

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI
NAMANGAN DAVLAT UNIVERSITETI
JAHON TILLARI FAKULTETI
INGLIZ TILI VA ADABIYOTI KAFEDRASI**

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**METHODOLOGY OF TEACHING LANGUAGES AND EDUCATIONAL
TECHNOLOGIES**

(for students of the 3rd year of Higher Education of Philology and language
teaching (English language))

Darslik

*O‘zbekiston Respublikasi oliy ta’lim, fan va innovatsiyalar vazirligi tomonidan
(darslik) sifatida tavsiya etilgan*

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Ushbu darslik tillar o'qitish metodikasi va ta'lim texnologiyalarining barcha qirralarini o'z ichiga olgan yangi talablar asosida tayyorlangan. Unda 33 ta darsning nazariy-amaliy mashg'ulotlari ilg'or pedagogik texnologiyalar asosida yoritilgan. Har bir dars yangi mavzuga yo'naltirilgan motivatsiya faoliyati bilan uyg'unlashtiribgina qolmay, talabalarni ham nazariy, ham amaliy jihatdan oliy va o'rta ta'lim muassasalari o'qituvchisini kasbiy faoliyatga tayyorlaydi.

Mazkur darslik oliy ta'limning 3 bosqich Filologiya va tillarni o'qitish (ingliz tili) yo'nalishi talabalari uchun mo'ljallangan bo'lib talabalarni o'zlari ishlayotgan ta'lim muassasalarida olib boriladigan darslarda duch kelishi mumkin bo'lgan aniq vazifalarni mohirona hal etishga yo'naltiradi. Bunda asosiy e'tibor talabalarining amaliy ko'nikmalarini ishlab chiqish, asosiy kasbiy malakasining shakllanishi; darsning ongli, tarbiyaviy va ta'limiy maqsadlarini shakllantirish; mavzu asosida o'quv materialini rejalashtirish; darsning rejasi va konspektini tuzish; savol va topshiriqlar tuzish, so'rovlar o'tkazish hamda bilimni daliliy baholash; o'quvchilarning mustaqil ishini tashkil etish; hamkasblari va o'z darslarini tahlil qilishga qaratilgan.

Данный учебник подготовлен на основе новых требований, охватывающих все аспекты методики преподавания языков и образовательных технологий. В нем освещены теоретико-практические занятия 33 уроков на основе передовых педагогических технологий. Каждое занятие не только сочетает в себе мотивационную деятельность, направленную на новую тему, но и готовит учащихся к профессиональной деятельности преподавателя высших и средних учебных заведений, как в теоретическом, так и в практическом плане.

Этот учебник предназначен для студентов 3 го курса высшего образования по направлению Филология и преподавание языков (английский язык) и призван научить студентов умело решать конкретные задачи, с

которыми они могут столкнуться на уроках, проводимых в учебных заведениях, в которых они работают. Основное внимание при этом уделяется развитию практических навыков учащихся, формированию их основной профессиональной квалификации; формированию осознанных, воспитательных и образовательных целей урока; планированию учебного материала на основе темы; составлению плана и конспекта урока; составлению вопросов и заданий, проведению опросов и доказательной оценке знаний; организации самостоятельной работы учащихся; анализу уроков коллег и собственных.

This textbook is prepared on the basis of new requirements, which include all aspects of the methodology of teaching languages and educational technologies. In it, theoretical practical classes of 33 lessons are covered on the basis of advanced pedagogical technologies. Not only does each lesson harmonizes with a new topic-oriented motivational activity, but also prepares students for professional activities, both theoretically and practically, the teacher of higher and secondary educational institutions. This textbook is intended for students of the 3rd year of Higher Education of Philology and language teaching (English language) and skillfully directs students to solve septic tasks that they may encounter in the classes carried out in educational institutions where they work. The main focus here is the development of practical skills of students, the formation of their basic professional competence; the formation of conscious, educational and bringing-up goals of the lesson; planning educational material on the basis of the topic; drawing up a lesson plan and synopsis; drawing up questions and assignments, conducting surveys and evidence of knowledge; organizing independent work of students; analyzing colleagues and their own lessons.

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Preface

The textbook "Methodology of teaching languages and educational technologies " is intended for students of undergraduate, universities, pedagogical institutes and foreign language institutes specializing in philology and Language Teaching (English).

The textbook consists of 33 topics, the main focus of which is the development of practical skills of students, the formation of their basic professional skills; the formation of conscious, educational and educational goals of the lesson; planning educational material on the basis of the topic; drawing up a lesson plan and synopsis; drawing up questions and assignments, conducting surveys and Special attention is paid to the artistic text and its categories.

The book differs from previous works of "methods of teaching languages and educational technologies" in solving some problems in terms of new directions of language teaching methodology. The work is based on the results of recent research on teaching methodology and educational technologies, providing topical and scientific treatments of many topics related to the methodology.

Each topic concludes with a set of questions and assignments, a glossary, which allows students to test their knowledge and develop students' theoretical knowledge and practical skills in text/dialogue analysis. In addition, there is an expanded list of literature related to this topic.

Attached to the textbook are multi-choice tests for self-control and self-development of students, a dictionary containing a compact and understandable description of some concepts and terms, PowerPoint presentations from theoretical materials presented in the textbook on disc, which contribute to improving understanding and perception.

In conclusion, we express our gratitude to reviewers prof. DSc, Z.A.Sadikov and Associate Professor, p.f.n, S.A.Misirov for valuable feedback and suggestions.

Authors

Предисловие

Учебник "Методика преподавания языков и образовательные технологии" предназначен для студентов бакалавриата, вузов, пединститутов и институтов иностранных языков, специализирующихся по направлению филология и преподавание языков (английский язык).

Учебник состоит из 33 тем, в которых основное внимание уделяется развитию практических навыков учащихся, формированию основной профессиональной квалификации; формированию осознанных, воспитательных и образовательных целей урока; планированию учебного материала на основе темы; составлению вопросов и заданий, проведению опросов и научно-обоснованной оценке знаний; организации самостоятельной работы учащихся; работе коллег и сосредоточится на анализе собственных уроков. Особое внимание уделяется художественному тексту и его категориям.

Книга отличается от предыдущих работ "Методика обучения языкам и образовательные технологии" решением некоторых задач с точки зрения новых направлений методики обучения языкам. Работа основана на результатах последних исследований в области методологии обучения и образовательных технологий и предлагает актуальные и научные подходы ко многим темам, связанным с методологией.

Каждая тема завершается набором вопросов и заданий, глоссарием, который позволяет учащимся проверить свои знания и развить теоретические знания и практические навыки учащихся в анализе текста/общения. Кроме того, имеется расширенный список литературы по данной теме.

К учебнику прилагаются тесты с множественным выбором на самоконтроль и саморазвитие учащихся, словарь с кратким и понятным описанием некоторых понятий и терминов, презентации PowerPoint из теоретических материалов, представленных в учебнике на диске, которые способствуют улучшению понимания и восприятия.

В заключение мы выражаем нашу благодарность рецензентам, проф. Доктор наук З.А.Садикову и доцент, п.ф.н., С.А.Мисирову за ценные отзывы и предложения.

Авторы

So'z boshi

“Tillar o'qitish metodikasi va ta'lim texnologiyalari” darsligi bakalavr, universitetlar, pedagogika institutlari va xorijiy tillar institutlarining filologiya va tillarni o'qitish yo'nalishi (ingliz tili)ga ixtisoslashgan talabalari uchun mo'ljallangan.

Darslik 33 mavzudan iborat bo'lib, bunda asosiy e'tibor talabalarning amaliy ko'nikmalarini ishlab chiqish, asosiy kasbiy malakasining shakllanishi; darsning ongli, tarbiyaviy va ta'limiy maqsadlarini shakllantirish; mavzu asosida o'quv materialini rejalashtirish; darsning rejasi va konspektini tuzish; savol va topshiriqlar tuzish, so'rovlar o'tkazish hamda bilimni daliliy baholash; o'quvchilarning mustaqil ishini tashkil etish; hamkasblari va o'z darslarini tahlil qilishga qaratiladi. Badiiy matn va uning toifalariga alohida e'tibor beriladi.

Kitob til o'qitish metodikasining yangi yo'nalishlari nuqtai nazaridan ayrim muammolarni hal etishda “tillar o'qitish metodikasi va ta'lim texnologiyalari”ning oldingi asarlaridan farq qiladi. Ish o'qitish metodikasi va ta'lim texnologiyalari bo'yicha so'nggi tadqiqotlar natijalariga asoslangan bo'lib, metodika bilan bog'liq ko'plab mavzularning dolzarb va ilmiy muolajalarini taqdim etadi.

Har bir mavzu savollar va topshiriqlar to'plami, glossariy bilan yakunlanadi, bu esa talabalarga o'z bilimlarini sinab ko'rish va matn/muloqot tahlilida talabalarning nazariy bilimlari va amaliy ko'nikmalarini rivojlantirish imkonini beradi. Bundan tashqari, ushbu mavzuga tegishli adabiyotlarning kengaytirilgan ro'yxati mavjud.

Darslikga talabalarning o'zini o'zi boshqarishi va o'z-o'zini rivojlantirishi uchun ko'p tanlovli testlar, ba'zi tushunchalar va atamalarning ixcham va tushunarli tavsifini o'z ichiga olgan lug'at, tushunish va idrokni yaxshilashga hissa qo'shadigan diskdagi darslikda keltirilgan nazariy materiallardan Power Point taqdimotlari ilova qilingan.

Xulosa qilib aytganda, taqrizchilar prof. DSc., Z. Sodiqov va dotsent, p.f.n., Sh.Ubaydullayevga qimmatli mulohazalar va takliflar uchun o'z minnatdorchiligimizni bildiramiz.

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1. LINGVODIDACTIC ISSUES OF FOREIGN LANGUAGE TEACHING IN THE CONTINUOUS EDUCATION (GENERAL EDUCATION SCHOOLS, ACADEMIC LYCEUMS AND VOCATIONAL COLLEGES)

Plan:

- 1. Common-European competences of foreign language acquisition**
- 2. Foreign language as a subject of study**
- 3. Objectives, contents, and principles of teaching foreign languages**

Keywords: *CEFR, competencies, learning, teaching, assessment, general and communicative core competencies, a foreign language, objective, content, principle*

Common-European competences of foreign language acquisition

The decision of the President of the Republic of Uzbekistan No. 1875 of December 10, 2012 on "Measures for further improvement of the system of learning foreign languages" encouraged increased activity and responsibility for the development of the field and encouraged new research. The overall objective is to raise the bar for foreign language learning so that it meets contemporary demands. In this context, experts also mention happy experiences they have had in the world. Another pressing issue abroad is the endeavor to teach other languages in an effective manner. Regular study in this area is also being done by our international partners. In particular, "Common-European competences of foreign language acquisition: learning, teaching, assessment" (in the article "Common-European competences") document is the result of such research. It soon gained attention in areas outside of the European region, causing much discussion and controversy. Many inquiries concerning this publishing source are still unanswered as of right now. The question of what sort of text the "Common European Competencies" actually are still open. What publication source is this? We will touch on its goals and tasks, history and reasons for emergence, and key content points in brief below. Many inquiries concerning this publishing source are still unanswered as of right now. The question of what sort of text the "Common European Competencies" actually are is still open. What publication source is this? We will touch on its goals and tasks, history and reasons for emergence, and key content points in brief below.

The creation of "Common-European competences" has a historical connection to the European Union's linguistic policy, namely to the Council of Europe, one of the organization's original institutions. The European Union's language policy encourages multilingualism and intercultural competency. He contributes in a special way to the development of a democratic society in Europe with this activity. The Language Policy Program included a variety of planned actions, one of which was a dramatic modernization project of foreign language

teachers in European countries (a little later, in the USA and Canada) in 1991. The project involves renowned specialist L.M. For five years, under Trim's direction, delegates from twenty EU member states worked on it.

The European Council for Cultural Cooperation members and other entities have continuously and routinely supported the project. After revisions, processing, and additions, the project's results were first made public in 1996. In 2001, the English version of "A common European framework of reference for languages: learning, teaching, and assessment" (also known as "European competences for acquiring foreign languages: learning, teaching, and assessment") was released, followed by French and German versions. The primary goal of "European competences" is to give a precise definition and description of the amount of knowledge that a learner has attained during or after the course of learning a foreign language. The project is intended not only for teachers and students of foreign languages, but also for educational professionals who work with foreign languages both directly and indirectly, textbook authors, publishers, and people who deal with the issue of figuring out how much assessment is appropriate for learning foreign languages (exams and tests). "Common European competences" identify the many and successful opportunities for learning foreign languages, but they do not outline the objectives or approaches that are directly related to the teaching process. Nor do they attempt to provide guidance on how to carry out any particular educational process. It is a descriptive document rather than a normative one in the sense of an educational standard, program, or plan, and it places no duties on students or teachers.

The content of "Common European competences" is true to its name; it describes the set of competencies (skills) associated with learning a foreign language, which is, in our opinion, one of the project's greatest accomplishments. Core competencies in communication and generalization make up the competencies as a whole. Even though it has nothing to do with general foreign languages, language acquisition nevertheless greatly benefits from it. While communicative competences include "pure" language skills like lexical, grammatical, semantic, phonological, orthographic, and orthoepic knowledge, worldly knowledge, societal (sociocultural) knowledge, and competences aimed at acquiring intercultural knowledge are included. Sociolinguistic and pragmatic competencies are also a part of communicative competencies. They serve as a "bridge" of sorts between communicative and general competencies. We will use a few of these to support our views regarding the diversity of competencies.

A well-known framework that offers a standard basis for recognizing language proficiency across various European nations is the Common European Framework of Reference for Languages, or CEFR. It outlines a set of common language acquisition competencies that people can pursue at varying degrees of skill. The CEFR and its Common European Competencies of Language Acquisition will be examined in this unit.

Six levels of language competency are identified by the CEFR: A1, A2, B1, B2, C1, and C2. From basic to proficient, each level denotes a distinct stage of language learning. The framework concentrates on the four primary domains of language proficiency: speaking, writing, listening, and reading.

Learners acquire the fundamental abilities required for communication in daily situations at the A1 level. They are able to comprehend and employ common expressions and simple phrases. They are able to make small talk on well-known subjects, ask directions, and introduce themselves.

As students advance to the A2 level, their vocabulary and communication abilities begin to grow. They are able to comprehend and speak in simple terms about scenarios that occur frequently in daily life. They are able to engage in simple social interactions and share knowledge on subjects that interest them.

Learners gain greater independence in their language use at the B1 level. They are able to comprehend and communicate opinions on subjects they are familiar with, like work, school, and hobbies. They are able to have intelligent discussions on these subjects and articulate their viewpoints.

As students advance to the B2 level, they gain greater proficiency in both producing and understanding a larger variety of languages. They are able to communicate clearly on a wide range of subjects and comprehend complicated texts. They are able to make arguments, defend positions, and decipher context-specific implied meanings.

Reaching the C1 level in the language denotes a high level of proficiency. A broad variety of challenging texts, including ones with abstract subjects or intricate structures, are understandable to learners. They are able to communicate clearly, concisely, and effectively while also changing the way they use language depending on the situation.

Lastly, learners are deemed fully proficient in the language at the highest level, C2. Nearly everything they read or hear, they can comprehend with ease. They possess the ability to articulate themselves naturally and fluidly and to synthesize information from various sources.

Teachers and students of languages throughout Europe have a common reference point in the form of the CEFR. It enables students to evaluate their current proficiency level and establish realistic goals for growth. Additionally, the framework encourages language learning as a necessary skill in the globalized world of today and improves international mobility.

In conclusion, language learners can follow a clear progression from fundamental communication skills to full proficiency using the Common European Competences of Language Acquisition, as described in the CEFR. Through the use of this framework, people can evaluate their language skills, establish objectives,

and monitor their development. The CEFR guarantees a uniform level of language proficiency across Europe and has grown to be a vital tool for language instruction.

Foreign language as a subject of study

It is now more crucial than ever to study foreign languages in the increasingly interconnected world of today. There are many benefits and opportunities associated with learning a foreign language, regardless of the motivation—academic, professional, or personal. This section will discuss the value of studying foreign languages, their advantages, and the different approaches that can be taken.

Above all, learning a foreign language offers people a wealth of chances to extend their perspectives and deepen their awareness of diverse cultures. Since language and culture are inextricably linked, learning a new language gives us new perspectives on the customs, history, and values of a given community. In addition to encouraging empathy and tolerance, this cultural awareness improves our capacity for interaction and communication with individuals from diverse backgrounds.

Studying a foreign language also improves employability and opens up new career opportunities. Companies are looking for workers who can communicate fluently in multiple languages in today's global job market. Being able to communicate effectively in another language can help job seekers stand out from the crowd, attract employers, and improve their chances of landing a desirable position. Furthermore, acquiring a foreign language can open doors to foreign employment assignments and the capacity to cooperate and work with people from various nations.

Learning a foreign language has cognitive benefits in addition to these practical ones. Studies have indicated that acquiring a second language augments cognitive flexibility, memory, and brain function. It has been discovered that bilingual people are better at problem-solving, multitasking, and creative thought. Additionally, studying a foreign language has been associated with better academic achievement, particularly in reading comprehension and mathematics.

After establishing the significance and advantages of learning a foreign language, let's examine the various avenues in which this field of study can be taken. The traditional approach entails enrolling in language classes at a university or school, where students participate in interactive learning activities and are guided by knowledgeable teachers. The four fundamental language skills—speaking, listening, reading, and writing—are usually the focus of these courses.

As an alternative, people can decide to study a foreign language on their own using self-study materials, language apps, or internet resources. With the help of these tools, students can learn in a convenient and adaptable manner, establishing

their own schedules and moving at their own speed. To guarantee steady progress, self-study necessitates a great deal of self-discipline and motivation, though.

Furthermore, language exchanges and immersion programs provide a distinctive and immersive learning environment. Learners are exposed to real language and cultural contexts when they reside abroad and are surrounded by the language of instruction. Immersion programs give students the chance to use their language skills in authentic contexts, which helps them become more fluent and confident speakers. This approach mimics a natural language learning environment, which makes it very effective.

In summary, learning a foreign language is a worthwhile endeavor with many advantages. Learning a foreign language has benefits that last a lifetime, from higher employability and cognitive ability to better cultural understanding. People can start this fascinating language learning adventure in a variety of ways, including immersive experiences, independent study, and traditional classroom settings. So why not take advantage of this chance to travel new paths, make new friends, and unlock doors by learning a foreign language right now?

Objectives, contents, and principles of teaching foreign languages

The instruction of foreign languages is an essential component of education in the globalized world of today. The capacity for multilingual communication has grown in importance as societies become more interconnected. We will examine the goals, subjects covered, and guiding principles of teaching foreign languages in this chapter, emphasizing the value of well-taught language instruction.

Objectives: Enabling students to communicate effectively in the target language is the main goal of teaching foreign languages. Getting proficient in speaking, listening, reading, and writing is part of this. To successfully navigate cross-cultural situations and participate in meaningful interactions, people need to have strong communication skills. Since language and culture are inextricably linked, language training also attempts to develop intercultural awareness and understanding. Students can develop into more accepting and compassionate global citizens by comprehending the cultural background.

Contents: The goal of instruction in foreign languages is to give students a thorough understanding of the language. Among other things, they usually contain vocabulary, grammar, pronunciation, and colloquial expressions. Building a solid foundation in the target language requires a large vocabulary, and correct sentence construction is made possible by grammar rules. Clear communication is ensured by pronunciation, and students can use the language more naturally by using idiomatic expressions. In addition, cultural subjects like history, customs, and traditions are included to give students a comprehensive grasp of the language and its surroundings.

Principles: Effective foreign language instruction is based on a number of principles. To start, communication is essential. Prioritizing the development of communicative skills through interactive activities and a real-life focus should be the main goal of language learning. Students can practice speaking the language in real-world situations, which helps them become more confident and fluent speakers. Second, learner-centeredness emphasizes that instruction should be customized to meet each student's unique needs and interests. Differentiated instruction takes into consideration the goals, learning preferences, and skill levels of the students. Additionally, incorporating technology into language instruction opens up possibilities for multimedia- and interactive-based learning, which improves accessibility and engagement.

Another important principle is the *gradual and sequential introduction of language skills and concepts*. Basic grammar and vocabulary should be covered first, then more intricate structures and colloquial expressions. As their proficiency increases, this guarantees that students will have a solid foundation and be able to use the language with confidence. Positively addressing mistakes and offering helpful criticism also fosters a secure and encouraging learning environment where students are inspired to take chances and grow from their failures.

Moreover, *cultural sensitivity and diversity are essential guiding principles*. Language instructors ought to encourage an environment that is inclusive, polite, and values the diversity of cultures and languages. Through exposing students to a range of viewpoints and promoting cross-cultural interaction, language instruction cultivates tolerance, empathy, and a sense of global citizenship.

To sum up, teaching foreign languages is essential to ensuring that students have the information and abilities necessary to succeed in the globalized world of today. Teachers can design effective language learning experiences for their students by emphasizing communication, offering thorough content, and adhering to values like learner-centeredness and cultural sensitivity. By these actions, we can enable people to interact with people from different cultural backgrounds, extend their perspectives, and take an active role in the world community.

Questions:

1. What are Common European Competencies?
2. What is CEFR?
3. Can you differentiate six levels of language proficiency according to CEFR?
4. What is the importance of studying foreign languages?
5. What is the primary objective of teaching foreign languages?
6. How are the typical contents of foreign language instruction designed?
7. What are the main principles for educators to follow in creating effective learning environment for students?

2. A BRIEF HISTORY OF FOREIGN LANGUAGE METHODOLOGY AND ITS DEVELOPMENT STAGES

Plan:

1. Teaching Foreign Languages Worldwide: Bridging Communication and Cultural Gaps

2. Teaching Foreign Languages in Uzbekistan: Building Linguistic Bridges

3. The history of foreign language teaching methodology

Keywords: *teaching foreign languages, cultural gaps, linguistic bridge, methodology, cognitive advantages, professional development, middle ages, lingua franca*

Teaching Foreign Languages Worldwide: Bridging Communication and Cultural Gaps

Being able to communicate in multiple languages has become increasingly valuable in today's increasingly interconnected world. This section clarifies the global practice of teaching foreign languages, examining its significance, difficulties, and advantages.

1. The Importance of Language Learning in a Globalized World:

The effects of globalization are felt in every area of our lives, making language proficiency more important than ever. In order to address the following points, this section addresses the importance of language learning:

1.1 Enhancing Cross-Cultural Communication:

- Learning a language makes it easier to communicate effectively, which helps people connect with one another and promote cross-cultural understanding.
- Speaking another language provides chances for both professional and personal development in an increasingly international workforce.

1.2 Cognitive Advantages:

- Gaining proficiency in a new language improves one's memory, critical thinking, and problem-solving skills.
- According to research, bilingual people are more multitasking adept and have greater cognitive flexibility.

1.3 Broadening Cultural Horizons:

- Learning a language provides one with a deep understanding of various cultures, customs, and viewpoints.

- It dismantles barriers and dispels stereotypes to foster empathy, tolerance, and respect for diversity.

2. Challenges in Teaching Foreign Languages:

Even though learning a language has many advantages, teaching foreign languages has its share of difficulties. In this section, some noteworthy challenges are covered:

2.1 Sufficient Resources and Infrastructure:

- For language education to be effective globally, access to high-quality teaching resources, technology, and language materials is essential.
- Language acquisition may be hampered in some areas by a lack of infrastructure and resources for language learning.

2.2 Teacher Training and Professional Development:

- One issue that many nations share is the lack of qualified language instructors.
- Insufficient opportunities for professional development can negatively affect the efficacy of instruction and impede students' language proficiency.

2.3 Linguistic and Cultural Diversity:

- It's important to be mindful of the linguistic and cultural diversity among students when teaching foreign languages.
- Educating students with varying learning styles, interests, and skill levels presents more difficulties for language teachers.

3. Benefits and Innovations in Teaching Foreign Languages:

Notwithstanding the difficulties, new ideas and developments keep revolutionizing language instruction. This section outlines a few encouraging developments:

3.1 Technological Solutions:

- The incorporation of technology into interactive materials, apps, and language learning platforms has increased accessibility and engagement with language learning.
- Distance learning programs and online language exchange networks extend language learning opportunities beyond national borders.

3.2 Immersion Programs and Exchanges:

- Immersion opportunities, like study abroad initiatives and cultural exchanges, give language learners the chance to practice and fully immerse themselves in the target language.

- These courses promote personal development, linguistic fluency, and cultural awareness.

3.3 Cultural Integration:

- The emphasis on cultural integration in language education is growing, with lessons incorporating cultural components.

- Learners can interact more politely and successfully when they have a better understanding of the cultural background of the language and its speakers.

Teaching foreign languages is an essential global endeavor that fosters global citizenship, communication, and understanding. Despite certain obstacles, learning a language has many advantages, including improving cultural awareness and opening up career opportunities. Language education can continue to connect people globally by bridging communication and cultural divides by adopting cutting-edge strategies and removing obstacles.

Teaching Foreign Languages in Uzbekistan: Building Linguistic Bridges

Language serves as a bridge to span cultural divides and facilitate efficient communication. Teaching foreign languages is critical in Uzbekistan, a nation with a rich cultural legacy and expanding influence on the international scene. This section examines the state of foreign language education in Uzbekistan, including its importance, difficulties, and efforts made to improve language proficiency.

1. Importance of Foreign Language Learning in Uzbekistan:

1.1 Embracing a Multilingual Society:

- Uzbek is the official language of Uzbekistan, which has a diverse linguistic environment due to its strategic location and historical ties to the Silk Road.

- Acknowledging the value of foreign languages enhances international relations and fosters cultural diplomacy, especially in the areas of trade, tourism, and diplomacy.

1.2 Enhancing Economic and Academic Opportunities:

- The increasing economic connections between Uzbekistan and other countries require fluency in languages like Arabic, Chinese, Russian, and English.

- Learning a language opens up job opportunities, promotes international investment, and eases academic exchanges.

1.3 Fostering Cultural Understanding:

- Studying foreign languages promotes intercultural understanding and enables Uzbekistanis to participate in meaningful cultural exchanges.

- Respect for various customs and viewpoints, diversity, and national cohesion can all be fostered through cultural diplomacy.

2. Foreign Language Education Policies and Curriculum:

2.1 Language Policies:

- The language policies of Uzbekistan place a strong emphasis on multilingualism, with a particular emphasis on English and Russian, two widely spoken foreign languages.

- In the nation, initiatives are undertaken to support linguistic diversity and revive minority languages.

2.2 National Curriculum:

- The goals, subject matter, and techniques of assessment for teaching foreign languages in Uzbekistan are delineated in the national curriculum.

- It integrates speaking, writing, listening, and reading skills with an emphasis on communication.

2.3 Role of Technology in Language Teaching:

- Uzbekistan is aware of how technology can improve language learning opportunities.

- To enhance classroom instruction and provide accessible language materials, online resources, interactive platforms, and language learning software are used.

3. Challenges and Initiatives:

3.1 Limited Resources and Infrastructure:

- The standard of foreign language instruction can be impacted by inadequate laboratories, out-of-date textbooks, and a lack of resources.

- Infrastructure is being improved, resources are being kept current, and classrooms are being furnished with state-of-the-art language learning apparatuses.

3.2 Teacher Training and Professional Development:

- To ensure effective language education, it is imperative to ensure the availability of qualified language teachers.

- There are programs in place to enhance teacher preparation, offer chances for professional growth, and promote cross-border cooperation.

3.3 Promoting Active Learning Approaches:

- More student-centered teaching strategies are being added to the traditional methods that are still widely employed in Uzbekistan.

- Language clubs, project-based learning, and group activities are examples of active learning approaches that are becoming more and more popular.

In addition to fostering linguistic competence, teaching foreign languages in Uzbekistan helps people connect with one another and overcome cultural differences. Uzbekistan can enable its people to prosper in a globalized society by embracing innovative teaching methods, addressing obstacles, enacting efficient policies, and emphasizing the value of language acquisition. Through these initiatives, foreign language instruction can significantly contribute to the development of Uzbekistan's linguistic landscape and cultural diplomacy in the future.

The history of foreign language teaching methodology

The teaching of foreign languages has a rich and varied history spanning several centuries, changing in tandem with shifts in education, society, and theories surrounding language acquisition. The approaches taken to teach foreign languages have changed significantly from the times of ancient civilizations to the present.

Ancient Greece and Rome are home to some of the earliest known cases of teaching foreign languages. Foreign language proficiency and study were regarded as prerequisites for education in these societies. Learning grammar and translation was a common focus of language instruction, with a particular emphasis on reading and writing abilities.

Latin was the common language of Europe during the Middle Ages, and studying it was an important aspect of schooling. Given that so many significant literary and scientific works were written in Latin, the language was regarded as a means of knowledge acquisition as well as a means of communication.

Language instruction for practical purposes emerged with the Age of Exploration and the beginning of colonization, driven by the necessity of communicating with indigenous populations in recently discovered lands. Language acquisition was necessary for missionaries and traders in order to promote trade, diplomacy, and religious conversion. These early attempts at teaching languages mainly relied on memorization and repetition and frequently involved direct immersion in the target language.

Grammar-translation techniques, which emphasized the analysis of grammatical rules and the translation of texts from the target language to the native language, gained prominence in the 19th century. For many years, this method predominated in language education, especially in academic settings. But it frequently disregarded the improvement of oral communication abilities.

The direct method - also called the natural method - became more and more well-liked in the early 20th century. This method, which promoted the use of the target language only in the classroom, placed a strong emphasis on oral communication and contextualized learning in an effort to mimic the process of natural language acquisition. It gave speaking and listening skills more of a focus and less emphasis on teaching grammar explicitly.

Later in the 20th century, the emergence of behaviorism and structuralism influenced language teaching methodologies. Behaviorist principles focused on stimulus and response, advocating for the use of drills and repetition to reinforce language patterns. Structuralism, on the other hand, emphasized the importance of understanding the underlying structure of a language and applying that knowledge in practice.

The communicative approach gained prominence in the latter half of the 20th century and the early 21st century. This approach moved the emphasis from translation and rote memorization to the development of communicative competence and functional language skills. In order to support real-life communication, it placed a strong emphasis on interactive exercises, role-playing, and authentic materials.

Technology has become more and more important in foreign language instruction in recent years. The internet, mobile apps, and language learning platforms have made a multitude of resources and interactive tools available to learners. Language exchange platforms, virtual classrooms, and online language courses have increased the flexibility and accessibility of language learning.

Questions:

1. What are the main points of language learning?
2. What is cultural integration in language learning and teaching?
3. What are the challenges of teaching foreign languages?
4. What are the initiatives taken to enhance language learning in Uzbekistan?
5. What is the purpose of Grammar-translation method?
6. What language was as the lingua franca in Europe in the Middle Ages?
7. Which method was known as natural method and gained popularity in the early 20th century?

3. A BRIEF OVERVIEW OF THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES AND ITS DEVELOPMENT STAGES

Plan:

- 1. Pedagogical, didactic, psychological, linguistic and methodical principles of foreign language teaching.**
- 2. Concept of Approach.**
- 3. Communicative, learner-centered, integrative and competency approaches.**

Keywords: *pedagogy, didactics, psychology, linguistics, methodology, approach, theoretical foundation, communicative, learner-centered, integrative*

Pedagogical, didactic, psychological, linguistic and methodical principles of foreign language teaching

Teaching foreign languages involves the integration of principles from multiple academic fields, such as pedagogy, didactics, psychology, linguistics, and methodology. These ideas direct language teachers in developing productive learning environments and promoting language learning. The following are the main ideas:

1. Pedagogical Principles: The general theories and practices of education, including the general administration and organization of language learning, are covered by these principles. They consist of:

a) *Learner-centeredness*: Instruction should be customized for each student because each person has different needs, motivations, and learning styles.

b) *Active Learning*: Encouraging learners to actively participate in class discussions, assignments, and interactive activities.

c) *Assessment for Learning*: Including continual evaluation to track development, offer criticism, and schedule additional training.

2. Didactic Principles: The science of teaching and learning is known as didactics. Key didactic principles in foreign language teaching include:

a) *Communicative Approach*: Focusing on teaching language as a means of communication rather than solely on grammar and vocabulary.

b) *Authentic Materials*: Exposing students to authentic language use through real-world materials like newspapers, films, and authentic literature.

c) *Task-Based Learning*: This method improves language acquisition by assigning students meaningful, practical tasks.

3. Psychological Principles: Psychology offers important insights into the acquisition and processing of language by learners. Important psychological concepts consist of:

a) *Motivation*: Understanding the role that learner motivation plays in language acquisition and using techniques to pique and hold the interest of students.

b) *Input and Output*: Making sure students receive understandable input and giving them lots of chances to produce in order to improve their language skills.

c) *Individual Differences*: Recognizing and adjusting instruction to the unique skills, learning styles, and aptitudes of each student.

4. Linguistic Principles: The basis for comprehending language usage and structure is provided by linguistics. The following linguistic concepts are pertinent to language instruction:

a) **Grammar-Translation**: combining the instruction of grammatical rules with translation from the target language to the mother tongue.

b) **Communicative Competence**: This area of study focuses on helping students become more adept at comprehending and using language in context.

c) **Contrastive Analysis**: To support learning, identify and address the differences and similarities between the target language and the learners' native tongue.

5. Methodical Principles: In language instruction, methodology refers to the particular methods and strategies that are employed. Important methodological tenets are as follows:

a) **Scaffolded Instruction**: offering assistance and progressively lowering it as students advance in their language proficiency.

b) **Classroom Interaction**: Promoting meaningful interactions between students and the instructor in order to improve language acquisition.

c) **Integrated Skills**: Combining speaking, listening, reading, and writing with other language skills to improve language proficiency all around.

These guiding concepts ensure a thorough and efficient approach to teaching foreign languages by providing a framework for language teaching approaches and influencing the decisions made by educators.

Concept of approach

In the context of teaching languages, the term "approach" refers to a collection of theoretical concepts, precepts, and convictions that direct pedagogical procedures and offer a framework for language acquisition. Taking into consideration the objectives, the needs of the students, and the nature of language itself, an approach offers a methodical and well-coordinated way to arrange language instruction.

An approach usually includes a few essential components:

Theoretical Foundations: A method is founded on theoretical ideas related to language learning and acquisition. It combines theories from several academic fields, including sociology, psychology, and linguistics.

Language Learning Objectives: An approach outlines the goals for language acquisition. It makes clear what communicative abilities, language proficiency levels, and language skills learners should be able to attain.

Principles and Techniques: An approach describes the tenets and methods of instruction for successful language instruction. These ideas can be applied to how language skills and structures are taught in order, how teachers and students

interact, how real materials are used, how assessments are conducted, and how technology is integrated.

Learner-Centeredness: An approach that takes into consideration the interests, needs, and individual differences of learners acknowledges the significance of student-centered learning. It encourages learner autonomy, active engagement, and the use of real-world, purposeful language tasks.

Contextual Factors: An approach takes into account the unique circumstances surrounding language learning, such as the educational environment, the learners' cultural backgrounds, and the resources that are available. It guarantees that the methodology is modified to fit the specific context and learner profile.

Evaluation and Assessment: An approach includes techniques for gauging learning outcomes and learner progress. It covers methods for continual improvement, feedback systems, and formative and summative assessment techniques.

Several well-liked methods for teaching languages include:

Communicative Approach: Places a strong emphasis on the development of communicative competence through interaction and meaningful language use.

Task-Based Language Teaching (TBLT): Focuses on language learning through the completion of purposeful, real-life tasks.

Content-Based Instruction (CBI): Integrates language learning with the study of subject matter or specific content domains.

Audio-Lingual Method: Emphasizes repetition, imitation, and pattern drills to develop oral skills.

It's crucial to remember that approaches can vary depending on the context and that there is frequently a flexible spectrum between them. Teachers can use different approaches depending on the needs of their students, their own views about language learning, and the specific teaching context in which they are working. The approach selected has a big impact on curriculum development, teaching methods, and language learners' overall learning process.

