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**K. ALIMOVA, B. BREWERTON,
N. MUKHAMMEDOVA**

BECOMING A TEACHER

TASHKENT

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**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

TASHKENT – 2016

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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 – Byrne 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 Sadokat Khodjayeva, who worked on Unit B of Module IV, and Yaroslav Golovko, who participated in an early stage of the project.

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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 know how to *teach* language effectively, you should know how it feels to *learn* language effectively.

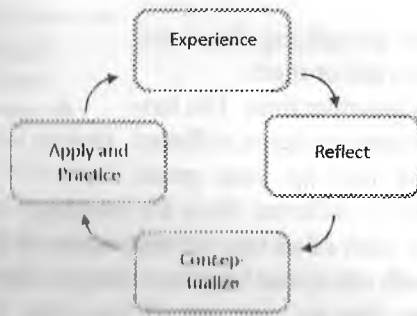
You will *reflect on your experience*. You will think about your learning experience. You will think about how it was a good experience or not a good experience. You will think about whether or not it was an effective way to learn language. You will share your thoughts with your classmates and your instructor.

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 -- 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.*

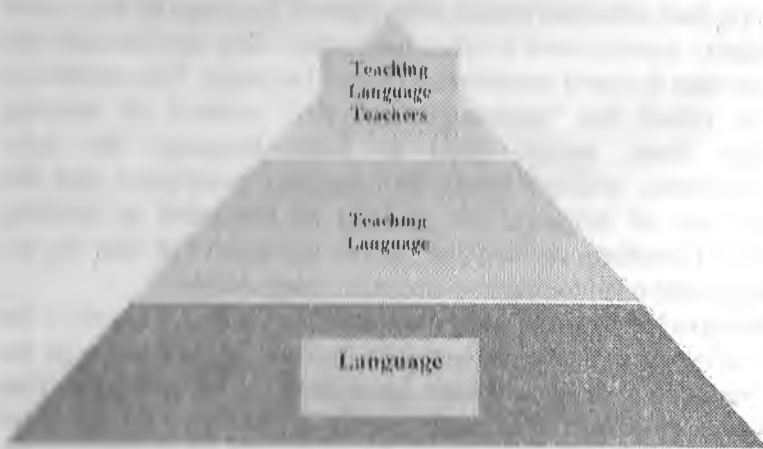
The process of becoming a teacher is a cycle.

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.

Teachers should learn to teach language through the same methodology that students learn to use language.

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

| UNIT A Contents | |
|---|----|
| <p>Activity 1 Preview You test your own ideas of the concepts presented in this unit.</p> | 12 |
| <p>Activity 2 Draw a flower You learn that a word represents a concept, not an object, and that each person's concepts are unique.</p> | 12 |
| <p>Activity 3 Draw another flower You learn that language changes through interaction among its users.</p> | 13 |
| <p>Activity 4 Meaning You see that for words to have meaning both the semantic concept and pragmatic reference must be known.</p> | 14 |
| <p>Activity 5 Two types of knowledge You understand that in order to construct language, both systemic knowledge (linguistic knowledge) and schematic knowledge (knowledge of the world) are necessary.</p> | 16 |
| <p>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.</p> | 17 |

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. 

| | |
|----------------------------|----------------------------|
| <i>Person 1, Feature 1</i> | <i>Person 1, Feature 2</i> |
| <i>Person 2, Feature 1</i> | <i>Person 2, Feature 2</i> |

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 flower in 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.

| | |
|--|--------------------------------------|
| a. adult men | f. young men (teen through late 20s) |
| b. computer programmers | g. poets and novelists |
| c. language teachers | h. TV comedy writers |
| d. professors of linguistics | i. hip-hop artists |
| e. young women (teen through late 20s) | j. Internet gamers |

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 examples in 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.

While the water is boiling in the big teapot, put the tea leaves in the small teapot and add a small quantity of the boiling water in order to clean the leaves. After that, pour more of the boiling water into the small teapot and put it on the embers to boil slowly. Meanwhile, put sugar and mint in the large glass. After the tea in the small teapot has been brewing for 10 to 15 minutes, pour some into the glass with mint and sugar in it. Pour this first taste into the small tea glasses and serve it with roasted nuts.

This operation is repeated twice, so that everyone has three small glasses of tea. The aim of this method of preparing tea is to keep the good flavor of tea and to have different tastes because the first mouthful should be more concentrated than the second and third. I hope you enjoy our local tea preparation. I am glad to invite you for tea and conviviality around the palm trees in the 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 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 tea in the shade. In every Uzbek house a guest is always offered a _____ (a small bowl) of aromatic green tea. The tea from the _____ (teapot) that has just been filled with boiling water to brew is poured into the _____ and returned three times. The first returning is called " _____ ", the second " _____ " and only after the third time does it become " _____ " or tea. Only in this way all the aroma and flavor of the tea is believed to emerge. As a token of respect for the guest, the host fills only _____ - _____ of the _____, and then, putting his right hand to his heart, with his left hand holds out the teapot to the guest. At the same time fresh, flat, round Uzbek _____ is served.

Reflect.

2. Which text was easier to complete? Why?
3. What kind of knowledge helped you to complete the texts?

Conceptualize.

4. What knowledge do we need to have in order to construct meaning from texts and construct meaning in texts?


Apply.

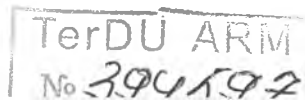
5. What implications does this exercise have for the way you will learn and teach English?

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.



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.

UNIT B PHONOLOGY

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.

22

| | |
|--|----|
| Activity 2 Syllables and stress You learn to distinguish syllables and primary and secondary stress in English words. | 22 |
| Activity 3 Phrasing and intonation You learn about phrasing and sentence intonation in spoken English. | 24 |
| Activity 4 Intonation and meaning You learn about the communicative roles of sentence intonation in spoken English. | 26 |
| Activity 5 Intonation and contrast You see how changing the intonation of a word in a sentence can send, by contrast, a different message. | 28 |
| Activity 6 Intonation and feeling You see how intonation varies according to feelings and emotions. | 29 |
| Activity 7 Stress interchange You see that the same words should be stressed differently depending on their part of speech. | 31 |
| Activity 8 Sound symbols You become aware of the international phonetic alphabet (IPA) and the relationships between English sounds and IPA symbols. | 32 |

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. 🎧

| | | | | | |
|----|--|----|--|----|--|
| a. | | g. | | l. | |
| b. | | h. | | m. | |
| c. | | i. | | n. | |
| d. | | j. | | o. | |

| | | | | | |
|---|--|---|--|---|--|
| g | | 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/stressed2 |
|------------|------------|--------------|-----------------------|
| friendly | 2/1 | graduation | |
| different | | vocabulary | |
| craftsman | | illogical | |
| courage | | personality | |
| projector | | absentminded | |
| computer | | programmer | |
| photograph | | hard-working | |
| examine | | systematic | |

| | | | |
|----------|--|--------------|--|
| trailing | | 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.

1. Listen to this sentence. 🎧

Phrasing and intonation #1

This is the newest one
in the store.

- On which syllables does the speaker's voice rise?
- What happens to the speaker's voice at the end of the sentence?
- 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. 🎧

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 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. 🎧

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. 🎧

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 **tone 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.

5. Why were the words meaningful? To learn this, answer the sequence of questions posed by your trainer. Write the answers. ✍

T: What about the words *ice-cream, cocoa butter, sugar*?
Was this their first mention?

T: What about the idea that these things make her fat? Or that
H does not eat a lot of chocolate? Were these ideas
mentioned before?

T: So, what is one reason that these particular words are
important?

T: What about the word *you*? Is *you* new information?

T: So, why was the word *you* stressed so many times?

T: So, what is the reason that these particular words were
important?

T: What about the word *do*? Was it grammatically necessary?

T: Does it provide new information or contrast?

T: So, why was it stressed?

T: So, what is a third reason that particular words are
important?

6. Summarize by completing the sentences:

- a. The stressed syllables of the _____ words
in a sentence have the _____.
- b. Words are important for three reasons: They introduce
_____ information; they present _____, or they add.

Apply.

7. Listen to the recording of the next short dialogue twice and
mark the syllables with the highest pitch.

Intonation and meaning #2

A: I haven't seen you for ages! Where on earth have you been?

B: I've just come from Italy. Rome has a lot of amazing
sculptures, you know. Have you seen them?

A: No, but I'd like to.

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: Well, 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. 🎧 ✍️

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... |
|--|

g. Lola said Anvar broke the window...

f. 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. 🎧

| | |
|--|--|
| g. Lola said Anvar broke the window... | __ -- and cold air is coming in. |
| e. Lola said Anvar broke the window... | ...Really? Anvar? |
| e. Lola said Anvar broke the window... | ...the expensive, stained glass window. |
| g. Lola said Anvar broke the window... | ...in fact, she was in the room when it happened |
| e. Lola said Anvar broke the window... | ...and it's in pieces all over the floor. |
| f. Lola 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

- a. Alison bought an amazing **present** for her sister.
- b. You need to be **present** in all the lectures.
- c. Let me **present** a gift to you.
- d. A **presentation** in front of an audience can be terrifying.
- e. **Presenting** in front of an audience can be terrifying.

2. Listen as your trainer plays the recording. Underline the stressed syllable.


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.
- l. 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 ss | condu ct | confli ct | expo rt | impa ct | insu lt | perfe ct | progre ss | updat 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?

3. How can non-native speakers of English learn to pronounce and spell words correctly?

4. How have you used phonetic symbols in your learning? Were they helpful?

5. In what ways can the International Phonetic Alphabet (IPA) be used in teaching English?

Apply.

