He is kind of shy, but I am not, you know. So, we liked each other from the moment we met.

Laura: So, you hit it off!

Sevara: We hit it off?

Laura: I mean, you liked each other from the very beginning. Your personalities fit.

Sevara: We've been married for a month now. We are still getting to know each other, but so far, so good.

Laura: That's good.

Sevara: Speaking of him -- Laura: What's his name?

Sevara: His name is Abdurahim. Laura: That's a popular name.

Sevara: Yes, he had been named after his grandfather.

MEANING	simple past = specific time in the past	present perfect = action over time before the present or action at no specific time before the present	present perfect continuous = action that began in the past and may continue on through the present into the
USE	The simple past is used to talk about events that happened at a specific time. Time may be stated or implied. Time indicator can be a time of day, a day of the week or month or year, a phrase or clause, or implied by context.	The present perfect is used to talk about the past that is in some way related to the present. The time may be a time period that started in the past and continues to the present or the time may be an indefinite time before the	future The present perfect continuous is used to talk about actions that began in the past and may continue on through the present into the future. It can only be used with action verbs.

Laura: Had been? Was his name changed?

Sevara: No, he still has that name.

Laura: Oh.

Sevara: Yes, speaking about him, I am going to meet him for dinner tonight. It is our one-month anniversary today, so he is taking me out to eat at a restaurant. He told me he will pick me up here, in front of the medressa. Oh, there, he is coming now.

[Abdurahim drives up in a car, and Sevara opens the door to get in.]

Laura: So, are you interested in a job?

Sevara: Maybe I am. Call me and we will talk about it some more. Will you come for dinner?

Laura: No, I don't want to intrude. I want you to enjoy the time with your new husband.

Sevara: He is my first husband.

Laura: I mean you haven't been married for very long.

Sevara: Yes, good evening.

Laura: Bye!

Appendix 2 |Verb chart and comments

FORM	X->have be	en thinkingX
	havethought	
	past <x-< th=""><th>> future</th></x-<>	> future
. •	介介 one time in the past thought	now am thinking

Appendix 3 |Spoken grammar mini-lessons

The activities in this appendix are taken from an article by Amanda Hilliard in *ForumMagazine*. Hilliard, A. (2014). Spoken grammar and its role in the English language classroom. *Forum Magazine* 52 (4), 2-13.

Group A mini-lesson

In you group, study the two tasks below and make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the tasks yourself to a new group. On the left is the student version; on the right is the teacher version with answers.

version with answers.			
Student Follow the instructions below. 1. Make the	Teacher Follow the instructions below. 1. Ask students make the following conversation on the left longer by filling in missing words.		
following conversation longer by filling in missing words.	A: Waina go to the party on Sunday? B: Sure, sounds good.	Answer key: A: Do you wanna go to the party on Sunday? B: Sure, that sounds good	
A: Wanna go to the party on	Ask students to make conversation shorter by on appropriate words.	;	
Sunday? B: Sure, sounds good. 2. Make the following	A: Shall we go get lunch now? B: Yeah, that is a good idea.	Answer key: (omitted words are in parentheses) A: (Shall we) go get lunch now? or Lunch? B: Yeah, (that is a) good idea. or	
conversation shorter by omitting appropriate words.	3. Which words can conversations with friends Discussion question (possed can omit subjects and verticear from the context, so y	? Why? sible answer): You rbs when they are	

lunch now? B: Yeah, that is a good idea. Discussion question: Which words can be. omitted from conversations with friends? Why?

A: Shall we go get | efficiently, and it is an informal conversation with friends.

Group B mini-lesson: Heads and tails

In you group study the description of Heads and tails below. Make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the game yourself to a new group.

Explain to students what heads and tails are in spoken grammar. Write the following on the board or make a small poster or PowerPoint.

before giving information on the topic. For example:

"The soccer game last night, it from Canada." (With tail) was really exciting." (With head)

"The soccer game last night was really exciting." (No head)

Heads are a way to introduce | Tails are comments that are added and orient listeners to a topic to the end of a phrase. For example:

"My teacher is really nice, the one

"My teacher from America is really nice." (No tail)

Student

Underline any heads or 1. to make them more like written English.

Teacher

Underline any heads or tails. tails. Rewrite the sentences Rewrite the sentences to make them more like written English. Your sister, she's an artist, isn't she? Isn't your sister an artist?

Your sister, she's an artist. isn't she?

Robert? He's really quite nice -- well, most of the time. anyway.

Samantha is a great singer -- when singing karaoke, that <u>ìs</u>.

2. Rewrite the following sentences by adding heads or tails by. moving l or introductory clauses to the to the end. end.

brother has learned to play player. soccer well, has he not?

only two dollars, does it not? leave the room, but did she bazaar, doesn't it? lock the door?

Robert? He's really quite nice -well, most of the time, anyway. → Most of the time, Robert is really quite nice

Samantha is a great singer -- when singing karaoke, that is. → When she sings karaoke, Samantha is a great singer.

Rewrite the following sentences by adding heads or tails or by moving introductory clauses

Over the last four years, your Over the last four years, your brother has become a good soccer →Your brother, turned into a good soccer player. In the bazaar, that pen costs In the bazaar, that pen costs only two dollars, does it not? → That Sheila was the last one to pen, it costs only two dollars in the

Sheila was the last one to leave the room, but did she lock the door? → Sheila was the last to leave -- she locked the door, didn't she?

Group C mini-lesson: Adding fillers and backchannels to student dialogues

In you group, study the description of Adding fillers and backchannels to student dialogues below. Make sure that each of you can teach them to a new group. After you finish each of you will go to a new group and teach the activity to a new group.