Communicative, learner-centered, integrative and competency approaches

Communicative Approach: A popular method for teaching foreign languages that concentrates on helping students become more proficient communicators is the Communicative Approach. Through exercises that mimic actual circumstances, the method places a strong emphasis on genuine and meaningful communication. It places a strong emphasis on using language in real-world situations and motivates students to take an active role in speaking, listening,

reading, and writing assignments. The intention is to provide students the ability to speak the target language fluently and successfully.

Learner-Centered Approach: The learner is at the center of the learning process when using the learner-centered approach. This method places a strong emphasis on the learner's holistic development while taking into account their cultural background, personal experiences, and feelings. It fosters a welcoming and inclusive learning atmosphere that values individuality, self-expression, and introspection. The method aims to support students' personal development and well-being while acknowledging that each learner brings a unique set of perspectives and motivations to the language acquisition process.

Integrative Approach: The Integrative Approach acknowledges the value of incorporating language instruction into other subject areas or content areas. This method incorporates the study of subjects or themes from a variety of academic fields, including science, social studies, literature, and history, in addition to an emphasis on language proficiency. In order to help students gain a thorough comprehension of both language and content, it is intended to establish connections between language learning and their existing knowledge and comprehension.

Competency Approach: The Communicative Competency Approach, another name for the Competency Approach, places a strong emphasis on the acquisition of functional and practical language skills. It emphasizes the use of language in everyday situations and the capacity to use language skills to carry out particular tasks. This method covers a wide range of language competencies, such as discourse, sociolinguistic, linguistic, and strategic competencies. It seeks to provide students the skills necessary to interact appropriately and successfully in a variety of social and cultural contexts.

While the promotion of efficient language learning and proficiency is the common objective of these approaches, their theoretical foundations and emphases vary. Teachers can use these strategies to guide their lesson plans, accounting for the unique requirements and traits of their students as well as the environment in which they are being taught. Furthermore, instructors frequently have the freedom to mix and match these strategies according to the needs of their students and their own educational objectives.

Questions:

1. What is the main function of various principles for educators in language learning process?
2. What are key didactic principles in foreign language teaching?
3. Can you clarify Linguistic and Methodical Principles?
4. What is the concept of Approach?

5. Which approach focuses on language learning through the completion of purposeful, real-life tasks?
6. What are the functions of Learner-centered approach?
7. Which approach aims to enable learners to communicate effectively and appropriately in different social and cultural settings?

4. TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES.

Plan:

- 1. Concept of technology**
- 2. Modular technology in language teaching**
- 3. Game technology in language teaching**
- 4. Technology for the development of critical thinking**
- 5. Education based on information communication technologies**
- 6. Cooperative learning**
- 7. Group technologies of foreign language learning**

Keywords: *technology, modular, game, critical thinking, communication, information communication, cooperative learning, group technology*

Concept of technology

With new tools, resources, and teaching techniques to improve language acquisition, technologies have had a big impact on teaching and learning foreign languages. The use of a broad range of technological tools and techniques to enhance language instruction and learning is included in the concept of technology in language teaching. The following are some essential tools and ideas for teaching foreign languages:

Educational Technology: The use of technology, including computers, software programs, and audio-visual resources, to improve teaching and learning is known as educational technology. Multimedia resources, online learning environments, interactive teaching tools, and language learning software are all examples of educational technology in language education.

Computer-Assisted Language Learning (CALL): The use of computers and computer-based technology to support language learning is the specific focus of the educational technology subfield known as CALL. CALL consists of virtual simulations, online language learning platforms, interactive exercises, and computer programs.

Mobile-Assisted Language Learning (MALL): The term "MALL" describes the use of portable electronics, like tablets and smartphones, to aid in language learning. Learners can conveniently access interactive language materials and experiences through mobile apps, language learning games, and other mobile-based resources.

Virtual Reality (VR) and Augmented Reality (AR): Immersion and interactive language learning experiences are made possible by VR and AR technologies. While augmented reality enhances real-world settings with digital language learning content, virtual reality simulations allow language learners to practice their skills in virtual environments.

Distance Learning and Online Language Courses: As internet technologies have advanced, distance learning has grown in popularity. With the help of online language courses, students can study languages from any location with an internet connection and have access to interactive exercises, language materials, and virtual classrooms.

Gamification: Gamification is the process of introducing game features and mechanics into language instruction.

Modular technology in language teaching

The use of discrete or modular units of instructional materials or resources to support language learning and teaching is known as modular technology in language teaching. These self-contained modules can be used separately or in combination to create an extensive language learning program.

Using online resources or apps for language learning is one instance of modular technology in language instruction. These platforms provide a variety of lessons or modules covering various language skills, including speaking, listening, writing, and reading. Learners can select and finish these modules at their own speed, making learning individualized and adaptable.

Using modular coursebooks or textbooks is another example. These textbooks are broken up into separate sections or modules, each of which focuses on a particular language ability or subject. These modules can be chosen and arranged by teachers based on the requirements and preferences of their students. A more focused and flexible approach to language training is made possible by this modular design.

A further example of modular technology in action is the utilization of multimedia materials like audio lectures, interactive exercises, and videos. These resources are frequently broken down into more manageable, standalone modules that are accessible and functional on their own. Students can select and mix these modules to practice and strengthen particular language skills.

There are many benefits to teaching languages with modular technology. Because students can select the modules that most closely match their needs and interests, it enables individualized and differentiated instruction. Flexibility and adaptability are further facilitated by the modular approach because modules can be updated or rearranged to meet evolving learning objectives. Modular technology also enables self-paced learning and gives students instant feedback, which encourages student autonomy and engagement.

To sum up, using modular technology in language instruction provides a useful and effective way to impart language skills. Teachers can better meet the needs and preferences of their students and improve language acquisition results by customizing language learning experiences through the use of modular units of instructional materials and resources.

Game technologies in language teaching

The use of games and game elements to improve language learning and teaching processes is known as "gamification," or game technologies in language instruction. Through the use of games' intrinsic motivation, engagement, and interactivity, these technologies enable the creation of immersive and dynamic language learning environments.

The creation of educational game apps or games for language learning is one way that game technologies are employed in language instruction. These games are made especially to work on various language skills, including speaking, listening, reading, grammar, and vocabulary. They give language learners an enjoyable and engaging method to hone and strengthen their language skills while having fun with games.

Game elements like points, levels, rewards, and leaderboards are also used by game technologies to track and motivate learners. These components motivate language learners to actively participate in and persevere in their language learning endeavors by bringing a competitive or achievement-based element to the process.

In order to create immersive and realistic language learning environments, virtual reality (VR) and augmented reality (AR) technologies are also being incorporated into language teaching. While augmented reality (AR) superimposes digital content on the physical world, virtual reality (VR) enables learners to experience and interact with virtual scenarios. With the help of these technologies, students can hone their language abilities in real-world situations like placing an order at a restaurant or getting around a foreign city.

There are many advantages to using game technologies in language instruction. Playing games increases the motivation and engagement of language learners by making the process enjoyable. They also provide a secure environment where students can rehearse and make errors without worrying about being judged.

Games' instantaneous feedback and interactive elements encourage active learning and aid in language acquisition.

Furthermore, since many games have multiplayer options or enable online interactions, game technologies can promote cooperation and social interaction among students. This makes it easier to communicate and practice your language skills with other students or native speakers.

All things considered, game technologies provide an engaging and dynamic method of teaching languages. They produce captivating and inspiring language learning experiences that encourage skill development and a positive attitude toward language learning by utilizing the elements of gameplay.

Technology for the development of critical thinking

The use of technology can be beneficial for the growth of critical thinking abilities. Here are some examples of how technology can be applied in this way:

Online Research: Search engines and online databases make a vast amount of information accessible thanks to technology. Students who are encouraged to use technology for research are better able to develop critical thinking abilities like information analysis, knowledge synthesis, and source evaluation.

Multimedia Analysis: Multimedia resources, including audio recordings, images, and videos, can be analyzed thanks to technology. By analyzing and interpreting these materials, spotting biases, assessing the reliability of the information, and coming to conclusions based on evidence, students can develop their critical thinking skills.

Collaborative Problem-Solving: Through online platforms and tools, technology facilitates critical thinking and collaborative problem-solving. Through group projects, conversations, and problem-solving, students can develop critical thinking abilities including cooperation, communication, and weighing opposing viewpoints.

Game-Based Learning: Students can practice critical thinking skills by playing interactive educational games. These games push students to think critically in a game-based setting by frequently requiring them to solve problems, make decisions, and weigh the consequences.

Data Analysis: With the use of technology, students can gather and analyze data and hone their skills in interpreting and deriving conclusions from sets of data. Through pattern analysis, prediction, and evidence-based conclusion drawing, students can acquire critical thinking abilities that are vital to their future success.

Coding and Computational Thinking: Students can enhance their critical thinking abilities by learning to code and participating in computational thinking activities. Students can develop critical thinking skills by using coding to break

down difficult problems into manageable steps, recognize patterns, predict outcomes, and test different solutions.

Simulations and Virtual Reality: Through decision-making, consequence analysis, and outcome evaluation, students can practice critical thinking in immersive environments created by simulations and virtual reality technologies. This makes it possible to exercise critical thinking in a virtual or simulated setting.

While technology can be a useful tool for encouraging critical thinking, it is crucial to remember that students need assistance and support as they navigate the digital world. To optimize the use of technology in the development of critical thinking abilities, educators should promote meaningful engagement, offer direction on assessing information, and promote introspection and metacognition.

Education based on information communication technologies

Information and communication technology (ICT)-based education describes how to teach, learn, and acquire knowledge through the use of digital devices, computers, and the internet. In order to improve educational outcomes and the quality of the learning process, digital tools and resources are incorporated into the conventional educational system.

ICT in education offers teachers, students, and educational institutions a number of advantages and opportunities. Among the most important elements of ICT-based education are:

Access to knowledge: Students can access a vast array of global resources and information thanks to ICT. With the help of its access to e-books, databases, online libraries, and instructional websites, students can learn more than just what is covered in textbooks.

Interactive learning: Through the use of virtual reality, simulation software, multimedia tools, and other interactive platforms, ICT enables immersive and interactive learning experiences. Students are able to actively interact with the material, which improves their comprehension and retention.

Personalized learning: ICT enables personalized learning by tailoring instruction to individual students' needs and learning styles. Adaptive learning platforms and intelligent tutoring systems can analyze students' progress and provide personalized recommendations and feedback for improvement.

Collaboration and communication: ICT encourages peer, teacher, and student collaboration and communication. Online tools like learning management systems and video conferencing software allow students to work together on projects, exchange ideas, and have discussions without being limited by geography.

Remote learning: ICT has made remote learning possible with the development of online learning platforms. During disruptions such as pandemics or

natural disasters, students can participate in virtual classrooms and access educational resources from any location, facilitating learning continuity.

Skill development: ICT fosters the development of critical thinking, creativity, problem-solving, digital literacy, and other essential skills needed in the digital age. Students get prepared for future careers that heavily rely on technology by learning how to use a variety of digital tools, software, and applications.

Administrative efficiency: ICT simplifies administrative duties in educational settings, including record-keeping, grading, enrollment, and attendance monitoring. It increases efficiency, decreases paperwork, and streamlines administrative procedures.

To prevent escalating educational disparities, it is crucial to address the digital divide and guarantee that all students have fair access to technology and internet connectivity. Furthermore, competent instructors, dependable infrastructure, ongoing support, and funding from educational stakeholders are necessary for the successful implementation of ICT-based education.

Cooperative learning

The educational strategy known as cooperative learning places a strong emphasis on student collaboration, teamwork, and shared learning opportunities. Students collaborate in teams or small groups to accomplish shared objectives, find solutions to issues, and gain knowledge from one another.

Students actively participate in both their own and their peers' education in a cooperative learning environment. They are urged to get in touch, engage, and support one another in order to succeed together. Positive interdependence, personal responsibility, in-person communication, and the growth of social skills are all encouraged by cooperative learning.

Key elements of cooperative learning include:

Heterogeneous grouping: Groups of students with varying backgrounds, skills, and learning preferences are assembled. This promotes mutual learning and understanding by allowing for a diversity of perspectives and experiences.

Positive interdependence: To finish the assignment or meet the learning objective, students rely on one another. They develop a sense of accountability and support for one another as they become aware of the link between their own and their group members' success.

Individual accountability: Every student is responsible for their own education and group contributions. This guarantees that every member contributes actively, stays away from free-riding, and accepts accountability for their place in the group.

Group goals and tasks: Students collaborate to complete a task or reach a common objective that calls for their combined efforts. This encourages critical thinking, problem-solving, and collaboration. Academic, creative, or project-based assignments are all possible.

Face-to-face interaction: The focus of cooperative learning is on students interacting and communicating with one another in person. As students share their thoughts, pose questions, and define concepts, this facilitates conversation, deliberation, and negotiation.

Teacher facilitation: In a cooperative learning setting, the teacher's job is to facilitate learning. In addition to organizing the activities and giving advice, the teacher also supports the groups as needed. Additionally, the instructor keeps an eye on each group's development and gives prompt feedback.

Reflection and evaluation: Students evaluate their own participation, reflect on their learning process, and give their group members feedback at the conclusion of the cooperative learning activity. This promotes students' ownership of their learning and aids in the development of metacognitive skills.

Research has indicated that academic success, problem-solving abilities, positive student relationships, and increased self-esteem are all enhanced by cooperative learning. Additionally, it supports the growth of critical social and communication abilities in students, including empathy, leadership, and teamwork. Furthermore, cooperative learning creates a supportive learning atmosphere in the classroom and gives students a feeling of community and belonging.

Group technologies of foreign language learning. The use of technological tools and resources to support language learning in a collaborative or group setting is referred to as group technologies of foreign language learning. By facilitating communication, interaction, and engagement, these technologies aid in the more efficient development of language skills in learners. The following are a few instances of group technologies for learning foreign languages:

Online Collaboration Platforms: These programs, like Microsoft Teams, Slack, or Google Docs, let students work together on language learning tasks, share resources, and interact with one another in real time. They let students collaborate on group projects, have conversations, and give feedback on each other's work.

Language Learning Management Systems (LMS): Group learning is aided by features found in LMS platforms created especially for language learning, like Duolingo, Rosetta Stone, or Babbel. They offer cooperative games, interactive exercises, and chances for language learners to practice speaking with one another.

Virtual Classrooms: Platforms for virtual classrooms, such as Zoom, Microsoft Teams, or Adobe Connect, make remote synchronous learning possible.

Teachers can plan group language exercises where students can interact and practice speaking in real time, like role-plays, debates, or presentations.

Social Media: Learners can interact with native speakers, other language learners, and language exchange partners by using social media sites like Facebook and Twitter. They are able to organize language learning groups, exchange materials, have dialogues, and get criticism on how they use the language.

Language Learning Apps: Group communication and learning are made easier by the features offered by mobile language learning apps like HelloTalk, Tandem, and Busuu. By connecting with other language learners, students can participate in language exchange activities like practicing conversations or editing each other's writing.

Online Language Forums and Communities: Language learners can ask questions, get advice, and have conversations with other learners and native speakers on online language learning forums like Reddit or language-specific forums. Students can get feedback, practice writing, and benefit from the community's collective knowledge.

Video Conferencing Tools: Learners can interact and communicate face-to-face thanks to video conferencing platforms like Zoom and Skype. Teachers can plan language-learning activities that allow students to play language games, take part in group discussions, and practice speaking.

Learners can practice their language skills in a cooperative and encouraging setting by incorporating these group technologies into their foreign language education. Peer-to-peer interaction, instant feedback, and real-world application of the language can all help them become more proficient and acquire new language skills.

Questions:

1. What is the concept of technology?
2. What are the main tasks of teachers in using technology as a tool for fostering critical thinking of learners?
3. What are the requirements of effective implementation of education based on ICT?
4. What type of learning fosters a positive classroom environment and encourages a sense of belonging and community among students?
5. What are the benefits for learners from Online forums and Communities?
6. What are some key technologies and concepts related to teaching foreign languages?
7. What the main functions of group technologies of foreign language learning?

5. METHODS OF TEACHING FOREIGN LANGUAGES

Plan:

1. Concept of method
2. Traditional and modern methods of foreign language learning
3. Project-based method
4. Case method
5. Heuristic method
6. TRIZ method

Keywords: *method, traditional methods, modern methods, project-based, case method, heuristic approach, TRIZ method*

Teaching foreign languages can be done in a variety of ways, each with special characteristics and guiding ideas. The following are a few popular techniques for teaching foreign languages:

Grammar-Translation Method: The traditional approach emphasizes teaching grammar explicitly and translating sentences from the target language into the native tongue. Reading and writing abilities are given priority, and grammar and vocabulary rules are stressed. Speaking and listening abilities, however, might not get as much focus.

Direct Method: The focus of this method, which is also referred to as the natural method, is immersion in the target language. Its main goal is to teach language without the need for translation. Grammar and vocabulary are taught using context, gestures, and visual aids. Reading and writing skills come naturally, with an emphasis on speaking and listening.

Audio-Lingual Method: Through extensive oral drills and dialogues, this method places a strong emphasis on speaking and listening abilities. Grammar is taught inductively by practicing repeating patterns. The context and learning of vocabulary are provided by dialogues or brief texts. Later on, writing and reading instruction may be added.

Communicative Approach: Real-world interaction and communication in the target language are the main focus of this method. To keep students interested, educators use role-plays, authentic materials, and communicative activities. Vocabulary and grammar are taught in relevant contexts. Reading, writing, speaking, and listening are the four skills that are practiced and integrated.

Task-Based Language Teaching (TBLT): This approach emphasizes language learning through the completion of communicative tasks. Learners collaborate to use the target language to accomplish a task or find a solution. They

use language in genuine and meaningful ways that promote language learning and communication.

Content-Based Instruction (CBI): This approach combines academic content with language learning. Learners pick up language abilities in addition to subject knowledge. Texts, conversations, and projects that are relevant to the subject matter offer chances for language practice and learning.

Total Physical Response (TPR): This approach places special emphasis on the connection between language and movement. When given instructions in the target language, learners listen and respond with movements. By using an action-based learning approach, grammar and vocabulary are learned.

The Silent Way: With this approach, the instructor doesn't say anything for a long while, letting students find and make language on their own. While the teacher uses manipulatives and visual cues, students are encouraged to self-correct and self-evaluate.

Suggestopedia: This approach creates a supportive learning environment through the use of relaxation techniques and positive suggestion. As they interact with resources like music, conversations, or stories, students are fully immersed in a laid-back state. Unconsciously, vocabulary and grammar are absorbed.

The Natural Approach: This method, created by Stephen Krashen, places a strong emphasis on learning language organically via exposure and understanding. Without receiving explicit grammar instruction, learners acquire language more easily when they are exposed to intelligible input.

It is crucial to remember that different language teaching techniques are frequently combined or modified based on the unique requirements of the students and the teaching environment. A method's effectiveness can also be influenced by learner preferences, language proficiency, and learning objectives.

Concept of method

A method is a systematic, structured approach or a set of rules that direct instruction and support learning objectives in the context of teaching and learning. A method gives educators a structure for organizing and executing lessons while taking students' needs and skill levels into account.

Approach: A certain approach or theoretical framework serves as the foundation for a method. A variety of methods, including the communicative, audio-lingual, and task-based approaches, highlight various facets of teaching and learning languages. The method's general structure, content, and activities are all influenced by the selected approach.

Principles: A set of guiding principles that represent the fundamental ideas behind teaching and learning serve as the foundation for a method. The method's instructional strategies, resources, and evaluations are shaped by these principles.

A method's guiding principles might, for instance, emphasize student-centered learning, active participation, or the use of authentic language.

Techniques and Activities: A method is a set of procedures and actions used to carry out the principles and produce the intended learning results. These methods can include various drills, role-plays, talks, projects, and exercises that keep students interested and help them acquire a language.

Sequence and Progression: A method offers direction on the order and flow of teaching. It describes the introduction and progression of various vocabulary, grammar rules, and language skills over time. To help learners comprehend and master the language, learning activities are scaffolded and topics are presented in a particular order.

Assessment and Evaluation: A method has components for measuring and analyzing the development and accomplishment of students. It describes the different kinds of evaluations—such as formative or summative—as well as the standards by which language competency is evaluated in students. An essential component of the process for informing instruction and giving students feedback is assessment.

It is crucial to remember that approaches to teaching and learning languages are dynamic and ever-changing. They have changed over time and are still being modified and improved in response to new findings, technological developments, and adjustments to educational theories. Effective teaching also frequently incorporates a variety of approaches and methods that are customized to the needs and preferences of the students.

Traditional and modern methods of foreign language learning

Conventional Approaches to Learning a Foreign Language:

Grammar-Translation Method: This approach concentrates on teaching explicit grammar and translating sentences. Speaking and listening abilities are not given as much attention as vocabulary and grammar rules.

Direct Method: Also referred to as the "natural method," this strategy places a strong emphasis on becoming fluent in the target language. Its main goal is to teach language directly, without the need for translation, using context, gestures, and visual aids.

Audio-Lingual Method: This approach places a strong emphasis on practicing repetitive patterns and oral drills. Speaking and listening skills are prioritized, and grammar is taught inductively.

Situational Language Teaching: This approach uses real-world scenarios and situational contexts to teach language. It places a focus on words and expressions that are appropriate in particular contexts.

The Grammar-Translation Method is a conventional approach that centers on providing clear instruction on grammar and translating sentences from the target language to the native language. Reading and writing abilities are given priority, and grammar and vocabulary rules are stressed.

The Textbook/Workbook Method: This approach makes extensive use of workbooks and textbooks. Students complete exercises, adhere to lesson plans, and practice language.

Project-based method

Organizing learning around the completion of a project is known as the project-based method of teaching. It is a student-centered method that encourages critical thinking, problem-solving, active and collaborative learning, and the application of information and abilities in practical settings. With this approach, students complete a project to gain practical, experiential learning experience rather than just concentrating on traditional textbooks and lectures.

Key features of the project-based method include:

Real-world relevance: Assignments are intended to tackle practical issues or difficulties, imbuing the educational process with significance and relevance to the lives of learners. This encourages motivation and engagement in the students and helps them see the relevance of what they are learning practically.

Student autonomy and collaboration: It is encouraged for students to take charge of their education and make choices about the objectives, assignments, and deadlines for their projects. They cooperate in groups, exchanging ideas and resources while honing their communication and teamwork skills.

Inquiry and research: Research and information gathering are common tasks in project-based learning, which aims to address issues and delve into new areas. In order to develop critical thinking abilities, students study how to locate and assess sources, analyze data, and synthesize information.

Authentic assessment: The project functions as an assessment tool, giving students the chance to showcase their knowledge and abilities in a final product or presentation. Prototypes, written reports, performances, and multimedia presentations can all fall under this category.

Reflection and self-assessment: A crucial component of project-based learning is reflection. Students consider how they have learned, assess their own development, and pinpoint areas where they can do better. This supports self-directed learning and fosters the development of metacognitive abilities.

Integration of multiple disciplines: Integration of knowledge and abilities from different subject areas is common in projects. Students are able to draw connections between various subjects as a result of this, which promotes an integrated and multidisciplinary understanding of the subject.

Benefits of the project-based method include:

Authentic learning: By using their knowledge in practical situations, students strengthen their critical thinking, problem-solving, and decision-making abilities.

Motivation and engagement: Since project-based learning gives students a feeling of ownership and accountability for their work, it encourages proactive motivation and engagement.

Collaboration and communication: Through cooperative group work, students improve their interpersonal, communication, and teamwork abilities.

Long-term retention: As students apply what they have learned to real-world situations, project-based learning fosters deep understanding and long-term retention of knowledge and skills.

Creativity and innovation: Through projects, students can use their imaginations, come up with original ideas, and present their own viewpoints.

Teachers take on the role of facilitators when using the project-based method, assisting and mentoring students as they work on the project. When learning is required, they scaffold learning, offer resources, and provide feedback.

All things considered, the project-based method promotes critical thinking, teamwork, and the practical application of knowledge and skills. It is a dynamic and student-centered approach to learning.

Case method

The case method is a teaching strategy that centers on the examination and debate of actual cases, or situations from real life. It is frequently employed in fields like business, law, and education. With the case method, students are given a thorough explanation of a particular issue or scenario and are entrusted with evaluating it and coming up with ideas for tactics or solutions.

Important aspects of the case method consist of:

Real-world context: Since cases are based on actual events, they give students the chance to apply their theoretical knowledge to real-world situations. This prepares students for challenges they may face in the real world and helps close the gap between theory and practice.

Active learning: Students actively participate in the process of learning by doing analyses, solving problems, and making decisions. Students who use the case method are encouraged to think critically as they weigh alternative points of view and possible outcomes.

Student-centered approach: Students actively participate in their education by analyzing cases, identifying important issues, and coming up with solutions either alone or in groups.

In business education, **the case method** is a popular teaching strategy. It entails utilizing actual business scenarios or cases to encourage learning and participation among students. When given a particular business problem, students are expected to conduct a situational analysis, pinpoint important problems, suggest potential solutions, and decide based on the information at hand.

The case method's primary goal is to enhance students' critical thinking, problem-solving, and decision-making abilities by having them apply theoretical frameworks and concepts to actual circumstances. Rather than depending exclusively on textbooks or lectures, the case method promotes student engagement and active participation.

The case method typically involves the following steps:

Case preparation: The instructor chooses a pertinent and thoroughly documented business case that embodies the particular learning goals of the course. Background information, financial data, and other pertinent details are usually included in the case.

Analysis and discussion: Under the guidance of the instructor, the class examines the case, pinpoints the key problems, and takes into account different points of view. Pupils are urged to critically analyze the situation, question presumptions, and dispute suggested solutions.

Individual or group work: To develop their analysis and suggestions, students can work either individually or in groups. It is anticipated of them to utilize pertinent theories, frameworks, and concepts in order to formulate a robust argument or resolution.

Presentation and discussion: Students give a presentation to the class on their analysis and suggestions. After that, the teacher and students have a conversation and exchange comments, encouraging a cooperative learning atmosphere.

Learning and reflection: Students get a deeper grasp of the difficulties and complexities of actual business situations by using the case method. They hone their decision-making, analytical, and professional judgment skills, equipping them for business situations they will face in the real world.

Students can benefit greatly from the case method in many ways. It improves their comprehension and retention of the course material by helping them to close the gap between theory and practice. Because students actively participate in the analysis and solution of actual business problems, it also fosters active learning. Additionally, because students must effectively present and defend their

ideas, the case method fosters the development of communication and teamwork skills.

All things considered, the case method is an effective teaching strategy that gives students the information and abilities needed to succeed in the workplace by preparing them for the complexity and unpredictability of actual business situations.

Heuristic method

The heuristic method is a way of solving problems and making decisions that makes use of heuristics, which are useful guidelines or mental short cuts. Heuristics are mental processes or cognitive strategies that assist people in making decisions or judgments quickly on the basis of sparse information or resources. The heuristic approach places greater emphasis on decision-making speed and efficiency than analytical or systematic approaches.

When people are faced with difficult or unclear circumstances, where a comprehensive analysis might not be feasible or feasible, they frequently turn to heuristics. Heuristic approaches can be helpful in streamlining decision-making processes, but they can also introduce biases or mistakes into judgment. Common heuristics include the representativeness heuristic, which determines the likelihood of an event based on how closely it resembles a prototype or stereotype, and the availability heuristic, which bases conclusions on how easily examples or instances come to mind.

The heuristic approach is applicable in many domains, such as psychology, business, and daily problem-solving. Heuristics are tools that business managers can use to quickly evaluate and decide on things like hiring practices, pricing schemes, and possible investment opportunities. Heuristics are a tool used by psychologists to better understand how people make decisions or judgments in various contexts. Heuristics are used by people in daily life to help them decide what to eat for lunch, how to get to work, and what tasks to prioritize.

Although the heuristic approach has numerous applications, it's critical to understand its limitations. People who use heuristics may rely on incomplete or skewed information, which can result in biases and mistakes. Heuristics also favor simplicity and speed over precision and in-depth analysis, so they might not always result in the best choices or solutions.

To sum up, the heuristic method is a way of solving problems and making decisions that depends on useful guidelines or mental short cuts. It can be a helpful tool for making snap judgments and assessments in difficult or unclear circumstances. But it's crucial to be conscious of the biases and mistakes that heuristics may introduce.

TRIZ method

TRIZ, which stands for Theory of Inventive Problem Solving in Russian (Теория Решения изобретательских Задач), is a systematic problem-solving and innovation methodology that was developed in the Soviet Union by engineer and inventor Genrich Altshuller in the mid-20th century. It is intended to support individuals or groups in coming up with creative fixes for challenging technical issues.

The foundation of the TRIZ method is the idea that invention and innovation are driven by patterns and principles that can be recognized and used to solve different problems. The fundamental tenet of TRIZ is that technical systems contain universal principles and contradictions, and that solving these contradictions is a necessary step towards arriving at a solution.

The TRIZ methodology involves several key steps:

1. Identification of the problem: Clearly state which contradiction or problem needs to be resolved.

2. Problem analysis: Dissect the issue into its component elements and look for any underlying technical inconsistencies.

3. Using TRIZ tools: TRIZ offers a variety of instruments and methods, such as the contradiction matrix, system analysis, functional modeling, and inventive principles, to assist in the generation of concepts and possible solutions.

4. Ideation and evaluation: Create a wide range of possible solutions using the TRIZ tools. Then, assess and choose the best concepts based on a number of factors, including resource requirements, efficacy, and practicality.

5. Implementation and improvement: Develop and implement the selected solution, and then evaluate its effectiveness. Iterate and refine the solution as needed.

The idea that the ideal solution to a problem is one that fully satisfies the needs while minimizing or eliminating any negative effects or contradictions is known as the principle of ideality, and it is one of the fundamental components of TRIZ. Moreover, TRIZ stresses the recognition and resolving of contradictions using creative principles that can direct the creation of fresh, original solutions.

In many different sectors and domains, such as engineering, product design, manufacturing, and general problem-solving, the TRIZ approach has been extensively applied. By utilizing patterns and principles derived from the analysis of previous inventions and innovations, it offers an organized approach to problem-solving and promotes the development of creative and innovative solutions.

Overall, the TRIZ method is a powerful tool for problem-solving and innovation, providing a systematic framework for identifying and resolving contradictions and generating inventive solutions to complex technical problems.

Questions:

1. What is a concept of method?
2. Can you differentiate traditional and modern methods of foreign language learning?
3. Can you define The Project-based method?
4. What are the key features of Case method?
5. What is Heuristic method?
6. What is TRIZ method?
7. What are key steps of the TRIZ method?

6. FOREIGN LANGUAGE TEACHING TOOLS AND EXERCISE SYSTEM IN CONTINUOUS EDUCATION SYSTEM

Plan:

1. Classification of educational tools
2. Exercise-single unit of foreign language teaching
3. Educational methodological complex as an effective means of improving the quality of foreign language education in general education institutions
4. Modern textbook: textbook structure and principles

Keywords: *traditional tool, digital tool, audio-visual tool, instructional tool, assessment tool, exercise, methodological complex, modern textbook*

Different criteria can be used to classify educational tools in different ways. A few typical classifications are as follows:

1. Type of tool:

- **Conventional tools:** These comprise textbooks, whiteboards, and tangible manipulatives such as globes and puzzles.

- **Digital tools:** These comprise websites with instructional content, online resources, interactive whiteboards, and software programs.

- **Audio-visual tools:** These comprise podcasts, audio recordings, animations, and videos.

2. Learning objectives:

- **Instructional tools:** Lesson plans, PowerPoints, and multimedia resources are examples of instructional tools that make it easier to deliver instruction and support teachers in effectively presenting content.

- **Assessment tools:** These include tests, quizzes, portfolio assessments, and rubrics, which are used to gauge and analyze students' progress in their studies.

- **Collaboration tools:** These are resources, like discussion boards, video conferencing software, and collaborative document editing tools, that encourage students to learn and communicate together.

3. Format of tool:

- **Printed materials:** *Workbooks*, worksheets, handouts, and textbooks are some examples of these.

- **Multimedia tools:** These comprise interactive multimedia presentations, animations, simulations, and videos.

- **Mobile apps:** Instructional programs that are installed on portable electronics, such as tablets and smartphones.

- **Online tools:** Web-based programs and platforms that make learning easier and give users access to learning materials.

4. Subject or discipline:

- Subject-specific tools: science experiment kits, math manipulatives, language learning software, etc.

- Resources created for the development of general skills and interdisciplinary learning, such as problem-solving exercises or games that encourage critical thinking.

5. Pedagogical approach:

- Conventional teaching aids that support a lecture-based or teacher-centered methodology.

- Active learning resources, like project-based or cooperative learning tools, that promote student involvement and participation.

- Tools for differentiated instruction, such as personalized learning platforms or adaptive learning software, that are tailored to each student's needs and preferences.

It's crucial to remember that these are only a few classification examples for educational tools; other categories or overlap may exist based on particular circumstances or standards. In the end, how educational tools are classified can differ depending on the goal, environment, and viewpoint of the individual or group utilizing them.

Exercise-single unit of foreign language teaching

A single foreign language teaching unit usually consists of a variety of exercises and activities intended to help students improve their language

proficiency in a specific domain. This is an illustration of a single unit that emphasizes speaking abilities and vocabulary:

1. Warm-up exercise: To begin the unit, go over vocabulary you've already learned about the subject. This could be accomplished through a discussion, a fast game, or a word association exercise.

2. Vocabulary introduction: Present new words that are connected to the topic of the unit. Provide examples, context, and visuals to aid students in understanding the words' meanings and applications. Give students the chance to practice pronouncing words correctly and to ask questions about clarification.

3. Vocabulary practice: Students can practice their vocabulary through a variety of activities, such as matching exercises where they have to match words to their definitions or related images.

- Fill in the blanks: Students use the correct vocabulary words to finish sentences or paragraphs.

- Contextualized practice: Learners employ the vocabulary words in brief dialogues or meaningful sentences.

4. Speaking activity: Give students a structured or supervised speaking exercise where they can apply the new words they have learned. As an illustration:

- Role plays: Pupils act out situations in which they contextualize the vocabulary.

- Information gap exercises: Students share information in groups or pairs while utilizing the target vocabulary.

5. Speaking activity: Go on to a speaking exercise that is more flexible and promotes fluency and creativity. Some examples of this could be:

- Debates: Students use the vocabulary to discuss a topic and voice their opinions.

- Storytelling: Using the vocabulary words, students compose and deliver a story.

6. Consolidation activity: Complete a review or consolidation exercise at the end of the unit to help you remember the vocabulary and speaking techniques you have learned. This could be a written assignment, a test, or a game.

7. Homework: Assign a task that relates to the speaking and vocabulary covered in the unit, such as recording a dialogue or writing a brief paragraph using the new vocabulary.

It's critical to provide students the chance to interact and provide feedback on the unit. In addition to actively listening, the teacher should offer direction, corrections, and encouragement as required. Authentic materials, like reading or

listening excerpts, are also helpful in exposing students to language use in everyday situations.

Keep in mind that this is only an example, and the precise exercises and learning objectives may change based on the needs and preferences of the instructor as well as the students' proficiency level.

Educational methodological complex as an effective means of improving the quality of foreign language education in general education institutions

It is true that one useful tool for raising the caliber of foreign language instruction in general education settings is an educational methodological complex. Here are a few explanations for this:

Comprehensive approach: A methodical and all-encompassing approach to teaching foreign languages is offered by an educational methodological complex. It contains all the tools required for efficient language instruction, such as a well-organized curriculum, learning materials, textbooks, teacher guides, and assessment instruments. This promotes uniformity and coherence in instructional strategies among various classrooms and aids in upholding quality standards.

Clear learning outcomes and objectives: For language learning at various stages or levels, a clear set of learning objectives and outcomes is defined by an educational methodological complex. This aids educators in setting priorities and concentrating on the vocabulary, grammar rules, language proficiency, and cultural awareness that students need to acquire in a certain amount of time. Establishing clear objectives guarantees that instruction is focused, intentional, and in line with learning objectives.

Pedagogical guidance and support: For language teachers, a methodological complex offers pedagogical advice and support. It may include instructional strategies, lesson plans, teaching techniques, and suggestions for creating an engaging and effective language learning environment. With the aid of this support, educators can create and present lessons that are engaging for students, differentiate their instruction, and meet their varied learning needs.