6. THE IPA GAME. Follow your trainer's instructions. 🍀🍃

| The IPA Game | | | | | |
|--------------|-----------------|---------------|---------------|----------------|--------|
| / | COUNTRY OR CITY | PERSONAL NAME | FOOD OR DRINK | ANIMAL OR BIRD | OBJECT |
| /i:/ | Egypt | | | | |
| /oʊ/ | | The odore | | | |
| /k/ | | | catsup | | |
| /ʃ/ | | | | shrew | |
| /sɪ/ | | | | | coin |
| /z/ | | | | zebra | |
| /ʌ/ | | | butter | | |

| | | | | | |
|-------|--------|---------|--|--|--|
| /j/ | | William | | | |
| /ɜ:r/ | Jersey | | | | |

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 | | Consonants | |
|--------|--------------|------------|-------------|
| Symbol | Example | Symbol | Example |
| ʌ | cup, luck | b | bad, lab |
| ɑ: | arm, father | d | did, lady |
| æ | cat, black | f | find, if |
| e | met, bed | g | give, flag |
| ə | away, cinema | h | how, hello |
| ɜ:r | turn, learn | j | yes, yellow |
| ɪ | hit, sitting | k | cat, back |

| | | | |
|----|----------------------|----|-------------------------|
| i: | <i>see, heat</i> | l | <i>leg, little</i> |
| ɒ | <i>hot, rock</i> | m | <i>man, lemon</i> |
| ɔ: | <i>call, four</i> | n | <i>no, ten</i> |
| ʊ | <i>put, could</i> | ŋ | <i>sing, finger</i> |
| u: | <i>blue, food</i> | p | <i>pet, map</i> |
| aɪ | <i>five, eye</i> | r | <i>red, try</i> |
| aʊ | <i>now, out</i> | s | <i>sun, miss</i> |
| eɪ | <i>say, eight</i> | ʃ | <i>she, crash</i> |
| oʊ | <i>go, home</i> | t | <i>tea, getting</i> |
| ɔɪ | <i>boy, join</i> | tʃ | <i>check, church</i> |
| eə | <i>where, air</i> | θ | <i>think, both</i> |
| ɪə | <i>near, here</i> | ð | <i>this, mother</i> |
| ʊə | <i>pure, tourist</i> | v | <i>voice, five</i> |
| | | w | <i>wet, window</i> |
| | | z | <i>zoo, lazy</i> |
| | | ʒ | <i>pleasure, vision</i> |
| | | dʒ | <i>just, large</i> |

Special symbols

Symbol What it means

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

UNIT C
LEXIS

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, content 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

| | |
|---|----|
| <p>Activity 1 Definition You think about the definition of the word <i>word</i> and whether a linguistic definition is useful for language teaching.</p> | 40 |
| <p>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.</p> | 40 |
| <p>Activity 3 Form: pronunciation and spelling You learn that knowing a word includes knowing its spelling and pronunciation.</p> | 42 |
| <p>Activity 4 What is a word? You learn that a word, for teaching purposes, is a lexical item.</p> | 43 |
| <p>Activity 5 Meaning: Denotation You learn that the semantic meaning of a word is its definition in your mental dictionary.</p> | 49 |
| <p>Activity 6 Meaning: Polysemy (multiple denotation) You explore the multiple meanings of some common words.</p> | 49 |
| <p>Activity 7 Meaning: Connotation You experience and evaluate the connotative effect of words.</p> | 53 |
| <p>Activity 8 Meaning: synonyms You assess your passive acquisition of the meaning of lexical items.</p> | 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.

| Type | Part of Speech | Words from the sentence |
|------|----------------|-------------------------|
| | 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?
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.



- Where is the conversation taking place? When is it taking place? What are their reasons for being there?
- How would you describe Jen's tone of voice? How would you describe Jen's language?
- How would you describe Kate's tone of voice? How would you describe Kate's language?
- Listen. Do not turn the page until you are instructed to do so.

What is a word #1 (Jen and Kate)

| | |
|-------------|--|
| 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 the gory |
| Kate | details yet but -- |
| 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 she say? |
| Kate | Your work. It's like you've been at it morning, noon, and |
| Jen | night . |
| Kate | Yes, we -- |
| | For six weeks, no less . |
| Jen | Well, yes. I guess, yeah, we <i>have</i> 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. |
| | Hmm, six weeks is not all <i>that</i> long and -- |
| | TO BE CONTINUED |

Reflect.

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 ✓ the words or phrases from the dialogue that you would consider to be a “word” – a single unit 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 | | |
| Do you mind if... | | |
| to talk shop | | |
| morning, noon and night | | |

| | | |
|--|--|--|
| 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. 🐞

- Is a *coffee house* a single place? Is it a single word?
- 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?
- 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 <i>raison d'être</i> . |
| Kate | 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 <i>is</i> sort of old-fashioned -- |

| | |
|-------------|--|
| | [interrupting] Now, <i>that's</i> an understatement, if I ever heard one. Saw him at a traffic light the other day. His clothes, his hair. Let's face it: George needs a make-over from head-to-toe. |
| Jen | |
| Kate | |
| Jen | What does <i>that</i> have to do with management ability? |
| Kate | Yeah, the higher-ups. You know, I'm sick and tired of how they -- |
| Jen | |
| 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 <i>about</i> 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. <i>Sure</i> 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.

10. 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.

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: meanings | Semantic | Table: Pragmatic meanings |
|---|---|---------------------------|
| <p>a. a piece of furniture with a flat top and one or more legs or other supports</p> <p>b. an orderly arrangement of data in which the data are arranged in columns and rows</p> <p>c. a listing of the contents of a book</p> <p>a. to lay aside a matter, postponing a proposal indefinitely.</p> <p>e. a high flat area of land (plateau)</p> <p>f. the food habitually placed on a table</p> | <p>__ Between the mountain ranges, there lay a large <i>table</i> on which people grew various types of fruits and vegetables.</p> <p>__ It has chapters on types of fruits and vegetables, listed at the front in a <i>table</i>.</p> <p>__ The resolution was <i>tabled</i>, unlikely ever to be voted on.</p> <p>__ Martha's meals are always so delicious; she lays a great <i>table</i>.</p> <p>__ George created a <i>table</i> on which he classified types of fruits and vegetables.</p> <p>__ Martha put different types of fruits and vegetables on <i>atable</i> for eating.</p> | |

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?

5. IDIOMATIC USES OF THE WORD TABLE.

a. "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 London **tabled 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 **table**.

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 Uzbekistan **turned 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 restaurant for a year to support himself.

to wait tables =

Conceptualize.

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

Objective You will evaluate the connotative effects of words.

Experience

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

| Question | Class Totals/Averages | | | |
|-------------------------|-----------------------|---------|-----------|---------|
| | Review #1 | | Review #2 | |
| | Total | Average | Total | Average |
| 1 (author's opinion) | | | | |
| 6 (you buy?) | | | | |

Buy: less than 3.00 = No | 3.00 = Undecided | more than 3.00 = Yes

3. What led you and the class to decide?

a. Explain why you personally decided to buy or not buy the phone. What features affected your decision? What language in the review you read affected your decision? List some of the words that affected your decision.

b. Did those who read the other review come to the same decision?

i. Did they decide on the basis of the features of the phone or the language used to describe them?

ii. 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 (↑) or negative (↓) or neutral (↔).
 - 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.

i. 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 assess your passive acquisition of the meaning of lexical items.

Reflect.

1. **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 | Words or phrases from this unit |
|--------------------------------------|---------------------------------|
| a. to meet someone unexpectedly | to run into someone |
| b. to discuss work while not at work | |

| | |
|---|--|
| c. to suggest but avoid saying something | |
| d. something given for free | |
| e. to be just beginning | |
| f. to be ending suddenly or to die | |
| g. to cancel or shut down | |
| h. to help someone with a chore or task | |
| i. a manual laborer | |
| j. to transfer possession of something | |
| k. something that produces a lot of money | |
| l. to pay a bribe | |
| m. to repair a defect | |
| n. lengthened or stretched out | |

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

Conceptualize.

3. 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?

5. What does your answer to the previous question imply about the use of electronic dictionaries (or Google translator) to find the exact right word?

UNIT D GRAMMAR

Unit D Grammar

OBJECTIVE

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

KEY TERMS

context, descriptive rule, grammar, lexis, meaning, morphology, prescriptive rule, syntax, use

KEY CONCEPTS

Grammar is the study of what forms and structures are possible in 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.

Grammar and lexis combine to produce meaning.

Introducing syntax or morphology into a string of words will introduce, refine, or confirm meaning.

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 |

Activity 1 | What is grammar?

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

Experience. Reflect.

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

| | |
|-------------|---|
| | ✓ |
| a. know | |
| b. he know | |
| c. he knows | |
| d. he knew | |
| e. we said | |
| f. we says | |
| g. say | |

2. What does the following string of words mean?

can how know not
say he we

3. What did you do to guess the meaning?
 - a. Did you try re-arranging the words in different orders?
 - b. 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 ✓ by possible English sentences. (Only a few of the possible are presented.)

| | | |
|----|-------------------------------|---|
| | | ✓ |
| a. | could he how knew not say he | |
| b. | not how say he knew could he | |
| c. | 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.

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

| | |
|--|---|
| | ✓ |
| Ali had been warning for weeks a storm would strike on Friday. | |
| Ali had been warning for weeks <i>that</i> a storm would strike on Friday. | |

2. Consider the possible word groupings in the next sentence. Tick ✓ the most meaningful.

- Ali had been / warning us for / weeks that a / storm would / strike on Friday.
- Ali had / been warning / us for weeks / that / a storm / would strike / on Friday.
- 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 verb
- (prepositional phrases)
- [complementizer]

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

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 fists. 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 *but* or *and*. 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 notebook exploring this question.

Activity 3 | Grammar and lexis

Objective: You will learn that grammar and words are one lexicogrammatical 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 Ø.

| | |
|--|---|
| Ali had been warning us for weeks that | <i>Ali had been saying _____ for weeks that</i> |
| he would not say | <i>he would not tell _____</i> |
| when the sky began to thunder its supremacy... | <i>when the sky commenced _____ thundering its supremacy.</i> |
| a pugilist was pounding on us weaklings | <i>a pugilist was hitting _____ us weaklings</i> |
| wait for the fury to pass | <i>hang on _____ the fury had passed</i> |

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

| | |
|---|---|
| | ✓ |
| a. The story was interested in the child. | |
| b. The child was interested in the story. | |
| c. The child was interesting to the story. | |
| d. The story was interesting to the child. | |
| e. John came home early. | |
| f. John came to home early. | |
| g. John came to the airport early. | |
| h. John arrived to the airport early. | |
| i. John arrived at the airport early. | |
| j. He did a favor for me. | |
| k. He did me a favor. | |
| l. He did a job for me | |
| m. He did me a job. | |
| n. The veterinarian cured her cat. | |
| o. The veterinarian cured the cat for her. | |
| p. The veterinarian cured her the cat. | |
| q. The veterinarian procured a cat for her. | |
| r. The veterinarian procured her a cat. | |
| s. The train stopped. | |
| t. The train stopped to work. | |
| u. The train stopped working. | |

| | |
|-----------------------------------|--|
| v. The train was stopped. | |
| w. The train was stopped working. | |
| x. We stopped to talk. | |
| y. We stopped talking. | |

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 salt?

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?

Conceptualize.

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.

| | Spoken grammar | Written grammar |
|---------------------|-----------------------|------------------------|
| Ellipsis | | |
| Heads | | |
| Tails | | |
| Fillers | | |
| Backchannels | | |

| | | |
|-----------------------|--|--|
| | | |
| Phrasal chunks | | |

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.   

| | Example 1 | Example 2 |
|----------------------|------------------|------------------|
| Ellipsis | | |
| 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

UNIT E | Discourse

OBJECTIVE

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

KEY TERMS

coherence, cohesion, context, co-text, frame, given/new, unity, utterance

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.

UNIT E | Contents

Activity 1 | What is discourse?

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

71

| | |
|--|----|
| 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 |

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)

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

Mhm.

Oh really?

Cause, she gets really homesick?

Oh does she?

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

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,

Oh I don't, I miss my house.

Yeah. I miss ... my house.

I miss the feeling of being home.

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

Yeah

Plus it's such a pain to drive home.

- a. Channel?
- b. Setting?
- c. Participants?
- d. Topic?
- e. Purpose?