- 1. Get into pairs and write a short dialogue or conversation.
- 2. Speakers use fillers to give them time to think, create a pause, or indicate they're not finished talking. Listeners use backchannels to show they are listening and understand what speakers are saying.

3. Work with a partner to put the following ten words and utterances in the correct column below. Then add at least two new words or utterances to each column.

1.oh 2. hmn 3. ah 4. um 5. I see 6. uh 7. uh-huh 8. er 9. Really 10. eh

Speaker fillers	100 mg 1 mg 1 mg 1 mg 1 mg 1 mg 1 mg 1 m	Listener
	the state of the s	backchannels -

- 4. Revise your original written conversation by adding in appropriate fillers and backchannels.
- 5. Practice your changed conversation and be prepared to act out both conversations for the class, the one without using fillers and backchannels and the one with fillers and backchannels.
- 6. How does including fillers and backchannels in your conversations affect your conversation skills, your relationship with your partner, and your feelings while speaking.

Appendix 4 | Error correction: A traffic light approach Reprinted from ORTESOL Journal 26 (2), 26-28.

Teaching Tips Error Correction: A Traffic Light Approach

Zenaida Lorena Talamante Ayvar, Celeex Acapulco and La Salle Acapulco Donald O. Prickel, OregonStateUniversity

One of the more challenging and often frustrating tasks of the second language teacher is deciding when and how errors should be corrected. Controversy in the field of second language acquisition continues to focus on error correction (Guenette, 2007; Karra, 2006; Lasagabaster and Sierra, 2005). Studies in error detection and correction are far ranging and in some cases, even contradictory. They focus on such themes as feedback modes and methodologies (O'Reilly, Flaitz, and Kromrey, 2001), models for corrective discourse (Panova and Lyster, 2002), use of computer assisted language learning systems (Heift, 2003;

Tschichold, 2003), self (student) versus teacher detection and correction (Renou, 2000; Camps, 2003), and specificity versus generality of feedback (Ferris and Roberts, 2001). The research is complex. However, as second language teachers, we know intuitively that the process of error correction and detection must be kept simple and safe for the learner.

Valuing the Learner

We begin with several primary tenets of successfully working with learners in general and with second language learners specifically. Viewing them as resources and models to other learners are strategies consistent with sound learning principles (Gray and Fleischman, 2005; Zehler, 1994). Creating a safe and supportive learning environment is paramount for those students who may lack confidence, fear making mistakes, and are generally weak learners (Bandura, 1997). This further assumes that feedback should be done with compassion and empathy (Fink, 2003).

Given empathic feedback, there is another important question that is critical to re-examining the arena of error detection and feedback. What role does choice play in error correction? When given a choice as to a set of strategies for learning new content, results show an increased level of performance in the use of the second language (Bishop, 2006; Schwartz, 2004). If choice plays such an important role in learning, then how could it be incorporated as a strategy in error correction? What might be the results if a student were to choose how he/she wishes feedback on errors? Think "Traffic Light"

One technique that we have used in the EFL classroom is called the "Traffic Light." We have modified this technique from a strategy gleaned from Vohra (2006). The "traffic light" technique has two steps:

Step 1, The Awareness Talk: Error Detection and Correction

The first thing we did was to have a talk with our students about the importance of error correction in their language learning process. We did not just mention our reasons or opinions regarding this process, but we tried to encourage them to think about the positive effects error correction can have in their second language.

Step 2, The Traffic Light: Red, Yellow, and Green

The second step is to explain the use of the traffic light and the meaning behind the three colors: red, yellow, green. Each student is given three squares: one red, one yellow, and one green. When they volunteer or are asked to speak in class, they will flash one of the following three cards:

Red: When a student flashes a red card, the student does not want to be corrected at all. Some students find it frustrating to be corrected when they are trying to communicate. By showing their red card, they are telling us that they do not feel like being corrected at this time.

Yellow: By showing a square card, students want the teacher to correct their major mistakes. These types of students want to communicate freely without being stopped every time they make a minor mistake (e.g., using a male article with a female noun in Spanish).

Green: A green card indicates that the student wishes to be corrected at the very time of the error. Corrective feedback is requested for both minor and major errors.

Observations: Drive Carefully When Approaching Traffic Lights

Initially, many students flashed the red cards, indicating that they were somewhat uncomfortable with being corrected. Many other learners displayed yellow cards. The yellow cards indicated an increased level of confidence in their learning and the acceptance of more feedback. Another significant behavior began to evolve. Students learned from other students' mistakes, and teacher and fellow student corrective feedback allowed additional learning and modeling for others.

Gradually, we began to notice a pattern in the majority of students. They increased the amount they used their second language and flashed green cards most often. They now were seeking clear and honest feedback and correction of their errors.

Students explained that when they showed their red cards, they wanted to focus on speaking in the classroom and not worry about their errors at that time. Once they generated the language more freely, they sought more error correction, flashing the yellow cards. Students gradually moved to the point of wanting error correction. They consistently showed the green card, indicating the value they placed on the importance of immediate feedback when they made errors.

Since adopting this strategy in the classroom, we have seen students taking increased responsibility for their own learning and for their own error corrections. They pay attention to feedback more readily, especially when they can choose how feedback is to be given to them. Letting them make choices and use cues with the flashed cards have increased their confidence and participation in class. Most amazingly, there is a substantial reduction in their reluctance to speak, leading to an increased level of speaking in their second language. They speak with greater levels of confidence, their meaning is more clearly conveyed, and their common errors are fewer. Students are much more eager to speak. The 'traffic light' strategy has definitely changed the dynamics of the classroom and has become an effective technique in the correction of errors.

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