Use of diverse teaching materials and resources: A wide variety of instructional resources and materials are frequently part of an educational methodological complex. Textbooks, workbooks, multimedia, real resources, extra materials, and digital tools are a few examples of these. With the help of these resources, educators can accommodate a range of learning preferences and styles, encourage active learning, and employ a variety of instructional materials.

Ongoing professional development: Provisions for language teachers' continuous professional development may be found in a methodological complex. This could entail seminars, workshops, webinars, and mentorship programs designed to improve teachers' subject-matter expertise, pedagogical abilities, and

acquaintance with cutting-edge methods and approaches. Teachers who participate in ongoing professional development are better able to stay current, stay motivated, and make constant improvements to their teaching methods.

Assessment and evaluation tools: Assessment and evaluation tools are commonly incorporated into educational methodological complexes to track and gauge the language proficiency and advancement of students. Standardized tests, rubrics, formative evaluations, and summative assessments are a few examples of these tools. When assessment instruments are in line with the goals of the complex, they guarantee accurate and insightful evaluation of students' language proficiency and offer constructive criticism.

Quality assurance: The successful implementation of foreign language instruction can be ensured by establishing quality assurance procedures through an educational methodological complex. For the complex to stay current with changing educational trends and best practices, regular curriculum evaluation, feedback mechanisms, monitoring systems, and periodic revisions may be necessary.

A strong foundation for successful foreign language instruction can be established by general education institutions through the implementation of an educational methodological complex. It gives educators the direction, encouragement, and tools they need to put into practice excellent language teaching, which enhances students' language ability, interpersonal skills, comprehension of different cultures, and general learning objectives.

Modern textbook: textbook structure and principles

A modern textbook usually takes into account the most recent developments in technology, pedagogy, and education. It is intended to keep students interested, encourage active learning, and aid in the development of language knowledge and abilities. Here are some characteristics of a contemporary textbook, such as its principles and organization:

1. Communicative Approach: Language instruction in modern textbooks frequently takes a communicative approach. They emphasize the development of practical communication skills, the promotion of meaningful interactions, and the provision of opportunities for students to use the language in real-world situations.

2. Clear Learning Objectives: The learning objectives for every unit or lesson are spelled out in detail in a modern textbook. These goals outline the vocabulary, grammar principles, language abilities, and cultural awareness that students should possess by the conclusion of a given unit. Students receive direction and purpose from well-defined learning objectives, which also serve as a guide for instruction.

3. Scaffolded Content: The way that textbooks are organized supports learning over time. Lessons and units are organized to build on the knowledge and abilities that have already been acquired. Students can improve their language skills gradually by introducing new vocabulary, grammar rules, or language functions gradually in each unit.

4. Engaging Activities: To keep students interested and motivated, modern textbooks include a variety of interesting and interactive activities. Work in groups and pairs, role-plays, conversations, project-based assignments, practical exercises, audio-visual resources, and interactive web elements are a few examples of these activities. Different activities meet the needs of various learning styles and help students become more proficient in language through practice.

Modern textbooks typically have a logical, well-organized structure that helps with comprehension and memory retention. They are broken up with distinct headings and subheadings into chapters or units that address particular subjects or ideas. An introduction presents a concise synopsis of the material that will be covered in the subsequent chapters.

Principles that guide the development of modern textbooks include:

1. Readability: Textbooks don't use superfluous jargon or complicated terminology; instead, they are written in an easy-to-read style. They improve comprehension by using the right fonts, formatting, and spacing.

2. Visual Appeal: To present information in a visually appealing way, modern textbooks make use of visuals like photos, graphs, diagrams, and infographics. These illustrations help clarify difficult ideas and improve retention of the information.

3. Interactivity: To promote active learning and student engagement, textbooks increasingly include interactive features like clickable links, online resources, quizzes, and activities. Students can apply their knowledge and receive immediate feedback thanks to these interactive features.

4. Inclusivity: Through the representation of various viewpoints, cultures, and experiences, modern textbooks seek to be inclusive of all learners. By encouraging equality and tolerance for individuals with diverse origins and identities, they help each student feel like they belong.

5. Accessibility: Textbooks are made to be used by students of all learning styles and skill levels. There are multiple formats available for them, including digital versions that can be used by students with disabilities who use assistive technologies.

6. Content that is current and relevant: Contemporary textbooks make an effort to include the most recent findings, theories, and developments in the fields

they cover. To make the material relevant to the students' daily lives, they frequently incorporate case studies and examples from real life.

7. Pedagogical approaches: Textbooks nowadays embrace various pedagogical approaches, such as problem-based learning, inquiry-based learning, and flipped classroom models. These approaches encourage critical thinking, collaboration, and active engagement.

8. Alignment to standards: The content and skills needed are covered in modern textbooks because they are matched with learning objectives and standards. This enables educators to plan their lessons using the textbooks as a guide.

In general, the goal of contemporary textbooks is to improve the learning process through the integration of inclusiveness, interactive features, effective pedagogy, captivating images, and current content. They meet the various needs of students and give educators useful tools to enhance their teaching.

Questions:

1. What are the different classifications of educational tools?
2. How can an exercise be defined as a single unit of foreign language teaching?
3. How does an educational methodological complex contribute to improving the quality of foreign language education in general education institutions?
4. What are the key components of a modern textbook's structure?
5. What principles are followed in the design and creation of a modern textbook?
6. How do educational tools vary in terms of their classification?
7. What factors make an exercise an effective and meaningful unit of foreign language teaching?
8. How does an educational methodological complex address the specific needs and challenges of foreign language education in general education institutions?
9. How has the structure of textbooks evolved in recent years to adapt to modern educational practices?
10. What role do the principles underlying a modern textbook play in enhancing the learning experience of students?

7. FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FOREIGN LANGUAGE TEACHER IN THE CONTINUOUS EDUCATION SYSTEM

Plan:

- 1. Objective and content of vocational education**
- 2. Professional competence of a foreign language teacher**
- 3. Methods of forming the professional competence of the foreign language teacher**

Keywords: *professional competence, objective, education, a foreign language teacher, methods, professional development*

In the continuous education system, foreign language teachers must develop their professional competence through a complex process involving a range of tactics and variables. The following are some essential components of foreign language teachers' professional competence development:

1. Knowledge and Skills: Teachers of foreign languages must have a solid foundation in the language they instruct, including the ability to read, write, speak, and listen. Additionally, they ought to be extremely knowledgeable about pedagogical strategies, language education-specific teaching techniques, and theories surrounding language acquisition.

2. Pedagogical Training: Comprehensive pedagogy training should be provided to teachers. This training should cover topics such as lesson planning, assessment strategies, classroom management, and the use of technology in language instruction. Teachers who complete this training will have the skills needed to design effective and interesting language learning activities for their students.

3. Continued Professional Development: For foreign language instructors, professional development and ongoing education are essential. Professional development opportunities that help them stay current with the most recent advancements in language education and teaching practices should be available to them, such as conferences, workshops, and online courses.

4. Reflective Practice: Professional competence development is greatly aided by reflective practice. Teachers should actively seek out feedback from peers or mentors, evaluate their strengths and areas for growth, and reflect on their teaching experiences on a regular basis. Teachers can improve student learning outcomes by refining their teaching strategies and making well-informed decisions thanks to this reflection.

5. Collaboration and Networking: Teachers of foreign languages ought to be able to work together and participate in professional networking events. Lesson planning and curriculum development with other educators are examples of collaborative activities that can promote the sharing of ideas, best practices, and support. Teachers' perspectives can be expanded and useful insights can be gained by attending conferences or networking with professionals from other institutions.

6. Research and Innovation: In the area of language education, teachers ought to be motivated to take part in both research and cutting-edge methods. Through their involvement, they are able to contribute to the discipline's advancement and gain a deeper understanding of theory and evidence-based strategies.

7. Cultural Competence: Teaching languages involves more than just teaching language skills; it also entails fostering cultural sensitivity and understanding. To incorporate cultural perspectives and promote a global mindset in the classroom, foreign language teachers should be trained in intercultural communication and understanding.

8. Evaluation and Feedback: In order to evaluate teacher performance and offer helpful criticism for improvement, there should be regular evaluation and feedback systems in place. Peer or mentor feedback, student evaluations, and classroom observations can all fall under this category. Teachers can improve their teaching methods and pinpoint areas for growth with the aid of constructive criticism.

These components should be included in the continuous education program to help foreign language instructors build their professional competence. The system can guarantee that foreign language teachers are adequately equipped to cater to the varied needs of their pupils and deliver efficient language instruction by emphasizing knowledge, skills, pedagogical training, reflexive practice, collaboration, research, cultural competence, and evaluation.

Objective and content of vocational education

The goal of vocational education is to provide people with the competencies, knowledge, and abilities needed to pursue a particular career or occupation. The main objective is to equip students with the technical know-how and real-world experience needed to succeed in their chosen vocational fields and prepare them for the workforce.

Depending on the particular profession or occupation being taught, vocational education has different curriculum. Nonetheless, a few standard elements are usually present:

1. Technical Skills: The main goal of vocational education is to give students real-world experience and useful skills in a particular trade or career. This could entail picking up knowledge of particular methods, processes, machinery, or specialized tools needed for the job.

2. Industry-Specific Knowledge: Students are taught the conceptual and theoretical underpinnings of the career path they have selected. This could cover subjects like laws governing the industry, safety procedures, best practices, new developments in technology, and emerging trends.

3. Workforce Readiness: The goal of vocational education is to help students become more employable and ready for the demands of the working world. Teaching cooperation, critical thinking, problem-solving, communication, time management, and adaptability are some examples of what this can entail.

4. Professional Development: A lot of vocational programs incorporate elements that assist students in creating a professional identity and developing as professionals. Teaching professional conduct, networking, ethics, leadership, and career management techniques may all be part of this.

5. Practical Experience: A lot of programs for vocational education include practical training in the form of internships, apprenticeships, cooperative education, or virtual workplaces. Students can use their newly acquired knowledge and skills in real-world situations thanks to this hands-on experience.

6. All-Around Education: Vocational education stresses general education subjects like math, science, language arts, and social sciences in addition to content specific to a given profession. This guarantees a well-rounded education and expands the students' knowledge base.

7. Certification and Credentialing: Students enrolled in vocational education frequently have the chance to obtain credentials or certifications recognized by the industry. Their employability is improved and their competency is validated by these credentials.

8. Entrepreneurship and Innovation: A few programs in vocational education promote innovative and entrepreneurial ideas. This may entail imparting knowledge to students in the areas of marketing, finance, entrepreneurship, and business management so they can launch their own businesses or look into opportunities for self-employment.

Vocational education programs are created with industry needs in mind, guaranteeing that graduates have the abilities and know-how needed to be successful in their chosen fields. Vocational education helps students forge a successful career path and contribute productively to their profession by providing a balance of technical training, industry insights, employability skills, and real-life experience.

Professional competence of a foreign language teacher

A foreign language teacher must possess a broad range of abilities, skills, and knowledge in order to provide effective language instruction. This is known as professional competence. The following are some essential elements of a foreign language teacher's professional competence:

1. Language Proficiency: A teacher of foreign languages ought to be highly proficient in the language they instruct. This entails having a firm grasp of syntax,

vocabulary, and pronunciation in addition to being fluent in speaking, listening, reading, and writing.

2. Pedagogical Knowledge: Foreign language education-specific learning theories, teaching methodologies, and instructional strategies must be familiar to teachers. They should be aware of methods like task-based learning, immersion, and communicative language teaching and know how to modify their lessons to fit the requirements of various students.

3. Curriculum Development and Lesson Planning: Teachers of foreign languages should be adept at creating relevant curricula and efficient lesson plans. This entails establishing precise goals, choosing pertinent materials and tools, and creating captivating, interactive exercises that support language learning.

4. Assessment and Feedback: Instructors ought to be skilled at evaluating the language development and proficiency of their pupils. They should be able to create and manage a variety of assessment instruments, including projects, oral presentations, tests, and quizzes. They should also provide students constructive criticism so they can grow as language learners and be guided toward improvement.

5. Classroom Management: Keeping a happy and productive learning environment requires effective classroom management. Establishing routines, controlling behavior, promoting active engagement, and fostering a welcoming, inclusive environment in the classroom where each student feels appreciated and respected are all skills that teachers should possess.

6. Technology Integration: Teachers of foreign languages should be adept at incorporating technology into their lessons in the modern digital era. This includes using educational apps, multimedia materials, online resources, and language learning software to improve language proficiency and involve students in engaging in meaningful and interactive learning activities.

7. Cultural Competence: Understanding culture and learning a language go hand in hand. Cultural competence for teachers entails understanding the culture of the language they are teaching, being sensitive to cultural differences, and being able to integrate different cultural viewpoints into their lessons.

8. Lifelong Learning and Professional Development: Teachers of foreign languages should be dedicated to ongoing professional development and lifetime learning. They should attend conferences, workshops, and other events to stay up to date on the most recent findings, ideas, and pedagogical developments in the field of language education. They can also seek out additional certifications.

9. Communication and Interpersonal Skills: To effectively transmit information, clarify concepts, and encourage student participation, a foreign language teacher needs to possess strong communication skills. Along with having

great interpersonal skills, they should be able to build strong bonds with parents, coworkers, students, and the larger community.

10. Reflective Practice: Engaging in reflective practice is essential for career advancement. Regular reflection on one's teaching methods, feedback from mentors or peers, and modification of practices are all recommended for educators. Their teaching methods are improved, student learning outcomes are raised, and continuous professional development is encouraged by this self-reflection.

In general, language competency and pedagogical knowledge are both components of professional competence for foreign language instructors. A combination of language proficiency, instructional strategies, cultural sensitivity, reflective practice, and a dedication to continuous improvement are needed for effective language instruction.

Methods of forming the professional competence of the foreign language teacher

The professional competence of foreign language instructors can be developed through a variety of techniques and strategies. Here are a few often used techniques:

1. Pre-Service and In-Service Training: Pre-service training programs give aspiring teachers the fundamental knowledge and pedagogical skills required for language instruction. Examples of these programs include undergraduate or graduate degrees in language education or TESOL (Teaching English to Speakers of Other Languages). Workshops, conferences, seminars, and in-service training programs give working teachers the chance to improve their pedagogy, stay current on research and best practices, and pick up new skills.

2. Peer assistance and mentoring: Assisting new teachers in their professional development can be greatly aided by matching them with mentors who have more experience. Mentors help new teachers improve their teaching techniques by offering them advice, encouragement, and feedback. Teachers can collaborate in peer support networks or learning communities to share ideas, resources, and experiences.

3. Classroom Observation: Novice teachers can pick up useful teaching strategies, classroom management tactics, engagement tactics, and assessment methods by watching more seasoned language teachers in action. Formal structured observations can be conducted in the classroom, or informal peer visits and feedback can be used.

4. Reflective Practice: It is essential for professional development for foreign language instructors to participate in reflective practice. Journaling, post-lesson analysis, and discussion groups are examples of reflective activities that

help teachers assess their methods critically, think back on their accomplishments and shortcomings, and make decisions about how to improve.

5. Collaborative Lesson Planning: Teachers can create engaging and well-structured lessons by working together on collaborative lesson planning. By working together, educators can exchange concepts, know-how, and materials while getting input and encouragement from their peers, which can result in the creation of more potent teaching methods.

6. Communities of Professional Learning: Teachers can participate in continuous learning and collaboration by forming study groups or professional learning communities (PLCs) centered on foreign language instruction. These communities, which can be online or off, provide a forum for teachers to exchange ideas, resources, and cutting-edge teaching methods as well as to debate, investigate, and share best practices.

7. Action Research: By conducting action research, foreign language instructors can methodically examine their own methods and assess how they affect students' learning. Teachers can use action research to improve their teaching methods by applying research skills, gathering data, analyzing findings, and making decisions based on facts.

8. Workshops and Courses for Professional Development: To stay up to date with the latest research, technologies, and instructional techniques, foreign language teachers can broaden their knowledge of pedagogy by taking part in workshops, courses, or online professional development programs tailored to their needs.

9. Continuing Education and Advanced Degrees: Gaining advanced degrees in language education or related fields, such as master's or doctorate degrees, helps teachers become more knowledgeable about pedagogical approaches, research methodologies, and theories of language instruction. Foreign language instructors can explore specialized areas of interest or obtain additional certifications through continuing education programs.

10. Collaborative Research and Publications: Teachers can further their professional competence by working on joint research projects with colleagues or writing articles for publications in the language education field. Teachers can share creative practices, broaden their knowledge base, and benefit the professional community through research and publication.

Questions:

1. What is the main objective of vocational education?
2. How does vocational education differ from traditional academic education?

3. What are some common subjects or content areas covered in vocational education programs?
4. How does vocational education prepare students for the workforce?
5. Can you provide examples of specific vocational education programs, and what skills they aim to develop?
6. How does vocational education address the needs of different industries and job sectors?
7. What role does practical training or hands-on experience play in vocational education?
8. How does vocational education contribute to the overall economic development of a country?
9. Are there any challenges or criticisms associated with vocational education, and how are they being addressed?

8. TECHNOLOGIES OF ORGANIZING THE MODERN FOREIGN LANGUAGE EDUCATIONAL PROCESS

Plan:

- 1. Planning the process of foreign language teaching**
- 2. Description and technology of the foreign language lesson: creation of the language environment in the class, educational opportunities of the lesson, characteristics of the lesson's objectives, the content of the foreign language lesson**
- 3. Determining the objectives and tasks of the lesson and selecting and preparing language speech material**

Keywords: *planning, lesson planning, language environment, lesson objectives, content of the lesson, teaching materials*

Planning the process of foreign language teaching

In order to provide effective and interesting instruction, planning the foreign language teaching process requires careful consideration of a number of factors. Key steps in the planning process are as follows:

Determine Your Learning Goals: Establish what precise vocabulary, grammar, language skills, and cultural knowledge the students should learn during the lesson. Learning objectives should take into account the needs and skill levels of the students while also conforming to curriculum standards.

Choose Educational Resources and Materials: Select relevant textbooks, real-world materials, internet sources, multimedia, or extra materials to help achieve the learning goals. To encourage engagement and accommodate various learning styles, think about utilizing a variety of resources.

Lesson Organization: Establish the lesson's general structure. Give each task a time limit, lay out the steps in a logical order, and construct a flow that progressively expands on prior knowledge and abilities.

Get warmed up and Review: Start the class with a warm-up exercise that introduces the subject matter or draws on past knowledge. Examine pertinent ideas from earlier lessons or units to ensure comprehension and maintain consistency.

Instructional Strategies and Techniques: Ascertain which teaching methods and strategies will work best for imparting the target language skills and content. To improve engagement and language acquisition, you could use games, role-plays, storytelling, group projects, communicative activities, or technology-mediated activities.

Skill Development and Practice: Provide assignments and activities that let students hone and improve their language abilities. Assure a balance between accuracy and fluency by providing opportunities for practice in speaking, listening, reading, and writing. To enhance comprehension, include exercises that promote critical thinking and problem-solving skills.

Distinguishing and Adjusting: Think about the various needs and learning preferences of your students. To accommodate a range of skills, interests, or backgrounds, differentiate your instruction by offering scaffolding, extensions, or modifications. If required, modify educational materials and resources to ensure that all students can access them.

Assessment and Feedback: Choose the formative and summative assessment techniques that will be applied to assess student growth and offer comments. Create tasks or activities that enable continuing evaluation of language understanding and proficiency. Give students timely, helpful feedback to foster their development and inspire progress.

Integration of Culture: To improve students' cultural competency, include cultural components in the lesson. Include real materials, cultural exercises, or talks that encourage respect, understanding, and tolerance for various cultural viewpoints on the language.

Introspection and Assessment: Consider the success of the teaching methods, resources, and activities after every lesson. Examine each student's performance to determine their areas of strength and growth. Make changes based on this feedback for upcoming classes to enhance your teaching methods.

Long-Term Planning: Think about the curriculum's length and structure over a longer time frame. Create a summary of the subjects, abilities, and themes that will be covered in the course or academic year. Students are guaranteed a cogent and progressive language learning experience thanks to this long-term planning.

Foreign language instructors can successfully plan and provide their students with meaningful language instruction by adhering to these guidelines, regularly reflecting on, and modifying their teaching methods.

Description and technology of the foreign language lesson: creation of the language environment in the class, educational opportunities of the lesson, characteristics of the lesson's objectives, the content of the foreign language lesson

The goal of the foreign language lesson is to establish a language-rich environment where students can actively participate in their education and practice their target language.

Many technological tools and resources, including audio and video materials, online resources, interactive whiteboards, and language learning software, can be used to accomplish this. The foreign language proficiency of students is improved by these technologies in the areas of speaking, listening, reading, and writing. By letting students explore and engage with real language resources, they offer an immersive and dynamic learning environment.

There are many educational opportunities in this lesson. Pupils are exposed to real-world usage of the foreign language and authentic language materials, which aid in the development of their comprehension skills. Because technology allows students to participate in interactive activities and discussions, it also promotes collaboration and communication among them. Through interactive exercises like role-plays, simulations, and language games, the lesson gives students the chance to hone and strengthen their language skills.

The objectives of the lesson are created to specifically address the needs and objectives of the students. They usually involve the advancement of vocabulary, grammar, and pronunciation in addition to the development of language abilities like speaking, listening, writing, and reading. The objectives may also center on intercultural communication and cultural understanding, with the goal of cultivating students' awareness and appreciation of various cultures and customs.

The topics covered in the foreign language lesson span a wide range, from commonplace circumstances to more specialized topics pertaining to the needs and interests of the students. The chosen content offers significant background and pertinence to the students, enabling them to make connections between their language learning and personal experiences. Texts, conversations, audiovisual materials, and other interactive resources that expose students to real-world language use and cultural facets of the target language may be included in the lesson plans.

All things considered, the foreign language lesson blends technology, interactive exercises, and real materials to create a language-rich atmosphere that encourages engaged student engagement and speeds up language acquisition.

Determining the objectives and tasks of the lesson and selecting and preparing language speech material

It is crucial to take the students' needs and level into account when deciding on the lesson's goals and assignments. The goals ought to be time-bound, relevant, quantifiable, achievable, and specific (SMART). An example of goals for a language lesson for beginners is as follows:

1. Objective: Students will be able to introduce themselves and engage in basic conversations.

Tasks:

- Practice greetings and introductions through role-plays and dialogues.
- Engage in simple conversations about personal information, hobbies, and interests.
- Use appropriate vocabulary and grammar structures in conversations.

2. Objective: Students will be able to understand and respond to simple instructions and questions.

Tasks:

- Listen to and follow instructions given by the teacher or classmates.
- Answer questions related to daily routines, likes/dislikes, and preferences.
- Practice giving and following directions in simulated situations.

3. Objective: Students will be able to read and understand simple texts.

Tasks:

- Read short texts, such as advertisements, menus, or signs.
- Identify key information and answer questions based on the reading material.
- Practice reading aloud and pronouncing words correctly.

4. Objective: Students will be able to write simple sentences and paragraphs.

Tasks:

- Practice writing sentences and short paragraphs about themselves, their family, or their daily routine.

- Use basic vocabulary and grammar structures to express ideas.
- Receive feedback and make revisions to improve their writing skills.

Once the objectives are determined, selecting and preparing language speech material becomes the next step. This material should align with the objectives and provide authentic language use. The following sources can be considered:

Textbooks: Use chapters, dialogues, and exercises from the textbook that correspond to the lesson objectives. Supplement them with additional materials if needed.

Authentic Materials: Incorporate real-life materials such as newspapers, magazines, brochures, or websites related to the topics being discussed in the lesson. This exposes students to authentic language use and cultural aspects.

Audio and Video Materials: Utilize audio recordings, videos, podcasts, and songs to enhance listening comprehension and expose students to different accents and speech patterns.

Interactive Activities: Incorporate interactive exercises and games that encourage students to write and speak. To practice the target language, role-plays, conversations in groups, or language games may be used.

The language speech content must be prepared and adjusted to the students' needs and proficiency level. Give precise directions, make sure the tasks are scaffolded, and make sure the content is pertinent to the lesson's goals.

Questions:

1. How have technologies changed the way the modern foreign language educational process is organized?
2. Which specific technologies are commonly used to enhance and facilitate the teaching of foreign languages?
3. How can virtual platforms and online resources be effectively utilized in the modern foreign language educational process?
4. What are some benefits and challenges of incorporating technology into foreign language lessons?
5. How can interactive whiteboards or multimedia tools be integrated to enhance language learning and teaching?
6. In what ways can social media or online communication platforms be used to encourage language practice and conversation skills?
7. How can mobile applications or language learning software be incorporated into the modern foreign language educational process?
8. What measures can be taken to ensure the effective and responsible use of technology in foreign language classrooms?

9. STRUCTURE AND ORGANIZATION OF A FOREIGN LANGUAGE LESSON

Plan:

1. Forms of mutual cooperation between teachers and students in a foreign language lesson
2. Thematic plan
3. Planning a one-hour lesson, lesson observation
4. Types and structure of portfolio

Keywords: *structure of the lesson, mutual cooperation, thematic plan, observation, portfolio*

To ensure effective teaching and learning, a foreign language lesson should follow a well-structured and organized format. This is an example of a typical foreign language lesson structure and organization:

Warm-up/Lead-in: Start the class with a lead-in or warm-up exercise that introduces the subject and draws on the students' past knowledge. This could take the shape of a quick Q&A, a vocabulary exercise, or a brief film on the subject.

Presentation: Introduce new vocabulary, grammar, or language structures that will be the focus of the lesson. This can be done through explanations, examples, visuals, or audio recordings. Provide clear explanations and ensure that students understand the new concepts.

Practice: Provide opportunities for students to practice the new language learned. This can be done through interactive activities like role-plays, pair/group work, and language games. Encourage students to actively use the language in meaningful contexts.

Listening and Speaking Activities: Include activities that focus on developing students' listening and speaking skills. This can involve listening to audio recordings, watching videos, or engaging in conversations with classmates. Use authentic materials to expose students to natural language use and help them improve their comprehension and oral skills.

Reading and Writing Activities: Include activities that focus on developing students' reading and writing skills. This can involve reading comprehension exercises, writing short paragraphs, or completing written exercises. Use a variety of texts and materials to cater to different learning styles.

Consolidation: Provide a summary of the main points covered in the lesson and check students' understanding. This can be done through a class discussion, a quick quiz, or a group activity where students summarize what they have learned.

Homework: Assign relevant homework tasks that reinforce the concepts and language learned in the lesson. This can involve practicing vocabulary, completing written exercises, or researching a topic related to the lesson.

Closure: Review the main ideas and emphasize the development as you wrap up the class. Give students the opportunity to comment on the lesson or ask questions.

It's critical to think about how much time to allot for each section and to design interactive, interesting activities that support the lesson's goals. In order to modify the lesson according to the needs and advancement of the students, flexibility must also be preserved.

Forms of mutual cooperation between teachers and students in a foreign language lesson

In order to foster active engagement, student-centered learning, and a positive learning environment in a foreign language lesson, mutual cooperation between teachers and students is essential. The following are a few examples of how to encourage **mutual cooperation**:

Open Communication: Establish a friendly and inclusive classroom environment to promote open communication between educators and learners. Instructors should actively listen to the queries, worries, and comments raised by their students and then offer succinct, helpful answers. Pupils should feel free to share any questions they may have about the lesson or their language learning process.

Collaborative Learning: Arrange projects and group activities that call for cooperation from the students to foster collaborative learning. Peer editing of written work, group presentations, and discussions in pairs or small groups can all be part of this. In order to promote collaboration and group learning, encourage students to share their expertise with their peers.

Negotiation of Goals and Objectives: Assist students in establishing goals and objectives related to their language acquisition. Students can do this by identifying their areas of interest, areas of weakness, and strengths through individual or group discussions. Permitting students to recommend subjects or exercises that fit their interests and learning objectives will help them take responsibility for their education.

Individualized Learning: Acknowledge that every learner possesses distinct learning requirements and inclinations and offer chances for tailored education. To accommodate students' diverse abilities and interests, teachers can implement differentiated instruction, which involves modifying the content, pace, and activities. Give students the freedom to choose how they want to learn, by

giving them the option to use language apps, choose their own reading materials, or focus on particular language skills.

Feedback and Reflection: Establish a feedback culture where students and teachers exchange comments on a regular basis. Regarding their students' language proficiency, teachers ought to offer helpful criticism that points out both their strong points and areas for development. Additionally, there should be opportunities for students to offer input on the course materials, teaching strategies, and their own learning outcomes. Promote introspection and self-evaluation to develop metacognitive abilities and increase students' independence in their language learning.

Integration of Student Interests: Include the hobbies and interests of the students in the lesson plan and activities. Students' motivation and engagement may rise as a result of the language being used in meaningful and personally relevant contexts. In order to create a dynamic and student-centered learning environment, let students share their experiences, viewpoints, and cultural insights related to their interests.

In order to attain the intended language learning outcomes, teachers and students should view one another as partners in the learning process. Teachers and students can establish a helpful and productive learning environment that improves language acquisition and fosters growth by encouraging mutual cooperation.

Thematic plan

Thematic Plan for a Foreign Language Lesson:

Theme: Family and Relationships

Level: Intermediate

Objective: By the end of the lesson, students will be able to discuss their family and relationships using appropriate vocabulary, grammar, and cultural knowledge.

Activities:

1. Warm-up (10 minutes):

Show a picture of a diverse family and ask students to describe it, highlighting different family members and relationships.

Discuss the importance of family and relationships in their culture, and any unique traditions or values related to family.

2. Presentation (15 minutes):

Introduce key vocabulary related to family members, such as parents, siblings, cousins, etc. Use visual aids and examples to help clarify meaning.

Present grammar structures for talking about relationships, such as possessive adjectives and the verb "to have." Provide clear explanations and model sentences.

3. Practice (20 minutes):

Pair students up and give them a set of role-play cards. Each card describes a family member. Students take turns asking and answering questions about their family members using the appropriate vocabulary and grammar structures.

In groups, students create a family tree, labeling and describing each family member using the newly learned vocabulary and grammar. Encourage them to also share information about the relationships between family members.

4. Listening and Speaking Activities (20 minutes):

Play an audio recording or video clip where native speakers discuss their families. Students listen and take notes on what they hear.

In pairs or small groups, students discuss what they learned from the recording, sharing similarities and differences between their own families and the ones described.

5. Reading and Writing Activities (20 minutes):

Provide a short passage or article about a family event or tradition. Students read the text individually and answer comprehension questions.

In pairs or groups, students write a short paragraph describing a memorable family event or tradition in their own culture. They should incorporate the vocabulary and grammar structures practiced earlier.

6. Consolidation and Closure (10 minutes):

Review the key vocabulary and grammar structures covered in the lesson, eliciting examples from students.

Ask students to reflect on what they learned and how they can apply it in real-life situations. Allow for questions and clarification if needed.

7. Homework:

Give students the task of interviewing a friend or family member about their family history while utilizing the grammar rules and vocabulary they have learned in class. In the following lesson, students should present and summarize their findings.

Students can investigate family and relationships through a range of activities in this thematic plan, such as speaking, listening, reading, and writing. To encourage cooperative learning and engagement, it combines both individual and

group work. The exercises are made to give students lots of opportunity to practice and to reinforce the language concepts and abilities that were covered in the lesson.

Planning a one-hour lesson, lesson observation

Title: Introduction to Descriptive Writing

Objective: The objective of this lesson is to introduce students to the basics of descriptive writing and develop their ability to use descriptive language.

Materials needed:

1. Whiteboard or digital whiteboard
2. Markers or digital marker tool
3. Sample descriptive writing passages (printed or available digitally)
4. Worksheets for guided practice
5. Timer
6. Projector or screen for displaying sample passages

Procedure:

1. Warm-up activity (5 minutes)

- Begin the lesson by asking students to recall a memorable vacation or a favorite place they have visited.
- Allow a few students to share their experiences with the class.
- Discuss the importance of using descriptive language to create vivid images in writing.

2. Introduction to descriptive writing (10 minutes)

- Explain to students that descriptive writing is all about creating a clear picture in the reader's mind.
- Display a sample descriptive passage on the projector or screen.
- Read the passage aloud, emphasizing the descriptive language used.
- Discuss with the class how the passage creates imagery and engages the reader's senses.

3. Identifying descriptive language (10 minutes)

- Distribute printed or digital sample passages to the students.
- In pairs or small groups, ask students to identify and highlight examples of descriptive language in the given passages.

- After a designated time, ask groups to share their findings with the whole class.

- Discuss the effectiveness of the descriptive language used in each passage.

4. Guided practice (15 minutes)

- Provide each student with a worksheet containing a short paragraph.

- Instruct students to read the paragraph and identify any opportunities for adding descriptive language.

- Set a timer for 10 minutes and allow students to individually revise the paragraph, incorporating descriptive language.

- Ask a few students to share their revised paragraphs aloud, discussing the changes made.

5. Independent practice (15 minutes)

- Assign students the task of writing a descriptive paragraph about their favorite place or a place they would like to visit.

- Remind them to use sensory details, vivid language, and descriptive techniques learned during the lesson.

- Encourage creativity and imaginative thinking.

- Allow students to share their paragraphs with the class if time permits.

6. Conclusion and reflection (5 minutes)

- Summarize the key points covered in the lesson about descriptive writing.

- Ask students to reflect on how they can apply the techniques learned in their own writing

- Allow time for any final questions or clarifications.

Note: Adjust the timing of activities based on the pace and needs of the students.

Lesson observation: some general guidelines on what an observer may look for during a lesson observation. Observers typically focus on the following aspects:

Learning objectives: The observer will pay attention to the clarity and alignment of the objectives with the content and activities used in the lesson. They will assess whether the objectives are measurable and observable.

Engagement and student involvement: The observer will look for evidence of student engagement, active participation, and their level of involvement in the learning process. They may note how well students are following instructions, asking questions, and interacting with peers.

Differentiation and support: Observers pay attention to how the teacher considers the diverse needs of the students in the classroom. They will note whether differentiation strategies are used to support struggling students and challenge advanced learners.

Classroom management: Observers assess how effectively the teacher manages the classroom environment, including transitions, student behavior, and disruptions. They may observe how well the teacher establishes routines, communicates expectations, and maintains a positive and inclusive classroom climate.

Instructional delivery: Observers evaluate the teacher's delivery of instruction, including clarity of explanations, use of instructional strategies, and instructional pacing. They may note the teacher's ability to connect new information to prior knowledge and use effective questioning techniques.

Assessment and feedback: The observer will assess the teacher's use of formative assessments during the lesson to gauge student understanding. They will look for evidence of feedback provided to students and whether it is constructive and targeted to improve learning.

Resources and materials: Observers consider the appropriateness and effectiveness of the resources and materials used in the lesson. They may note whether the materials are accessible and engaging for students and contribute to the overall learning objectives.

Reflection and improvement: Observers can talk to the teacher about how they reflect on how they deliver the lesson and how well they can adjust for different needs of the students. They might offer input on the teacher's strong points and areas for development in order to assist with their professional development.

It is significant to remember that particular observation criteria can change based on the observer and the situation. The observer's institution or organization may have provided them with particular guidelines or standards.

Types and structure of portfolio

A **portfolio** is an assortment of pieces of work, samples, or supporting documentation that highlights a person's aptitudes, successes, and experiences in a specific sector or field. It functions as a graphic depiction of an individual's abilities and can be utilized for a number of reasons, including job applications, college applications, and professional development demonstrations.

In domains like teaching, writing, photography, design, and other creative or professional industries, portfolios are frequently utilized. A portfolio's content can change based on the objectives of the creator and the target audience. It can consist of a variety of materials, including:

Work samples: Examples of projects, artwork, design concepts, written pieces, or any other tangible outputs that demonstrate the individual's skills and abilities.

Resumes or Curriculum Vitae (CV): A summary of the individual's education, work experience, achievements, skills, and qualifications.

Certifications and Awards: Documents or proof of professional certifications, credentials, licenses, or any relevant awards or recognition received.

Letters of Recommendation: Testimonials or letters from supervisors, professors, or clients that vouch for the individual's abilities, work ethic, and character.

Transcripts and Academic Records: Official records of academic achievements, such as transcripts, degrees, or diplomas.

Personal statements: Written statements that provide insight into the individual's goals, aspirations, values, and motivations.