Text #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 shine, it was very dark. Indeed. Well all of the animals got together, and decided they were going to go to the Creator. To see if he could help with the problem. Well, when they arrived, the Creator said, 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....

- a. Channel?
- b. Setting?
- c. Participants?
- d. Topic?
- e. 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 from suspecting any coldness: You had a just right to be a little silent to one who speaks so plainly to you. 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. 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....”

- a. Channel?
- b. Setting?
- c. Participants?
- d. Topic?
- e. 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 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.

- a. Channel?
- b. Setting?
- c. Participants?

- d. Topic?
- e. Purpose?

8. FORMALITY.

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

| ← <i>less formal</i> | | <i>more formal</i> → | |
|----------------------|--------------|----------------------|--------------|
| 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 False. 🌸

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 discourse can be altered by changing the intonation of stressed syllables of words.

Experience, Reflect.

1. In Unit B of this module, you experienced the following short dialogue. Can you remember which syllables were stressed?

a. Underline them and practice with a partner. 🎧👂🗣️

Discourse and phonology #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!

b. When A asked, "Do you eat a lot of chocolate?" to what word or idea in A's question did B respond to?

2. What if the intonation in the first line were changed? 🎧

a. Listen to the beginning of the dialogue. 🎧

Discourse and phonology #2

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

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

A:

B:

b. To what idea was B responding to this time?

c. 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 eat 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

| |
|--|
| A: So, <u>what</u> about you? Do you eat a lot of <u>chocolate</u> ? |
| B: |
| A: |
| B: |

- 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.

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

Discourse and phonology #3

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

B:

A:

B:

- e. What would you expect B's next line most likely to be? 🎧
- No, not a lot. I'm trying to lose weight.
 - Me? Why are you asking me?
 - 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.

1. Listen and follow along as your trainer plays Text #1 again. (A: Kelly; D: Dana.) 🎧 📖

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.

D: Yeah

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

Reflect.

2. LEXICAL COHESION (ORAL). 🎧

- What is the topic of the conversation? How do you know?
- What other words are related to the word *home*?
- Do *home* and *house* and *family* have the same meaning for the speakers? Or do the speakers feel differently about them?
- Why is the topic important to these speakers?
- Do they have similar feelings about home?

Conceptualize.

3. 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 _____ for the word obstacle.
 - b. Self-reliance, good judgment, and resourcefulness are _____ that are needed to handle obstacles.
 - c. Trust and confidence are the results of _____ obstacles, leading to _____ which is the ultimate goal.
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 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.

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. 

1... 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.  

| | |
|-----------------|---|
| Narrator | Mary manages a large office. Since she is the office manager, she has a private office with a window. <i>[Nokia ring tone; there are muffled sounds of a busy office in the background.]</i> |
| Mary | <i>[answering]</i> Yes? |
| John | Hi, Mary. <i>[Sound of a door opening and office sounds are clearer; Mary's office assistant enters.]</i> |
| Mary | Oh, hi John. <i>[loud voice but not directly into the telephone]</i> It's cold in here. |
| John | So, turn up the heat. |
| Mary | I wasn't talking to you. |
| John | So, who's there with you? <i>[Her office assistant leaves: sound of a door closing, and office sounds are muffled again.]</i> |
| 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 | No one, I said. I meant I'll catch a cold if the window isn't shut. |
| John | So, who was there? |
| Mary | It doesn't matter now. |
| | <i>[Sound of a door opening and office sounds become clearer; her office assistant enters.]</i> |
| John | Well, you are cold. |
| | <i>[Office assistant's voice speaking indistinctly in the background.]</i> |
| Mary | <i>[not directly into the telephone]</i> No, just shut it. |
| | <i>[Sound of a window closing.]</i> |
| John | What do you mean, shut up! You can be so-o cold! |
| | <i>[Her office assistant leaves: sound of a door closing and office sounds are muffled again.]</i> |
| Mary | I wasn't talking to you. |
| John | Didn't you just tell me to shut up? So, <i>who's there?</i> |
| Mary | No one. I meant the window. |
| John | Are you talking to a window? |
| Mary | Now, <i>you're</i> the one who's talking coldly. |
| John | No, <i>you're</i> the cool one today. |
| Mary | My fault again, and you're always so cool, right? You lose your temper too, y'know. |

| | |
|-------------|--|
| <i>John</i> | It's just you've been cool around me lately. |
| <i>Mary</i> | So, you think I'm cool? Thank you for the warm compliment! |
| <i>John</i> | Of course, I think you're cool, or I wouldn't be your friend. I'm just trying to help you realize... |
| <i>Mary</i> | Just shut it. Good bye! |

Reflect.

5. 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?

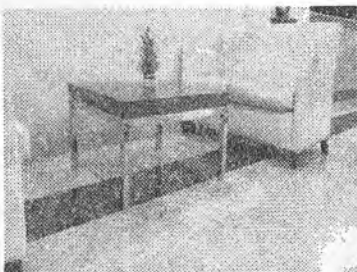
10. In Units A and C of this module, you learned about semantic and pragmatic meanings. How important is knowing **context** to understanding the pragmatic meanings of words?

| MODULE 1 Appendixes | |
|---|----|
| Appendix 1 Are these tables? | 85 |
| Appendix 2 uFone 8 reviews | 87 |
| Appendix 3 Connotative language comparison | 91 |
| Appendix 4 Connotative language analysis example | 92 |
| Appendix 5 Spoken grammar | 93 |

Appendix 1 | Are these tables?



1



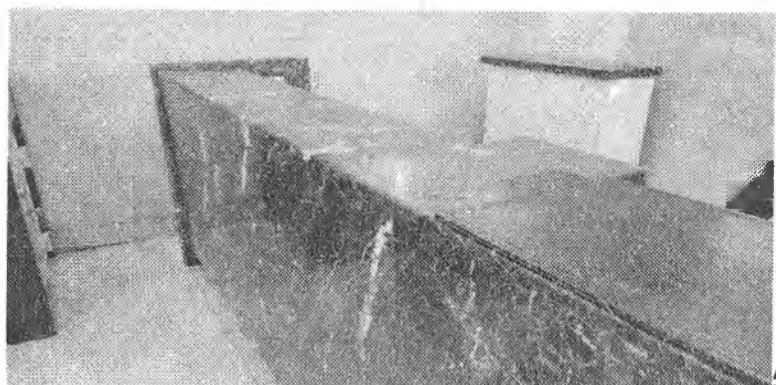
2



3



4



5

6



7



8

9



10

uFone 8: Review #1

This is the eighth uFone I've reviewed, and there's a feeling that this 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 uFone decided not to go to a higher-resolution screen? Why is the uFone 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 uFone 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 uFone 8 is another iconic handset in terms of design for U-Fone. 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.

1. Based on the author's review, what is his opinion of the new uFone 8? Tick ✓ a phrase.

He's impressed with it. (1)

He's not sure about it. (0)

He's not impressed with it. (-1)

2. What features of the uFone 8 are attractive, according to the writer?

3. What words or phrases made the features seem attractive?

4. What features of the uFone 8 are unattractive, according to the writer?

5. What words or phrases made the features seem unattractive?

6. If you had to make a decision about buying the uFone 8 based only on the review, would you buy a uFone 8 if you needed a new phone and price did not matter?

0 1 2 3 4 5

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

uFone 8: Review #2

This is the eighth uFone 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 uFone 8 still lack a high-resolution screen? Why is the uFone 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.

Review #2: Marketing Survey

Answer the following questions, based on the above review.

7. Based on the author's review, what is his opinion of the new uFone 8? Tick ✓ a phrase.

- He's impressed with it. (1)
- He's not sure about it. (0)
- He's not impressed with it. (-1)

8. What features of the uFone 8 are attractive, according to the writer?

9. What words or phrases made the features seem attractive?

10. What features of the uFone 8 are unattractive, according to the writer?

11. What words or phrases made the features seem unattractive?

12. If you had to make a decision about buying the uFone 8 based only on the review, would you buy a uFone 8 if you needed a new phone and price did not matter?

0 1 2 3 4 5
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 | ↑↓↔ |
| 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 uFone | |
| a generous screen, an enhanced processor, a better camera, superior 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 uFone 8 out of the box | | problems that worried me when I saw the uFone 8 | |
| why has uFone 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 phone entering a crowded 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: ↑ = positive. ⇔ = neutral.
 ↓ = 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 Forum* 52 (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."

Textual ellipsis. 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..."

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 TERMS

conscious knowledge, input, intake, knowledge construction, language acquisition, language learning, unconscious knowledge

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.

UNIT 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. | 99 |
| Activity 3 “Secret of a Wild Child” You explore the importance of input in language learning and acquisition. | 101 |

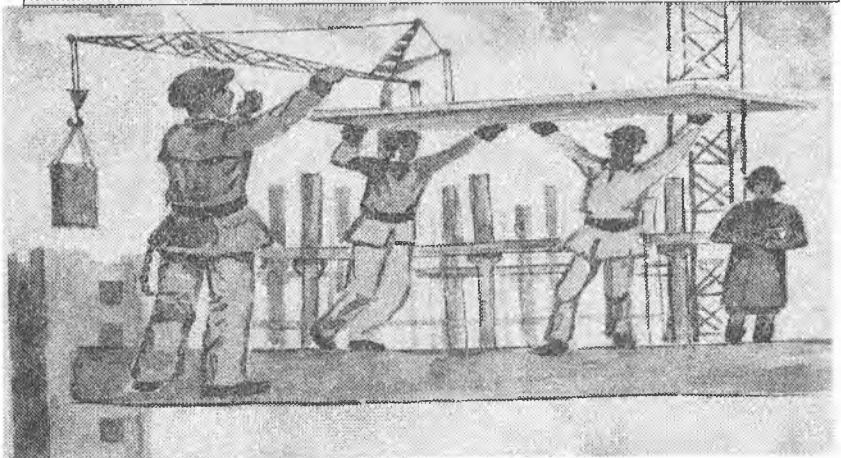
Activity 1|Metaphor: Language learning

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 be 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 builder, how well he or she can make use of tools such as reading, writing, listening, and speaking to build the house of language. Everyone knows that a house is not built in a day. It takes time to erect a good house. Likewise, language learning is long-term process and cannot be mastered in a day.



Artist: Muyassar Igamova

Activity 2 | Acquisition or learning?

Objective: You will increase your awareness of the distinction between acquisition and learning through answering true and false questions.

Experience. Reflect.

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

Decide whether each statement is true for you. Tell a story about your experience. Then, decide whether the statement is about acquisition 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).

1. People learn a foreign language in the same way as they acquired their first language.
2. Learning a language in a natural setting can be more successful 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 contrasting it to their native language.
5. Children pick up languages through a subconscious process without knowing grammatical rules.

Conceptualize.

Before you read the text, write a short paragraph defining language acquisition and language learning.