Portfolios can be *physical or digital*, with the choice depending on the nature of the content and the preferred method of presentation. *Physical portfolios* often involve creating a physical binder or folder with printed materials, while *digital portfolios* are presented online through websites, digital platforms, or other digital mediums.

A portfolio is meant to give prospective employers, admissions committees, or clients a thorough understanding of a candidate's skills and experiences so they can assess the candidate's suitability and potential. It enables people to highlight their advantages and differentiate themselves from rivals by offering verifiable proof of their abilities and successes.

A person's work, abilities, and accomplishments can be displayed in a variety of portfolio formats. These are a few typical kinds:

Career Portfolio: Professionals frequently use this kind of portfolio to highlight their accomplishments, abilities, and work experience in the field of their choice. Resumes, cover letters, work samples, awards, certifications, and recommendation letters might be included.

Academic Portfolio: Students frequently use academic portfolios to showcase their coursework, projects, research papers, presentations, and other academic accomplishments. Transcripts, recommendation letters, and personal statements might also be included.

Creative Portfolio: Artists, designers, writers, photographers, and other creative professionals use creative portfolios to present their work and highlight their abilities. Images or samples of the artist's work, artist statements, client

endorsements, and explanations of the creative processes can all be found in this kind of portfolio.

Teaching Portfolio: Teachers frequently use teaching portfolios as a means of showcasing their lesson plans, student assessments, classroom materials, and student work samples. It acts as proof of the instructor's efficacy and contributions to the educational community.

Digital Portfolio: As technology has advanced, digital portfolios have grown in popularity. These digital portfolios are produced and displayed via websites or other online platforms that are dedicated to exhibiting work. A digital portfolio may contain a variety of content formats, including pictures, audio snippets, videos, and interactive components.

The structure of a portfolio depends on its purpose and the content being presented. However, here is a general structure that can be followed:

Introduction: Start with an overview or introduction section that presents the purpose of the portfolio and provides a brief overview of the individual's background and goals.

Table of Contents: Include a table of contents to make it easy for viewers to navigate through different sections of the portfolio.

Resume/CV/Bio: Provide a concise summary of the individual's background, education, work experience, and relevant skills.

Work Samples: Include a selection of the individual's best work samples, whether it's projects, research papers, artwork, or any other relevant creations. Make sure to provide context and descriptions for each sample to guide the viewer.

Supporting Evidence: Include any supporting evidence, such as certificates, letters of recommendation, testimonials, or awards, to validate the individual's skills and accomplishments.

Reflection and Analysis: Include personal reflections or analysis on the work samples, explaining the thought process, challenges faced, lessons learned, and overall growth.

Additional Sections: Depending on the type of portfolio, you may include sections such as skills, achievements, professional development, or educational background.

Conclusion: Wrap up the portfolio with a conclusion that summarizes the key points, reiterates the individual's goals, and provides contact information for further inquiries.

Remember to organize the portfolio in a visually appealing and easy-to-navigate manner. Including captions, headings, and subheadings can also help guide the viewer and provide context.

Questions:

1. What are some effective forms of mutual cooperation between teachers and students in a foreign language lesson?
2. How can teachers encourage students to actively participate and engage in the learning process during a foreign language lesson?
3. What are some strategies that teachers can use to create a collaborative learning environment in a foreign language classroom?
4. How can teachers provide opportunities for students to practice and use the target language in a meaningful and authentic way?
5. What role can technology play in facilitating mutual cooperation between teachers and students in a foreign language lesson?
6. How can teachers incorporate student input and interests into the thematic plan for a foreign language lesson?
7. What are some approaches or techniques that teachers can use to ensure the thematic plan is appropriately challenging and engaging for students in a foreign language lesson?

10. FORMS OF ORGANIZATION OF FOREIGN LANGUAGE LESSONS

Plan:

1. **The purpose, tasks and forms of the lesson**
2. **Requirements for the lesson**
3. **The technology of creating calendar-thematic plan**

Keywords: *lesson plan, requirements, interaction patterns, purposes, tasks, forms of lessons*

For foreign language instruction, there are various organizational structures available, such as:

Whole-class instruction: This is the conventional method of setting up the classroom, in which the instructor guides every student through lessons and practice exercises. Along with explanations, the teacher introduces the class to new vocabulary and grammar rules and facilitates dialogues and pronunciation drills.

Pair work: Students practice particular language skills, like speaking and listening, in pairs. To improve their language skills, they have dialogues, role-plays, and other interactive activities. The instructor can designate pairs of students or let them select their own.

Group work: Students complete assignments or projects pertaining to the target language in small groups. As they discuss and finish assignments together, students in this type of organization are encouraged to collaborate and

communicate with one another. Group work is useful for a variety of tasks, including problem-solving exercises, presentations, debates, and discussions.

Individual work: Students complete particular language exercises or tasks on their own. They might finish written tasks, exercises on digital platforms, or self-study tasks. Students can concentrate on their individual learning needs and advance at their own pace with this type of organization.

Task-based learning: With this method, students use the target language to complete meaningful, practical tasks. They take part in activities that mimic real-world scenarios, like placing an order at a restaurant, purchasing tickets, or providing directions. This type of structure encourages dialogue and the use of language abilities in real-world situations.

Interactive multimedia: The use of technology to improve foreign language instruction is growing. To provide students engaging and interactive activities, interactive multimedia can be used, such as language apps, games, or online language learning platforms. These organizational structures are frequently combined with other instructional strategies.

Tandem learning: In tandem learning, two proficient language speakers are paired off, with each student teaching the other their native tongue. Students in this type of setting alternate between being teachers and learners, which encourages language interchange and mutual learning.

Instruction based on content: This method combines language instruction with topics from other academic disciplines. While studying subjects like science, history, or literature, students pick up and apply the target language. In addition to offering opportunities for language learning, this type of organization helps students expand their knowledge in other subjects.

Role-play and simulations: Students participate in role-plays or simulations in which they are required to use the target language. They are given specific roles or characters to play. This type of structure encourages the production of language, compromise, and the growth of communication abilities.

The different types of organization that can be employed can be mixed or substituted according to the particular learning goals, requirements of the students, and teaching environment. The ultimate goal of the organization selection should be to develop a communicative and stimulating learning environment that optimizes students' chances to learn and practice the language.

The purpose, tasks and forms of the lesson

A lesson's objectives are to impart new information or skills to the students, reinforce prior knowledge, and encourage comprehension and application of the material.

Lesson tasks can differ based on the subject and grade level, but they usually combine instruction, practice, and assessment. Typical assignments in a lesson could be:

Introduction: An introduction to the subject, which could include a synopsis or review of related ideas, could come first in the lesson. Students can become more involved in the lesson and the context it provides.

Direct instruction: Instructors frequently give clear instructions in order to clarify new material or show off a skill. This could entail talks, shows, or demonstrations.

Guided practice: Teachers usually provide students the chance to practice what they have learned after introducing new material. This could be finishing exercises, taking part in conversations, or working on group projects.

Independent practice: Following guided practice, students might be given solo projects or assignments to finish independently. This facilitates their comprehension and enables teachers to evaluate their development.

Assessment: Teachers frequently evaluate their students' learning throughout a lesson by gauging their comprehension and progress. Tests, discussions, group projects, quizzes, and individual presentations can all be used to accomplish this.

The forms of a lesson can also vary based on the subject, grade level, and teaching style. Some common forms of a lesson include:

Lecture: This involves the teacher presenting information to the whole class through spoken explanations.

Discussion: Teachers lead class discussions to promote critical thinking, reflection, and student engagement.

Hands-on activities: These involve students actively participating in activities that allow them to apply what they have learned, such as experiments, simulations, or role-plays.

Group work: This form of a lesson involves students working together in small groups to solve problems, complete projects, or discuss concepts.

Multimedia presentations: Teachers may use various forms of multimedia, such as videos, slideshows, or interactive online resources, to enhance the lesson and engage students.

Overall, the purpose of a lesson is to facilitate learning, and the tasks and forms used in the lesson aim to effectively deliver and reinforce the subject matter.

Requirements for the lesson

The curriculum, subject matter, and educational setting can all influence the requirements for a given lesson. Nonetheless, the following are some typical prerequisites for a lesson:

Learning objectives: There should be well-defined learning objectives or goals for every lesson. By the end of the lesson, students should be able to do or know the things listed in these objectives. SMART stands for specific, measurable, achievable, relevant, and time-bound learning objectives.

Content alignment: The curriculum and standards established by the district or educational institution should be followed by the lesson. It ought to cover the essential knowledge or abilities listed in the curriculum guidelines.

Differentiation: Students have different needs and learning styles, which should be addressed in lessons. In order to accommodate students with varying ability levels and to provide more support or challenge as needed, teachers may need to adapt the lesson.

Engagement: Students should be motivated and engaged by the lesson's design. To pique students' interest and encourage active participation, it should incorporate a variety of teaching strategies, interactive exercises, and pertinent examples.

Formative and summative assessment: A lesson's assessments are an integral component. Throughout the lesson, formative assessments are used to determine the students' level of understanding and modify the instruction accordingly. At the conclusion of a lesson, summative assessments—like tests or projects—are used to gauge how well students have learned.

Materials and resources: To effectively teach the lesson, teachers must assemble all required supplies and equipment, including textbooks, handouts, technological tools, and manipulatives.

Sequence and pacing: To guarantee that students have adequate time to comprehend and practice new concepts or skills, the lesson should follow a logical and coherent sequence of instruction.

Classroom management: Instructors should lay out the rules and guidelines for behavior as well as participation throughout the class. In addition, they ought to have plans in place for handling disturbances and preserving an atmosphere that is conducive to learning.

Assessment and feedback: It is imperative for educators to arrange for the timely and constructive feedback that students receive, both during and after class. Students' learning is guided and supported by this feedback.

Reflective practice: Following a lesson, educators ought to consider how successful it was, pinpoint any shortcomings, and modify their plans for

subsequent instruction. In order to implement effective teaching practices, professional development and continuous reflection are necessary.

These requirements help ensure that a lesson provides a structured and meaningful learning experience for students while meeting the educational standards and goals.

The technology of creating calendar-thematic plan

Software and other technologies can make the process of creating a calendar-themed plan simpler. The following technological resources can help with the development and arrangement of a calendar-themed plan:

Apps for scheduling and calendars: To create a visual representation of the plan, use calendar apps such as Apple Calendar, Microsoft Outlook, or Google Calendar. With the help of these apps, you can color-code various topics or subjects, create events, and set reminders to improve the organization and accessibility of the calendar-themed plan.

Spreadsheets: A thorough and organized calendar-thematic plan can be made using programs like Google Sheets or Microsoft Excel. Different columns can be made for dates, subjects, activities, resources, evaluations, and any other pertinent data. Spreadsheets make it easy to share information with coworkers or students and provide flexibility in layout customization.

Platforms for online collaboration: Make use of cloud-based project management applications such as Trello or Asana, or online collaborative platforms like Google Drive and Microsoft OneDrive. You can create and work together on shared documents, such as calendar-themed plans, using these platforms. Teachers can work together or share plans with their team more easily because multiple users can access and update the plan at the same time.

Lesson planning software: Explore dedicated lesson planning software such as Planboard, Planboard by Chalk.com, or PlanbookEdu. These platforms are made especially for making and arranging lesson plans, including those with calendar themes. Features like resource attachments, standards alignment, drag-and-drop capability, and automated schedule modifications are frequently included.

Web templates: Customizable templates and tools are available on numerous websites and educational platforms that are dedicated to the creation of calendar-themed plans. You can download a variety of templates from websites like Teachers Pay Teachers, Canva, or Education World that are appropriate for different subjects and grade levels.

Digital whiteboards and interactive displays: A digital version of the calendar-thematic plan can be created and shown using interactive whiteboards and displays such as SMART Board, Promethean Active Panel, or Microsoft Surface

Hub. These tools make it simple to annotate content, integrate it with other digital resources, and manipulate it.

Digital note-taking apps: Evernote, Microsoft OneNote, and Google Keep are a few examples of apps that can be used to capture ideas, make notes, and arrange resources pertaining to the calendar-themed plan. Your notes and resources will be easily accessible and manageable with their features, which include tagging, searchability, and device syncing.

These tools help teachers create, arrange, and distribute calendar-themed lesson plans more effectively, which saves time and improves communication among educators.

Questions:

1. What is the purpose of a lesson in the context of education?
2. What are the typical tasks or activities that students engage in during a lesson?
3. What forms or instructional methods can be used to structure and deliver a lesson effectively?
4. What specific materials or resources are necessary for successfully completing this lesson?
5. Are there any prerequisite knowledge or skills that students need to have in order to understand the content of this lesson?
6. Are there any time or scheduling constraints that need to be considered for this lesson, such as group work or lab activities

11. TEACHING FOREIGN LANGUAGE PRONUNCIATION TO STUDENTS

Plan:

- 1. Innovative educational technologies in teaching pronunciation**
- 2. CEFR requirements for pronunciation assessment**

Keywords: *pronunciation, foreign language, innovative technologies, CEFR requirements, assessment*

Teaching pronunciation in a foreign language to students can be a challenging but essential part of learning a language. The following are some tactics and methods that can be used:

Start with phonetics: Use phonetic symbols to introduce students to the sounds of the target language. Show them where their lips, tongue, and vocal cords should be placed to produce the sounds.

Employ drills: Make use of different pronunciation exercises, such as tongue twisters, echoing sentences, and repeating words or phrases. Raise the bar gradually to really push the students.

Utilize audio resources: Include audio resources to familiarize students with the pronunciation of native speakers, such as songs, podcasts, and recordings. Students should be encouraged to mimic and apply what they hear.

Emphasis on intonation and stress: Instruct students on language intonation patterns as well as word and sentence stress. Give them practice questions and examples to help them understand how intonation and stress can change a sentence's emphasis or meaning.

Provide visual cues: Use visual aids to help students understand the movements needed to pronounce certain sounds or phonetic patterns correctly, such as diagrams, illustrations, or video clips.

Fix frequent pronunciation errors: Keep a close eye out for common pronunciation mistakes students from particular language backgrounds make. Give them focused criticism and more practice to help them learn from their mistakes.

Encourage self-practice: Give students pronunciation drills to complete on their own time. Promote the use of online pronunciation tools or language learning applications that offer feedback on pronunciation accuracy.

Feedback and practice with peers: Students should be encouraged to rehearse with their peers. Provide activities for them to do in pairs or groups so they can practice speaking and correct each other's pronunciation. This will create a welcoming atmosphere for learning.

Provide individualized feedback: Provide each student with individualized feedback that identifies their areas of strength and growth. Encourage them to keep working on their pronunciation by providing positive reinforcement.

Activities and games for pronunciation: To make learning enjoyable and interesting, include games and activities that concentrate on pronunciation in your lessons. Role-playing games, tongue twister competitions, and pronunciation tests are a few examples of this.

When teaching pronunciation, keep in mind that persistence and patience are essential. Students' ability to produce accurate and fluent pronunciation in the target language will gradually improve if they are given ample opportunities to listen, imitate, and practice.

Innovative educational technologies in teaching pronunciation

The teaching of pronunciation can be substantially improved by incorporating cutting-edge educational technologies. These technologies include, for instance:

Speech recognition software: With the help of this technology, students can practice pronouncing words correctly and get immediate feedback on how they did. Students can enhance their pronunciation skills with the use of programs such as Pronunciation Power and ELSA Speak, which offer focused practice exercises and automated assessments.

Mobile apps: Pronunciation is the main focus of many language learning applications, including Duolingo, Babbel, and HiNative. Students can use their smartphones or tablets to complete interactive exercises, audio recordings, and pronunciation challenges through these apps.

Virtual reality (VR): With the use of VR technology, language learning can be made immersive. With the help of virtual environments and virtual characters, students can practice speaking while getting instant feedback and pronunciation corrections.

Online platforms and video conferencing tools: Real-time interactive pronunciation lessons can be taught by teachers using platforms such as Zoom, Google Meet, and Microsoft Teams. Pupils can practice speaking with their peers in virtual breakout rooms, take part in pronunciation drills, and get personalized feedback.

Smartboards and interactive whiteboards: With the help of interactive pronunciation charts, audiovisual resources, and pronunciation exercises, these tools offer a collaborative environment for educators and learners. To aid students in understanding the rules of pronunciation, teachers can draw attention to particular sounds and provide visual aids.

Online resources and video tutorials: There are a ton of free resources available on YouTube channels and websites to help with pronunciation. To help students with their pronunciation practice, these platforms frequently offer interactive exercises, audio recordings, and video tutorials.

Gamification: Students can be more engaged and learning can be more fun when pronunciation lessons are gamified. Students can practice pronouncing words correctly in an enjoyable way by playing online games like FluentU or EnglishCentral, which create an interactive and entertaining environment.

Augmented reality (AR): AR technology offers interactive components for practicing pronunciation by superimposing virtual objects onto the actual environment. For instance, students can use their smartphones to point at common objects and get pronunciation help for the words that go with them.

To create a well-rounded learning experience, keep in mind that although cutting-edge educational technologies can improve pronunciation instruction, they should always be used in conjunction with more conventional techniques.

Technology should always be used to supplement and improve human interaction and feedback, never to replace it.

CEFR requirements for pronunciation assessment

Guidelines for the evaluation of pronunciation abilities are provided by the Common European Framework of Reference for Languages (CEFR). Pronunciation falls under the broader heading of "phonological control" in the CEFR and is considered a crucial aspect of language competency. Three primary components of pronunciation assessment are outlined in the CEFR:

Intelligibility: This is a measure of how well a learner can communicate with others through speech. It involves pronouncing words, sounds, and connected speech with appropriate accuracy, clarity, and tact. When assessing a learner's overall intelligibility, assessors take into account elements such as rhythm, intonation, stress, and pronunciation.

Interaction: This component focuses on how well students can pronounce words during interactive communication. Assessors assess how well students use phonetic features to respond to others' speech, carry on conversations, and convey meaning. Turn-taking, repair techniques, and the capacity to comprehend and generate elements like connected speech and discourse markers are among the things they take into account.

Phonological features: This component evaluates how accurately students can produce particular target language phonological elements. Vowel and consonant sounds, diphthongs, stress patterns, tones, and rhythm are a few examples of these. Assessors watch for accurate perception and replication of these features in learners, accounting for possible interference from first language.

The assessment of pronunciation is not subject to strict standards or proficiency levels as specified by the CEFR. Rather, it offers a comprehensive framework wherein other language skills are evaluated in addition to pronunciation. The CEFR's A1–C2 proficiency levels are used as benchmarks when evaluating a language learner's overall language proficiency, which includes pronunciation.

A variety of techniques, such as oral exams, interviews, and observations of learners' performance in both structured and unstructured contexts, are commonly used in the assessment of pronunciation under the CEFR. The CEFR guidelines may be taken into consideration while taking into account specific language contexts and learner needs by individual institutions or examination boards when developing assessment tools and procedures.

Questions:

1. How can virtual reality technology be utilized to enhance the teaching and learning of pronunciation?

2. What are some examples of mobile applications or software tools that can assist learners in practicing and improving their pronunciation skills?
3. How do speech recognition systems and artificial intelligence contribute to the effective teaching and assessment of pronunciation?
4. What advantages does the use of interactive online platforms offer in terms of teaching pronunciation compared to traditional methods?
5. How can innovative technologies, such as AI-powered feedback systems, provide personalized and tailored instruction for individual learners in pronunciation?
6. What are the key criteria or benchmarks outlined by the CEFR for assessing pronunciation proficiency?
7. How does the CEFR define and assess the ability to produce and understand phonetic features at different proficiency levels?
8. What specific aspects of pronunciation, such as intonation or connected speech, does the CEFR emphasize for assessment purposes?
9. According to the CEFR, how should pronunciation assessment be integrated into the overall language proficiency assessment?
10. How does the CEFR guide the evaluation of learners' pronunciation accuracy, fluency, and intelligibility at different proficiency levels?

12. TECHNOLOGIES OF TEACHING PRONUNCIATION. (5-9 FORMS)

Plan:

- 1. Teaching pronunciation for A2 level pupils.**
- 2. The Innovative technologies in teaching pronunciation.**
- 3. CEFR requirements of assessing pronunciation.**

Keywords: *foundational aspects, practical communication skills, visual aids, word stress patterns, intonation patterns, pronunciation games, multimedia resources, peer practice, innovative technologies, Common European Framework of Reference for languages (CEFR)*

A variety of techniques, such as oral exams, interviews, and observations of learners' performance in both structured and unstructured contexts, are commonly used in the assessment of pronunciation under the CEFR. The CEFR guidelines may be taken into consideration while taking into account specific language contexts and learner needs by individual institutions or examination boards when developing assessment tools and procedures.

Teaching pronunciation for A2 level pupils

Focusing on the fundamentals of English sounds and stress patterns is part of teaching pronunciation to students at the A2 level. Practical communication skills

should be emphasized and learning activities should be interesting and catered to the abilities of the students.

Introduce basic vowel and consonant sounds first, making sure students can recognize and accurately produce these sounds. Utilize visual aids to demonstrate mouth and tongue positions, such as charts and diagrams.

Proceed to word stress patterns, assisting students in identifying and practicing stressed syllables found in everyday words. Employ basic language that is applicable to their everyday lives and inherently integrate stress patterns into dialogue situations.

Introduce basic intonation patterns and sentence stress. Students can practice using stress and intonation in basic conversational settings by participating in short dialogues and role-playing exercises.

To make learning fun, include games and activities involving pronunciation. To improve sound production and recognition, use exercises like pronunciation races, word-building games, and pronunciation bingo.

Use multimedia tools to introduce students to a variety of accents and speech patterns, such as audio files or videos featuring precise pronunciation examples. To improve their aural fluency and discrimination, encourage them to imitate and repeat phrases.

Put peer practice and group exercises into action. For pronunciation exercises, students are paired off and given the opportunity to give constructive criticism to one another in a safe setting.

Incorporate pronunciation into your regular language use. Encourage students to apply what they've learned in real-world contexts by incorporating pronunciation practice into routine classroom discussions.

At the A2 level, provide advice on common pronunciation problems by addressing particular sounds or patterns that could be problematic. In order to develop proficiency, give specific exercises and repetition.

Promote self-practice by suggesting A2 level learners utilize apps or internet resources for pronunciation. This gives students the freedom to independently continue honing their pronunciation skills.

Establish a welcoming and inclusive learning atmosphere and place a strong emphasis on communicating clearly rather than trying to sound like a native speaker. Praise accomplishments and effort to give students more self-assurance.

In general, teaching pronunciation to students at the A2 level requires striking a balance between fundamental knowledge, hands-on practice in authentic settings, and interactive exercises. By creating a fun and engaging learning

environment, students can acquire the critical pronunciation skills needed for clear communication.

The Innovative technologies in teaching pronunciation

Innovative technologies can improve effectiveness and engagement when teaching pronunciation to A2 level students. The following technological resources and methods are designed with A2 proficiency in mind:

Apps for Pronunciation: With a focus on foundational sounds, mobile applications created for A2 learners provide interactive exercises, instant feedback, and customized pronunciation practice.

Speech Recognition Software: By comparing A2 students' speech to native models, cutting-edge speech recognition technology provides real-time assessment and correction while they practice pronouncing words correctly.

Virtual Reality (VR): VR technology gives A2 students immersive language experiences and lets them practice pronouncing words correctly in controlled environments that mimic real-life scenarios.

Online Pronunciation Tools: Web-based tools that are tailored for A2 students include collaborative tools, video tutorials, and interactive lessons that create a positive environment for pronunciation development.

Multimedia Resources: To help A2 students learn about different accents and pronunciation patterns, multimedia resources like podcasts, videos, and interactive presentations can be used.

Pronunciation Tools and Software: Online resources and specialized software designed for A2 proficiency provide targeted games, drills, and exercises to help with pronunciation difficulties and particular sounds.

Interactive Whiteboards: Teachers can use interactive whiteboards to illustrate mouth and tongue positions for interactive learning, which helps to create engaging pronunciation activities in A2 classrooms.

Augmented Reality (AR): Apps for A2 students that superimpose pronunciation guides on printed materials offer interactive visual aids that improve the learning process.

Gamification: By transforming pronunciation practice into interactive games, gamified platforms and apps for A2 students encourage motivation and make learning fun.

Social Media and Online Communities: To share pronunciation tries, get feedback, and foster a feeling of community, A2 students can make use of social media sites and online language learning communities.

Computer-Assisted Pronunciation Training (CAPT): CAPT systems offer computer-assisted exercises to A2 students along with customized feedback to help with pronunciation issues.

Automatic Speech Analysis: With the use of cutting-edge technology, automatic speech analysis helps A2 students by giving them thorough feedback on all aspects of pronunciation, including intonation, pitch, and stress.

Pronunciation modules in Learning Management Systems (LMS): Pronunciation modules are incorporated into LMSs designed for A2 proficiency, enabling a smooth integration with the curriculum as a whole.

Online Speech Therapists: A2 students can receive individualized advice and remedial feedback on their pronunciation from speech therapists via online platforms.

Language Learning Apps with Pronunciation Features: Learners can practice and improve their pronunciation skills in accordance with their proficiency level by using general language learning apps designed for the A2 level, which frequently have pronunciation features.

Teachers can effectively help A2 level students improve their pronunciation by fostering a dynamic and encouraging learning environment through the use of these cutting-edge technologies.

CEFR requirements of assessing pronunciation

Several important factors must be taken into account when evaluating pronunciation for A2 level students in accordance with the Common European Framework of Reference for Languages (CEFR):

Prioritizing Fundamental Phonological Competence The A2 level pronunciation assessment focuses on students' ability to produce basic English sounds and differentiate between phonemes.

Integration with Language Skills: The evaluation of pronunciation is done in the larger framework of language skills, especially speaking and listening. This acknowledges the fact that language proficiency is interconnected.

Adaptation to A2 Proficiency Level: The evaluation criteria and tasks are designed with the A2 proficiency level in mind, covering the fundamentals of pronunciation that are important for the language development of the students.

Technology Integration: To give immediate feedback on pronunciation accuracy, assessments may make use of technology tools that comply with CEFR requirements, such as online platforms or speech recognition software.

Encouragement of Self-Assessment: The Common European Framework of Reference (CEFR) promotes reflective practices in which students assess their own pronunciation abilities in relation to predetermined standards.

Acceptance of Accent Variability: At the A2 level, assessments acknowledge and accept the inherent variability in accents. Instead of aiming for a precise native-like pronunciation, the emphasis is on effective and clear communication.

Evaluation Takes into Account suprasegmental Elements: intonation, rhythm, and stress are examples of suprasegmental elements. It is anticipated that A2 students will be able to pronounce these elements correctly.

Communicative Approach: Pronunciation evaluation is in line with a communicative approach, assessing A2 students' capacity to successfully communicate meaning and participate in simple spoken exchanges.

Authenticity in Assessment Tasks: Pronunciation assessment tasks are designed to replicate real-world communication scenarios. Pronunciation abilities are demonstrated by A2 students in real-world situations.

Formative Assessment Practices: Formative assessment techniques are used, giving A2 students ongoing feedback to encourage ongoing pronunciation improvement.

Variety of Assessment Tools: To evaluate A2 students' pronunciation skills holistically, a variety of assessment tools can be used, including oral presentations, role-playing, and dialogues.

Transparency in Criteria: A2 students receive clear communication about the assessment criteria, which correspond to the CEFR descriptors that correspond to their proficiency level.

Peer Assessment and Collaboration: In order to help A2 students improve their pronunciation, pronunciation assessment may entail peer evaluation, collaborative learning, and the creation of a welcoming environment.

Taking Care of A2-Level Issues: Assessment tasks are made to specifically address issues with pronunciation that A2 students frequently run into, providing focused assistance when required.

Balance of Conventional and Technology-Enhanced Assessment: To provide a thorough assessment of A2 students' pronunciation abilities, a balanced assessment strategy combines both conventional techniques and technologically advanced tools.

Questions:

1. How does teaching pronunciation to A2 level pupils emphasize practical communication skills?
2. What foundational aspects of English sounds are focused on when teaching pronunciation to A2 level students?

3. In what ways are visual aids, such as charts and diagrams, used to enhance the teaching of pronunciation for A2 level pupils?
4. How are pronunciation games and activities incorporated to make learning enjoyable for A2 level students?
5. What role do multimedia resources play in exposing A2 level pupils to diverse accents and pronunciation patterns?
6. Explain the significance of incorporating peer practice and collaborative exercises in teaching pronunciation to A2 level students.
7. How can pronunciation be integrated into everyday language use for A2 level pupils in the classroom?

TECHNOLOGIES OF TEACHING PRONUNCIATION. (9-11 FORMS, ACADEMIC LYCEUMS, AND VOCATIONAL COLLEGE STUDENTS)

Plan:

- 1. Teaching pronunciation for B1 level pupils.**
- 2. The Innovative technologies in teaching pronunciation.**
- 3. CEFR requirements of assessing pronunciation.**

Keywords: *Teaching pronunciation, B1 level, foundational understanding, phonetic features, word stress, intonation, multimedia resources, peer practice, self-assessment, innovative technologies, CEFR requirement*

Teaching pronunciation for B1 level pupils

For students at the B1 level, teaching pronunciation focuses on honing and broadening their prior knowledge. By now, students have mastered the fundamental sounds and stress patterns of English pronunciation, giving them a foundational understanding of the language. The emphasis now switches to improving their ability to communicate in more complex ways.

Make sure students have a firm understanding of basic vowel and consonant sounds by starting with a review. In order to achieve higher accuracy, introduce more complex phonetic features like diphthongs and consonant clusters.

Go beyond the fundamentals of stress patterns and explore the subtleties of word stress in sentences. Assist students with exercises that illustrate how stress affects meaning and help them understand the importance of meaning in communication.

Examine the area of intonation, focusing on how changes in pitch can convey distinct meanings. Give students lots of chances to practice rising and falling intonation in a variety of settings.

Organize classes based on real-world, relatable conversations with students at the B1 level. To promote application-oriented learning, use dialogues, role-playing, and situational exercises to mimic real-life communication scenarios.

Use multimedia tools to introduce learners to a variety of accents and pronunciation patterns, such as audio recordings and videos. Their exposure to this variety of English speakers aids in their adaptation to the language's richness.

Provide precise, focused pronunciation feedback, highlighting particular sounds and patterns that might be difficult for B1 level students to understand. Promote introspection and self-awareness to give them the tools they need to actively participate in their own development.

Provide students with techniques for self-practice. Encourage independence in their learning process by recommending pronunciation apps and online resources, or by having them record and examine their own speech.

Include interactive pronunciation exercises in your lessons, such as team-based activities, games, and tongue twisters. The learning process is made more fun, interesting, and successful by these activities.

Emphasize the practical uses of pronunciation skills. To promote practical language use, encourage students to apply recently learned strategies in a variety of contexts, both inside and outside the classroom.

In conclusion, teaching pronunciation to students at the B1 level entails expanding on what they already know, adding increasingly difficult concepts, and placing a strong emphasis on real-world application. The intention is to give students the tools necessary to communicate confidently and clearly in a variety of real-world contexts.

Cutting-edge tools for teaching pronunciation

When teaching pronunciation to B1 level students, a variety of creative approaches can be used to increase effectiveness and student engagement. These methods provide a dynamic and encouraging learning environment because they are adapted to the proficiency level:

Interactive Pronunciation Games: Learning can be made more fun by incorporating interactive games that concentrate on B1-level pronunciation challenges. Word association, pronunciation races, and pronunciation bingo are a few examples of games that promote engagement and strengthen sound identification.

Role-playing and Simulations: B1 students can practice pronunciation in context by participating in role-playing exercises and simulations. This method gives students a hands-on, immersive experience that helps them apply their pronunciation skills to everyday scenarios.

Exercises with Real Listening: Introducing B1 students to real listening resources—like podcasts, interviews, or casual talks—helps them gain a better understanding of various accents and pronunciation variations. The exposure helps to enhance the ability to discriminate sounds.

Structured Conversational Practice: By offering opportunities for structured conversational practice, B1 students can concentrate on pronunciation within the context of insightful conversations. They are encouraged to use stress and intonation patterns in situations where they would actually communicate.

Peer Feedback Sessions: Including feedback sessions and peer practice together fosters a positive learning environment. B1 students can collaborate in small groups or pairs and provide helpful corrections on each other's pronunciation. This cooperative strategy fosters growth and increases confidence.

Visual Aids and Mouth Illustrations: B1 learners' comprehension of mouth and tongue positions during pronunciation is improved by the use of visual aids, such as charts, diagrams, or videos. Abstract ideas become more tangible and understandable when they are represented visually.

Using Music and Song Lyrics: Practicing pronunciation at the B1 level can be entertaining when using music and song lyrics. Singing along and breaking down lyrics can be a fun way for students to concentrate on rhythm, stress, and pronunciation patterns.

Pronunciation narratives and storytelling: By incorporating storytelling into pronunciation lessons, B1 students are able to make the connection between pronunciation and narrative context. A framework for comprehending how pronunciation affects clear communication is offered by narratives.

Interactive Whiteboard Activities: Teachers can demonstrate and model pronunciation in an engaging way by using interactive whiteboards for pronunciation exercises. Real-time interaction is made possible by interactive features, which improves learning.

Recording and Self-Reflection: It can be a useful strategy to support B1 students in recording and reflecting on their own speech. Through this process, they can monitor their progress in pronouncing words correctly over time and pinpoint areas for improvement. These cutting-edge methods provide a supportive and productive atmosphere for pronunciation development while meeting the unique requirements and difficulties faced by B1 level students.

CEFR requirements of assessing pronunciation

A number of important factors need to be taken into account when evaluating pronunciation for B1 level students using the Common European Framework of Reference for Languages (CEFR).

Integration with Total Language Proficiency: The evaluation of pronunciation at the B1 level is incorporated into the larger framework of language proficiency. It acknowledges the relationship between speaking, listening, and overall language competency and pronunciation.

Emphasis on Fundamental Phonological Competence: B1 pronunciation assessment tasks highlight learners' capacity to accurately produce basic English sounds and differentiate between various phonemes.

Task Adaptation to B1 Proficiency Level: The assessment criteria and tasks are designed with the B1 proficiency level in mind, taking into account pronunciation issues that are pertinent to students at this level of language acquisition.

Technology Incorporation: To give immediate feedback on pronunciation accuracy, assessments may make use of technology tools that are in line with CEFR requirements, like online platforms or speech recognition software.

Encouragement of Self-Assessment: The Common European Framework of Reference (CEFR) promotes reflective practices in which B1 students assess their own pronunciation abilities using predetermined standards. This encourages learning autonomy.

Acknowledgment of Accent Variability: At the B1 level, assessments acknowledge and accept the inherent variability in accents. Instead of aiming for a precise native-like pronunciation, the emphasis is on effective and clear communication.

Examining suprasegmental elements: assessment tasks involve gauging suprasegmental elements such as intonation, rhythm, and stress. Pronunciation of these components should indicate that B1 students understand them.

Communicative Approach: Pronunciation assessment is in line with a communicative approach, assessing B1 students' capacity to successfully communicate meaning and participate in simple spoken exchanges. Functional communication is the focus.

Authenticity in Assessment Tasks: Pronunciation assessment tasks are designed to replicate real-world communication scenarios. Pronunciation abilities are demonstrated by B1 students in realistic settings, with an emphasis on practical application.

Formative Assessment Practices: formative assessment techniques are used, giving B1 students continuous feedback to encourage ongoing pronunciation improvement. With this method, students can monitor their development.

Variety of Assessment Tools: To evaluate B1 learners' pronunciation skills comprehensively, a variety of assessment tools, including oral presentations, role-

playing, and dialogues, may be used. This variety guarantees a thorough assessment.

Peer Assessment and Collaboration: Peer evaluation, collaborative learning, and the creation of a welcoming environment for B1 learners to improve their pronunciation through helpful criticism are all possible components of pronunciation assessment.

Taking Care of B1-Level Issues: Assessment tasks are made to specifically address issues with pronunciation that B1 learners frequently run into, providing focused assistance when required.

Questions:

1. How does teaching pronunciation for B1 level pupils differ from earlier stages, considering their foundational understanding of English pronunciation?
2. What are some advanced phonetic features introduced during the teaching of pronunciation to B1 level learners, and why are they important for greater accuracy?
3. How can multimedia resources, such as audio recordings and videos, contribute to the exposure of B1 level learners to diverse accents and pronunciation styles?
4. In the context of innovative technologies, how do role-playing and simulations contribute to enhancing pronunciation skills for B1 level learners?
5. Explain the significance of incorporating peer practice and feedback sessions in teaching pronunciation to B1 level learners, and how does it contribute to their improvement?
6. How does pronunciation assessment for B1 level learners align with the broader context of language skills, according to the Common European Framework of Reference for Languages (CEFR)?
7. What role does self-assessment play in the CEFR requirements for assessing pronunciation at the B1 level, and how does it contribute to learners' autonomy in the learning process?

14. TECHNOLOGIES OF TEACHING VOCABULARY. (1-4 FORMS)

Plan:

- 1. Problems of Teaching Vocabulary to young learners.**
- 2. The Innovative Technologies in Teaching Vocabulary.**
- 3. CEFR requirements of assessing vocabulary.**

Keywords: *attention span, abstract nature, language exposure, prior vocabulary, repetition, integration, assessment strategies, learning styles, teacher training*

Problems of Teaching Vocabulary to young learners

The challenges that come with teaching vocabulary to young learners must be effectively addressed if language development is to be promoted. The following provides a thorough understanding of the issues surrounding vocabulary instruction for younger students:

Limited Attention Span: Young students frequently have short attention spans, particularly when they are first starting school. It can be difficult to keep students interested in vocabulary activities, so educators must create engaging, developmentally appropriate activities that are also educational.

Words' Abstract Nature: Young students may find it difficult to comprehend abstract ideas or terms that aren't immediately connected to tangible objects. It takes imagination to teach such vocabulary using gestures, visual aids, and real-world examples to make the learning process more relatable.

Variability in Language Exposure: Young learners' outside-of-class language exposure can differ greatly. Students may have varied exposure levels to the target language or come from a variety of linguistic backgrounds. To account for this variability, differentiated teaching strategies are required.

Absence of Prior Vocabulary: Young learners have a smaller vocabulary base than older learners. When introducing new words, it's important to take into account their cognitive development and make sure the words' complexity is appropriate for their level of language proficiency.

Repetition is Necessary: Reinforcement and repetition are beneficial for young learners. Regular exposure to words in a variety of settings aids in the consolidation of vocabulary knowledge and usage. Instructors must create exercises that enable significant repetition without getting boring.

Integration with Everyday Activities: It can be difficult to encourage the incorporation of new vocabulary into regular activities and routines. In order to encourage real-world usage, teachers must figure out how to make vocabulary relevant and applicable to the lives of the young students.

Assessment Difficulties: The vocabulary acquisition of young learners may not be adequately captured by traditional assessment methods. For this age group, alternative assessment techniques like project-based assessments, casual discussions, and observation might be more suitable.

Variations in Personal Learning Styles: Young learners have a variety of learning styles, so what suits one child may not suit another. In order to meet the

needs of tactile, kinesthetic, visual, and auditory learners, teachers must implement a range of instructional strategies.

Vocabulary Retention: For young learners, remembering newly learned words can be difficult. Using memory-boosting strategies, like interactive games, mnemonic devices, and storytelling, can help to guarantee long-term retention and reinforce vocabulary.

Resources and Training for Teachers: Effective vocabulary instruction necessitates teachers with the necessary training and resources. To overcome the difficulties involved in teaching vocabulary to young students, it is crucial to make sure that teachers have the required training and have access to instructional resources.

In order to solve these issues, a thorough and flexible strategy that takes into account the interests, learning preferences, and developmental traits of young students is needed. Teachers are essential in establishing a welcoming and stimulating atmosphere that encourages a love of language acquisition from a young age.

The Innovative Technologies in Teaching Vocabulary

Novel approaches to vocabulary instruction for young students, particularly those at the A1 level, concentrate on introducing foundational words and developing a solid vocabulary foundation. The following are several tactics designed for A1 proficiency:

Interactive Flashcards: To introduce new words, use vibrant, interactive flashcards. Add pictures, and make the cards interactive by having students play matching or sorting games.

Word-Object Association: Assign words to actual objects to promote vocabulary growth. For the purpose of directly connecting a word to its meaning, use images or bring tangible objects into the classroom.

Digital Vocabulary Apps: Make use of educational apps that are appropriate for A1 learners based on age. To make vocabulary learning interesting and successful, these apps frequently feature interactive games, tests, and animations.

Story-based Learning: Use short stories or narratives to introduce vocabulary. Retell or act out sections of the story with the students and use context and repetitious language to help them understand the meaning of words.

Units of Thematic Vocabulary: Arrange words according to topics that are important to early learners. For A1 levels, concentrate on common subjects such as family, colors, numbers, and simple tasks. Context and coherence are provided by this thematic approach.

Motion and Verbs of Action: Make vocabulary lessons more interactive by including movement. Teaching action words via role-playing, dancing, or Simon says helps maintain a dynamic learning environment while reinforcing vocabulary.

Word Games and Puzzles: Introduce puzzles and word games appropriate for A1 students. Playful vocabulary exercises like word searches, simple crossword puzzles, and matching games bring some humor into the process.

Role-playing and Imaginative Play: Role-playing situations that are relevant to everyday life can be beneficial for A1 students. Encourage creative play in which they apply newly learned words to a variety of situations, promoting the use of language in real-world situations.

Sensory Vocabulary Exploration: Learn vocabulary by using a variety of senses. Permit A1 students to see, touch, and even taste items that are connected to words. Experiences with the senses improve comprehension and memory.

Songs and Chants: Include vocal performances and songs in your vocabulary instruction. A1 students respond well to rhythmic patterns, and they can improve their word memory with catchy music. Make easy music that relates to the vocabulary you are aiming for.

Taking into account the developmental stage and linguistic proficiency of young learners at the A1 level, these creative techniques seek to create an engaging learning environment. Making vocabulary acquisition engaging, interactive, and helpful in laying a strong foundation for language development is the main focus.

CEFR requirements of assessing vocabulary

Assessing vocabulary for A1 level learners within the Common European Framework of Reference for Languages (CEFR) involves specific considerations aligned with their introductory language skills:

Integration with Overall Language Proficiency: The evaluation of vocabulary at the A1 level is integrated with the assessment of more general language proficiency, recognizing that vocabulary is an essential part of total language competency.

Essential Terms in Vocabulary: The main goal of assessment tasks is to gauge how well A1 students understand basic vocabulary. This includes vocabulary linked to well-known subjects like family, numbers, and easy activities as well as common everyday words and basic expressions.

Task Customization for A1 Proficiency: The evaluation criteria and tasks are adapted to the A1 proficiency level. This guarantees that the vocabulary evaluated corresponds to the language proficiency of students at this beginning level of language acquisition.

Recognition and Reproduction: The ability of A1 students to identify and replicate simple vocabulary words is tested. This could entail activities like completing sentences with the right words, matching words to pictures, or recognizing vocabulary in brief texts.

Common Situational Contexts: Tasks for the vocabulary assessment include common situational contexts that A1 students are familiar with. This guarantees that the vocabulary evaluated is applicable to their everyday experiences and real-world communication requirements.

Visual and Aural Stimuli: Activities that evaluate receptive and productive vocabulary skills may include both visual and auditory stimuli. This can involve having students identify spoken words through listening exercises and labeling objects or actions with visual cues.

Technology Integration: The CEFR regulations permit the use of technology in vocabulary assessment. Online platforms, interactive tests, and digital tools can all be used to improve the assessment process and deliver results right away.

Practices for Formative Assessment: Formative assessment techniques are used to provide A1 students with ongoing feedback, enabling them to make continuous progress in their vocabulary growth. With this method, students can monitor their development and tackle particular difficulties.

Range of Evaluation Instruments: A variety of assessment instruments, including written exercises, oral evaluations, and vocabulary tests, may be used. This variety guarantees a thorough assessment of the vocabulary proficiency of A1 students.

Authenticity in Assessment Tasks: Tasks for assessment replicate real-world language use scenarios. A1 students highlight the application of newly learned words in practical contexts as they showcase their vocabulary skills.

Identification of Vocabulary in Context: Tests measure the vocabulary recognition and usage skills of A1 students in context. To contribute to meaningful communication, this entails knowing how words work within sentences and brief texts.

Self-Assessment is Encouraged: The CEFR promotes self-assessment among A1 students. By critically evaluating their own vocabulary, students develop a sense of independence and accountability for their language learning process.

Consideration of Learner Diversity: Vocabulary tests take into account the diversity of A1 students by acknowledging that their linguistic experiences and backgrounds can differ. The emphasis is on evaluating each person's progress and offering specialized support as required.

These factors guarantee that vocabulary assessments for students at the A1 level adhere to the principles of the CEFR, fostering a comprehensive assessment of their language proficiency at the beginning level.

Questions:

1. What challenges are associated with the limited attention span of young learners in the context of teaching vocabulary, and how can teachers address this issue effectively?
2. Explain the importance of creativity in teaching vocabulary to young learners, considering the abstract nature of certain words. How can visual aids, gestures, and real-world examples enhance the learning experience?
3. How does the variability in language exposure among young learners impact vocabulary teaching strategies, and what differentiated approaches can teachers adopt to accommodate this diversity?
4. Discuss the significance of addressing the lack of prior vocabulary in young children and the considerations needed to introduce new words that match their cognitive development.
5. In the context of vocabulary retention, elaborate on the role of repetition and reinforcement in young learners. How can teachers design activities that allow for meaningful repetition without becoming monotonous?
6. How can teachers encourage the integration of new vocabulary into everyday activities, and why is promoting real-world usage important for young learners?
7. Explore alternative assessment strategies, such as observation, informal conversations, and project-based assessments, that may be more appropriate for evaluating the vocabulary acquisition of young learners.

15. TECHNOLOGIES OF TEACHING VOCABULARY. (5-9 FORMS)

Plan:

- 1. Problems of Teaching Vocabulary to A2 level learners.**
- 2. The Innovative Technologies in Teaching Vocabulary.**
- 3. CEFR requirements of assessing vocabulary.**

Keywords: *language exposure, prior vocabulary, attention span, abstract nature, repetition, integration, assessment strategies, learning styles, teacher training*

Problems of Teaching Vocabulary to A2 level learners

Teaching vocabulary to students at the A2 level involves unique difficulties that call for a sophisticated strategy. This is a thorough examination of the problems with teaching vocabulary to students at the A2 level:

Diverse Backgrounds: Learners at the A2 level frequently originate from a variety of linguistic backgrounds, and they can have very different prior exposure to the target language. Instructors need to take this variation in language ability into account when they are organizing and teaching vocabulary lessons.

Restricted Lexical Range: Although students' vocabulary at the A2 level is basic, it might not be enough for more sophisticated communication. It's important to strike a balance when teaching new words to students so that it meets both their lexical and communicative needs.

Sentence Structure Awareness: More complex word relationships and sentence structures may be difficult for A2 students to grasp. In addition to introducing words, vocabulary instruction includes assisting students in comprehending the functions of words in various sentence structures.

Cultural Sensitivity: It is important to include cultural sensitivity in vocabulary instruction. In order to improve comprehension and usage, teachers should provide cultural context for words that A2 learners may come across.

Engagement Difficulties: Maintaining student interest becomes essential. Lessons on vocabulary may not be as engaging for students at the A2 level, so teachers must come up with innovative and engaging ways to keep students interested and involved.

Transition to Abstract Concepts: Learners in A2 start to struggle with academic vocabulary and more abstract ideas. Instructors must help students make this transition by introducing pertinent and understandable abstract concepts.

Grammar-Vocabulary Integration: Grammar and vocabulary are integrated at the A2 level. Instructors should plan lessons that show students how particular vocabulary connects to grammatical structures in order to promote a comprehensive understanding of language.

Reading and Listening Comprehension: The development of reading and listening comprehension skills must be coordinated with vocabulary instruction. A2 students must comprehend words in context, highlighting the usefulness of vocabulary in a range of language skills.

Task Complexity: A2 students may find it difficult to complete challenging language tasks. Activities that progressively escalate in difficulty should be incorporated into vocabulary instruction to enable students to use newly acquired words in increasingly complex language tasks.

Evaluation Techniques: Conventional evaluation techniques might not accurately reflect the vocabulary acquisition of A2 students. To assess their

practical language use, teachers should investigate a variety of assessment strategies, such as contextual vocabulary assessments.

To effectively tackle these obstacles, educators must adopt a pedagogical strategy that recognizes the developmental stage of A2 students, attends to their unique requirements, and cultivates a nurturing and stimulating learning atmosphere.

The Innovative Technologies in Teaching Vocabulary

Creative strategies that are adapted to the proficiency level of A2 learners are employed in innovative vocabulary teaching techniques. These techniques are meant to improve vocabulary retention, comprehension, and engagement:

Contextual Learning: For A2 students, it is essential to integrate vocabulary into relevant contexts. To help students understand words better, teachers can illustrate how they are used in real-world scenarios through dialogues, short texts, and real-life situations.

Multimedia and Visual Aids: For A2 students, using visual aids like diagrams, pictures, and multimedia resources improves vocabulary learning. Additional context is provided by visual stimuli, which helps words be associated with specific images.

Interactive Activities and Games: Interactive games that make learning vocabulary fun are beneficial for A2 students. Word recognition is reinforced and active participation is encouraged by games like crossword puzzles, word bingo, and vocabulary-building applications.

Thematic Vocabulary Units: By grouping words according to particular themes that are pertinent to A2 students, coherence is created and related words are easier for them to understand. Themes could cover commonplace subjects like routines, shopping, or travel.

Role-playing Activities: To apply vocabulary in simulated real-life situations, A2 learners can participate in role-playing exercises. This method strengthens recently learned terms, fosters the use of language in everyday situations, and enhances communication abilities.

Storytelling and Narratives: Using stories and narratives to introduce vocabulary grabs the attention of A2 students. Narratives offer a framework for comprehending vocabulary, and students can engage in recounting or crafting their own stories with the recently acquired lexicon.

Word Maps and Associations: Making word maps or associations aids in the visualisation of word connections for A2 students. This method helps them develop a more thorough vocabulary and improves their comprehension of word relationships.

Technology Integration: To accommodate the tech-savvy nature of A2 learners, educational technology such as vocabulary apps, interactive quizzes, or online platforms are utilized. These resources offer vocabulary reinforcement in a dynamic and interesting way.

Collaborative Learning: A supportive learning environment is created when A2 students are encouraged to work cooperatively in pairs or small groups. Through group discussions and vocabulary games, for example, learners can share and reinforce what they have learned.

Regular self-reflection and review of previously learned vocabulary is beneficial for A2 learners. Encouragement to review words, make customized word lists, and evaluate their progress helps students learn independently and retain more words.

Using these cutting-edge methods acknowledges the special qualities of A2 students and seeks to improve vocabulary instruction in a way that is engaging, entertaining, and supportive of their language development.

CEFR requirements of assessing vocabulary

The Common European Framework of Reference for Languages (CEFR) requires particular considerations based on the language proficiency of A2 level learners when evaluating their vocabulary.

Combining General Language Proficiency with Integration: The evaluation of vocabulary at the A2 level is integrated into the larger framework of language proficiency, acknowledging its relationship to speaking, listening, reading, and writing skills.

Extension of Foundational Vocabulary: Evaluation tasks measure the ability of A2 learners to increase the vocabulary in their foundational language. This includes determining how well-versed they are in vocabulary, common phrases, and expressions related to everyday activities.

The tasks and criteria have been tailored to the A2 proficiency level, taking into account vocabulary elements that are relevant to students at this developmental stage. The tasks have been designed with the appropriate level of complexity and vocabulary breadth for learners of A2.

Recognition and Reproduction: Assessments are given to A2 students to determine how well they can identify and replicate vocabulary words. In order to assess both receptive and productive skills, tasks may include matching, sentence completion, and vocabulary identification in context exercises.

Common Situational Contexts: Assessment tasks include common situational contexts that are known to A2 students. This guarantees that the vocabulary they have been assessed is relevant to their everyday life, highlighting

the pragmatic communication requirements and everyday language usage they come across.

Visual and Aural Stimuli: Assessment tasks can make use of both visual and auditory stimuli to gauge the productive and receptive vocabulary skills of A2 learners. This can include labeling spoken words through listening exercises and labeling objects or actions through visual prompts.

Technology Integration: The A2 level vocabulary assessments are allowed to incorporate technology according to the CEFR. Online platforms, interactive tests, and digital tools can improve the assessment process by giving students instant feedback.

Formative Assessment Practices: By integrating various methods, formative assessment supports continuous vocabulary development improvement for A2 learners by providing them with ongoing feedback. With this method, students can track their development and tackle particular difficulties.

Variety of Assessment Tools: For a thorough assessment of A2 learners' vocabulary skills, a variety of assessment tools, such as written exercises, oral assessments, and vocabulary quizzes, may be used.

Genuineness in Evaluation Assignments: Tasks for assessment replicate real-world language use scenarios. A2 students highlight the application of newly learned words in practical contexts as they showcase their vocabulary skills.

Questions:

1. What challenges are associated with teaching vocabulary to A2 level learners?
2. How can teachers address the diverse backgrounds of A2 level learners in vocabulary instruction?
3. What role does cultural sensitivity play in teaching vocabulary to A2 level learners?
4. Why is the integration of grammar and vocabulary important for A2 level learners?
5. What are some innovative technologies and techniques for teaching vocabulary to A2 level learners?
6. How does assessment of vocabulary align with the overall language proficiency of A2 level learners?
7. Why is it important to incorporate everyday situational contexts in assessing the vocabulary of A2 level learners?

16. TECHNOLOGIES OF TEACHING VOCABULARY. (10-11 FORMS, ACADEMIC LYCEUMS, AND VOCATIONAL COLLEGE STUDENTS)

Plan:

1. Problems of Teaching Vocabulary to B1 level learners.

2. The Innovative Technologies in Teaching Vocabulary.

3. CEFR requirements of assessing vocabulary.

Keywords: *vocabulary range, retention, contextual usage, innovative technologies, multisensory approaches, cultural sensitivity, CEFR requirements*

Problems of Teaching Vocabulary to B1 level learners

There are a number of difficulties when teaching vocabulary to B1 level students, who usually have an intermediate level of English proficiency. The following are some typical problems that educators may run into:

Restricted Vocabulary: Learners at the B1 level frequently have a limited vocabulary, which can make it difficult for them to communicate effectively. It could be difficult for them to use a variety of complex words in various situations.

Retention and Recall: It could be difficult for B1 students to remember and retain new vocabulary. There is a greater chance of forgetting recently learned words if practice and exposure are not consistent.

Contextual Usage: B1 learners may find it challenging to comprehend how to use words in a variety of contexts. They could have trouble understanding subtleties of appropriateness and meaning, which could result in misunderstandings.

Lack of Exposure: Vocabulary development may be hampered by a lack of exposure to real English materials. It's possible that B1 students don't get enough exposure to authentic contexts where they can meet and use new words with ease.

Fear of Mistakes: Fear of making mistakes may make B1 learners reluctant to use unfamiliar words. Their apprehension may prevent them from experimenting with new words and impede their language acquisition.

Words that sound the same but have different meanings are known as homophones, and words that are spelled the same but have different meanings are known as homographs. These can be confusing for B1 learners and cause problems with comprehension and usage.

Lack of Motivation: Students may become less motivated to learn new vocabulary if they do not find the course materials interesting or relevant to their interests. Sustaining students' motivation is essential for effective vocabulary learning.

Cultural Sensitivity: Students in B1 classes might not be completely aware of subtle cultural differences in word choice. It takes careful thought to teach vocabulary that is sensitive to cultural differences and appropriate in order to prevent misunderstandings.

Restricted Exposure to English-Speaking Environments: B1 students might not be able to fully immerse themselves in English-speaking environments, which would limit their exposure to real language use and make it harder for them to naturally pick up vocabulary.

Difficulty Differentiating Synonyms: B1 students may find it difficult to distinguish between synonyms, so teachers must give students context and clear explanations in order to help them grasp the minute variations in meaning.

To tackle these obstacles, educators must employ a range of pedagogical approaches, such as interactive exercises, real-world applications, and an emphasis on pragmatic application in diverse settings. Furthermore, overcoming some of the difficulties involved in teaching vocabulary to students at the B1 level can be accomplished by establishing a welcoming and supportive learning environment.

The Innovative Technologies in Teaching Vocabulary

Utilizing cutting-edge techniques that captivate students and encourage active learning can improve vocabulary instruction for B1 level learners. Here are a few creative methods:

Contextual Education: Include the vocabulary you're learning in relevant contexts. To introduce learners to words in authentic contexts, use resources like articles, videos, and short stories. This improves retention and aids in their understanding of word usage.

Word Organizers and Graphic Mappers: To assist students in visualizing the relationships between words, encourage them to use visual aids such as mind maps or graphic organizers. This facilitates more structured vocabulary organization and retention.

Technology Integration: Make vocabulary learning interactive by utilizing apps and other technological tools. Learning can be made more interesting and pleasurable for B1 students with the help of educational apps, online games, and vocabulary-building websites.

Project-Based Learning: Create assignments that call for using newly learned words in real-world contexts. This could entail working together to create skits, presentations, or other projects that require using and comprehending target words.

Thematic Instruction: Base vocabulary lessons on subjects or themes that B1 students would find interesting. Making connections between words and particular themes improves vocabulary recall and relevance while providing a context for learning.

Encourage students to keep word journals or blogs in which they can jot down new words they come across and share their thoughts. This motivates them

to actively look for words, comprehend how to use them, and use the new vocabulary to express themselves.

Include role-playing exercises or simulations in your curriculum so that students can apply their vocabulary in authentic, simulated scenarios. This facilitates more dynamic and interactive word application practice for them.

Word association games are a great way to get students thinking quickly and helping them connect words to concepts. Playing word association games or word chain games can help make vocabulary learning more fun.

Peer Teaching: Promote cooperative learning and peer teaching. Collaboratively teaching one another new vocabulary can help B1 students understand it better and add a social component to their education.

Multisensory Approaches: Use multisensory methods, like linking words to gestures, pictures, or sounds. This improves memory retention through a variety of sensory experiences and caters to various learning styles.

Actual Experiences: Plan field trips or practical experiences that allow students to interact with English in real-world situations. Attending venues where English is spoken, like museums, cultural events, or neighborhood get-togethers, can offer beneficial language exposure.

Gamification: Make vocabulary learning more engaging by developing interactive tests or games. Customizable quizzes and game-based learning platforms can bring excitement and competition to the learning process.

Novel approaches not only enhance the learning experience but also accommodate varying learning styles, encouraging a more profound comprehension and memorization of vocabulary for learners at the B1 level.

CEFR requirements of assessing vocabulary

The Common European Framework of Reference for Languages (CEFR) offers a set of standards for vocabulary and language proficiency at several levels, including B1. When evaluating students' vocabulary at the B1 level, take into account the requirements outlined in the CEFR:

Variety of Words Used: Pupils at the B1 level ought to exhibit a respectably broad vocabulary suitable for everyday contexts. Words and expressions pertaining to commonplace subjects, individual experiences, employment, and recreational pursuits should all be included in assessments.

Accuracy: Evaluate the precision of the vocabulary used. Accurate vocabulary usage should be a skill that students possess for both written and spoken communication. Evaluate their ability to select suitable words and steer clear of significant word choice mistakes.

Lexical Precision: Assess the accuracy with which pupils apply their vocabulary. B1 students should be able to express themselves fairly precisely and with words that truly convey the meaning they intend.

Contextual Usage: Evaluate the student's contextual vocabulary usage. Students in grade B1 should be able to adapt their language to a variety of communicative contexts and show that they understand how words are used in different contexts.

Idiomatic Expressions and Collocations: Assess the usage of idiomatic expressions and collocations, which are word combinations that frequently occur together. These should come naturally to B1 students when they produce language.

Understanding of Synonyms and Antonyms: Evaluate the student's comprehension and application of synonyms and antonyms. Students in level B1 should be able to identify words that have opposite or similar meanings and use them appropriately in various situations.

Strategies for Vocabulary: Analyze the methods used by B1 students to increase their vocabulary. This may involve their capacity to deduce meaning from context, make use of context cues, or apply rules of word formation to comprehend and utilize new vocabulary.

Understanding What You've Read: Evaluate reading comprehension of vocabulary. In order to understand and interpret texts, B1 students should be able to deduce the meaning of unfamiliar words from the context and from their overall comprehension of the text.

Listening Comprehension: Analyze your listening comprehension of vocabulary. In addition to being able to comprehend and apply vocabulary in a variety of audio contexts, B1 students should be able to listen to spoken language and react appropriately.

Speaking: Evaluate your capacity to use a variety of vocabulary to communicate ideas in a clear and cohesive manner. B1 students should be able to contribute to talks, debates, and presentations while showcasing efficient vocabulary use.

Writing: Assess vocabulary usage in written communication. Students in grade B1 should be able to write clearly and concisely, expressing their ideas and thoughts with suitable vocabulary. Evaluate their ability to use a variety of vocabulary and varying phrasing.

Task Achievement: Think about how well B1 students perform on particular language tasks that call for vocabulary use. Examine their proficiency in completing tasks that require them to use appropriate vocabulary, such as expressing opinions, giving directions, or providing information.

It's critical to create evaluations that satisfy these CEFR criteria and offer a thorough picture of B1 students' vocabulary proficiency across a range of language skills. This can involve a combination of written exams, interviews, and activities that mimic language use in everyday situations.

Questions:

1. What is a common challenge faced by B1 level learners regarding their vocabulary range, as mentioned in the text?
2. How does the text suggest leveraging technology to enhance vocabulary learning for B1 level students?
3. Provide an example from the text of how instructors can integrate contextual learning to teach vocabulary to B1 learners.
4. Why is keeping learners motivated considered crucial for successful vocabulary acquisition, according to the text?
5. According to CEFR requirements, what aspect of vocabulary use is evaluated when assessing lexical precision for B1 learners?
6. How does the text recommend incorporating multisensory techniques in teaching vocabulary to B1 level learners?
7. Why does the text emphasize the importance of cultural sensitivity when teaching vocabulary to B1 level learners?

17. TECHNOLOGIES OF TEACHING GRAMMAR TO YOUNG LEARNERS. (1-4 FORMS)

Plan:

- 1. Teaching Grammar to young learners.**
- 2. The Innovative Technologies in Teaching Grammar.**
- 3. CEFR requirements of assessing vocabulary.**

Keywords: *basic vocabulary recognition, everyday situational vocabulary, receptive vocabulary skills, basic expressive vocabulary skills, recognition of high-frequency words, visual and audio stimuli, interactive and playful assessment formats*

Teaching Grammar to young learners

Teaching grammar to young students presents a unique set of difficulties because of their developmental stage, attention span, and capacity for language learning. The following are some typical issues that arise when teaching grammar to younger students:

Short Attention Span: The attention spans of young students are often short. Long or overly abstract traditional grammar lessons can cause students to

become disengaged and have lower comprehension. Minimizing activities and making them interactive can help with this problem.

The Abstract Character of Grammar: Grammar ideas can be difficult for younger students to understand because they are abstract. They might find it difficult to comprehend rules that don't immediately apply to how they use language on a daily basis. Grammar needs to be made more relatable and concrete by teachers.

Varied Language Proficiency: Students in the same class frequently have different levels of language proficiency. While some may be learning specific grammar concepts for the first time, others may be exposed to more intricate language structures at home. Meeting this diversity's needs can be difficult.

A Fear of Errors: Young students may be reluctant to try new things with language because they are afraid of making mistakes. It is essential to foster an environment that is encouraging and judgment-free in order to enable them to use and apply grammar rules without worrying about being corrected.

Lack of Interest: Young learners may find grammar lessons to be less engaging. Students may become disinterested and lose motivation to learn and apply grammar rules if the material is not presented in an interesting and engaging way.

Limited Vocabulary: Young students may struggle to understand grammar concepts due to a limited vocabulary. Teaching grammar apart from vocabulary can be difficult because students might find it difficult to put the rules into practice without a large enough word bank.

Difficulty with Generalization: It can be difficult for young learners to apply grammar rules in a variety of situations. They might comprehend a rule in one setting but find it difficult to put it into practice in another. It's crucial to give a variety of examples and practice in various situations.

Lack of Language Exposure: Young learners' innate ability to understand grammar may be impacted by their limited exposure to rich language environments. People who aren't exposed to a variety of linguistic contexts could find it difficult to comprehend the subtleties of grammar rules.

Developmental Readiness: The language and cognitive development of young students varies. Certain grammar concepts may be more developmentally appropriate for some people than for others. Differentiated instruction must be given by teachers while keeping in mind each student's readiness level.

Resistance to Formal Instruction: If formal grammar instruction seems too similar to traditional academic learning, young learners may become resistant to it. It can be made more palatable for them by incorporating grammar into enjoyable activities and allowing it to occur naturally in language use.

In order to overcome these obstacles, one must be creative, adaptable, and cognizant of the developmental traits of young students. Teaching grammar to young learners can be made more effective by designing it to be interactive, age-appropriate, and connected to real-life situations.

The Innovative Technologies in Teaching Grammar

Teaching grammar to young learners can be done in an innovative way by using engaging and interactive strategies that make learning fun for the kids. Here are some creative methods for instructing young students in grammar:

Story-Based Learning: Use storytelling to incorporate grammatical ideas. Write stories that logically use the targeted grammar structures. This helps kids understand how language works in context and makes grammar more interesting.

Song and Rhyme Usage: Make catchy rhymes or songs out of grammar rules. Learning grammar can be made more fun and memorable by incorporating elements like music and rhythm, which children often respond well to.

Create engaging and entertaining interactive games and activities centered around grammar. Grammar exercises can be made interesting and entertaining by using board games, puzzles, and interactive internet activities.

Role-Playing: Encourage kids to use grammar rules in pretend scenarios by having them engage in role-playing activities. They are able to apply grammar rules in a relatable context thanks to this practical approach.

Props and Visual Aids: To help students understand grammar ideas more clearly, use flashcards, visual aids, and objects. By linking pictures with grammatical rules, kids can better understand abstract ideas and strengthen their comprehension through visual recall.

Grammar in Context: Rather than teaching grammar in a vacuum, do so within relevant contexts. Link grammar lessons to everyday activities, real-world scenarios, or routines that young learners are familiar with. This aids in their understanding of how grammatical rules are actually used.

Technology Integration: To teach grammar, make use of interactive websites, educational apps, or multimedia presentations. Digital resources that are visually appealing and interactive can draw in kids and offer an engaging educational experience.

Crafts and Creative Arts: Include grammar in your artistic and crafty endeavors. For instance, assign kids to use particular grammar structures to create a storybook or to use craft supplies to create a visual representation of a sentence.

TPR (Total Physical Response): Include Total Physical Response exercises that let kids move to practice grammar rules. Retention and comprehension can be

improved by using gestures and actions that correspond with particular grammar rules.

Storyboarding: Assign kids to make storyboards that clarify grammar ideas. They are able to exhibit their comprehension of sentence structure and the role grammar plays in a narrative thanks to this visual representation.

Collaborating with Peers: Group activities should be assigned to encourage peer collaboration. In order to promote language use and teamwork, kids can collaborate to create brief skits, dialogues, or presentations that use particular grammar structures.

Gamification: Make grammar instruction more engaging by incorporating elements of reward and competition. Grammar-focused instructional games and tests can add fun to the learning process and encourage kids to get involved.

These creative methods accommodate the various learning preferences and styles of young students while also making grammar lessons more enjoyable. Young learners can learn grammar in a positive and productive environment when teachers integrate creativity, interactivity, and real-life application.

CEFR requirements of assessing vocabulary

In the Common European Framework of Reference for Languages (CEFR), vocabulary assessment for learners at the A1 level entails taking into account their foundational proficiency and making sure that assessments correspond with their developmental stage. The following are the CEFR standards for vocabulary assessment at the A1 level.

Fundamental Word Recognition: Examine students' comprehension and recognition of a basic vocabulary of commonly used terms and expressions. Common verbs, nouns, adjectives, and everyday expressions pertinent to their immediate surroundings are included in this.

Common Situational Words and Phrases: Assess vocabulary knowledge in contexts relevant to daily life. Learners enrolled in A1 courses should be able to understand and apply vocabulary linked to common subjects like family, friends, numbers, colors, and simple tasks.

Receptive Vocabulary Skills: Pay attention to receptive vocabulary skills and evaluate students' comprehension of both written and spoken language. This includes activities like word-picture matching, filling in sentences with the right words, and recognizing words in short texts.

Assess students' ability to express themselves using a small but useful vocabulary in Basic Expressive Vocabulary Skills. Simple questions and their answers, personal information descriptions, and the use of simple language to express necessities are a few examples of possible tasks.

Identification of High-Visibility Words: Assess your ability to recognize high-frequency words that are commonly used in everyday situations. Words necessary for basic communication should be known to A1 students, and assessments should take this emphasis on real-world language use into account.

Visual and Audio Stimuli: Incorporate auditory and visual cues into tests to improve vocabulary identification. Activities that require A1 students to match spoken words to pictures or recognize vocabulary in short audio clips may be helpful.

Engaging and Lighthearted Evaluation Formats: Create interactive, entertaining assessment formats that are appropriate for young or inexperienced students. Assessing vocabulary at the A1 level can be done well with games, tests, and practical exercises.

Practical Use: Place a strong emphasis on using vocabulary in everyday situations. Evaluations ought to demonstrate how vocabulary is actually used in daily conversation, highlighting how the terms relate to the needs of A1 students right now.

Use of Everyday Phrases: Assess the context-appropriate usage of common phrases by A1 students. This covers saying hello, giving introductions, stating preferences, and engaging in brief but meaningful conversations about everyday topics.

Practices for Formative Assessment: Use formative assessment techniques to give A1 students continuous feedback. This method makes it possible to track vocabulary growth over time and offers supportive solutions for particular problems.

Transitioning to A1 Competency: Make sure the evaluation criteria and tasks are adjusted to the A1 proficiency level. The tasks ought to correspond with the suitable level of intricacy and range of terminology anticipated from students during this initial phase of language learning.

Cultural Sensitivity: When evaluating vocabulary, take cultural sensitivity into account. A1 students may come across words with cultural connotations, so evaluations ought to be created to improve understanding and application in situations that are suitable for their cultural background.

Task Diversification: Offer a range of evaluation activities, such as vocabulary matching, listening comprehension, and basic speaking drills. This guarantees a thorough assessment of A1 students' vocabulary proficiency across various language modalities.

When evaluating vocabulary for learners at the A1 level, following these CEFR guidelines guarantees that assessments are appropriate for their basic language skills, laying the groundwork for future language growth.

Questions:

1. What challenges arise when teaching grammar to young learners, and how can teachers address the issue of limited attention span?
2. In the context of teaching grammar to young learners, how can the abstract nature of grammar concepts be made more concrete and relatable?
3. Why is catering to varied language proficiency levels essential when teaching grammar to young learners, and what strategies can teachers employ to address this diversity?
4. How does fear of making mistakes impact young learners in grammar instruction, and what steps can teachers take to create a supportive learning environment?
5. Explain the importance of making grammar lessons interesting for young learners and provide examples of engaging activities that can maintain their interest.
6. What role does vocabulary play in teaching grammar to young learners, and how can teachers integrate vocabulary effectively into grammar instruction?
7. In the context of innovative techniques, describe how technology can be integrated into teaching grammar to young learners, providing specific examples of digital resources or platforms.

18. TECHNOLOGIES OF TEACHING GRAMMAR TO A2 LEVEL LEARNERS. (5-9 FORMS)

Plan:

1. Teaching Grammar to A2 level learners.
2. The Innovative Technologies in Teaching Grammar.
3. CEFR requirements of assessing Grammar to A2 level learners.

Keywords: *Contextualized Learning, Interactive Activities, Educational Apps, Virtual Reality (VR) and Augmented Reality (AR), Gamification, Formative Assessment Practices, Range of Vocabulary*

Teaching Grammar to A2 level learners

Teaching grammar is a subtle and important part of teaching language to students at the A2 level, who are proficient in basic or elementary English. Since A2 students are currently expanding on their foundational language skills, instruction should be adapted to meet their developmental needs. This essay examines important tactics and factors to take into account when instructing grammar to students at the A2 level.