Acquisition versus Learning


by Byrne Brewerton

Some applied linguists make a distinction between language acquisition and language learning. Children acquire language through a subconscious process during which they are exposed to a great deal of meaningful language. Thought they are not

consciously aware of the rules governing the language. they get a feel for what is and isn't correct through experiencing what does and does not communicate their meaning. The emphasis is on the meaning of the communication and not on the form. Young children readily acquire the language to communicate.

Language learning, on the other hand, is a conscious process. It is the result of direct instruction in the rules of language. In language learning, students gain conscious knowledge of the new language and can talk about the rules governing the language. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write meaningfully or correctly.

- 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 3 ["Secret of a Wild Child"]

Objective: You will explore the importance of input in language learning and acquisition.

Experience. Reflect.

You are going to watch a documentary film about a girl who grew up in Los Angeles with almost no human contact. She was locked in a room and tied to a potty chair for most of her life. Completely restrained, 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 thinking about the following question:

Do you think that she could speak when she was found?

To check your prediction, watch the video.

Conceptualize.

1. Why was the girl named as "Genie"?
2. When found, how old was she?
3. Why did Genie 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.

Based 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

UNIT B | Input, intake, and interaction

OBJECTIVE

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

KEY TERMS

input, intake, interaction, declarative knowledge, procedural knowledge

KEY CONCEPTS

- Language acquisition requires language input and language intake.
- 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

104

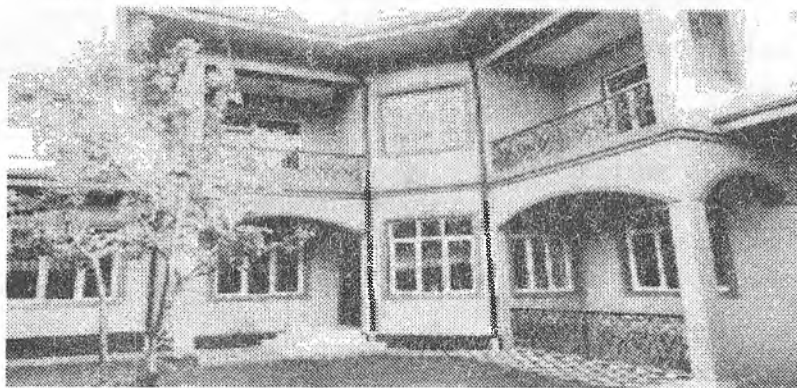
Objective: You learn about input, intake, and interaction.

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?

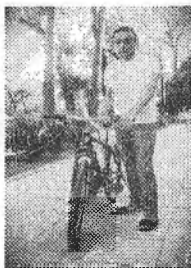
Discuss the following questions:

- 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?

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



Read this paragraph: 

Declarative knowledge and procedural knowledge are different types of knowledge. Declarative knowledge means knowing that something is a fact. Declarative knowledge is knowing WHAT. It can often be put into words. For example, "B is the second letter of the alphabet," or "Tashkent is the capital of Uzbekistan." Procedural knowledge means having the skills to do something. Procedural knowledge means knowing HOW. For example you can know that letter B is the second letter of alphabet without knowing how to write it, and you can write the letter B without knowing it is the second letter of the alphabet. The first is declarative knowledge, and the second is procedural knowledge.



Circle **D** for declarative knowledge or **P** for procedural knowledge.


- Most bicycles have a frame, two wheels, brakes, handle bar, pedals 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.  

- 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. 

In 1987 Teresa Pica, Richard Young, and Catherine Doughty conducted a research study to investigate the relation between interaction and input. Two groups of 16 adult learners were asked 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, learners 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 lecture made more comprehensible?
- Fill in the blank:

○ The students in the first group received modified

○ 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

Have you ever thought about how you can understand and 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, if not all, researchers now agree on.

-Before 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 professors or governments but by nature. Nature operates by rules such as the law of gravity. Rules also apply to the use of language. Without rules, nobody could predict the order or structure of any sentence. Every utterance would be unique, and no communication would be possible.

Rules differ from language to language but every language has rules. For example, in English and many other European languages the order of words in sentences follows the pattern of Subject + Verb + Object (SVO), while in some Asian languages such as Turkish, Uzbek, Korean, and Japanese, the order is Subject + Object + Verb (SOV). Each language has so many

rules that scholars spend their whole lives discovering them, yet small children discover how to use them very well by the time they are four to six years old.

-How do children acquire this ability so naturally?

-How did you?

-Do you think we are born with language rules already in our minds?

Universal Grammar

Linguists have put forth several explanations. One explanation is that we are born with rules. We all have a "universal grammar" (UG) in our minds at birth. One rule that we are born with is the ability to distinguish nouns from verbs and the ability to form phrases that go with them. A noun phrase can include adjectives, and verb phrases can include adverbs; verb phrases can also include noun phrases. We are also born with the knowledge that noun phrases and verb phrases are not formed the same in every language -- English has articles like "the" and "a/an" but Uzbek and Russian do not -- and are not constructed alike, but there are a limited number of ways they can be constructed. In other words, noun and verb phrases are constructed within certain parameters. We discover the parameters for the particular language we are acquiring and discard the rest. (This all occurs without learners knowing it, of course.) Using input from others, learners discover words that represent nouns and verbs, and rules that apply to certain types of words. Noun phrases and verb phrases can be put together to make sentences according to other rules. It is far more complex than this, but this is how Universal Grammarists believe we acquire our first language (Pinker, 1994).

-Do we learn a second language in the same way as we learn a first language?

-Why? Why not?

Acquiring a first and second language may be similar but is not the same. For one thing, child and adult brains are different. While children can absorb thousands of new words and ideas like sponges absorbing water, adults have to work at acquiring

the use of new words. On the other hand, adults already have a first language, so they can use their first language to help them understand their second -- but having a first language also lead, oops! leads to mistakes because adults borrow rules and parameters from their first language. Adults have better developed abilities to reason, which they can use to make deductions from input, but adults also live in more complex economic and social environments than children. They can interact more with others to receive input, but the input they receive may not be understandable and therefore useless for learning the new language.

-What advantages and disadvantages do adults have over children?

-Why did Genie from "Secret of a Wild Child" (Module II, Unit A) not learn language?

Comprehensible-input model

Stephen Krashen once theorized that all that was really necessary for a person to acquire a second or foreign language is "comprehensible 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 acquire a new language. Krashen also believed that for this input to become intake -- language that becomes our own and therefore useful -- we must not be nervous or anxious or afraid because our fears create an "affective filter" that can prevent input from becoming intake. (Krashen, 1985)

In accordance with this theory, a teacher's role is to provide opportunities for students to receive as much comprehensible input as possible. Teachers provide students with oral and written texts that are just above their level and help them understand them. Since students in the same class usually speak at the same level, interacting with other students regularly is a great way to receive comprehensible input. In addition, teachers

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

-What can prevent input from becoming intake?

-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 necessary for an adult to acquire a second language. At the heart of such models is the idea that interaction with other users of the language is essential to acquisition (Larsen-Freeman 2003). Interactionists see social interaction as a human development activity because it is a language development activity. In the interactionist view, language is not acquired. Language develops. The knowledge we gain of a new language is constantly changing (and so is the knowledge we gain of our native language). Language evolves like a biological organism through the interactions of its users. This applies to both native and non-native users of language. English is now spoken by more people using it as a foreign language than as a native language. These users also modify their own and others' use of English as they interact in it. Language is constantly changing, so language can never be fully acquired. For this reason, interactionists like Diane Larsen-Freeman prefer the term "language development" to language acquisition (Larsen-Freeman 2007, 2013).

-Do you think that non- native speakers of English will have an impact on use of English?

-Why do interactionists prefer "language development" to "language acquisition"?

Comparison of models

All three of these models agree that input is important, but the interactionist model differs from the UG model in that, while the UG model is focused on the inner competence of ideal users of language, the interactionist model is focused on the effectiveness of language use in daily life. The measure of our

competence in language is not the internal representations of language in our minds but our ability to use it to accomplish our personal goals. As in the CI model, in the interactionist model input must be comprehensible for it to become intake, but interactionists believe that output -- speaking, writing, doing -- is as essential as input. As learners interact in the new language with others, the need to be understood by the learners causes them to modify the language they are producing, making their input more comprehensible to the learners. Interactionists also agree with CI that an emotionally safe classroom will help learners communicate more effectively because their attention will not be on their anxieties but on their use of language to communicate. (Ellis, 1997)

Finally, whereas both UG and CI researchers have relied more on empirical research to test hypotheses about the grammatical competence of individuals in various stages of language acquisition, the interactionists have taken advantage of the existence of large bodies of authentic language (language corpora) -- stored on computers and transcribed into texts -- to study how both native and non-native speakers actually use language. (The use of such corpora to study language use is called "corpus linguistics.")

For interactionists, the teacher's role is to create opportunities for learners to use language purposefully. They can use it to accomplish real-life tasks, to learn a subject, or to do a project. The teacher supports learners in their interactions so that interactions become longer, more meaningful, and 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 1 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.

Report on "Input vs. interaction" experiment

Date:

Name:

Group:

-----**Subjects of the research**

(by group number)

Purpose of the research:

Description of the process (what you did, what problems you had, did everything go as you planned, how much time you spent):

Test results (both groups results presented in a table):

Conclusion (your conclusion should include references to "Three Models of Language Learning" and explain the reasons for the results):

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.

KEY TERMS

errors, slips, interlanguage, interference, overgeneralization, fossilization

KEY CONCEPTS

- There is a distinction between errors and mistakes.
- Mistakes are learning steps.
- 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

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

116

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 [hæpən'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: 🎧✍️

interference

interlanguage

developmental

overgeneralization

fossilized

unknown

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. "Feruzza finally wrote 'taught' in her essay instead of 'tached'."

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.

| Mistake | Correction | Note | Type of Error |
|--|--------------------------------------|---|-------------------|
| It depends of the weather. | It depends on the weather. | Revise prepositions; after "depend" use "on" | Interference/slip |
| I have lived in Fergana since 6 years. | I have lived in Fergana for 6 years. | "since" – for points in time and "for" – for periods of time. | lack of knowledge |

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

- 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 day. Especially public smoking is not acceptable at all, for example in restaurants.

The first reason is cause damage. Because the smoke of cigarette 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 nephew saw how one man was smoking and after he tried to do it 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. ✍

| Mistake | Correc- tion | Type of Error | Note |
|---|--|---------------------|--|
| As if smoking is increasing day by day. | Fragment: Smoking is increasing day by day. | Transfer | This is direct translation from Uzbek as it is possible to consider it a complete sentence. |
| The reason is cause damage. | | Developmental error | As this essay is written by Year 1 student, probably the student does not recognize that it is a complex 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**

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 TERMS

learning styles, field dependence, field independence, 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.