The requirement for precise and succinct explanations is one of the main factors to take into account when teaching grammar to students at the A2 level. It is important to teach grammar concepts in an understandable way, avoiding needless jargon or complexity, given their basic proficiency. Grammar rules should be broken down by teachers into manageable chunks so that students can quickly understand the basic English structures.

An additional essential tactic is contextualized learning. A2 students gain a great deal from observing grammar usage in authentic contexts. By incorporating grammar lessons into relevant contexts like everyday conversations, real-world situations, or short stories, teachers can give students a concrete understanding of the relationship between the rules they are learning and how to apply them in real life.

Examples and visual aids are very helpful in improving understanding. A2 students, who are still honing their language abilities, frequently react favorably to visual cues. Examples, diagrams, and charts can all be useful tools for helping students understand grammar ideas and improve their learning process.

Grammar instruction for students at the A2 level includes a lot of interactive exercises. These exercises, which range from role-playing to group projects, not only help students learn grammar principles but also add enjoyment to the process. Grammar rules can be practiced and internalized by learners in a dynamic and engaging environment that is created by interactive approaches that promote active participation.

For A2 learners, technology is a useful tool for teaching grammar. Interactive platforms, online databases, and educational apps can offer more assistance and practice chances. Utilizing technology enhances the dynamic and engaging nature of learning, appealing to A2 learners' digital nature.

Another useful tactic is thematic instruction. Teachers set the stage for learning by structuring grammar lessons around particular themes or subjects that are pertinent to A2 students. In addition to making grammar more approachable, this thematic approach enables students to apply language rules in contexts they can identify with.

Grammar concepts must be reinforced through practice exercises. Exercises such as fill-in-the-blanks, matching, and sentence completion are beneficial for A2 learners. Frequent practice combined with fast feedback helps reinforce knowledge and boost self-assurance when using grammar rules.

One of the most important parts of teaching grammar to A2 students is to promote communication. Teachers can empower students to use grammar structures in basic conversations, discussions, or written assignments by promoting a communicative approach. This real-world example highlights how important grammar is for daily communication.

For A2 students, peer collaboration can improve their educational experience. Collaborating on grammar exercises enables students to exchange ideas, pose inquiries, and pick up tips from one another. Collaborative education creates a nurturing atmosphere that encourages participation and comprehension.

In conclusion, teaching grammar to students at the A2 level necessitates a careful and customized strategy. A positive and productive learning environment can be established by educators through the use of interactive and technology-driven methods, clear explanations, contextualization of learning, visual aids, and more.

The Innovative Technologies in Teaching Grammar

The use of cutting-edge technologies in language instruction has grown more and more important, particularly when teaching grammar to students at the A2 level. The A2 level is defined by basic or elementary language proficiency, so effective learner engagement requires innovative strategies. This essay explores the cutting edge technologies that can improve grammar instruction for A2 students, offering a lively and engaging learning environment.

Using educational apps is one of the transformative technologies in grammar instruction. Interactive lessons, tests, and games catered to the A2 proficiency level are available in mobile grammar applications. These apps offer a customized learning environment that lets users advance at their own speed and get immediate feedback, which makes it fun to reinforce grammar rules.

A2 level grammar training also heavily relies on interactive websites and online grammar platforms. These platforms frequently include interactive exercises, animations, and videos as multimedia components. Online resources are dynamic and meet the needs of A2 students in terms of digital literacy, which enhances the visual appeal and interactive nature of the learning process.

Technologies such as augmented reality (AR) and virtual reality (VR) give grammar training a more immersive element. A2 students can access virtual worlds that simulate real-world language situations, giving them a more experiential and contextualized understanding of grammar usage. AR applications have the ability to create interactive grammar exercises in the immediate environment of students by superimposing them on physical materials.

Gamification is an effective technique for teaching grammar to students at the A2 level. Learning is made more fun and competitive with the help of educational games that reinforce grammar concepts. For A2 learners, gamified platforms that incorporate storytelling, challenges, and rewards can enhance the engagement and motivation of learning grammar.

Interactive grammar exercises are facilitated for A2 students by means of collaborative online platforms and tools. Peer collaboration is encouraged through

shared documents, group projects, and virtual discussion areas. This cooperative method builds a sense of community among students while also improving understanding through shared insights.

Technologies related to artificial intelligence (AI) and natural language processing (NLP) provide tailored feedback and flexible learning opportunities. AI-driven systems that assess language proficiency and customize grammar lessons according to each student's strengths and shortcomings can be beneficial for A2 students. With the aid of NLP tools, learners can better understand grammar rules in various conversational contexts.

Podcasts and interactive audio resources offer A2 learners the chance to simultaneously improve their grammar and listening skills. Students can make the connection between grammar rules and spoken language in the real world through interactive exercises and captivating audio content, which enhances the overall language learning process.

Grammar practice in an authentic setting is made possible for A2 students by cloud-based platforms that facilitate collaborative writing and editing. Interactive grammar exercises are made possible by collaborative document editing tools, which let students build sentences together, edit each other's work, and get immediate feedback.

In summary, the incorporation of cutting-edge technologies holds the promise of completely transforming grammar education for students at the A2 level. These technologies are designed with the specific requirements and preferences of A2 learners in mind. They range from educational apps and online platforms to virtual reality and artificial intelligence. By utilizing these resources, teachers can establish an engaging and dynamic grammar learning environment that speeds up the development of language proficiency.

CEFR requirements of assessing vocabulary to A2 level learners

According to the Common European Framework of Reference for Languages (CEFR), vocabulary assessment for learners at the A2 level entails taking into account particular standards based on their language ability. To ensure a thorough evaluation of students' abilities, the CEFR offers guidelines for assessing vocabulary at the A2 level. The following CEFR criteria must be met in order to evaluate vocabulary at the A2 level:

Variety of Words Used: Learners pursuing an A2 level should exhibit a basic vocabulary appropriate for everyday scenarios. Words and expressions pertaining to private information, daily activities, urgent needs, and well-known subjects should all be covered in assessments.

Accuracy: Assess how accurately vocabulary is used in written and spoken communication. A2 students should be able to select and use vocabulary with little error, particularly in everyday and basic language tasks.

Contextual Usage: Evaluate a student's ability to use vocabulary in a way that demonstrates a comprehension of fundamental communication scenarios. A2 students should show that they are proficient at using language to explain everyday activities, communicate preferences, and carry on basic conversations.

Collocations and Basic Idiomatic Expressions: Assess how frequently common word combinations, or collocations, are used. Learners at the A2 level should be able to comprehend basic idiomatic expressions that are relevant to everyday life and combine words in natural ways.

Synonym and Antonym Recognition: Evaluate the capacity to identify and comprehend simple synonyms and antonyms. Learners pursuing an A2 level should be conversant with terms that, in straightforward and everyday situations, have opposite or similar meanings.

Daily Situational Vocabulary: Assess vocabulary use in contexts encountered in daily life. Learners at level A2 should be able to understand and apply vocabulary linked to everyday subjects like family, shopping, hobbies, and everyday activities.

Receptive Vocabulary Skills: Give special attention to this area of study, evaluating students' comprehension of both written and spoken language. Activities could involve completing sentences with the appropriate words, matching words to pictures, or recognizing words in short texts.

Basic Expressive Vocabulary Skills: Evaluate students' capacity to communicate through a foundational yet useful vocabulary. Simple questions and their answers, personal information descriptions, and the use of simple language to express necessities are a few examples of possible tasks.

Using both visual and auditory stimuli in assessments can improve vocabulary recognition. Activities that require A2 students to match spoken words to pictures or recognize vocabulary in short audio clips may be beneficial to them.

Practices for Formative Assessment: Use formative assessment techniques to give A2 students continuous feedback. Ongoing observation of vocabulary growth aids in addressing particular issues and encourages language learners on their path to language proficiency.

Following these CEFR guidelines guarantees that evaluations correspond with the developmental stage of A2 students, offering a thorough understanding of their vocabulary proficiency across various language domains. The assessments ought to be created with the practical application of vocabulary in mind, taking into account real-world situations and daily communication.

Questions:

1. How can teachers address the limited attention span of A2 level learners during grammar lessons?
2. Why is it important to present grammar concepts in a clear and concise manner for A2 learners?
3. In what ways can teachers use visual aids to enhance the understanding of grammar for A2 level learners?
4. Explain the role of interactive activities in teaching grammar to A2 learners and how they contribute to the learning process.
5. How do educational apps cater to the personalized learning experience of A2 level students in grammar instruction?
6. Discuss the role of virtual reality and augmented reality in making grammar instruction more experiential for A2 learners.
7. How does gamification contribute to making the learning process enjoyable and engaging for A2 level students in grammar teaching?
8. Why is assessing the range of vocabulary important when evaluating A2 level learners?
9. How can contextualized usage of vocabulary be integrated into assessments for A2 learners?
10. Explain the significance of formative assessment practices in monitoring the vocabulary development of A2 level learners.

19. TECHNOLOGIES OF TEACHING GRAMMAR TO B1 LEVEL LEARNERS. (10-11 FORMS, ACADEMIC LYCEUMS, AND VOCATIONAL COLLEGE STUDENTS)

Plan:

- 1. Teaching Grammar to B1 level learners.**
- 2. The Innovative Technologies in Teaching Grammar.**
- 3. CEFR requirements of assessing Grammar to B1 level learners.**

Keywords: *Increased language capabilities, Authentic and context-rich materials, Differentiated instruction, Technology integration, Authentic cultural content, Regular feedback and assessment*

Teaching Grammar to B1 level learners

B1 level learners, who have attained an intermediate level of English proficiency, need to be taught grammar in a strategic and nuanced manner that takes into account their developing language skills. Although they still have a foundation in the fundamentals of grammar, students at the B1 level are striving

for increased accuracy and fluency. It examines important tactics and factors to take into account when instructing B1 level students in grammar.

Acknowledging the higher language proficiency of B1 learners is a basic component of teaching grammar to them. At this point, the emphasis moves to improving learners' grammatical accuracy as they are able to understand and construct increasingly complex sentence structures. In order to promote a deeper understanding of the language, teachers should build on the fundamental grammar knowledge students have learned at earlier levels and introduce more complex concepts.

Teachers should incorporate authentic and context-rich materials into grammar lessons in order to effectively engage learners at the B1 level. This could include passages from books, short stories, or conversations that mimic language used in everyday situations. Contextualized learning makes grammar rules more relevant and motivates students to use them in a variety of contexts, which fosters a deeper comprehension.

Grammar instruction for students at the B1 level can still benefit greatly from interactive exercises. With the help of these exercises, which range from group projects to talks and debates, students can actively apply grammar rules in context. Teachers provide B1 students with opportunities to practice grammar in real-world situations by creating a communicative and interactive classroom environment, which improves students' accuracy and fluency.

At the B1 level, differentiated instruction becomes more crucial because learners' language proficiency and learning styles vary so much. Instructors ought to be aware of each student's unique needs and offer specialized exercises that push students just enough. By addressing both strengths and areas that require improvement, this individualized approach guarantees that every student can advance at a pace that fits their development.

Teaching grammar to students at the B1 level still benefits from the use of technology. Multimedia resources, online resources, and educational apps can increase practice opportunities and increase user engagement. B1 students, who are frequently at ease using digital tools, can gain from interactive tests, activities, and video lectures tailored to their tech-savvy personality.

Another useful strategy is to include real cultural content in grammar lessons. Now that they are fluent in the language, B1 students can read books, watch movies, or read news articles that provide insights into the subtle cultural nuances of English. This enhances their language proficiency while also helping them comprehend grammar in a broader cultural context.

At the B1 level, regular feedback and assessment procedures are essential for tracking development and addressing particular areas that require improvement. Learners' development is aided by quizzes, formative assessments, and helpful

criticism on written and spoken tasks. Evaluations ought to concentrate on how well grammar is applied in a variety of communicative contexts as well as grammatical correctness.

To sum up, teaching grammar to students at the B1 level entails expanding on their prior knowledge, delivering contextualized and real-world learning opportunities, utilizing technology, and delivering differentiated instruction. Teachers can assist B1 learners in achieving greater grammatical proficiency and cultivating a more accurate and nuanced use of the English language by acknowledging their increased language proficiency and attending to their specific learning needs.

The Innovative Technologies in Teaching Grammar

Cutting-edge technologies are essential for improving grammar instruction for B1 level students, who have achieved an intermediate level of English proficiency. At this point, students have a solid foundation in grammar, and incorporating cutting-edge technologies can make learning interesting and dynamic. This looks at a number of cutting-edge tools that are especially useful for teaching grammar to students at the B1 level.

Apps for Interactive Grammar: The interactive lessons, tests, and activities in educational apps created especially for grammar instruction are catered to the B1 proficiency level. These applications frequently include interactive exercises and multimedia components like videos to give users a tailored and interesting learning experience. These apps' interactive features help B1 students study at their own pace while reinforcing grammar rules.

Grammar instruction through interactive online platforms provides a wealth of resources for learners at the B1 level. These platforms could have interactive exercises, quizzes for self-evaluation, and multimedia presentations. These resources are available to learners at any time, encouraging self-directed learning and enabling them to review particular grammar concepts as needed.

Immersion technologies such as virtual reality (VR) and augmented reality (AR) have the potential to convert grammar lessons into dynamic and hands-on learning experiences. In order to gain a contextualized understanding of grammar usage, B1 learners can interact with real-life language scenarios in virtual environments. AR applications offer learners a unique and interactive learning experience by superimposing interactive grammar exercises onto their immediate surroundings.

Gamified Learning Platforms: Gamification is a potent technique for getting B1 level students interested in grammar lessons. The learning process is made more fun and engaging by educational games and platforms that use challenges, rewards, and storytelling to reinforce grammar concepts. Gamified

components promote active engagement and knowledge retention by fostering a supportive yet competitive environment.

Online Tools for Collaboration: B1 learners benefit from online resources that support group projects and cooperative learning. Students can communicate with classmates, go over grammar ideas, and work on assignments together by using virtual spaces for discussions, shared documents, and cooperative projects. Through shared insights, this cooperative approach strengthens understanding and cultivates a sense of community.

Podcasts and Interactive Audio Resources: Podcasts and other audio materials give B1 students the chance to improve their listening comprehension while strengthening their grammar. An all-encompassing language learning experience is enhanced by the use of captivating audio content, transcripts, and interactive exercises that enable learners to make the connection between grammar rules and spoken language in everyday situations.

The integration of these cutting-edge technologies into grammar instruction for learners at the B1 level guarantees a dynamic and diverse learning environment. By utilizing these resources, teachers can effectively and joyfully accommodate the distinct requirements and inclinations of B1 students, resulting in the acquisition of advanced grammar skills.

CEFR requirements of assessing vocabulary to B1 level learners

When evaluating vocabulary for B1 level students using the Common European Framework of Reference for Languages (CEFR), it is important to have a thorough grasp of the standards that are specific to their intermediate language ability. The B1 level vocabulary evaluation guidelines are provided by the CEFR, which emphasizes the capacity to function in a greater variety of linguistic contexts. It is the CEFR criteria for evaluating vocabulary at the B1 level and the factors required for a comprehensive analysis.

As they progress to the B1 level, students should show that they can communicate in a range of contexts with a more varied and sophisticated vocabulary. The following are the evaluation standards for vocabulary at the B1 level:

Lexical Range: Examining the variety and depth of vocabulary used by B1 students is part of assessing their lexical range. Students should be able to use a wide range of vocabulary and expressions that are appropriate for various subjects and situations. Both general and domain-specific vocabulary recognition and usage should be covered in the evaluation.

Accuracy and Precision: B1 students are supposed to use vocabulary more accurately and precisely. Evaluations ought to center on the students' capacity to select the best terms in a particular situation while averting serious mistakes or

misinterpretations. This criterion places a strong emphasis on vocabulary development for clear and concise communication.

Collocations and Idiomatic Expressions: Collocations and idiomatic expressions are evaluated in order to gauge how well-versed B1 students are in common word combinations and figurative language. Students at this level should be able to comprehend figurative language that deviates from literal meanings and use words in naturally occurring pairings. Tasks requiring the identification, completion, or production of such expressions may be included in assessments.

Contextual Usage: The emphasis of assessments ought to be on B1 students' capacity to apply vocabulary in a variety of intricate situations. This entails assessing their ability to use vocabulary in both spoken and written communication while taking situational appropriateness, formality, and register into account. The way language is used in context reveals how well learners comprehend its pragmatic elements.

Receptive Vocabulary Skills: Strong receptive vocabulary skills are necessary for B1 students to comprehend words and expressions that are presented to them either spoken or written. Assessing vocabulary in different language modalities, finding synonyms or antonyms, and matching words to definitions are some examples of assessment tasks.

Skills for Expressive Vocabulary: The ability of B1 students to effectively use vocabulary in both oral and written communication is the main focus of the expressive vocabulary skills assessment. Sentence construction, discussion participation, and the creation of grammatically sound and contextually appropriate language are some examples of tasks. Expressive skills demonstrate a learner's ability to communicate ideas clearly and concisely.

Adaptation to Varied Registers: It should be possible for B1 students to modify their vocabulary to fit various communication contexts and registers. Evaluations ought to determine how well they can use language in formal, informal, academic, and professional settings. This criterion shows how adaptable and flexible the language use of the learners is.

Practices for Formative Assessment: At the B1 level, formative assessment techniques must be used in order to give students continuous feedback. Ongoing observation of vocabulary growth enables focused assistance and direction. Formative evaluations ought to be created with particular difficulties in mind, assisting students in honing their vocabulary throughout the course of their language study.

Integration of Technology: The CEFR recognizes the use of technology in vocabulary tests for students at the B1 level. Interactive resources, online platforms, and digital tools can improve the assessment process by giving students instant feedback and more practice chances.

By conforming to these CEFR standards, evaluations can be made sure to match the developmental stage of B1 students, providing a thorough understanding of their vocabulary proficiency across various language domains. The exams ought to be made to show how vocabulary is actually used in everyday conversations and situations, assisting students in their advancement toward more advanced language skills.

Questions:

1. How does recognizing increased language capabilities shape the approach to teaching grammar to B1 level learners?
2. Why is integrating authentic and context-rich materials essential for effective grammar instruction at the B1 level?
3. In what ways do interactive activities contribute to the learning experience of B1 level learners, particularly in terms of grammar proficiency?
4. Why is differentiated instruction crucial for B1 level learners, and how does it address individual learning needs?
5. How does the integration of technology, such as educational apps and online platforms, enhance grammar instruction for B1 level learners?
6. Why is the incorporation of authentic cultural content considered an effective approach in teaching grammar to B1 level learners?
7. What role do regular feedback and assessment practices play in monitoring the progress of B1 level learners in grammar proficiency?

20. TECHNOLOGIES OF TEACHING LISTENING COMPREHENSION TO YOUNG LEARNERS. (1-4 FORMS)

Plan:

- 1. Teaching Listening Comprehension to young learners.**
- 2. The Innovative Technologies in Teaching Listening Comprehension.**
- 3. CEFR requirements of assessing Listening Comprehension to A1 level learners.**

Keywords: *Listening Comprehension, A1 Level Learners, CEFR Requirements, Simple Spoken Interaction, Familiar Words and Phrases, Visual Support, Short Narratives or Stories*

Teaching Listening Comprehension to young learners

Early language development places a strong emphasis on teaching listening comprehension to young students since it provides the foundation for language acquisition and effective communication. Young students, who are frequently in the early phases of language learning, gain a great deal from a method that is

thoughtfully planned and takes into account their interests, developmental needs, and cognitive capacities.

The main ideas and factors for instructing young students in listening comprehension are covered in the paragraphs that follow. The utilization of interesting and developmentally appropriate materials is a key component of teaching listening comprehension to young students. Youngsters are naturally curious and react favorably to information that is relevant to their experiences and areas of interest. Listening exercises that include songs, stories, and interactive games not only hold their interest but also make learning engaging and relatable.

When introducing audio materials to younger learners, it is imperative to pronounce words slowly and clearly. It's important to pronounce words and phrases clearly because of their developing language skills. In order to ensure that young learners can understand the sounds and nuances of the language being presented, teachers should be aware of their pace and enunciation.

For the purpose of improving listening comprehension, visual assistance is essential. Visual aids that supplement auditory input, like pictures, illustrations, and gestures, are beneficial for younger learners. Visual aids promote a comprehensive understanding of the language by giving context, reinforcing vocabulary, and assisting kids in connecting spoken words with their meanings.

The best way to strengthen comprehension skills is through interactive listening exercises. When they are actively involved in the learning process, young learners flourish. Activities that ask them to answer questions, obey directions, or finish tasks based on auditory input not only improve comprehension but also stimulate language use and participation. When teaching listening comprehension to young students, repetition and reinforcement are essential components. Children can gain familiarity with language structures and solidify their understanding by repeating instructions or important phrases. Over time, this repetition helps with language acquisition and memory retention.

Narration and storytelling are effective techniques for contextualizing and engrossing language learners. Stories captivate children by nature, and they offer a structure for understanding language. By captivating the imagination of young learners with stories, language becomes more memorable and applicable to their experiences. Making use of rhymes and music enhances the listening comprehension process even more. For young learners, musical elements improve memory and rhythm, which helps them remember language patterns. Songs and rhymes bring a playful and creative element to listening exercises, which enhances the learning atmosphere.

When designing listening comprehension exercises for younger students, it is crucial to choose topics that are easy to understand and well-known. Children who are familiar with the subject matter are more likely to relate to it, which

improves comprehension and helps them make meaningful connections between language and their everyday lives

Young learners are tech-savvy, so integrating technology into listening exercises makes sense. Dynamic and captivating listening experiences are offered through interactive websites, multimedia tools, and educational apps. Children's attention can be piqued and a variety of learning styles can be met with technology-enhanced activities, which makes learning more engaging and fun.

Shared storytelling and circle discussions are two examples of group activities that encourage social interaction and cooperative learning. Through peer interaction, thought sharing, and group participation in language learning, these activities foster a supportive environment for young learners. Play-based assessment brings a lighthearted and casual element to the evaluation of listening comprehension. Games, puzzles, and practical exercises can be used as engaging evaluation techniques that reveal information about young learners' comprehension without putting them under duress.

When choosing listening materials, cultural sensitivity makes sure that the content represents a range of viewpoints and respectfully introduces kids to a variety of cultural elements. From a young age, this method cultivates an appreciation for linguistic and cultural diversity. Strengthening the link between classroom learning and home environments is achieved by offering suggestions for at-home listening activities to parents in order to encourage their involvement. In order to promote listening comprehension skills outside of the classroom and contribute to a comprehensive language development experience, parents are essential.

In conclusion, teaching listening comprehension to young students necessitates a careful and customized approach that takes into account their interests, developmental stage, and distinct learning styles. Teachers can establish a productive and positive learning environment that builds the foundation for future language proficiency by utilizing age-appropriate strategies, interactive activities, and engaging materials.

The Innovative Technologies in Teaching Listening Comprehension

A1 level students, who are at the beginning level of language proficiency, need to be taught listening comprehension. This requires careful selection of cutting edge technologies that support their basic language skills. Here, we examine a range of cutting-edge tools that can improve the way listening comprehension is taught to A1 students while creating a safe and stimulating learning environment.

Basic Audio Apps: Customized audio apps for A1 students include simple stories, vocabulary pronunciation, and brief dialogues as basic listening exercises. These apps emphasize slow-paced, easily understood audio content, making it

ideal for beginners to follow along. Interactive elements, such as answering questions or repeating phrases, make learning more approachable and interesting.

Digital Storybooks with Audio: For A1 students, digital storybooks with audio narration can be very beneficial. With the help of these interactive e-books, which combine auditory and visual stimuli, students can follow the text as they listen to the narration. Underlining words as they are said helps with vocabulary development and comprehension by strengthening the link between written and spoken language.

Activities with Interactive Whiteboards: For A1 students, using interactive whiteboards in the classroom can improve their listening comprehension. Simple audiovisual materials, like quick films or animated snippets, can be presented by teachers with comprehension exercises. This technology makes listening exercises more approachable for novices by enabling visual reinforcement and group participation.

Speech Recognition Apps: A1 students can improve their listening and pronouncing skills by using speech recognition apps that are geared for beginners. With the help of these apps, students can practice repeating words, and the technology offers pronunciation accuracy feedback. By including speech recognition into listening exercises, instructors can improve their interactive quality while also assisting students in developing clear auditory recognition skills.

Interactive Vocabulary Learning Platforms: By providing audio assistance, vocabulary learning platforms can help A1 students make the connection between spoken and written words. These websites frequently have audio snippets for every vocabulary word, so students can hear how it should be pronounced. Interactive tests and games help students improve their listening comprehension while acquiring new vocabulary.

Apps for Visual Storytelling: Designed with A1 learners in mind, these apps blend audio and visual components with straightforward narratives. These apps frequently have interactive elements that allow users to click on images to hear the words or phrases that correspond with them. The interactive features add to the enjoyment of the learning process, while the visual context aids in comprehension.

Digital Flashcards with Audio: For A1 students, digital flashcard applications that have been improved with audio pronunciation are helpful. Usually, these flashcards have the associated terms' written pronunciations, images, and audio pronunciations. The simultaneous support of vocabulary development and listening comprehension is provided by the combination of visual and auditory cues.

Gamified Language Learning Apps: Interactive games are used in gamified language learning apps to provide listening comprehension exercises.

These games frequently involve spoken instructions or audio cues, which force players to pay attention and react. The gamified method enlivens the educational process and encourages active participation in listening tasks from A1 students.

In conclusion, cutting-edge tools designed with A1 students' needs in mind can greatly improve listening comprehension instruction. Teachers can create a supportive and engaging environment that helps beginner language learners develop foundational listening skills by incorporating simple audio apps, digital storybooks, interactive whiteboard activities, speech recognition apps, vocabulary learning platforms, visual storytelling apps, digital flashcards, and gamified language learning apps.

CEFR requirements of assessing Listening Comprehension to A1 level learners

In order to guarantee that assessments of listening comprehension for A1 level learners under the Common European Framework of Reference for Languages (CEFR) correspond with their basic language proficiency, particular considerations must be made. Guidelines for assessing listening comprehension at the A1 level are provided by the CEFR, with an emphasis on the foundational skills of novices. The following CEFR criteria must be met in order to evaluate listening comprehension at the A1 level:

Basic Speech Communication: Learners enrolled in A1 courses should exhibit the capacity to comprehend basic spoken exchanges, including salutations, inquiries, and brief phrases. Listening to recorded dialogues or conversations that mimic real-world situations may be a requirement for assessments. Students must be able to understand the main ideas and respond appropriately.

Recognition of Known Words and Phrases: Tasks requiring A1 students to recognize words and phrases in spoken language should be included in assessments. This could entail hearing vocabulary linked to everyday subjects like colors, numbers, family members, and activities. In context, learners ought to be able to identify and comprehend these fundamental components.

Recognition of Basic Instructions: Students enrolled in an A1 course should be able to identify and adhere to basic spoken instructions. Short instructions pertaining to everyday tasks or classroom assignments may be heard during assessment tasks; students must be able to comprehend and carry out the instructions.

Basic Question Comprehension: Exams should gauge how well A1 students can understand fundamental questions when they are asked aloud. Questions about preferences, common activities, or personal information may be asked. Students ought to be able to comprehend the questions and give pertinent answers.

Connecting Spoken Words or Phrases to Corresponding Visuals: Activities that require matching spoken words or phrases to corresponding visuals can evaluate the listening comprehension of A1 students. This could involve choosing the appropriate objects or images from a list of options after listening to brief descriptions.

Simple Storytelling: Students enrolled in an A1 course should be able to listen to and comprehend short stories or simple narratives. Exams may require you to listen to a short narrative and respond to questions about the key characters or events. This evaluates their comprehension of a simple plot.

Recognition and Understanding of Basic Vocabulary in Context: The main focus of assessments should be on A1 learners' comprehension and recognition of basic vocabulary in context. This entails hearing spoken phrases or brief passages and deciphering the meanings of significant words in light of the larger context.

Listening to Brief Conversations: The ability of A1 students to comprehend brief conversations or dialogues should be evaluated. This could entail paying attention to what speakers are saying, answering inquiries, or reacting correctly in light of the information being shared.

Demonstration of Global Understanding: Learners should be able to demonstrate a global understanding of simple spoken content in order to pass the A1 level assessments. This is understanding the major points and essential details of spoken passages or dialogues, even in cases where comprehension of finer details is constrained.

Use of Visual Support: Visual aids or prompts can be used to improve comprehension and support A1 students during assessments. By doing this, instructors can make the connection between the spoken material and visual cues, leading to a more comprehensive comprehension of the subject matter.

When evaluating listening comprehension for learners at the A1 level, it is important to adhere to these CEFR requirements to make sure the assessments are appropriate for their basic language skills. The practical application of listening skills in everyday communication and real-world situations should be reflected in assessments, providing a solid foundation for language development.

Questions:

1. How does the CEFR recommend assessing simple spoken interaction for A1 level learners in listening comprehension?
2. What specific task is suggested for assessing A1 learners' ability to identify familiar words and phrases in spoken language?
3. In listening comprehension assessments at the A1 level, what is the focus when evaluating the recognition of simple instructions?

4. What type of questions should A1 learners be able to comprehend and respond to according to the CEFR requirements for listening comprehension?
5. How might assessments test A1 learners' ability to match spoken words or phrases to corresponding visuals?
6. What skill is evaluated when A1 learners listen to short narratives or stories in listening comprehension assessments?
7. Why is the use of visual support emphasized in listening comprehension assessments for A1 level learners according to the CEFR?

21. TECHNOLOGIES OF TEACHING LISTENING COMPREHENSION TO A2 LEARNERS. (5-9 FORMS)

Plan:

- 1. Teaching Listening Comprehension to A2 learners.**
- 2. The Innovative Technologies in Teaching Listening Comprehension.**
- 3. CEFR requirements of assessing Listening Comprehension to A2 level learners.**

Keywords: *Listening Comprehension, A2 Level Learners, Innovative Technologies, Short Spoken Narratives, Visual Support, CEFR Requirements, Formative Assessment Practices*

Teaching Listening Comprehension to A2 learners.

Acknowledging A2 students' intermediate language proficiency and applying useful techniques to improve spoken language comprehension are key components of teaching listening comprehension. This essay examines important issues and instructional strategies for teaching A2 level students listening comprehension.

Learners at the A2 level have advanced beyond the foundational language abilities of novices and can now comprehend and construct increasingly intricate sentences. Building on their prior knowledge while introducing more complex linguistic elements is crucial when teaching listening comprehension to A2 students.

Giving A2 students a variety of real and authentic listening resources is an important tactic. These might be recordings of casual talks, interviews, radio shows, or basic podcasts. Learners are exposed to a variety of accents, speaking styles, and real-life language use through authentic materials, which helps them develop a more comprehensive understanding of spoken language.

When teaching A2 level students about listening comprehension, interactive activities are essential. Incorporating role-playing, interactive exercises utilizing

audio clips, and discussions can improve students' comprehension and interpretation of spoken language. These exercises establish a lively learning atmosphere that promotes involvement and strengthens comprehension abilities.

Making use of technology is an additional useful strategy. A2 students, who are frequently accustomed to using digital tools, can gain from using educational apps, online resources, and multimedia tools that focus on listening comprehension. An interactive learning environment that includes components like interactive transcripts or quizzes can better engage learners and cater to their tech-savvy needs.

At the A2 level, strategic vocabulary development is essential. Instructors ought to choose listening resources that introduce students to a variety of words related to their hobbies and everyday lives. Prioritizing the teaching of essential vocabulary and establishing context prior to listening exercises can improve the comprehension of A2 students and aid in their language development as a whole.

Teaching listening comprehension to A2 learners requires differentiated instruction because of the wide range of language proficiency levels in the class. Every learner can advance at a suitable pace if tasks are customized to meet their needs and extra challenges or support are offered.

Consistent evaluation and feedback procedures are essential for tracking the listening comprehension development of A2 students. They are developed through quizzes, formative evaluations, and helpful criticism on listening exercises. Evaluations ought to concentrate on both identifying particular words and grammatical structures in spoken language as well as comprehending the key concepts and details.

To sum up, teaching listening comprehension to students at the A2 level entails using real-world resources, interactive exercises, technology, deliberate vocabulary development, differentiated instruction, and frequent evaluations. Through targeted and engaging strategies that address their intermediate language proficiency, educators can help A2 learners move toward more advanced listening skills and overall language proficiency.

The Innovative Technologies in Teaching Listening Comprehension

The teaching of listening comprehension to students at the A2 level can be greatly improved by incorporating cutting-edge technologies. Intermediate-level A2 students can gain from a range of tech-based resources and programs that enhance their listening abilities. This essay examines cutting-edge tools that are especially useful for teaching A2 level students listening comprehension.

Interactive Listening Apps: Educational apps created especially for listening comprehension provide activities, tests, and interactive exercises suited to A2 proficiency. These applications frequently include comprehension questions

with audio content, giving students a safe and interesting setting in which to practice listening. These interactive apps help A2 students improve their listening abilities at their own pace.

Speech Recognition Technology: For A2 students trying to get better at listening and pronouncing words correctly, speech recognition software can be a very helpful tool. Speech recognition interactive platforms let students hear and compare how they pronounce words with native speakers. With the aid of this technology, A2 students are encouraged to concentrate on speaking and listening clearly.

Podcasts and Audiobooks: By providing A2 learners with access to podcasts and audiobooks in the target language, they can expose them to real spoken language in a variety of settings. A vast array of topics are covered by podcasts, and students can select content based on what interests them. The ability of A2 learners to comprehend various accents, intonations, and conversational styles is improved through listening to native speakers in authentic settings.

Interactive Video Platforms: For A2 students, video platforms with interactive elements like transcripts, embedded quizzes, and subtitles can be useful. Viewing videos of interviews, short documentaries, or events from everyday life reinforces comprehension by providing visual aids in addition to audio. A dynamic and captivating learning experience is provided by the interactive elements. Language Learning Software with Listening Components: A2 learners may find it helpful to utilize all-inclusive language learning software that has dedicated listening comprehension modules. These platforms frequently offer comprehension exercises, vocabulary reinforcement, and structured listening exercises. The software's interactive features help A2 students improve their listening abilities in a directed way.

Platforms for Adaptive Learning: These platforms leverage artificial intelligence to customize learning experiences according to each learner's performance and progress. Individualized listening activities that adjust to the strengths and weaknesses of A2 students are beneficial. By offering focused practice, these platforms make sure that students concentrate on their areas that still need work. To put it briefly, interactive apps, voice recognition, podcasts, interactive videos, language learning software, immersive technologies, and adaptive learning platforms are some of the cutting edge technologies used to teach listening comprehension to students at the A2 level. By incorporating these technologies into language training, teachers can better meet the varied learning styles of A2 students and provide them with interesting and practical methods for improving their listening comprehension.

CEFR requirements of assessing Listening Comprehension to A2 level learners

According to the Common European Framework of Reference for Languages (CEFR), evaluating listening comprehension for students at the A2 level entails taking into account particular standards suited for their intermediate language ability. In order to ensure a thorough evaluation of students' abilities, the CEFR offers guidelines for assessing listening skills at the A2 level. The following CEFR criteria must be met in order to evaluate listening comprehension at the A2 level: Situational Listening in Daily Life: Evaluate students' comprehension of spoken language in naturalistic settings. Common situations like greetings, introductions, directions, and fundamental social interactions from everyday life should all be included in listening exercises.

Acknowledgment of Known Words and Phrases: Assess the ability to identify known words and phrases in spoken discourse. A2 students should emphasize their familiarity with everyday language by showcasing their ability to recognize and understand commonly used vocabulary and expressions. Brief Narratives or Dialogues: Incorporate brief spoken narratives, dialogues, or discussions into your evaluations.

In order to extract important details and grasp the main idea of a spoken narrative or dialogue, A2 students should be able to follow and understand simple narratives or dialogues that cover common topics. Assessing students' ability to comprehend spoken instructions or information that has been repeated or rephrased involves repetition and rephrasing. The same information may be presented in different ways to A2 learners, so assessments should measure how well they can repeat and rephrase information to understand its meaning.

Context Clues and Visual Support: Include context clues or visual support in listening exercises. When spoken content is accompanied by pictures, straightforward diagrams, or contextual details, A2 learners are better able to draw connections and comprehend spoken language.

Multiple Choice and Matching Tasks: Create evaluations with matching exercises or multiple-choice questions. In order to demonstrate their comprehension of spoken content, A2 students should be able to select the appropriate response or match spoken information to corresponding visuals or written prompts.

Paying Attention to Particular Information: Assess the capacity to listen in a particular context for particular information. In order to demonstrate their accuracy in extracting pertinent information, A2 students should be able to recognize specifics from spoken passages, such as names, numbers, or important facts.

Recognizing Basic Instructions: Evaluate your ability to understand simple spoken instructions. When it comes to daily tasks, routines, or activities, A2

learners should be able to follow basic oral instructions, demonstrating their comprehension and appropriate response skills.

It is recommended to incorporate tasks that evaluate sequential understanding. In order to show that they can understand spoken content in an orderly fashion, A2 students should be able to follow the flow of events or information in spoken discourse.

Formative Assessment Practices: Use formative assessment techniques to give A2 students continuous feedback. Ongoing assessment of listening comprehension enables focused instruction and support. Formative evaluations ought to be created with particular difficulties in mind, assisting students in honing their listening abilities as they progress through their language learning process.

By conforming to these CEFR requirements, assessments can be made sure to match the developmental stage of A2 learners, giving a complete picture of their proficiency in various language domains related to listening comprehension. The evaluations ought to take into account how listening skills are actually used in daily interactions and situations.

Questions:

1. How can listening tasks be designed to reflect everyday situational contexts, ensuring A2 learners can understand and respond appropriately to common interactions?
2. In what ways can visual support and context clues be effectively integrated into listening assessments for A2 learners to enhance their understanding of spoken language?
3. Why is it important to include short spoken narratives or dialogues in assessments, and how does this contribute to A2 learners' overall listening comprehension?
4. Discuss the significance of repetition and rephrasing in assessing A2 learners' listening skills. How does this approach cater to their language development at this proficiency level?
5. How might multiple-choice questions and matching exercises be structured to effectively evaluate A2 learners' ability to comprehend and respond to spoken information?
6. What role do formative assessment practices play in supporting A2 learners' development of listening comprehension skills, and how can these assessments be tailored to address specific challenges?
7. Explain the importance of assessing sequential understanding in listening comprehension tasks for A2 learners. How does this skill contribute to their overall proficiency in comprehending spoken discourse?

22. TECHNOLOGIES OF TEACHING LISTENING COMPREHENSION TO B1 LEARNERS. (10-11 FORMS, ACADEMIC LYCEUMS, AND VOCATIONAL COLLEGE STUDENTS)

Plan:

- 1. Teaching Listening Comprehension to B1 level learners.**
- 2. The Innovative Technologies in Teaching Listening Comprehension.**
- 3. CEFR requirements of assessing Listening Comprehension to B1 level learners.**

Keywords: *Teaching Listening Comprehension, B1 Level Learners, Interactive Listening Apps, Podcast Analysis Projects, Virtual Reality (VR) Listening Environments, Linguistic Diversity Exercise, Role-Playing and Simulations, Peer-to-Peer Listening Exchanges, Authentic Listening Materials, Assessment*

Teaching Listening Comprehension to B1 level learners

It takes a calculated approach to advance the listening comprehension skills of B1 level students, who have reached an intermediate level of English proficiency. The teaching strategies used at the B1 level should be in line with the students' language proficiency, as they should be able to comprehend spoken language's essential concepts and details. This essay examines important tactics and factors to take into account when instructing B1 level students in listening comprehension. Using genuine materials is one important tactic. Exposure to real-life conversations, interviews, and discussions that mirror the language as it is naturally spoken is beneficial for B1 learners. With the help of authentic materials, students can practice various accents, tones, and speech patterns, preparing them for a variety of real-world listening situations.

Exercises involving active listening are essential to B1 level instruction. By asking them to listen for specific information, answer questions, and take part in discussions, these exercises help students become more engaged. B1 students who actively engage with the material improve their capacity to decipher spoken language and contribute more skillfully to discussions.

Multimedia resource incorporation is another successful strategy. With their higher level of proficiency, B1 students can gain from audiovisual resources like podcasts, online interviews, and video clips. These resources offer a multimodal experience that improves understanding and exposes users to a variety of linguistic elements.

It is crucial to explicitly teach listening strategies to B1 students in order for them to develop into proficient listeners. It is important to teach and practice strategies like inference-making, summarizing, and prediction. These techniques

can help B1 students improve their comprehension abilities and boost their self-assurance in their capacity to comprehend spoken language.

For students at the B1 level, technology integration is still a useful teaching tool for listening comprehension. Because B1 learners are digital natives, interactive online courses, multimedia presentations, and educational apps make learning more dynamic and interesting. These resources can provide instant feedback in addition to more practice opportunities.

Activities in pairs and groups encourage cooperative learning and give B1 students the chance to debate and share how they understand spoken material. Collaborative tasks foster communication, facilitate the use of language, and increase learners' comfort levels in comprehending and reacting to spoken English.

To measure the listening comprehension progress of B1 learners, regular formative assessments are necessary. These evaluations may consist of oral presentations, short-answer questions, and listening tests. Constant feedback enables teachers to modify their pedagogical approaches to target particular difficulties and further assist students in their language development process.

All things considered, teaching listening comprehension to students at the B1 level entails the use of real materials, active listening activities, multimedia tools, strategies that are explicitly taught, technology integration, group projects, and frequent formative evaluations. By using these techniques, teachers can establish a thorough and productive learning environment that improves B1 students' comprehension of spoken English.

The Innovative Technologies in Teaching Listening Comprehension

Teaching listening comprehension to B1 level students with innovative techniques aims to make the learning process dynamic, engaging, and productive. Since B1 students have reached an intermediate level of proficiency, these strategies take advantage of their current language skills while pushing them to improve their listening comprehension. This essay investigates cutting-edge methods for instructing B1 level students in listening comprehension.

Mobile apps with interactive exercises for practicing listening comprehension are known as interactive listening apps. After listening to dialogues, interviews, or narratives, B1 level students can use these apps to gauge their understanding with interactive tests and activities.

Podcast Analysis Assignments: Give students the task of evaluating and debating particular episodes of podcasts, with an emphasis on key concepts, illustrative details, and general understanding. B1 students can improve their listening skills while working together, hearing different points of view, and honing critical thinking techniques.

Digital storytelling is the process of producing audiovisual narratives or digital stories that demand attentive listening from students and imaginative responses. In order to develop listening skills in a creative setting, B1 students can take part in telling original stories or reacting to ones that already exist.

Virtual Reality (VR) Listening Environments: Students can practice listening to a variety of simulated situations and experience a variety of scenarios in these immersive virtual environments. Realistic environments, like online cafés or job interviews, help B1 students improve their understanding of spoken language in context.

Linguistic Diversity Exercises: To enhance students' comprehension of linguistic diversity, engage them in activities that introduce them to a range of English accents, dialects, and speech patterns. For the purpose of getting ready for real-world language interactions, B1 students can participate in listening activities featuring speakers from various geographical areas.

Role-playing and simulations: Setting up situations in which students adopt personas and participate in role-playing dialogues that call for appropriate responses and careful listening. Students at the B1 level can get experience listening in dynamic settings, which will help them understand and react more skillfully in various settings.

Providing opportunities for students to hear presentations, conversations, or recorded speeches from their peers is known as peer-to-peer listening exchanges. Different listening experiences in the classroom can help B1 students by promoting teamwork and exposing them to a range of speaking elocutions.

These cutting-edge methods improve the listening comprehension abilities of B1 level students by utilizing technology, creativity, and practical applications. Teachers can design a dynamic and productive learning environment that meets the unique requirements and interests of B1 students by implementing these strategies.

CEFR requirements of assessing Listening Comprehension to B1 level learners

Assessing listening comprehension for B1 level learners within the Common European Framework of Reference for Languages (CEFR) involves considering their intermediate proficiency and ensuring that assessments align with their developmental stage. Here are the CEFR requirements for assessing listening comprehension at the B1 level.

Authentic Listening Materials: Real-life audio recordings or conversations reflecting natural language use. B1 learners should be assessed on their ability to understand main ideas, details, and specific information from authentic listening materials.

Variety of Accents and Dialects: Inclusion of diverse English accents and dialects in listening assessments. Assessments should expose B1 students to different accents to ensure they can comprehend English spoken in various regional or international contexts.

Listening for Specific Information: Tasks that require B1 learners to extract specific details or information from the listening material. Assessments should evaluate the ability to identify key details, such as names, dates, or specific facts, from spoken content.

Inferential Listening Tasks: Assessments that measure B1 students' ability to make inferences or draw conclusions from the information presented. Tasks may involve understanding implied meanings, intentions, or opinions expressed in the listening material.

Listening and Responding: Tasks that require B1 learners to respond orally or in writing based on what they have heard. Assessments should gauge the ability to provide relevant responses, whether in the form of spoken answers, short paragraphs, or written summaries.

Sequential Information Processing: Assessments that evaluate B1 students' capacity to process information sequentially, understanding the order or sequence of events. Tasks may involve arranging events in the correct order or summarizing a narrative in chronological sequence.

Listening to Different Text Types: Including a variety of text types, such as interviews, conversations, narratives, or announcements, in listening assessments. Assessments should expose B1 learners to different spoken genres to ensure they can comprehend various communication styles.\

By adjusting to these CEFR requirements, assessments can effectively evaluate B1 level learners' listening comprehension skills, providing insights into their ability to understand spoken English across diverse contexts and scenarios.

Questions:

1. How can interactive listening apps enhance the listening comprehension skills of B1 level students?
2. In what ways can podcast analysis projects contribute to the development of listening abilities in B1 learners?
3. Explain the role of virtual reality (VR) listening environments in providing immersive experiences for B1 students.
4. How does linguistic diversity exercise benefit B1 learners in expanding their understanding of different English accents and speech patterns?
5. Describe the advantages of incorporating role-playing and simulations in teaching listening comprehension to B1 level students.
6. How can peer-to-peer listening exchanges within the classroom contribute to a dynamic and collaborative learning environment for B1 learners?

7. Why is it important to include a variety of authentic listening materials in assessments for B1 level students, and how does it impact their overall comprehension skills?

23. THEME: TEACHING SPEAKING TECHNIQUES FOR STUDENTS IN GRADES 1-4

Plan:

- 1. Speaking as a goal and means of education**
- 2. Types of speech, main mechanisms, methods of their formation and development**
- 3. Difficulties in teaching students to speak**
- 4. A System of exercises in the formation of speech**
- 5. Application of game technologies in teaching speaking**
- 6. CEFR requirements and assessment for teaching students to speak**

Keywords: *Speaking Skills, Fluency, Pronunciation, Vocabulary, Grammar, Articulation, Intonation, Confidence, Types of Speech, Role-play, Pair work*

In the modern world, effective communication skills are crucial for success. It is our duty as educators to support students in becoming proficient speakers. We will examine a variety of methods and approaches to teaching speaking skills in this lecture.

Speaking is a goal in and of itself as a teaching tool. Students can engage in meaningful interactions with others and express their thoughts, ideas, and emotions through speaking. Speaking well is essential for social interactions, academic achievement, and future employment opportunities. Pupils with strong communication skills are more likely to thrive academically, form enduring relationships, and lead fulfilling careers.

We must examine the various forms of speech and the primary mechanisms underlying their formation and development in order to comprehend the significance of teaching speaking abilities. There are many different kinds of speech, including narrative, descriptive, and conversational speech. Every kind has distinct traits and objectives. We can assist students in acquiring the abilities needed to communicate successfully in a variety of situations by helping them comprehend these kinds.

Fluency, grammar, pronunciation, and vocabulary are the primary processes involved in producing speech. Students can choose appropriate words with the aid of their vocabulary, and they can correctly construct sentences with the aid of grammar. Clear communication depends heavily on pronunciation, and fluency

guarantees fluid and conversational speech. By emphasizing these mechanisms, we can help students advance their speaking abilities.

Teaching speaking skills can be difficult because of the obstacles that students may encounter. Students' willingness to speak and confidence in expressing themselves are frequently hampered by shyness, a limited vocabulary, and a fear of making mistakes. Nonetheless, we can assist students in overcoming these challenges and developing into more assured speakers with the appropriate techniques and assistance.

We will look at a set of exercises in this lecture that help form and improve speech. We'll talk about a step-by-step method that begins with simple words and sentences and works its way up to more intricate talks and presentations. We will also look at role-plays and dialogues, grammar drills, pronunciation exercises, and vocabulary development exercises.

We will also look into how game technologies can be used to teach speaking. Playing games can make the classroom lively and engaging, which encourages students to take part fully and communicate authentically. We'll talk about a variety of speaking exercises that can be used in the classroom to enhance student engagement and learning outcomes.

The CEFR (Common European Framework of Reference for Languages) requirements and assessment for teaching students to speak will be covered in our final section. Setting objectives, giving constructive criticism, and assessing students' speaking progress will all be made easier with an understanding of the CEFR proficiency levels and assessment techniques.

We can build a nurturing and stimulating learning environment that encourages the development of our students' effective speaking abilities by putting these methods and strategies into practice. Let's explore speaking technique instruction and give our students the tools they need to become fluent and self-assured communicators.

Speaking as a Goal and Means of Education

Speaking is a goal in and of itself as a teaching tool. It is critical to the learning process and to the general development of the students. Let's examine the benefits of speaking in the classroom and how it can improve student learning.

Speaking as a Goal: Effective speaking is essential for success in the classroom, in social situations, and in one's future employment. Speaking is an essential learning objective for the following reasons:

Speaking enables students to effectively articulate their thoughts, ideas, and opinions. It allows them to express their creativity and share what they understand about a variety of subjects.

Speaking abilities allow students to take an active part in group projects, debates, and discussions in the classroom. They can listen to others, express their opinions, and hone their critical thinking abilities by speaking.

Presenting Information: Delivering speeches, reports, and presentations requires the ability to speak. Academic and professional success is more likely for students who can communicate ideas clearly and confidently.

Speaking as a Means: Speaking also serves as a means of education, enhancing the learning process in various ways:

- Reinforcing learning: Students strengthen their knowledge and solidify their comprehension when they converse about a subject. They can process information, arrange their ideas, and draw connections between ideas when they speak.

- Speaking to students encourages active engagement in the learning process. It motivates people to exercise critical thought, pose inquiries, and look for explanations. By speaking, students move from being passive information consumers to active participants.

- Speaking with others encourages students to work together and have productive conversations. They are able to collaborate, exchange ideas, bargain, and find solutions thanks to it. These abilities are necessary for both future success in the workplace and teamwork.

To sum up, speaking serves as a goal and a method of instruction. It gives students the confidence to communicate effectively, express themselves, and participate in discussions. Furthermore, speaking strengthens information, encourages participation, and promotes teamwork, all of which improve learning. Speaking instruction should be given top priority so that students have the skills necessary to excel in the classroom and in their future endeavors.

Types of Speech, Main Mechanisms, Methods of their Formation and Development:

It's critical to comprehend the various speech forms, the primary mechanisms underlying speech production, and the techniques for honing and enhancing speaking abilities in order to instruct students in speaking effectively. Let's take a closer look at each of these features:

Speech Types: There are a variety of speech forms that students must become proficient in. Among them are:

Conversational Speech: This category of speech consists of casual exchanges and daily discussions. It emphasizes casually expressing thoughts, beliefs, and personal experiences.

Speaking in a descriptive manner entails giving in-depth explanations of individuals, locations, things, or occasions. It supports students' vocabulary growth, use of descriptive language, and ability to conjure up vivid images in their minds.

Narrative Speech: This type of speech tells tales or narrates events. It aids in the development of students' sequencing, narrative structure usage, and storytelling abilities.

Presentational Speech: This type of speech entails making formal speeches or presentations. Students must effectively engage the audience, use persuasive language, and organize their thoughts.

Principal Mechanisms of Speech Production: A number of crucial mechanisms are involved in speech production, all of which support clear communication. Among these mechanisms are:

Vocabulary: Choosing the appropriate words and effectively communicating ideas depend on having a solid vocabulary. Pupils must acquire a broad vocabulary covering a variety of subjects and situations.

Grammar: Grammar gives sentences their structure and set of rules. For their ideas to be understood clearly, students must comprehend grammar and use it correctly.

Pronunciation: Proper sound articulation, stress, intonation, and rhythm are all important components of pronunciation. It guarantees that students' speech is understandable to others and is clear.

Fluency: The capacity to speak freely and smoothly is referred to as fluency. It entails speaking at a natural tempo, utilizing the right fillers, and creating connections between sentences.

Methods of Formation and Development: To help students develop their speaking skills, we can employ various methods and strategies. Some effective methods include:

Modeling: Teachers can model correct pronunciation, intonation, and sentence structures for students to imitate. This helps students internalize the correct language patterns and develop their speaking skills.

Repetition: Repetition involves practicing specific words, phrases, or sentences multiple times. It helps students improve their pronunciation, fluency, and overall speaking confidence.

Guided Practice: Guided practice provides structured opportunities for students to practice speaking in a supportive environment. Teachers can provide prompts, role-play scenarios, or discussion topics to guide students' speaking activities.

Authentic Communication: Encouraging authentic communication involves creating opportunities for students to engage in real-life conversations. This can be done through pair work, group discussions, or interactive activities that simulate real-world situations.

In conclusion, effective teaching requires a thorough understanding of the various speech kinds, the primary mechanisms underlying speech production, and the techniques for forming and honing speaking abilities. We can assist students in improving their speaking abilities across a range of speech types and their general communication skills by utilizing a variety of approaches and offering plenty of practice opportunities.

Difficulties in Teaching Students to Speak:

There are a lot of obstacles to overcome when teaching pupils to speak. It is critical that educators recognize these challenges and put strategies in place to successfully address them. Let's examine some typical challenges encountered when instructing students in speaking and possible solutions:

Shyness and Lack of Confidence: Many students may feel shy or lack confidence when it comes to speaking in front of others. This can hinder their willingness to participate actively in speaking activities. To address this challenge:

Create a supportive and inclusive classroom environment: Foster a positive and non-judgmental atmosphere where students feel comfortable expressing themselves. Encourage mutual respect and active listening among peers.

Gradual exposure: Start with low-pressure speaking activities, such as pair work or small group discussions, before moving on to larger group or whole-class interactions. This allows students to build confidence gradually.

Provide positive reinforcement: Recognize and praise students' efforts and improvements in their speaking skills. Encourage them to take risks and assure them that making mistakes is a natural part of the learning process.

Limited Vocabulary: Students may struggle to express themselves effectively due to a limited vocabulary. To address this challenge:

Vocabulary building activities: Incorporate activities that focus on expanding students' vocabulary. This can include word games, vocabulary exercises, and regular exposure to new words through reading and listening activities.

Contextualized learning: Teach vocabulary in meaningful contexts, such as through discussions, role-plays, or real-life scenarios. This helps students understand how words are used in different situations and enhances their ability to apply them in their own speech.

Word banks and reference materials: Provide students with word banks, dictionaries, or vocabulary reference materials to support their speaking activities. Encourage them to use these resources to find and use appropriate words during discussions or presentations.

Fear of Making Mistakes: Students may be afraid of making mistakes when speaking, which can hinder their willingness to engage in conversations. To address this challenge:

Create a safe and supportive learning environment: Emphasize that making mistakes is a natural part of the learning process and encourage a growth mindset. Foster an environment where students feel comfortable taking risks and learning from their errors.

Provide constructive feedback: Offer specific and constructive feedback to help students improve their speaking skills. Focus on highlighting their strengths and areas for improvement, rather than solely pointing out mistakes.

Encourage self-reflection: Encourage students to reflect on their own speaking abilities and set personal goals for improvement. This helps them take ownership of their learning and motivates them to actively work on their speaking skills.

Lack of Opportunities for Practice: Students may not have enough opportunities to practice their speaking skills outside of the classroom. To address this challenge:

Incorporate speaking activities into daily routines: Integrate speaking activities into regular classroom routines, such as morning meetings, group discussions, or end-of-lesson reflections. This provides consistent opportunities for students to practice speaking.

Homework assignments: Assign speaking tasks as part of homework assignments. This can include recording short speeches, conducting interviews with family members, or participating in online language exchange platforms.

Community involvement: Encourage students to participate in community events or activities where they can engage in real-life conversations. This can include volunteering, joining clubs or organizations, or participating in public speaking competitions.

Through the identification and application of suitable techniques, instructors can assist learners in surmounting obstacles and enhancing their oratory abilities with self-assurance. It's critical to establish a welcoming and inclusive learning atmosphere, give students lots of practice opportunities, and support a growth mindset that pushes them to take chances and learn from their errors.

A System of Exercises in the Formation of Speech:

A methodical approach that emphasizes vocabulary, grammar, pronunciation, and fluency development is necessary to teach speaking skills in an effective way. Let's examine a set of exercises that can be used to help with speech formation:

Vocabulary Development:

Word Association Games: Engage students in word association games where they have to connect words based on their meanings or associations. This helps expand their vocabulary and improves their ability to express ideas accurately.

Picture Descriptions: Provide students with pictures or images and ask them to describe what they see using appropriate vocabulary. This exercise enhances their descriptive skills and helps them develop a wider range of vocabulary.

Vocabulary Journals: Encourage students to maintain vocabulary journals where they can record new words they come across. They can also write example sentences or create word maps to deepen their understanding of word meanings and usage.

Grammar Practice:

Activities for Sentence Formation: Give students sentences that highlight various grammatical structures. Exercises on verb tenses, sentence structures, subject-verb agreement, and sentence connectors can fall under this category. Completing sentences, changing sentences, or coming up with sentences in response to prompts are examples of practice activities.

Guided Grammar Practice: Assist students with grammar exercises by offering precise clarifications and illustrations. This aids in their comprehension of grammar rules and patterns and their application to spoken language.

Pronunciation Drills:

Incorporate phonics activities to assist students in improving their pronunciation abilities. Practice with individual sounds, word stress, intonation patterns, and sentence rhythm can help with this. For focused practice, use apps for pronunciation, tongue twisters, or audio recordings.

Introduce minimal pair exercises to help students practice differentiating between similar sounds that could confuse each other. This enhances their capacity to precisely generate and perceive sounds.

Role-plays and Dialogues:

Participate in role-playing Create role-playing games that mimic everyday occurrences, like placing an order at a restaurant, picking up the phone, or settling a dispute. As a result, students can improve their fluency and conversational skills while practicing speaking in context.

Giving students scripts or dialogues to rehearse and perform is recommended. They gain better intonation, pronunciation, and general speaking abilities as a result. Permit students to alter the dialogues or come up with their own to foster creativity.

Authentic Communication:

Arrange for students to participate in meaningful conversations on a variety of topics through pair work and group discussions. This gives students the chance to communicate authentically and improves their speaking abilities in a motivating and engaging setting.

Presentations: Give students the task of creating and delivering presentations on interesting subjects. Their capacity to effectively present information, organize their thoughts, and speak in front of an audience are all improved by this exercise.

Through the integration of these activities into speaking skills instruction, teachers can offer students a thorough and organized method to enhance their speech formation. For students' speaking skills to advance, it's critical to offer a balance between supervised practice exercises and real-world communication opportunities.

Application of Game Technologies in Teaching Speaking:

Integrating game technologies into the teaching of speaking skills can make the learning process more engaging, interactive, and enjoyable for students. Let's explore how game technologies can be applied in teaching speaking:

Digital Language Learning Apps:

Vocabulary Games: Utilize language learning apps that offer vocabulary games, such as word matching, word puzzles, or flashcards. These games help students practice and reinforce their vocabulary knowledge while having fun.

Pronunciation Games: Use apps that provide pronunciation exercises and games, allowing students to practice individual sounds, word stress, and intonation patterns. These interactive games provide instant feedback and help students improve their pronunciation skills.

Virtual Reality (VR) and Augmented Reality (AR):

Virtual Language Exchanges: Arrange virtual language exchange sessions where students can interact with native speakers or students from other countries using VR or AR platforms. This immersive experience allows students to engage in real-life conversations and develop their speaking skills in a culturally authentic context.

Virtual Field Trips: Take students on virtual field trips using VR or AR technology. This allows them to explore different places, interact with virtual characters, and engage in language-rich conversations. These experiences provide

opportunities for students to practice their speaking skills while expanding their cultural awareness.

Online Language Learning Platforms:

Play Interactive Games for Language Learning: Make use of online language learning resources that provide games that are especially made to help with speaking. These games give students the chance to practice speaking in a gamified setting by frequently incorporating role-plays, dialogues, or simulated conversations.

Multiplayer Language Games: Give students access to games where they can work together with classmates or other language learners to solve puzzles pertaining to language. In a fun and competitive environment, these games encourage speaking skills application, teamwork, and communication.

Gamified Classroom Activities:

Create or utilize board games that include speaking exercises as a component of the gameplay. As the game prompts them, students can alternately respond to questions, describe pictures, or have conversations. This promotes involvement and offers an enjoyable method of honing speaking abilities.

Role-Play Simulations: Create role-playing exercises in which students assume various personas and converse about predetermined situations or subjects. This promotes critical thinking and creativity in the classroom by giving students the opportunity to practice speaking in a realistic setting.

By incorporating game technologies into the teaching of speaking skills, educators can create a dynamic and interactive learning environment that motivates students to actively participate and engage in authentic communication. These technologies provide opportunities for students to practice their speaking skills in a fun and immersive way, ultimately enhancing their language proficiency and confidence in speaking.

CEFR Requirements and Assessment for Teaching Students to Speak

A standardized framework for evaluating language proficiency, including speaking abilities, is provided by the Common European Framework of Reference for Languages (CEFR). Teaching students to speak requires an understanding of the requirements outlined in the CEFR and the application of efficient assessment techniques. Let's examine the CEFR requirements and speaking instruction assessment techniques:

CEFR Proficiency Levels:

A1 (Beginner): At this level, students can engage in basic conversations using simple phrases and expressions.

A2 (Elementary): Students can communicate in familiar situations and handle simple interactions with some fluency.

B1 (Intermediate): Students can express opinions, describe experiences, and engage in conversations on a wide range of topics.

B2 (Upper Intermediate): Students can participate in discussions, express ideas clearly, and understand complex texts.

C1 (Advanced): Students can engage in extended conversations, present arguments, and understand nuanced language use.

C2 (Proficient): Students have near-native proficiency, demonstrating fluency, accuracy, and a wide range of vocabulary.

Assessment Methods:

Oral Presentations: Assign students to prepare and deliver oral presentations on specific topics. Assess their ability to organize ideas, use appropriate vocabulary and grammar, and deliver the presentation effectively.

Interviews: Conduct one-on-one or small group interviews where students respond to questions and engage in spontaneous conversations. Assess their ability to understand and respond appropriately, as well as their fluency and accuracy.

Recorded Conversations: Ask students to record conversations with their peers or native speakers. Assess their ability to engage in meaningful dialogue, use appropriate language functions, and demonstrate effective communication skills.

Role-plays: Assign role-play scenarios where students act out specific situations. Assess their ability to use appropriate language, engage in interactive communication, and demonstrate cultural awareness.

Setting Goals and Providing Feedback:

Goal Setting: Help students set realistic goals for their speaking skills based on the CEFR proficiency levels. Encourage them to track their progress and identify areas for improvement.

Constructive Feedback: Provide specific and constructive feedback to students, highlighting their strengths and areas for development. Offer guidance on pronunciation, vocabulary usage, grammar, and fluency to help them improve their speaking skills.

Self-Assessment: Encourage students to self-assess their speaking skills using the CEFR descriptors. This helps them take ownership of their learning and identify areas they need to focus on.

By aligning teaching practices with the CEFR requirements and implementing effective assessment methods, educators can accurately evaluate students' speaking skills and provide targeted support for their development. This

ensures that students progress in their speaking abilities and meet the desired language proficiency levels.

It is necessary to acknowledge the value of speaking abilities as an educational objective and a teaching tool when introducing speaking techniques to students. Teachers can use efficient techniques to help students improve their speaking skills by having a thorough understanding of the various speech kinds, the key mechanisms underlying their formation and development, and the challenges that they may encounter.

Teaching speaking skills requires a methodical approach to exercises, the integration of game technologies, and alignment with the CEFR assessment requirements. Through the implementation of interactive activities, ample practice opportunities, and technological integration, educators can establish a dynamic and engaging learning environment that cultivates students' confidence and proficiency in speaking.

Additionally, addressing issues like shyness, a limited vocabulary, and pronunciation issues, as well as creating a welcoming and supportive classroom environment, can assist students in overcoming obstacles and effectively developing their speaking abilities.

By putting these techniques and strategies into practice, teachers can help students develop their communication skills so they can thrive in the classroom, on the social scene, and in their future undertakings. Teaching speaking strategies prepares students for a globalized and interconnected world by developing their critical thinking, teamwork, and cultural awareness in addition to providing them with the necessary language skills.

Questions:

1. Why is teaching speaking skills important for students in grades 1-4?
2. What are the different types of speech that students should develop in their early years of education?
3. How can educators help students overcome difficulties in learning to speak, such as shyness or limited vocabulary?
4. What are some effective strategies for creating a supportive environment that encourages students to practice their speaking skills?
5. How can game technologies be incorporated into teaching speaking to make it more engaging and interactive for students?
6. What are the CEFR requirements for assessing students' speaking skills, and how can educators align their teaching practices with these requirements?
7. How can educators provide constructive feedback to students to help them improve their speaking abilities?
8. What are some examples of speaking activities or exercises that can be implemented in the classroom to enhance students' speaking skills?

9. How can educators encourage students to set goals for their speaking skills and track their progress?
10. How does a developing strong speaking skill in early grades benefit students in their academic and personal lives?

24. TECHNIQUES OF TEACHING SPEAKING FOR 5-9 GRADES

Plan:

- 1. The speaking is the main goal of education**
- 2. The types of speaking, the ways of improving them**
- 3. The use of interactive technologies in teaching speaking**
- 4. The requirements and assessment in CEFR for teaching speaking**

Keywords: *speaking, language skills, productive skills, communicative competence, CEFR, levels of language proficiency.* \

Language serves as a medium for thinking and passing down culture from one country or generation to the next. It facilitates interpersonal communication as well. As a result, many nations place a strong emphasis on teaching their citizens languages other than their mother tongue.

English has emerged as the world's most significant foreign language during the past three decades. English is currently the language used for international communication, science, business, advertising, diplomacy, and the transmission of cutting-edge technology. Moreover, speakers of non-overlapping languages have adopted it as a "lingua franca". Furthermore, no language fits the bill for a global language more than English in the "globalization" era we currently live in due to the interdependence of nations and countries. One of the main reasons for the rise in English's significance in Uzbekistan is the language's standing internationally. In fact, proficiency in English has grown to be highly valued for anyone looking for work in Egypt's business, industry, or technology sectors.

As a result, the primary goal of teaching English in secondary schools is to equip students with the language skills necessary to succeed in both the workforce and the demands of postsecondary education. Eventually, then, the requirement for providing secondary stage Uzbek EFL students with Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language.

Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing,

both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker. Speaking is divided into dialogue and monologue. While the latter concentrates on engaging with other speakers, the former concentrates on delivering an interrupted oral presentation. According to Brown and Yule, speaking can also be used for one of two primary purposes: transactional (information transfer) or interactional (maintaining social relationships). In EFL/ESL programs, speaking ability development is crucial.

Nunan (1999) and Burkart & Sheppard (2004) contend that the capacity to converse in the target language is the key to successful language acquisition. Speaking is therefore most likely a top priority for most English language learners. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.

Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language.

Given the significance of improving EFL speaking abilities, it is critical to ascertain what speaking abilities SL/FL learners must obtain in order to communicate with native speakers. It was actually believed that the interactional aspect of spoken language necessitated the speaker's capacity to employ both motor-perceptive skills—which deal with accurately utilizing the language's sounds and structures—and interactional skills, which entail applying the former abilities for the goal of communication.

This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact. In addition, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence"). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

Florez highlights the following skills underlying speaking:

- Accurately applying grammar structures;
- Evaluating the target audience's traits, such as common knowledge, status and power dynamics, or divergent viewpoints;

- Choosing vocabulary that is comprehensible and appropriate for the audience, the subject being discussed, and the context in which the speech is being given;
- Using techniques to improve comprehensibility, such as stressing important words, rephrasing, or asking if the listener understands;
- Keeping an eye on the interaction's progress and modifying elements of speech, like vocabulary, speech rate, and complexity of grammar structures, to maximize listener involvement and comprehension.

Examining all of the speaking skills that were previously discussed in detail highlights the fact that speaking is a highly complex mental activity that is different from other activities in that it demands a lot more effort from the central nervous system. It involves several planning domains and subprocesses. Prior to putting words and phrases together in a syntactically and propositionally appropriate order, the speaker must first retrieve them from memory.

Speaking also takes place in an environment where working memory constraints limit processing power, necessitating automation or routine in every aspect of production. This implies that the speaker needs to consider the information as soon as he hears it. Additionally, speaking entails managing communication under a variety of outside pressures as well as monitoring during and after speech production.

Given the current understanding of speaking as a multifaceted cognitive process and a complex skill, it is crucial to pay closer attention to the aspects of effective instruction that can help SL/FL learners acquire these processes and skills. According to Oprandy and Nunan, the following qualities of effective instruction should be present: It is better to value the whole over the sum of its parts. This implies that the focus should be on the whole rather than the parts in speaking instruction, whether through synthetic or analytical methods.

There should be ample opportunities for interacting to expand their repertoire of experiences with the target language with its various ideational, interpersonal and textual functions for which speech is used. There should be opportunities for learners to practice both linguistic and communicative competencies.

However, despite the importance of developing speaking skills among ESL/EFL learners, instruction of these speaking skills has received the least attention, and many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills.

According to previous research, this may be due to the disparity between the spontaneous nature of the spoken language, and the structuring necessary to rearrange it into an acceptable, and correct form to be learned which causes

problems for both teachers and students. More specifically, problems faced by the teachers include the following:

- Giving each student sufficient time to speak within the constraints of the lesson is not easy especially since many teachers have large classes of students who they must keep control of.

- Teaching speaking requires the focus on each individual student who might have his own phonological and linguistic weaknesses and problems.

This makes speaking instruction a time-consuming process.

Speaking does not lend itself to the kind of tangible evidence that other skills do, which is why feedback is so important. As a result, evaluating speaking takes time and is not useful. Spoken language is composed of brief, frequently fragmented utterances, in contrast to written language.

The usage of general words and phrases, fillers, repetition, disorganized syntax, and overlap between speakers are its defining characteristics. This gives the impression that the instruction is less methodical. Examining psychological, social, and linguistic barriers can shed light on the issues that learners confront. These are listed in the following order by Scarcella & Oxford:

The tension between accuracy and fluency: If a student is allowed to use a new language without correction, he or she may become more confident in speaking it, but their language will still be inaccurate or incorrect.

Lack of confidence: It seems that some students experience uneasiness during their initial hesitant attempts to speak in the language they are learning.

Pronunciation: The most common issues include phonetic misunderstanding, interference from written language, interference from the mother tongue, and neglecting to employ weak forms.

Thus, in the light of the previous constraints speaking is always scarified. Yet, helping learners develop their oral communication skills is important and, even with large classes or difficult teaching situations; it is not something that can be ignored just because it is difficult.

Hence, some research was conducted to investigate the most suitable methods for teaching speaking in EFL contexts. A general review of the different approaches to teaching EFL speaking reveals that two views have dominated: a direct approach and an indirect one. The direct approach includes "skill getting". It is highly controlled and it helps learners focus on specific elements of speaking proficiency that are isolated and practiced. It includes activities such as pattern practice drills, analysis of spoken genre structures, and activities where learners construct rules inductively.

The indirect approach, on the other hand, increases learners' autonomy with a focus on the production of 'authentic' and functional language. The essential focus is on communicative tasks mediated through negotiation and the sharing of information. This is related to concepts such as 'skill using', 'real life, and 'whole task' practice. They include activities such as discussion, information, simulations and talking circles which are utilized to enhance learners' ability to anticipate the kinds of oral communication needs that may arise in conversation management.

Proponents of these two methodological propositions note that the relationship between them is complex. The sole dependence on only one of the above approaches can negatively affect EFL speaking skills. The indirect approach is mainly directed at improving students' ability to achieve communication.