UNIT 8 Contents

| | |
|--|-----|
| Activity 1 Not now, Bernard You learn about different learning styles through being exposed to a poem. | 124 |
| Activity 2 Field dependence and field independence You raise your awareness of the concepts of field dependence and field independence. | 129 |
| Activity 3 Strategies used by good language learners You reflect on your own language learning strategies and identify 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

| Score | Statements |
|-------|--|
| | 1. It helps me understand if I discuss things with other people. |
| | 2. When learning, I watch the teacher's face a lot. |
| | 3. I use colors when I take down notes or read. |
| | 4. I get good ideas while I am doing some kind of physical activity. |

| | |
|-----|---|
| 5. | I prefer spoken to written instructions. |
| 6. | I'd rather listen to a tape than read about a topic. |
| 7. | I prefer someone to draw me a map than to tell me directions to somewhere. |
| 8. | I do less well on written tests than on oral tests. |
| 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. | I take notes but they are a bit of a mess. |
| 11. | I can easily understand maps, charts, graphs, etc. |
| 12. | I can't sit still for very long. |
| 13. | I like making things with my hands. |
| 14. | If I am doing some work, having the radio on annoys me. |
| 15. | I like to take a lot of breaks when I study. |
| 16. | I use a 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 of listening to instructions about how to do it. |
| 19. | I like telling jokes and can remember them well. |
| 20. | I take lots of notes when I read 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 he or she is saying. |
| 23. | I like creating models of what I am learning. |

| | |
|--|---|
| | 24. In a test, I can visualize the place on the page where I learnt something. |
| | 25. I like making projects better than writing reports. |
| | 26. I like to talk when I write. |
| | 27. If I read, I "listen" to the words in my head. |
| | 28. If I write something down, I remember it better. |
| | 29. I can't remember what people look like very well; I remember better what they say. |
| | 30. If you want to remember something, for example someone's telephone number, it helps if I make a picture of it in my head. |
| | 31. If I study aloud, I can remember better. |
| | 32. I can see pictures in my head. |
| | 33. I would rather read than be read to. |

Transfer your scores and add them up: ✍

| | | | | | |
|----|--|----|--|----|--|
| 2 | | 4 | | 1 | |
| 3 | | 9 | | 5 | |
| 7 | | 10 | | 6 | |
| 11 | | 12 | | 8 | |
| 14 | | 13 | | 17 | |
| 20 | | 15 | | 19 | |
| 24 | | 16 | | 22 | |
| 28 | | 18 | | 26 | |
| 30 | | 21 | | 27 | |
| 32 | | 23 | | 29 | |
| 33 | | 25 | | 31 | |

| | | |
|----------------------|----------------------------|------------------------|
| Visuallearner | Kinaestheticlearner | Auditorylearner |
| Totalscore: | Totalscore: | Totalscore: |

(adapted from Reid 1995)

Reflect

Discuss the following questions: 🍀

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

Apply.

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 1 student at UWL. She is experiencing some challenges in her classes, especially in a course on Listening and Speaking. Maftuna generally does well in one-on-one conversations, makes excellent PPTs and beautiful posters. She likes to use mind-mapping to conceptualize. She also performs well when she is tested on material she has read. Maftuna finds other aspects of her studies challenging. She struggles to do well on the portions of the listening 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.

Case Study #2

Jamshid is taking a country-study class this semester which requires a lot of reading. Jamshid is doing well in the class as he enjoys the lectures and is able to understand the material when the teacher lectures to the group. However, Jamshid is struggling with the course assignments as the students are required to read a lot in order to accomplish them. It takes Jamshid much longer to complete the assignment than it does everyone else in class. He also performs poorly on the quizzes which cover the material they are required to read in the book, as he doesn't understand fully what he reads. Although he remembers quite well the things that were lectured, he has difficulties in recalling the information he has read. Jamshid is seriously concerned about his grades.

Case Study #3

Aziza is taking a psychology class this semester. She is very interested in psychology and wants to major in it. She was excited early in the semester, but after the first month and a half of class, she finds it challenging. Aziza finds that she is attentive during the first 30 minutes or so of class, but for the remaining 50 minutes of the class she is fidgety and impatient. She realizes that at this point in the teacher's lecture she starts to tune out and lose interest, so she misses a great deal of information the teacher shares in class. Aziza often steps out of class and walks around the hall for a few minutes before returning to class. She wishes the teacher would let the class have small group discussions on some of the information or do role play activities to learn some of the theories and techniques she is lecturing about. Aziza is worried about her grade in the class. She has taken two tests and has found that she remembers the material she studies on her own when she is either with a study group or when she uses her flashcards on her walks around campus. She does poorly on the material from lectures, which is a least half of the material on each test.

Case Study #4

Malokhat is very frustrated in her history class. She was always a good student in lyceum but is finding this university course challenging. The class is a lecture class and the teacher definitely likes the sound of his own voice. The entire hour and twenty minutes is filled with the teacher lecturing. Malokhat has a hard time grasping the concepts her teacher is talking about. Malokhat also finds the lectures overwhelming because the teacher does not use PowerPoint presentations or even outlines, so Malokhat has no idea when the teacher has moved on to another topic or even what the main ideas are. It takes Malokhat a great deal of extra time to study for this course because she has to re-read her notes and find illustrations in her textbook that make what her teacher said in class make sense. Malokhat is concerned as she prepares for her first exam in the course.

Activity 2 | Field dependence and field 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 orientation i.e. reliance on internal frame of reference in processing information | |
| | 2. Holistic i.e. perceives field as a whole; parts are fused with background |
| 3. Independent i.e. sense of separate identity | |
| | 4. Not so socially aware i.e. less skilled in interpersonal/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.

Tick (✓) 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 | B | C | D | E |
|---|---|---|---|---|---|--|
| 1 | I need a quiet environment in order to concentrate well. | | | | | I have no problem concentrating amid noise and confusion. |
| 2 | I find grammar analysis tedious and boring. | | | | | I enjoy analyzing grammar structures |
| 3 | I don't mind reading or listening in the L2 without understanding every single word as long as I 'catch' the main idea. | | | | | I feel I must understand every word of what I read or hear. |
| 4 | I think communication is the key to effective language learning. | | | | | I think classroom study is the key to effective language learning. |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 5 | I really enjoy working with other people in pairs or groups. | | | | | | | I prefer working alone to working with other people. |
| 6 | I find feedback useful as a means of understanding my problem areas. | | | | | | | Receiving feedback from other people really doesn't affect 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. ✍

| Tick where appropriate | ✓ | A / F |
|--|---|-------|
| 1. I plan my language learning. | | |
| 2. I use every opportunity to speak English. | | |
| 3. I monitor my progress in language learning regularly. | | |
| 4. I work on language learning tasks with other people (e.g. friends, people on my course) as well as on my own. | | |

| | | |
|--|--|--|
| 5. I try to communicate my message instead of worrying about mistakes. | | |
| 6. I try to find opportunities to practice speaking (even to myself) to improve my fluency. | | |
| 7. I review my independent study program regularly and change it when I find deficiencies. | | |
| 8. I try to motivate myself by setting weekly or monthly language learning goals, targets, etc. | | |
| 9. I try to adopt an active approach towards my language learning. I don't just study when I have to. | | |
| 10. I find listening materials on the internet for listening practice. | | |
| 11. I reflect on what I need to learn to meet my objectives. | | |
| 12. I push myself to read more quickly. | | |
| 13. I review what I've learned at regular intervals. | | |
| 14. I reflect on how I learn so I can improve my learning methods. | | |
| 15. I keep a daily diary in English. | | |
| 16. I have an organized approach to my language learning and try to think about language in terms of the different categories, systems and patterns within it (e.g. grammar, function, register, vocabulary, sound). | | |
| 17. I try to personalize my language learning. | | |
| 18. I am willing to take risks and be adventurous with language to try out my skills. | | |
| 19. I try to learn from the mistakes I make. | | |

| | | |
|---|--|--|
| 20. When I write my first draft, I write freely. | | |
| 21. I try to guess the meaning of the unknown words from the context rather than looking at the dictionary. | | |
| 22. I use gestures when I do not know how to describe certain 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)

| Examples of strategies | Type of strategy |
|--|------------------|
| 1. I plan my language learning | |
| 2. I use every opportunity to speak English. | |
| 3. I monitor my progress in language learning regularly. | |
| 4. I work on language learning tasks with other people (e.g. friends, people on my course) as well as on my own. | |
| 5. I try to communicate my message instead of worrying about mistakes. | |

| | |
|--|--|
| 6. I try to find opportunities to practice speaking (even to myself) to improve my fluency. | |
| 7. I review my independent study program regularly and change it when I find deficiencies. | |
| 8. I try to motivate myself by setting weekly or monthly language learning goals, targets, etc. | |
| 9. I try to adopt an active approach towards my language learning; I don't just study when I have to. | |
| 10. I find listening materials on the internet for listening practice. | |
| 11. I reflect on what I need to learn to meet my objectives. | |
| 12. I push myself to read more quickly. | |
| 13. I review what I've learned at regular intervals. | |
| 14. I reflect on how I learn so I can improve my learning methods. | |
| 15. I keep a daily diary in English. | |
| 16. I have an organized approach to my language learning and try to think about language in terms of the different categories, systems and patterns within it (e.g. grammar, function, register, vocabulary, sound). | |
| 17. I try to personalize my language learning. | |
| 18. I am willing to take risks and be adventurous with language to try out my skills. | |
| 19. I try to learn from the mistakes I make. | |

| | |
|--|--|
| 20. When I write my first draft, I write freely. | |
| 21. I try to guess the meaning of the unknown words from the context rather than looking at the dictionary. | |
| 22. I use gestures when I do not know how to describe certain actions. | |

UNIT E
**FACTORS AFFECTING
LANGUAGE ACQUISITION:
INTERNAL TO THE LEARNER**

**UNIT E | Factors Affecting Language Acquisition:
Internal to the Learner**

OBJECTIVE

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

KEY TERMS

aptitude, intelligence, motivation, extrovert, introvert, mnemonics

KEY CONCEPTS

- ☛ 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.

UNIT E | Contents

Activity 1 | Age and Language

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

139

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 Józef Teodor 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 next thirty years, he wrote many of the works for which he is now famous including *Lord Jim* in 1900, *Youth* in 1902, and *Nostromo* in 1904. (He also wrote poetry in French.) The first book to achieve great commercial success was the novel *Chance*, published in 1914. In 1923, he traveled to the United States and gave recitations to thousands of fans. It is said that in conversation he spoke with a heavy Polish accent, but when he recited his prose, he spoke in perfect British English. In 1924, he was offered a British knighthood, but he declined it. He died on the third of August, 1924.

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. 📖🌸

Ernesto's case

There's a great line in the song *C'est Ma Vie* by Belgian singer Salvatore Adamo that I think sums up the vagaries of life quite well. *C'est ma vie, je n'y peux rien c'est elle qui m'achois!* [This means] *That's my life. I can't do anything about it, it's life that chose me.* So one could say that multilingualism chose me rather than the other way round because I became multilingual almost by accident. I was born in Nicaragua which meant that my first and only language was Spanish for the first 5 years of my life. Then my family immigrated to the United States and we became Americans. Luckily, I was young enough that I became a bilingual native speaker of both English and Spanish, with English, of course, being my dominant language since it was the language of my formal schooling. I was able to retain and develop my Spanish because I come from an educated family that is proud of its heritage. It also helped to grow up in Los Angeles where I had many opportunities to practice Spanish in many different contexts on a daily basis. In addition, Spanish has a phonetic orthography and is a European language like English, so becoming literate in Spanish was not difficult.

In school, I was an awkward immigrant kid who daydreamed about having a completely different life, but eventually I embraced my otherness and decided that being bilingual was something that could set me apart from other kids. When I lived with my father in Vermont, I was exposed to French and to my amazement it sounded and looked like Spanish. This was a revelation that permanently set me on a path of linguistic adventure and discovery.

I started learning French in earnest around the age of 11 and continued through high school where I was lucky to have amazing and inspirational teachers who encouraged my natural language abilities. In my last year of high school, I took German

and was instantly fascinated with the language even though I found it harder than French—not least because I was older than when I had started learning French.


In college, I double majored in French and German and minored in Spanish and again was lucky to have really dedicated teachers. During my junior year I studied in Berlin and Paris, where my language skills really took off. I eventually became an English teacher and set off on traveling throughout the world. A job offer led to Japan where I worked for 5 years and learned Japanese through diligent effort. Japanese presented a veritable challenge because it was unlike the European languages that I had studied before, but because I already knew so many languages I was able to quickly grasp grammatical concepts and establish a study method that helped me become quite fluent in Japanese.

So in sum, here's the one simple secret to speaking many languages fluently: hard work and dedication! It is true that some people seem to have a natural aptitude for languages because they have a good ear for sounds and rhythms, but for most people, it simply takes a lot of work! As a beginner, there is no substitute to having a caring and experienced teacher of the target language as a guide to make sense of everything at first. As one becomes more and more independent in the language though, there are many opportunities to learn and practice any language in today's globalized world full of ever-changing technology. A lot of language comes in the form of formulaic chunks, so it is very helpful, for example, to watch shows and listen to programs or music where one can pick out, not only useful vocabulary, but also longer useful phrases and start inserting them into one's own speech patterns. Since language is one of the most concrete features that makes us human, it is important to remember that every language is composed of a group of people with whom one can connect. Creating these connections by meeting new people, exploring different interests, discovering exciting ideas, and taking chances is one of the best parts of



learning languages. I am currently discovering a whole new world in Russian.

[written by Ernesto Hernandez]

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 | |
| Aptitude | |
| Personality | |
| Strategies | |
| Education | |
| Motivation | |

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. 📖✍️

| Definition | Example from the case of Ernesto |
|---|----------------------------------|
| 1. Intrinsic motivation: language is interesting in and of itself. | |
| 2. Extrinsic motivation: language is a way to pass tests, get jobs and travel abroad. | |
| 3. Integrative motivation: language is a way to become a part of another group of people and culture. | |
| 4. Instrumental motivation: language is a useful or necessary tool to achieve goals. | |

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 than 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 F | Factors Affecting Language Acquisition:
External to the Learner**

OBJECTIVE

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

KEY TERMS

teacher behavior, classroom climate, context

KEY CONCEPTS

- 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?

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

149

Activity 1 | What makes learning effective?

Objective: You will raise your awareness of the importance of context, 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 – hudtarbiyakunye,
preschool – tomaktabiye,
school – omuzishgoh, student – donishyor, pencil –
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 Oxford University, 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 language 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?

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 1 student, Madina, reflecting on her classroom experience as a language learner at the end of a term.  

Madina's case

The whole term was disaster. I hardly managed to pass all my exams. Almost in all courses I got below 65. I don't know why it happened that way. My highest score is in my writing class, and in classes like Listening and Speaking, Integrated Skills, and Study Skills, I have had more problems than in others. The problem is that in these classes we are usually asked to work in groups. I feel that I am not as strong and confident as my group mates, and I am simply afraid of expressing my thoughts in our group discussions. Some of my group mates whose English is really good usually dominate our classes. When I start saying something, they usually interrupt me, and I forget all the things that I have planned in my mind. Also, when I make a mistake, they burst into loud laughter, and I feel really embarrassed. In group projects, we are asked to work together and to make our own contributions, but usually my group mates do not consider my suggestions and simply avoid including my part of the project. I am losing my motivation for learning. Should I talk to my teacher? Will she help me?

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 *Dead Poets Society*.

The film is about a new teacher, John Keating, at Welton Academy. On the first day of class, Mr. Keating told his students to rip out the first chapter of their literature textbook because that chapter told students that they should learn how to measure poetry. He also told his students to call him "O Captain, my Captain." The students didn't really understand Mr. Keating and his philosophy, but some accepted it because it gave them more freedom than in their other courses. They often read poems in Mr. Keating's class, and one time they had to write one themselves.

His teaching made his students idolize him. They made him their 'Captain'. On another day of class, he took them to view photos of students from the past who were dead. As he said, they

were “fertilizing daffodils.” Keating taught his students to seize the day (“carpe diem”) and challenged them to “make your lives extraordinary.” In a subsequent lesson, he stood on his desk to teach the boys to look at life in a different way.

Watch two clips and fill in the table. 


| Things observed in the film | Examples from the film |
|---|------------------------|
| Teacher presence (teacher’s appearance, behavior, voice, intonation, gestures, sense of humor, facial expression) | |
| 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

Date:

Age of students:

Number of students:

Coursetitle:

| Classroom procedure | Teacher behavior | Student reaction | Comments |
|---------------------|--|---|--|
| e.g., greeting | Teacher entered the classroom talking on mobile phone and didn't greet the class | Students stood up but teacher did not notice. | The beginning of the lesson is an important stage in establishing a good rapport in the classroom. It would be better if the teacher had greeted the class and started the lesson in a cheerful mood rather than ignoring the students' greetings. Greeting the teacher in chorus creates a sense of collaboration |

| | | | |
|--|--|--|----------------------|
| | | | in the classroom. |
| | | | |
| | | | |
| | | | |
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MODULE II: Appendixes

Appendix 1 | Not now, Bernard

Not now, Bernard

by David Mckee

“Hello, Dad,” said Bernard.

“Not now, Bernard,” said his father.

“Hello, 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, Bernard," said Bernard's father.
"Your dinner's ready," said Bernard's mother.
She put the dinner in front of the television.
The monster ate the dinner.
Then it watched the television.
Then it read one of Bernard's comics
And broke one of his toys.
"Go to bed. I've taken up your milk," called Bernard's mother.
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

KEY CONCEPTS

- ⇒ 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.

UNIT A | Contents

Activity 1 | Differentiating approach, method and technique

You explore and develop a practical understanding of some key ELT terms.

159

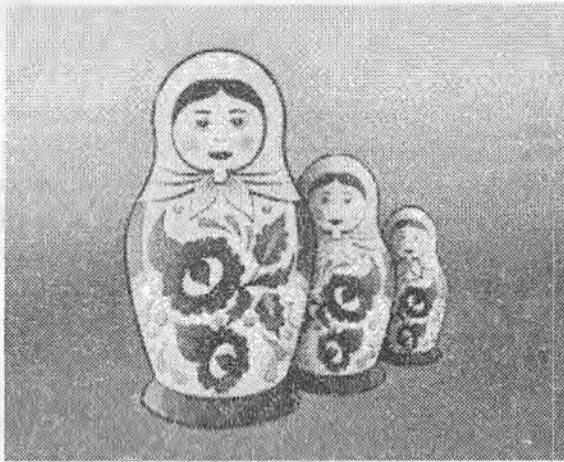
Activity 1 | Differentiating approach, method and technique

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: 📖🌸

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*. 

Eating Mindfully

Life is hectic and frequently we have to multi-task. This includes eating while reading, watching TV, driving a car, or working at our computers. And when we're finished doing whatever we're doing, we have eaten more than we need to have eaten, maybe without even realizing it. Then, we wonder why we are gaining weight.

In an article in the online magazine HEALTHBeat, called "A New Approach to Eating" Amy Stockwell Irving explains the concept of "mindful eating." She writes that dietologists have worked out a new way of eating, called "Mindful Eating" which is eating with conscious purpose. By paying attention to what we eat, we develop a greater awareness of food and slow down.

To implement this way of eating, a special program called Mindfulness-Based-Eating Awareness was developed which aimed at helping people regulate their food choices and eating habits. The program suggests starting gradually, eating one meal a day or week in a slower, more attentive manner. The program includes tips to help people get started. People should

- Ask yourself, "Am I really hungry?" Are you eating just to be polite or because you feel stressed and food makes you feel better.
- Set their kitchen timer to 20 minutes, and take that time to eat a normal-sized meal.
- Try eating with their other hand: if they're right-handed, they should use their left hand to eat with, and vice-versa.
- Try eating with chopsticks.
- Take small bites and chew well.
- Take a breath and ask if they really need to eat. 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.

| Approach | Method | Technique |
|--|---|------------|
| Oral Approaches <i>Description:</i> Language is learned through habit formation and without the use of the first language. | Audio-Lingual Method <i>Description:</i> | - drilling |
| | Direct Method <i>Description:</i> | |
| Comprehension Approaches <i>Description:</i> Language is learned through comprehending spoken or written language. | Grammar Translation Method <i>Description:</i> | |
| | Total Physical Response <i>Description:</i> | |
| Communicative Approach <i>Description:</i> Language is learned | Communicative Language Teaching <i>Description:</i> | |

| | | |
|---|--------------------------------------|--|
| through developing the ability to communicate clearly in spoken and written language. | | |
| Cognitive Approach <i>Description:</i> Language is constructed through starting with something learners already know and built from there. | Silent Way <i>Description</i> | |

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

UNIT B | Grammar-Translation and Audio-Lingual Methods

OBJECTIVE

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

KEY TERMS

grammar-translation method, audio-lingual method, drilling, deductive and inductive methods

KEY CONCEPTS

- 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 Uzbek/Russian:

- You watch football every day.
- I love her.
- Westudy English.

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

- He loves rice.
- He watches football every day.
- She studies English every night.

Read and learn by heart the words.

| English | Uzbek/Russian |
|-----------|---|
| to cry | плакать/yig'lamoq |
| rice | рис/guruch |
| to cook | готовить/taom tayorlamoq |
| chemistry | химия/kimyo |
| to laugh | смеяться/kulmoq |
| happily | счастливо, радостно/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 love college and I love you for sending me -- I'm very, very happy, and so excited every moment of the time that I can scarcely sleep. You can't imagine how different it is from the John Grier Home. I never dreamed there was such a place in the world. I'm feeling sorry for everybody who isn't a girl and who can't come here; I am sure the college you attended when you were a boy couldn't have been so nice. My room is up in a tower that used to be the contagious ward before they built the new infirmary. There are three other girls on the same floor of the tower -- a Senior who wears spectacles and is always asking us

please to be a little more quiet, and two Freshmen named Sallie McBride and Julia Rutledge Pendleton. Sallie has red hair and a turned-up nose and is quite friendly; Julia comes from one of the first families in New York and hasn't noticed me yet. They room together and the Senior and I have singles. Usually Freshmen can't get singles; they are very scarce, but I got one without even asking. I suppose the registrar didn't think it would be right to ask a properly brought-up girl to room with a foundling. You see there are advantages!

My room is on the north-west corner with two windows and a view. After you've lived in a ward for eighteen years with twenty room-mates, it is restful to be alone. This is the first chance I've ever had to get acquainted with Jerusha Abbott. I think I'm going to like her.

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 | подкидыш, найденный/tashlandiq |
| registrar | регистратор /to'yhatga oluvchi, ma'mur |
| getacquainted | 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.

1. 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. ✍️👂

| Grammar-translation method | Your responses | |
|--------------------------------------|------------------|-----------------|
| | Before listening | After listening |
| originated from | | |
| focuses on | | |
| applies the following principles ... | | |
| uses materials like | | |
| assesses students using | | |
| refers to L1 usage as | | |

Read and discuss the quote:  

"I have no patience with the stupidity of the average grammarian who wastes precious years in hammering 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 audio-lingual 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 audio-lingual 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 | Grammar-translation method | Audio-lingual method |
|---|----------------------------|----------------------|
| Goals | | |
| Role of the teacher | | |
| Characteristics of the teaching/learning process | | |
| Nature of student-teacher and student-student interaction | | |
| Areas of language skills emphasized | | |
| Role of the native language | | |
| Assessment criteria and techniques | | |

Present your findings. 🌸

UNIT C

TOTAL PHYSICAL RESPONSE

UNIT C | Total Physical Response

OBJECTIVE

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 method

KEY CONCEPTS

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

UNIT C | 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 naturally.

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?

Target language /
mother tongue

| | |
|---|--|
| What techniques are used in the lesson? | Drilling / physical actions / translations / demonstration |
| What materials does teacher use in the lesson? | Realia / pictures / textbook / handouts / board |
| How would you describe the role of the teacher? | Facilitator / non-verbal model / 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.

| Stage | Lesson procedure | TPR principles |
|-------|---|--|
| 1 | The teacher created a relaxed, friendly classroom. | One goal of TPR is to reduce the _____ people feel when studying a foreign language. |
| 2 | Learners were asked to behave as children. Like children, students learned the meaning of the words by seeing them acted out and following the teachers' actions. | Another goal of TPR is to base learning on _____. |
| 3 | The teacher first demonstrated the actions herself and then asked students | The teacher is the _____ for both speaking and acting. |

| | | |
|---|---|--|
| | to follow her. The students respond nonverbally: observing, listening, imitating, pointing, acting. | _____ language 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 sequence of commands. She added new commands and new names of objects one at a time. | Students receive new language _____, connecting 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 _____ in the lesson. They are given no time to _____ from the new language back to their first language. They must begin to _____ in the new language. |
| 8 | Vocabulary was introduced using through actions and physical objects. Grammar structures were very simple (imperatives). Mainly students | _____ is emphasized over grammar, and _____ language is emphasized over written language. |

were involved in speaking and only at the end of the lesson were 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

UNIT C | Communicative Language Teaching

Objective

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

Key Terms

CLT, learner-centeredness, authentic materials, authentic task, communicative competence

Key Concepts

- 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 Four communicative 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 1 | 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.

| Lesson Procedure | CLT Principles (from right column) | CLT principles |
|------------------------------|------------------------------------|---|
| Reading sports column from a | e.g., 1, 3... | 1. authentic language input 2. real communicative need |

| | | |
|--|--|---|
| newspaper and identifying and discussing predictions made by the reporter. | | 3. authentic task |
| Making predictions about the winner of the World Cup. | | 4. negotiated meaning |
| Playing a language game. | | 5. multiple skill use |
| Making predictions about the future | | 6. critical thinking |
| Involving students in role-play. | | 7. form and meaning acquired through use in context |
| | | 8. fluency over accuracy |

CLT Multiple Choice

- Materials used in a CLT lesson are...
 - always authentic
 - as authentic as possible
 - prepared to teach a specific form
 - developed only by experts
- The language used mainly is
 - mother tongue
 - target language
 - written
 - spoken
- Emphasis is on
 - communication
 - language forms
 - language chunks
 - memorization
- Students work with language at the
 - discourse level
 - sentence level
 - word level
 - syntactical level
- Students are given an opportunity to express their ideas and opinions.

- a) Yes b) No c) Sometimes d) only if asked by the teacher

6. The teacher acts as a

- a) controller b) facilitator c) observer d) examiner

7. One of the teacher's major responsibilities is to establish situations that

- a) promote communication
b) provide the students with a good model for imitation
c) test students' knowledge
d) challenge their opinions

8. The target language is

- a) heard and repeated
b) a vehicle for classroom communication
c) the object of study
d) the object of examination.

9. Language learning is

- a) listening and understanding
b) having conversations
c) memorizing grammar rules and word meanings
d) learning to communicate in speech and writing

10. The desired goal is

- a) communicative competence
b) grammatical competence
c) correct grammatical form
d) literary appreciation


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. 


| Guided practice | Communicative activities |
|-------------------|--------------------------|
| Teachercontrolled | Learnercontrolled |
| | |
| | |
| | |
| | |

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, thanks for your coming. I’ve reviewed your bank statement...”

(interrupts) “Dude, you gonna ask me a bunch of lame questions?”

“Ah... lame questions ... uhm... I don’t know, uhm.. well, I DO have a few more questions.”

“Well, make it fast ‘cause I am on a tight schedule!”

Lack of _____
competency.

Sample 3

“I asked them about it.”

“Told whom about what?”

“Farrukh and Jamshid about the group report and he wasn’t happy about it.”

“Who wasn’t happy?”

“Farrukh wasn’t.”

Lack of _____

competency.

Sample 4

“She taught Spanish. She no know English.”

Lack of _____ competency.

Follow up questions:

- 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?
- 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.


| | Activity | Purpose | Meaning or Form Focused? | Teacher/ Student role | Materials |
|---|-------------|--|--------------------------|--|---|
| 1 | Roleplay | To provide opportunities to improve listening, conversation skills | | | |
| 2 | Jigsaw task | | Focus on meaning | | |
| 3 | Survey task | | | | Questionnaires developed by a teacher or students |
| 4 | Debate | To use information from various sources and reasoning to defend a position on a topic or issue | | Teacher as organizer, facilitator; students as active participants | |

| | | | | | |
|---|-------|--|--|--|--|
| 5 | Games | | | | Varies depending on the type of the game |
|---|-------|--|--|--|--|

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. 

| Observation form | | |
|--------------------------------|----------------------------|---|
| Name of the teacher: anonymous | | Date: |
| Age of students: | | |
| Number of students: | | |
| Course title: | | |
| Lesson Procedure | CLT Principles Experienced | CLT principles |
| | | 1. authentic language input |
| | | 2. real communicative need |
| | | 3. authentic task |
| | | 4. negotiated meaning |
| | | 5. multiple skill use |
| | | 6. critical thinking |
| | | 7. form and meaning acquired through use in context |
| | | 8. fluency over accuracy |

UNIT E

CLT APPLIED

UNIT E | 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.

KEY TERMS

TBL, CBI

KEY CONCEPTS

- 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.

UNIT E | 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 American sports teams, universities, colleges, high schools, 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.



American Mascot



Since 1782, the bald eagle has been national emblem of the United States. The bald eagle isn't actually bald; it gets its name because its white head against its dark brown body makes it seem bald from a distance. The bald eagle first appeared as an American symbol on a Massachusetts copper cent coined in 1776.

For six years, members of Congress debated what the national emblem should be. It wasn't until 1789 that the bald eagle was finally chosen to represent the new nation. One of the most prominent opponents to the bald eagle's status was Benjamin Franklin. In a letter to a friend, Franklin wrote: "I wish the bald eagle had not been chosen as the representative of our country; he is a bird of bad moral character; like those among men who live by sharpening and robbing, he is generally poor, and often very lousy. The turkey is a much more respectable bird and withal a true, original native of America" (livescience.com).

But not all of Congress shared Franklin's sentiments. Bald eagles, like other eagles worldwide, was seen by many as a

symbol of strength, courage, freedom and immortality for generations. And, unlike other eagles, the bald eagle was indigenous only to North America.

Sources: livescience.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.
6. 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. 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

Latitude and longitude are angles that uniquely define points on a sphere. Together, the angles comprise a coordinate scheme that can locate or identify geographic positions on the surfaces of planets such as the earth.

Latitude is defined in terms of circles that run parallel to the equator. The circle that surrounds the earth at the center is called the equator. Each circle that surrounds the earth is called a parallel. The equator is the outside edge of a plane that passes through the **center (C)** of the earth. The latitude of a **point (P)** on the surface of the earth is defined as the angle that a straight line, 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 (or northerly), if P is below the reference plane, the latitude is negative (or southerly).

Longitude is defined in terms of meridians, which are half-circles running from pole to pole. A reference meridian, called the prime meridian, is selected, and this forms the reference by which longitudes are defined. On the earth, the prime meridian passes through Greenwich, England; for this reason it is also called the Greenwich meridian. The longitude of a point P on the surface is defined as the angle that the plane containing the meridian passing through P makes with respect to the plane containing the prime meridian. If P is to the east of the prime meridian, the longitude is positive; if P is to the west of the prime meridian, the longitude is negative.

Latitude and longitude coordinates on the earth are sometimes extended into space to form a set of celestial coordinates.

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

1. Latitude: $41^{\circ}15' N$

Longitude: $69^{\circ}12' E$

Name of city:

2. $40^{\circ}29' N$

$68^{\circ}47' E$

Name of city:

3. $40^{\circ}31' N$

$70^{\circ}56' E$

Name of city:

4. $37^{\circ}13' N$

$67^{\circ}17' E$

Name of city:

5. $42^{\circ}28' N$

$59^{\circ}36' E$

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 Q&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 divided into five districts called boroughs.

3. Sudan is in Africa and the Nile River flows through it.
4. Russia lies across two continents – Europe and Asia.
5. The city of Dubai is located in the Persian Gulf nation known as the United Arab Emirates (UAE).
6. 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?
2. Were the task and materials authentic?
3. 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

UNIT A | Teaching grammar for communication

OBJECTIVE

In this unit, you learn about different approaches to teaching grammar, spoken grammar, and error correction.

KEY TERMS

backchannels, descriptive rules, ellipsis, error correction, filters, heads, prescriptive rules, tails, teaching grammar through rules, teaching grammar through examples, teaching grammar through texts

KEY CONCEPTS

- Descriptive rules explain how a language works to produce meaning.
- Prescriptive rules define what language is appropriate for various purposes and contexts.
- Teaching through rules means taking a deductive approach to teaching grammar, teaching the rule and applying it to examples.
- Teaching through examples means taking an inductive approach to teaching grammar, presenting examples and having students 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.
- Errors are a natural part of language learning, and error correction should be student-centered and student-controlled.

UNIT A | Contents

Activity 1 | Teaching grammar: Introduction

You think about grammar rules and are introduced to a text for the teaching of grammar.

199

Activity 2 | Teaching grammar through rules

You experience and reflect on a grammar lesson using the “teaching-through-rules” approach.

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 1 | Teaching grammar: Introduction

Objective: 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 English grammar? Discuss it with your trainer and group mates. 🌸

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 Laura 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 create 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 is 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, are/were/have been |
| MEANING | simple past = specific time | present perfect = action over time before the present or action at no |

| | | |
|---|--|--|
| | | 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->-----have known-----X-----> | | |
| past<-----X----- | | |
| -----X-----> future | | |
| ↑↑ the day of meeting now liked like | | |
| We liked each other at first sight. | | |

Exercise

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

Laura is an English Language Fellow teaching at the University of World Languages in Tashkent, Uzbekistan. She is in the second year of her Fellowship, which she _____ (enjoy) very much. Sevara was 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.

| | | | | | |
|--------|----------|------|------|------|------|
| accept | buy | cost | give | go | pay |
| along | purchase | | sell | take | take |
| | try on | | wrap | | |

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.

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

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've thought 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 _____ (judge) the Student Olympiad. Our student came in (come in) third, unfortunately, but it _____ (be) a fair competition. I also _____ (work) with a group of teachers to help them create a teacher-training book. They _____ (now, write) their own materials. In addition, I _____ (give) a presentation at the UZTEA conference about the need for teachers to keep themselves informed about current methodology. Finally,

my materials writing group _____ (put together) a corpus of Uzbek English. They _____ (record) teachers as they give lessons and students as they give presentations and have conversations. We were thinking about putting it online but _____ (decide) they need to make more recordings. I feel I _____ (achieve) a great deal 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. □□

Final Report from Teaching English in Uzbekistan


1 This is a short summary of my work over the past two years. I believe I have made significant contributions to language education in Uzbekistan. While I was in Uzbekistan, I helped a group of teachers write a book about language teaching methodology. They researched current issues and trends, and they created engaging and meaningful activities for their trainees. They were provided vital support by the Rector of the university.

2 I believe I made a difference in other ways that are not directly connected to my Fellowship. Over the past two years, I have participated in several teacher conferences. At

the Samarkand conference last November, I gave the keynote address on vocabulary development for teachers. During my time here, I have also served as a judge for teaching competitions and two student Olympiads. At that last Student Olympiad, our student came in third, unfortunately. He's been a great student for the past four years, and we all wanted him to win, but it was more important for the competition to be fair than for our student to win, and the student from Bukhara truly deserved to win.

3 Finally, some work that we started months ago is continuing and will continue after I leave. For the past few months, my materials writing group has been compiling a corpus of Uzbek English. They have been recording teachers as they give lessons and students as they give presentations and have conversations -- they have recorded five teachers and ten students so far -- and we were thinking about putting it online. However, we decided they need to make more recordings. I have achieved a great deal in Uzbekistan. I feel satisfied with my work here.


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 also served as a judge for teaching competitions and two student Olympiads.

• I have 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 wanted him to win...

• He's been a great student for the past four years, and we all wanted 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 _____ (complete) a very successful _____ Fellowship. Her _____ work _____ (be) very beneficial to the Uzbek people. She _____ (speak) at conferences, _____ (judge) competitions, and _____ (support) teachers as they _____ (write) materials for courses. She also _____ (initiate) a project that will create a body of Uzbek English for future study. For the past six month, teachers and students _____ (make) recordings of authentic use of English by speakers of Uzbek. This project will continue for another year. I believe that Laura _____ (represent) us very well 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.

D: Yeah

K: Plus 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?

e. **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 teacher I always 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 whether to handle it or not and when to correct the error, whether immediate or delayed correction. I also found out that a teacher should determine the appropriate technique to correct the error made.

As other students, my students also make mistakes during the lessons and I noticed that they want to be corrected. While dealing with their errors I noticed that explaining error without correction worked well. When I hear an error and doesn't want to interrupt, I write it on the board. I use this a lot when I have speaking activities. This way I offer the error correction they want and avoid the dreaded accusation that I am not helping them and not interrupting 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 student is saying and highlight in my mind that an error has been made. Then I repeat the error with emphasis saying "He must to go?" This way I let the student recover themselves. For me this increases the chance of not making the same error. Sometimes I also repeat the error with correction saying "He must read". When I repeat it with correction the student notices it and repeats after me and then continues speaking.

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?

- 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.

| MODULE IV Appendixes | |
|--|------------|
| Appendix 1 Laura and Sevara | 220 |
| Appendix 2 Verb chart and comments | 222 |
| Appendix 3 Spoken grammar mini-lessons | 224 |
| Appendix 4 Error correction: A traffic light approach | 227 |

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.

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 been thinking----- X ----- -----> |
| | havethought ↓↓↓↓↓↓ |
| | past <----- X----- ----- present-----> future |
| | ↑↑ one time in the past now thought am thinking |

| | | | |
|----------------|---|--|---|
| 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 future |
| 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. | 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. |

Appendix 3 | Spoken grammar mini-lessons

The activities in this appendix are taken from an article by Amanda Hilliard in *Forum Magazine*. Hilliard, A. (2014). Spoken grammar and its role in the English language classroom. *Forum Magazine* 52 (4), 2-13.

| Group A mini-lesson | | | | | |
|---|--|---|--|---|---|
| <p>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.</p> | | | | | |
| <p>Student</p> <p>Follow the instructions below.</p> <p>1. Make the following conversation longer by filling in missing words.</p> <p>A: _____ _____ Wanna go to the party on Sunday?</p> <p>B: _____ Sure, _____ sounds good.</p> <p>2. Make the following conversation shorter by omitting appropriate words.</p> | <p>Teacher</p> <p>Follow the instructions below.</p> <p>1. Ask students make the following conversation on the left longer by filling in missing words.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <p>A: _____ Wanna go to the party on Sunday?</p> <p>B: Sure, _____ sounds good.</p> </td> <td style="width: 40%;"> <p>Answer key: A: Do you wanna go to the party on Sunday? B: Sure, that sounds good</p> </td> </tr> </table> <p>2. Ask students to make the following conversation shorter by omitting appropriate words.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <p>A: Shall we go get lunch now?</p> <p>B: Yeah, that is a good idea.</p> </td> <td style="width: 40%;"> <p>Answer key: (omitted words are in parentheses) A: (Shall we) go get lunch now? or Lunch? B: Yeah, (that is a) good idea. or Good idea.</p> </td> </tr> </table> <p>3. Which words can be omitted from conversations with friends? Why? Discussion question (possible answer): You can omit subjects and verbs when they are clear from the context, so you can speak more</p> | <p>A: _____ Wanna go to the party on Sunday?</p> <p>B: Sure, _____ sounds good.</p> | <p>Answer key: A: Do you wanna go to the party on Sunday? B: Sure, that sounds good</p> | <p>A: Shall we go get lunch now?</p> <p>B: Yeah, that is a good idea.</p> | <p>Answer key: (omitted words are in parentheses) A: (Shall we) go get lunch now? or Lunch? B: Yeah, (that is a) good idea. or Good idea.</p> |
| <p>A: _____ Wanna go to the party on Sunday?</p> <p>B: Sure, _____ sounds good.</p> | <p>Answer key: A: Do you wanna go to the party on Sunday? B: Sure, that sounds good</p> | | | | |
| <p>A: Shall we go get lunch now?</p> <p>B: Yeah, that is a good idea.</p> | <p>Answer key: (omitted words are in parentheses) A: (Shall we) go get lunch now? or Lunch? B: Yeah, (that is a) good idea. or Good idea.</p> | | | | |

| | |
|--|---|
| <p>A: Shall we go get lunch now? B: Yeah, that is a good idea.</p> <p>3. Discussion question: Which words can be omitted from conversations with friends? Why?</p> | <p><i>efficiently, and it is an informal conversation with friends.</i></p> |
|--|---|

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.

1. Explain to students what heads and tails are in spoken grammar. Write the following on the board or make a small poster or PowerPoint.

| | |
|--|---|
| <p>Heads are a way to introduce and orient listeners to a topic before giving information on the topic. For example: “The soccer game last night, it was really exciting.” (With head) “The soccer game last night was really exciting.” (No head)</p> | <p>Tails are comments that are added to the end of a phrase. For example: “My teacher is really nice, the one from Canada.” (With tail) “My teacher from America is really nice.” (No tail)</p> |
|--|---|

| | |
|---|--|
| <p>Student</p> <p>1. Underline any heads or tails. Rewrite the sentences to make them more like written English.</p> | <p>Teacher</p> <p>1. Underline any heads or tails. Rewrite the sentences to make them more like written English. <u>Your sister</u>, she’s an artist, <u>isn’t she</u>? → Isn’t your sister an artist?</p> |
|---|--|

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 is.

2. Rewrite the following sentences by adding heads or tails or by moving introductory clauses to the end.

Over the last four years, your brother has learned to play soccer well, has he not?

In the bazaar, that pen costs only two dollars, does it not?

Sheila was the last one to leave the room, but did she 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.

2. Rewrite the following sentences by adding heads or tails or by moving introductory clauses to the end.

Over the last four years, your brother has become a good soccer player. → Your brother, he's turned into a good soccer player.

In the bazaar, that pen costs only two dollars, does it not? → That pen, it costs only two dollars in the bazaar, doesn't it?

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

**Listener
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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Table of Contents

| | |
|---|------------|
| Acknowledgements..... | 3 |
| Preface..... | 5 |
| To the Trainee..... | 6 |
| Module I LANGUAGE | |
| Unit A. Language..... | 9 |
| Unit B. Phonology..... | 19 |
| Unit C. Lexis..... | 37 |
| Unit D. Grammar..... | 56 |
| Unit E. Discourse..... | 68 |
| Appendix..... | 84 |
| Module II LANGUAGE LEARNING | |
| Unit A. Learning and acquisition | 95 |
| Unit B. Input, intake and interaction..... | 102 |
| Unit C. Mistakes and errors..... | 114 |
| Unit D. Learning styles and strategies..... | 121 |
| Unit E. Factors affecting language acquisition: Internal to the learner..... | 137 |
| Unit F. Factors affecting language acquisition: External to the learner..... | 147 |
| Appendix..... | 155 |
| Module III LANGUAGE TEACHING | |
| Unit A. Approach, method and technique..... | 157 |
| Unit B. Grammar-translation and audio-lingual methods..... | 163 |
| Unit C. Total physical response..... | 171 |
| Unit D. Communicative language teaching..... | 177 |
| Unit E. CLT applied..... | 186 |
| Module IV TEACHING LANGUAGE SYSTEMS | |
| Unit A. Teaching grammar for communication..... | 196 |
| Appendix..... | 219 |
| Becoming a Teacher References..... | 231 |

K. ALIMOVA, B. BREWERTON, N. MUKHAMMEDOVA

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| | |
|------------------------------|----------------|
| Muharrir: | M.Mirkomilov |
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| Musavvir: | D.Azizov |
| Musahhih: | N.Hasanova |
| Kompyuterda sahifalovchi: | Sh.Mirqosimova |

E-mail: tipografiyacent@mail.ru Tel: 245-57-63, 245-61-61.

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