However, it cannot be assumed that achieving communicative effectiveness will set up the necessary conditions that promote the accuracy of production. Thus, the need arises for combining the two models- direct and indirect – in an integrative teaching approach where analytical activities are embedded within communicative tasks to help EFL learners acquire efficient speaking skills.

Essentially, teaching speaking can benefit from communicative tasks, which stand for the indirect approach. Fotos and Finch demonstrated how tasks allow students to practice spontaneous interaction by having them negotiate speaking turns, ask and answer questions, respond to other people's contributions, and use communication strategies. Tasks can foster all three aspects of oral communication, according to Lee and Ellis: interpretation, meaning negotiation, and expression.

But putting too much focus on communication when carrying out tasks raises the possibility of relying more on already-acquired, likely incorrect language, which becomes resistant to change and impedes language development. Furthermore, there is a lack of a clear connection between task-based instruction and foreign language acquisition theory as well as the role that cognitive processes and strategies play in language learning.

Therefore, it becomes necessary to take a direct approach to putting insufficient emphasis on form (accuracy) to facilitate interlanguage development without reducing the naturalness of the communication that tasks can produce. The cognitive approach focuses on task implementation to maximize the chances of focusing on form to accomplish this goal.

Aspects of speaking:

Eventually, it will be necessary to carefully examine and take into account various speaking skill components. These elements present certain difficulties and point out some rules for comprehending this ability; as a result, educational activities are created to get students ready to interact successfully in everyday settings.

Speaking face-to-face: Since most conversations happen face-to-face, speakers can get immediate feedback by asking questions like, "Do listeners understand? Do they agree with each other? Do they have empathy? Thus, body language, gestures, and even facial expressions are all valuable tools in verbal communication. The majority of the time, speaking happens when participants or interlocutors are present.

Speaking is interactive:

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. Turn-taking, a main feature in interaction, is an unconscious part of normal conversation. Turn-takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures.

Speaking happens in real-time:

In conversations, people respond impromptu and spontaneously, thinking as they go and using language to convey this. The speaker's capacity to prepare, arrange, and regulate the language used is impacted by these time constraints. False starts occur when speakers begin speaking and then change their minds in the middle. Neither can the speaker's sentences be as intricate or lengthy as they would be in writing.

Similarly to this, speakers sometimes repeat themselves because they forget what they meant to say or even because they forget what they have already said. This suggests that there are pressures associated with producing speech in real-time, but there are also freedoms to offset these challenges. To help speakers become more fluent and deal with the demands of real-time, formulaic expressions, hesitation devices, self-correction, rephrasing, and repetition can be used.

Introducing students to these elements of spoken discourse helps them make up for any difficulties they may have and improves their oral production. Additionally, it makes them sound more natural when speaking the foreign language.

To better analyze **speaking purposes**, Kingen integrates speaking for both transactional and interpersonal purposes into a lengthy list of twelve categories, which are as follows:

- 1. Personal** - expressing personal feelings, opinions, beliefs and ideas.
- 2. Descriptive**- describing someone or something, real or imagined.
- 3. Narrative** - creating and telling stories or chronologically sequenced events.

4. Instructive - giving instructions or providing directions designed to produce an outcome.

5. Questioning - asking questions to obtain information.

6. Comparative - comparing two or more objects, people, ideas, or opinions to make judgments about them.

7. Imaginative - expressing mental images of people, places, events, and objects.

8. Predictive - predicting possible future events.

9. Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences.

10. Persuasive - changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. Explanatory - explaining, clarifying, and supporting ideas and opinions.

12. Informative - sharing information with others.

It is crucial to emphasize that fostering a positive learning environment revolves around the so-called "joy of teaching" and "joy of learning". As a result, since "interactive methodologies make learning enjoyable and exciting to students and improve their retention, participation, and performance," creating a child-centered and learner-friendly educational environment is becoming increasingly important.

By using interactive methods, teachers can help students become more proficient in language while also fostering "greater attentiveness, interest, and responsiveness" in them. Improving young learners' verbal and cognitive abilities as well as their interest in language and cultural diversity are all part of developing their speaking abilities.

The ability of a teacher to use a variety of strategies—of which interactive cognitive strategies are the most popular because they facilitate the proper acquisition of speaking skills—is correlated with how well they can instruct young students. Enhancing young learners' speaking and listening abilities to participate in the communication process is the main tenet of speaking instruction. A teacher working with children must deal with what are known as mixed-ability groups.

Due to this, a teacher must consider each student's multiple intelligences, including their various personality types, ways of thinking, attention spans, and capacities for information perception and processing. It appears that planning and arranging the educational process differently is necessary when teaching young students.

Experts draw attention to "meaningful practice," which is defined as "an activity where students are required to make meaningful choices when carrying out practice but where language control is still provided". Buhrow and Garcia acknowledge that since children view learning as primarily centered around pursuing their passions and interests, meaningful practice leads to meaningful communication. We think that interactive methods are among the most useful in this regard. It facilitates the development of a welcoming learning environment, dissolves psychological barriers, and produces engaging activities for young students. Within the context of instant messaging, teachers encourage their students to look up information on their own and to participate eagerly and preparedly in communicative situations.

According to Carmen Becker and Jana Roos, speaking in the early language classroom can be sparked by engaging in creative speaking activities in the classroom. Activities like role-playing and simulation should be used in the classroom to help students become more proficient communicators and to make the lessons more engaging and interactive. These activities also help students feel as real as possible.

When creating a learner-friendly, "supportive and nurturing" learning environment, foreign language instructors should be precise and assist students in "becoming confident and enthusiastic communicators." The Common European Framework for the References of Languages is abbreviated as CEFR. And it's the standard by which foreign language learners in Europe and, increasingly, other nations, are currently judged.

The CEFR was first developed by the Council of Europe between 1989 and 1996 as the centerpiece of a project known as "language-learning for European Citizenship." Its primary goal was to offer an approach to language learning, instruction, and evaluation that was relevant to European languages.

The CEFR Levels of Language Proficiency

By formally evaluating and classifying language learners' abilities, the CEFR establishes a consistent approach to measuring language acquisition. Language learners are categorized into three groups: Basic, Independent, and Proficient.

A person who is just beginning their language learning journey and does not yet possess functional language skills is classified as a tourist, A0, or pre-A1. There is less misunderstanding and variation in language learning levels due to the standardization of the CEFR as a unit of measurement. According to the CEFR, a person studying in Italy would have the same level of French proficiency as someone living in Germany at a B2 Level. Learners progress through the phases and into new categories as their language abilities get better.

Students can take the CEFR exams as part of this process, which is intended to gauge their proficiency and monitor their progress toward a target language level. Nonetheless, self-evaluation is a viable (and far simpler) method for language learners to determine how far they have come.

What Is the CEFR Self-Assessment Rubric?

The four domains of the CEFR rubric correspond to different language learning levels. They are speaking, writing, reading, and listening. You can evaluate your own skills using the rubric by looking at your performance in each area. Additionally, the CEFR makes this simple by classifying ability in each category using explicit statements.

Learning a language is not so much a set of precise steps as it is a spectrum. Thus, on this spectrum, an A1 speaker would have a fundamental comprehension of the language. In the same vein, C2 represents the highest level of language proficiency as defined by the CEFR. This is the mastery of language. To put it succinctly, the self-assessment uses a set of easily understood steps to define the boundary between a beginner and a near-native speaker.

A Brief Overview of CEFR Levels of Language Proficiency			
A1	Beginner	500 words	Use and understand basic phrases when speaking slowly.
A2	Elementary	1,000 words	Understand simple expressions and express immediate needs.
B1	Intermediate	2,000 words	Comprehend common issues and improvise discussion.
B2	Upper	4,000 words	Understand complex topics; engage in spontaneous speech.
C1	Advanced	8,000 words	Express ideas fluently and spontaneously without strain.
C2	Mastery	16,000 words	Comprehend virtually everything read or heard.

Questions:

1. What is speaking?
2. How many language skills do you know?
3. What are the receptive skills and what are they?
4. What are the aspects of speaking?
5. What are the speaking purposes?
6. What is CEFR stand for?

25. TECHNOLOGIES OF TEACHING SPEAKING FOR GRADE 10-11 STUDENTS

Plan

1. Speaking is a crucial part of second language learning and teaching
2. Modern technologies in teaching speaking
3. How to use these technologies
4. Conclusion

Keywords: *Communication lab, Speech recognition software, Internet, TELL (Technology Enhanced Language Learning), Podcasting, Quick Link Pen, Quicktionary*

Of all four key language skills, speaking is deemed to be the most important in learning a second or foreign language. Speaking included all other skills of knowing that language. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must mastered in learning foreign language.

Good speaking skills are the act of generating words that can be understood by listeners. According to Brown and Yule, speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. So, teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In the preliminary stage, teachers used tape recorders as a technological device to instruct the students, which later evolved as a communication laboratory.

The integration of technology into language teaching which was started in the early 1960s and 1970s, assisted teachers to teach second language learners how

to speak in the best way possible. Every day teachers are getting access to some new technologies, which join hand with English teaching.

As the conventional teaching method such as the chalk-and-talk method seems to be outdated, modern technologies can be used as a supplement to the classroom teaching method to create a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching.

Modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. New technologies in language learning by multiple intelligences and mixed abilities replace old methods of teaching. Speaking is a crucial part of second language learning and teaching.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Our learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in today's EFL/ESL courses.

Modern technologies in developing speaking skill

Students can be immersed in a range of scenarios and have their playfulness stimulated by technology. With the help of technology, students can interact with others at their own pace, take part in self-directed activities, and benefit from privacy, error correction, and targeted feedback in a safe environment.

Machine-generated feedback is even more valuable because it can identify errors made by the learner and direct them straight to exercises that address those particular errors. Research is beginning to emerge that highlights the significance of qualitative feedback for software. The use of links to find clarifications, extra assistance, and references increases the usefulness of technology.

Modern technologies available in education today are:

- Communication lab
- Speech recognition software
- Internet
- TELL (Technology Enhanced Language Learning)
- Podcasting
- Quick Link Pen
- Quicktionary

How to use these technologies: Communication labs

Software is available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their interest and try to improve their speaking skills, which are essential in this modernized IT world. The usage of headphones in the lab makes the students have an interest in the subject and induces them to repeat again and again instead of feeling boredom.

Speech recognition software

Students' speaking skills can also be improved by using speech recognition software, which translates spoken words into input that computers can understand. The learner can determine whether or not he is reading well by using the device, which detects the accuracy of what was read and then offers positive reinforcement, such as "You sound great!" or an opportunity to try again.

The technology reads less as the user's proficiency increases, allowing the learner to read more. Additionally, this software assesses and scores grammar, pronunciation, and comprehension, and provides the correct forms. For instance, if a student pronounces a word incorrectly, the learning tool can detect it right away and assist in correcting it.

Internet

The term "internet" is widely recognized and utilized by individuals globally. Today's students study English in class by using the Internet. It appears that using the internet for instruction in the classroom is engaging and helps students locate the right resources. It is required of the students to complete the online grammar exercises. We can gather information from a variety of sources for any purpose by using the Internet.

Students can use Skype, MSM Messenger, Google Talk (which was used for online conferences), and other apps to connect with friends and other students and practice speaking more, teacher and even native speakers, these ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live and what is more, on line conferences also enhance intercultural awareness, motivation and raise the level of interaction.

Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts and so on, in this way, students get exposed to a great amount of target language and this helps them develop their speaking skills.

Tell

TELL is the application of the internet, software, and hardware in computers to improve language instruction. It enables students to access all available

technologies to improve their English language learning. Students are permitted to view events happening all over the world, chat, and use online dictionaries.

Podcasting

Podcasts are downloadable or uploadable audio files that aid in a student's familiarization with the target language. Teachers can also use podcasts as helpful audio material for in-class activities such as discussions. Additionally, there are podcasts specifically designed for English as a Second Language (ESL) learners on the web, which can include pronunciation for specific student needs.

Podcasts surely aid in speech development for students. The integration of audio files that allows us to use our resources both inside and outside of the classroom is known as podcasting. Students listen to their preferred music files on iPods. They receive their education through entertainment in a similar manner.

Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it, we can move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enable students and teachers to share information with anyone at any time.

An absent student can download the podcast of recorded lessons and can access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons.

Quick link pen

Quick Link Pen allows learners to copy and store printed text, and Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built-in dictionary. Accessing this type of machine seems to be a more convenient method. Recent developments in machine translations present translation engines like GO Translator and Sablefish.

Quicktionary

It is a pen-like device. It allows the reader to easily scan the word and get its definition and translation on its LCD screen. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension and present a spectrum of speech waves and visual depictions of mouth and tongue movement to ease learning and refine pronunciation.

Due to the backlash of the Russian National Exam in English, it has recently proven challenging to address the task of helping students develop their oral skills. The oral portion of the exam has been restored to its examination status, and as a result, the focus of attention has shifted back to the speaking instruction methodology. Research indicates that the organizational pedagogical technologies of "cognitive dissonance," "information gap," and "logical impasse" can be used to

implement the speech situation, which is the primary technique in teaching oral communication skills.

The goal of these instructional tools is to get students thinking and speaking more. Paradoxically, these techniques boost communication by turning the process of oral communication into a metaphorical “hurdle race” and enhancing the efficiency of teaching speaking.

Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed how technology can be utilized in developing the speaking skills of learners. Different methods for using technology to improve speaking skills were discussed thoroughly. As a result, the following concluding remarks and recommendations can be recorded:

- As technology has developed the incorporation of this medium into the instruction process becomes necessary.

- The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.

- Theory and practice in second language learning can be matched together by the use of modern technology.

- Modern technical ways should be followed for effective learning and teaching of speaking skill.

- English language teachers should encourage their students to use technology in developing their speaking skills.

- Educational institutions should modernize their technical instruction capabilities by using new equipment and laboratories to support the teaching process.

Modern technological tools are much more interesting and provide fun and enjoyable learning, motivating the students, and help them to enhance their language learning in a fruitful way, moreover, these tools help students learn at their own pace and promote autonomy in them.

Questions

1. What kind of process is speaking?
2. When did integration of technology into teaching start?
3. What is teaching speaking?
4. What is called fluency?
5. Can you tell the full form of TELL?
6. What does speech recognition software evaluate?
7. What does podcasting allow students?
8. What allows learners to copy and store printed text, and Internet link?

9. What enables learners to adjust the speech rate of listening materials to assist their comprehension?
10. With the help of we can collect data from various sources for any instruction.

28. THE TECHNIQUES OF TEACHING READING IN (GRADES 10-11, ACADEMIC LYCEUMS AND COLLEGES)

Plan:

- 1. Reading as an aim and the tool of teaching foreign languages.**
- 2. The major steps of teaching reading.**
- 3. The types of reading and the system of activities designed for improving them.**
- 4. The reference and requirements of CEFR for learners' reading skills**

Keywords: *reading skills, extensive and intensive reading, active and passive reading, scanning, skimming, CEFR, diagonal reading*

For many years, raising well-developed human beings has been one of humanity's lofty goals. But none of the world's nations gave that much thought. The wise and learned members of society who had these dreams were the rulers of the nation, who aspired to civilization and education. Among them were our great ancestors who lived in the land of our beloved nation, which is referred to as a "second paradise" where people can live happily ever after birth and with great dignity and status.

The world's population has acknowledged this as the truth. Due to the statehood of Amir Timor, Farabi's society of learned people, Ibn Sino's medicine, Khorazmi's algebra, Beruni's lexicon knowledge, and Ulugbek's universe,

In actuality, the amiable and hardworking multiethnic Uzbek people, who have been producing brilliant minds for centuries, have the noble goal of producing the ideal human being for Uzbekistan's promising future. For this reason, during the early years of independence, it became necessary to reform a number of systems, including education, science, and upbringing, in order to handle any skill or profession that arose in society.

The government requires a unique educational system, courts to support it, and teachers who are essentially adults in order to achieve this goal. It is no secret that only highly educated and professionally trained individuals can succeed in their chosen fields, assume leadership roles in society, and uphold the dignity and might of their own nation on a global scale. Awarding this truth should lie in the basis of the whole development process of the spiritual and cultural life of the people, in the renewal of the whole system of education.

A language contains spoken and written words, which are used in certain areas. Due to today's globalization, a common language is necessary for communication. Uzbekistan is a small country and is seen to the entire world, Uzbek is a very small language. English, on the other hand, has become the global language and is therefore extremely important to master. In order to master it, English is compulsory in Uzbek schools. According to the syllabus, one of the reasons why it is compulsory is that Uzbek people should be able to be a part of the global labor market.

Learning a new language is hard for most people. However, people that have low linguistic competence are often seen as people with low communication competence. Languages are often very complex and contain vocabulary, pronunciation and grammatical structure. Vocabulary is a very important part of a language and is necessary for the grammatical structure.

A rich vocabulary also helps people to understand and learn new words, "the more you know of the surrounding words, the more contextual support will be received, and the easier it will be to decode the unknown words". Besides that, building strong reading skills is a vital part of developing fluency in students' target language. Reading also helps students to build vocabulary, to see different grammar constructs being used, and improve their writing skills.

Reading as an aim and tool of teaching foreign languages

Gaining proficiency in the target language is largely dependent on a student's ability to read well. They must be able to interpret and comprehend the vast array of text-based materials they will come across, such as guides, menus, schedules, to-do lists, websites, text messages, books, blogs, newspapers, and magazines. Reading also aids in vocabulary building, demonstrating the application of different grammatical constructions, and enhancing writing abilities in students. Good reading abilities are not only a lot of fun but also very helpful for all language learners.

Reading should occupy an essential and significant place in the English teaching and learning process and be incorporated more frequently in regular language courses at university levels. It is recommended not to underestimate students' capabilities and linguistic transfer skills that add to this type of educational strategy, where the main emphasis is the understanding of academic and scientific material related to their majors.

Similarly, language instructors should be more aware that some students nowadays enter university much better prepared in English language. They should also realize that English reading comprehension is one of the most evaluated skills in almost all the entrance examinations in most foreign universities and graduate programs at the national or international level.

Therefore, our students need to take more advanced, demanding, and challenging English courses that genuinely prepare and enable them to take international standardized tests such as the TOEFL, GRE, IELTS, CEFR, and so on for admission to foreign universities or master or doctoral programs offered worldwide. Using reading to teach EFL might catapult students from being ready for more significant and more rewarding challenges.

Nevertheless, an EFL instructor must be a role model. A language teacher whether at a university, high or elementary school level, who does not read, cannot be a good example and will not be able to motivate students to read. Therefore, good reading teaching habits must be mandatory as part of any EFL training to increase the level of students' motivation to read.

Consequently, the majority people are of the view that reading can be used as an educational tool and must be included in the daily practice of teaching and learning foreign languages at not only secondary school levels but also university levels, for it can serve to better students' English learning skills.

The major steps of teaching reading

Reading is one of the essential skills a person can possess. It is necessary for success in school, and it is a prerequisite for many careers. In addition, reading allows people to learn about new things, explore other cultures, and understand the world around them. Reading is the foundation for all learning, and learners must learn how to read as early as possible. But teaching students to read can be a daunting task – especially if you don't know where to start. There is a list of different easy steps for teaching reading the following:

- Start with phonemic awareness
- Teach sight words
- Introduce letter sounds
- Teach word families
- Use stories to teach reading
- Make reading fun with games
- Encourage learners to read independently
- Help students understand what they are reading
- Teach students to use context clues
- Monitor learners' reading progress

Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds in words. This is an essential skill for reading, and it can be taught very early on.

Teach sight words. Sight words are the most common words in the English language, and they must be learned to read fluently. Teaching sight words can be tricky because there is no one set way to do it.

Introduce letter sounds. Letter sounds are the individual sounds that letters make. Teaching letter sounds is another essential step in teaching kids to read. This can be done in various ways, but one of the most effective methods is to use flashcards. Teachers can also use songs and rhymes to help students learn letter sounds.

Teach word families. Word families are groups of words that have the same ending letter sound. Teaching word families is a great way to help kids learn new words. In addition, it helps them understand how words are related to each other.

Use stories to teach reading. Stories are a great way to teach learners to read. They provide contextual clues and help kids understand what they are reading.

Make reading fun with games. One of the best ways to get kids interested in reading is to make it fun. Try different activities such as reading aloud, reading together, and reading challenges.

Encourage kids to read independently. Kids learn to read best when they are allowed to practice and experiment independently. Encourage your child to read independently by setting aside time daily to read and provide various materials.

Help learners understand what they are reading. This can be done by asking questions about the text, discussing the characters and plot, and connecting what is read to the child's own experiences.

Teach kids to use context clues. Context clues are words or phrases in a text that help explain the meaning of unknown words. Teaching students to use context clues is an essential step in reading comprehension.

Monitor students' reading progress. It is crucial to monitor their reading progress and make sure they are making adequate progress. One way to do this is to keep track of what words your child can read and what words they are still working on.

The types of reading and the system of activities designed for improving them

There are various reading styles, and each has unique characteristics. These include skimming, scanning, reading extensively, and reading intensely. Additionally, reading modes are divided into active and passive categories based on how involved they are.

Scanning. Finding the relevant information in the text is the only goal of this reading mode. It does not imply a thorough reading comprehension of the text, a close examination of the facts, or a grammatical construction analysis. In this mode, the text is frequently examined for the presence of foreign words, which will make it easier to read the text in its entirety after they have been translated. Another name for this kind of reading is "diagonal reading."

Skimming. This reading mode is used to get to know and understand if this information is useful to you (you are viewing a book in a store or a magazine on the shelf before buying it). In this case, the text is also viewed quickly, but not as carefully as in the previous case. The goal is not to search for specific facts, but to evaluate the text for complexity, interest, and a general storyline.

Extensive reading can be simply summarized as reading for pleasure. This approach advocates that students should read as much content as possible in their target language as frequently as possible. Advocates of this approach argue that it's not necessary to understand every word in a passage, rather increased exposure to the written language builds vocabulary and familiarity, which leads (in time) to reading competence and stronger overall language skills.

On the other hand, **intensive reading** is often defined as reading for detailed information. This is a highly focused activity that is specifically targeted at a shorter piece of text, interrogating it and enabling students to extract key information from it. This approach is focused on helping language learners understand the specifics of each text as well as paying close attention to the language's grammar and syntax rules.

Although extensive reading is a great tool for people who already enjoy reading, it is not overly effective for those students who find reading boring. Furthermore, reading texts superficially can mean that students may miss key details, grammar points, and core vocabulary in the text that will be important for their wider learning journey.

Intensive reading strategies, on the other hand, help students comprehend a text in its entirety. To completely comprehend each sentence and be able to respond to comprehension questions regarding it, they can carefully translate each one and look up any unfamiliar words in a dictionary.

Why should you spend time using each of the aforementioned reading modes? Because they all offer varied opportunities for engagement with the text, perceptions, and amounts of time spent reflecting on what you have read. All of them do, nevertheless, advance our knowledge of written discourse.

Acquiring proficiency in all forms of reading also helps you improve your vocabulary, comprehend grammatical constructions more effectively, and hone your spelling skills through visual memorization. One of the most crucial things a child can learn is how to read. It enhances cognitive growth, sharpens focus and

concentration, and gets your kids ready for success in the classroom. These enjoyable exercises help students improve their reading abilities.

Timeline. What you'll need: a whiteboard, paper strips or small cards to write on. How to do it: You can do this activity after reading a story, a news report, or any type of narrative text. On the board, create a timeline – you can write the dates or days in the story to guide the students. Then, on the strips of paper, write down the events described in the text.

After reading the story, have the students pick a strip of paper and place it on the correct date on the timeline. For bigger groups, you can create two copies of the paper strips, and then divide the students into two groups. Afterward, tell the groups that they have to construct the timeline of the story as a group, and the first one to complete it wins!

Text Scavenger Hunt. What you'll need: a whiteboard How to do it: Prepare challenges or questions that will have students “hunt” for key information in an article or text. These can be challenges related to vocabulary (e.g., “Look for the synonym of ‘pretty’ in the first paragraph”) or finding key information (e.g., “Where did Joe go on Friday night?”).

After reading the text, tell the students that you will read out the question or challenge and they'll have to write their answers in their notebook or on a sheet of paper. Then, announce the correct answer, and the students will confirm whether they've found the right information. Correct answers will earn a point, and you can keep track of the students' points by writing them on the board.

Roll & Recall. What you'll need: a dice. How to do it: Create six comprehension check questions about the text the students are going to read. Assign each question to a number (one to six) After reading, ask a student to roll the dice. Match the question with the number that the dice lands on. The student will then answer the question.

Summary Sentence Puzzles. What you'll need: small strips of paper. How to do it: For this game, make sure to divide the text into small paragraphs. Then, write the summary of each paragraph on a strip of paper, and cut it out in between the words so that it becomes a sort of puzzle (don't forget to keep the puzzle groups separated). Then, after reading the text, give the students a puzzle group and have them rearrange the words so that they create a complete sentence. Finally, the students have to match the sentence with the right paragraph it summarizes.

The reference and requirements of CEFR for learners' reading skills Common European Framework of Reference (CEFR)

After several years of study, the Common European Framework of References for Languages was released in 2001. The competencies and

effectiveness of language users who have learned a new language are outlined in this framework, also known as the CEFR. The different degrees of language competency exhibited by language users are indicated by these CEFR levels. These are the CEFR-level requirements based on reading skills.

Level A1 of the EFR (beginners) You can comprehend well-known terms, phrases, and even simple sentences found in notices, posters, and catalogs, for instance.

Having read short, straightforward texts, you are at EFR-level A2, or pre-intermediate. Simple everyday materials like menus, timetables, prospectuses, and advertisements contain specific, predictable information, and you can comprehend brief, straightforward personal letters.

CEFR-level B1 (intermediate) you can understand texts that consist mainly of high-frequency everyday or job-related language. You can understand the description of events, feelings, and wishes in personal letters.

CEFR-level B2 (upper-intermediate) you can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. You can understand contemporary literary prose.

CEFR-level C1 (advanced) you can understand long and complex factual and literary texts, appreciating distinctions of style. You can understand specialized articles and longer technical instructions, even when they do not relate to your field.

CEFR-level C2 (proficiency) You can read with ease virtually all forms of the written language, including abstract, structurally, or linguistically complex texts such as manuals, specialized articles, and literary works.

Questions

1. What types of reading do you know?
2. What kind of strategies are there to teach reading?
3. What is extensive and intensive reading?
4. Can you differentiate scanning and skimming?
5. What are the steps of teaching reading?
6. What are CEFR requirements for English language learners, Grades 10-11?
7. What are some fun activities to improve reading proficiency?

29. TECHNIQUES OF TEACHING WRITING IN 1-4 GRADES

Plan:

- 1. Importance of teaching writing to young learners**
- 2. Stages in developing writing**

3. Techniques of teaching writing in 1-4 grades

Keywords: *EFL writing, primary education, writing stages, copying, filling in the gaps, dictation, substitution, matching, jumble sentences, controlled writing techniques*

Reading and writing are two of the most common definitions of literacy because the capacity to communicate through written symbols is so fundamental to the idea of education. Before entering school, children who are in good health acquire the ability to speak and comprehend spoken language.

But very few of them learn to read and write before that point. At best, a child's writing skills at school are unintelligible scrawls or rough drawings that only he can understand. As a result, teachers have a responsibility to identify these shortcomings and provide the most appropriate corrections.

In order to help the student be able to handle writing materials and be, the teacher should try to use as many teaching resources as possible. A teacher must also be willing to try out novel teaching strategies. The teacher engages in creative communication, opening up a new world for them because they can interact with others while they listen to learn, speak to communicate, read to discover, and write to share ideas.

The value of writing instruction for young students

Teaching writing to young students is an excellent method for language development, particularly for language reinforcement. Writing aids in the consolidation of knowledge, editing, and memorization of newly learned language for young learners. In addition, it gives them immediate access to the teacher's feedback and lets them see their progress in tangible form.

The teacher can monitor and diagnose difficulties easily. Writing places great demands on learners as it requires simultaneous employment of many skills, such as using spelling, grammar, punctuation, and even conventional layout correctly, linking ideas logically, organizing the text, using a wide range of vocabulary and sentence structures, etc. Writing is the visible aspect of literacy.

This is because we normally do not speak out when reading and so nobody can say for certain by watching you going through printed materials whether or not you can read, but by watching a person in writing can actually write or he is merely pretending; children need to express themselves in a variety of situations and for a variety of purposes.

How the child is introduced to writing may determine his attitude throughout his life, it is important to explore the interrelatedness of language skills especially the link between oral and writing skills.

Stages in developing writing

Writing development stages cover three fundamental phases that lead to the development of productive skills (i.e., speaking and writing): communicative activities, practice, and the introduction of a new language.

The teacher will insist on accuracy and meticulous error correction when introducing new language. While it allows students to create a new item or structure for the first time, this phase of drilling and repetition should be kept to a minimum. The aforementioned suggests that writing assignments are better suited for reinforcement, which is why writing is given less weight at this point.

However, it may occasionally be used immediately following an oral presentation, during which the students copy model sentences or construct original sentences based on fresh patterns. Allowing the students to utilize particular materials and concentrate on accuracy is the primary goal of the controlled writing practice.

The most popular methods include dictation, parallel writing, and sentence writing (for instance, filling in the blanks). Due to the extremely limited language used in these tasks, teachers must use their creativity to create sufficiently difficult exercises. In EFL classes, communicative activities are crucial because they allow students to express themselves in ways that mimic real-world communication and to use their English language skills autonomously and creatively.

Techniques of teaching writing in 1-4 grades

In the writing process, there are techniques of guided composition to enable the pupils to write effectively and these methods are:

Copying. Copying here is not used to refer to mechanical writing known as hand-writing while the technique requires simple copying of a text word for word (verbatim) as in handwriting, the focus of attention is no exposure to appropriate use of words, sentences, structures, writing conventions such as capitalization, punctuation, spelling and other devices worthy of attention.

There are activities involved in copying activities and these activities include:

a) When using copying as a composing technique choose a well-written passage within the level of the pupils you are teaching. Examination of the passage the pupils will copy for such language conventions as paragraph identification, suitable sentence structure, spelling punctuation, capitalization, etc.

b) Writing the passage on the chalkboard, on a portable chalkboard that could be mounted at the appropriate time, or on carbon or brown paper that could be pasted on the chalkboard.

c) Read the passage to the pupils so that they follow the text with their eyes and get familiar with it.

d) Discuss some aspects of the text that you want the pupils to note (this will make the pupils realize that those aspects of the text being discussed are important).

e) After the discussion, ask the pupils to copy the text into their exercise books.

f) When the copying has been done, ask the pupils to read through their work silently and effect necessary corrections.

g) After proofreading papers should be exchanged or collected by the teacher for marking. Any error detected may be corrected by the marker of the paper rather the error could be underlined to draw attention to it.

h) Pupils collect back their books and use the original text to correct their work.

i) If all pupils have common textbooks containing suitable passages, a passage could chosen from such a textbook since it is more available and easier to refer to.

Filling Gaps. The gap-filling technique as a state of controlled composition is different from copying because the writer is not provided with everything. A text is provided just as in the case of copying but in the case of gap filling, some parts are left for the writer to fill with words.

At the initial or early state, words may be suggested for filling the gaps, but later, pupils should be allowed to depend on context and their knowledge of English to fill in the gaps e.g. Tom (go/goes):

- To school with his sister every day from Monday to (Friday/Sunday).
- (He/they)
- Lives home at seven o'clock. First, they walk to Broadway junction. It takes her twenty (minute/minutes).
- To get to the junction, they take a (raincoat/tax)
- About ten minutes. They walk again from Hill Bridge to their (farm/school).
- From Broadway junction to Hill bridge. The journey by taxi (took/take).
- They usually (gets/get)
- To school at about 7:40 every morning.

Gap filling can be used to highlight and text certain grammatical items, as demonstrated by the example provided. Subject-verb concord is tested in item 1; logical reasoning is tested in item 2; reasoning and subject-verb concord are tested in item 3; sense is tested about the context in item 4; word choice and logical

reasoning are tested in item 5; logical reasoning and subject-verb concord are tested in item 6; logical reasoning and subject-verb concord are tested in item 7; and subject-verb concord is tested in item 8.

In this instance, gap-filling and guidance can be combined; students are given a passage that has gaps in it. They all copy the passage, leaving the gaps, into their papers. The students listen to the teacher read aloud the entire passage slowly, filling in the blanks as they pick up on the words or expressions that are missing.

To allow the students to proofread the passage for potential mistakes, the teacher could read it aloud twice. The original passage should be put up on the chalkboard after the dictation so that students can edit their work. It is also a good idea to hold a discussion session where the issue of the students is addressed.

Dictation. There are several different uses of dictation although it is not an exercise to be used regularly. It is primarily useful in training and testing aural reception: that is, its main use is to help pupils hear what is being said correctly. Here are a few points to notice in giving dictation.

1) The passage should not be very long; three to ten lines is quite long enough, depending on the class. If possible, the passage should be complete a short anecdote or as complete as possible.

2) It is usually preferable to read at least once without stopping so that the pupils can grasp what it is all about. How many times the teacher reads it aloud without stopping depends on the standard of difficulty he wants to reach and also the class he is using it in. He would repeat it two or three times in class 4, for example, and once only in class 6.

3) When he dictates, the teacher should try to dictate whole sentences at a time, once only. It is better to say a short phrase once, however, than a long sentence twice. The sentences should also be said in a normal conversation tone, without abnormal stresses, pauses, and exaggerations.

4) After you have dictated the passage, read it over again at least once.

5) There is a strong case for getting the pupils to mark their work and to correct it immediately. This will help them to realize their own mistakes and learn from them if they have made any.

Matching Sentence Part. In this activity, the pupils make sentences by drawing all lines from a group of words in list A to a group of words in list B. The pupils must be sure that the two parts belong together. The sentences must be written in the order in which they are written on the board.

LIST A	LIST B
My dog	To follow one around

It is	To my friends party
It likes	Is called whiskey
Once, it come	Black and white

My dog is called Whiskey. It is black and white. It likes to follow me around.

Substitution Table. Practice in guided composition using substitution tables can be used for upper classes of primary school. This is based on the assumption that they have already mastered some rules of grammar, vocabulary, use of pronouns and ideas that go together. Pupils must select the ideas and structures that are compatible.

1) Answer Question. The teacher can ask several questions either on a picture, a drawing, or an object: pupils gives oral answer. They are later asked to write down the answer.

2) Jumble Sentences. The teacher writes out a few connected sentences on the board. They are jumbled together pupils are to re-arrange the sentence. Again this is first done orally then in writing. E.g. He attended the Baptist school. He is nine years old. He has a sister. They live in Jos. John is a boy.

3) Describing people, objects, and actions in simple sentences. The teacher can consult textbooks for simple exercises that can be used.

4) Letter Writing. Pai Obanga states that “letter writing will form the part of the normal like of a child when he/she leaves school and therefore the teacher should consider it as one of the important things which he should assist the child to learn. A letter is also intended to communicate in writing one’s requests, feelings, ideas, opinions, etc to someone as if one were talking to the person if he were present. Instruct a child to write a correct letter writing, there are some important parts of letter writing that the child should learn and they include:

- Kinds of letters
- Personal/private letters
- The address and date
- Salutation
- The body of the letter
- The closing/ending, signing

Techniques for controlled writing: David Williams states “The following techniques could be used for controlled writing”.

Providing topic sentence for paragraph:

Topic sentences for control should satisfy at least two requirements.

- a) They should be clear enough clues for the addition of sentences extending the initial idea.
- b) The paragraph derived from them should be structurally and thematically related.

Writing from Model Paragraphs:

Model paragraphs help to reduce errors in pupils' composition; such paragraphs should have the following features:

- a) They must not be longer than what the pupils can write.
- b) They must be within the range of the pupil's experience.
- c) They must use structures and vocabulary already learned.
- d) They must be written in a style that is contemporary, idiomatic, and lucid.

Controlling Expression and Mechanical Accuracy:

This type of control is to require pupils to fill in blanks with connecting words and phrases mastery of these items is essential in continuous writing.

The quality and quantity of effort put into achieving a particular goal determines the success or failure of such a goal. Therefore the limited number of qualified English teachers and insufficient textbooks, and instructional materials coupled with the period allocated to writing are the causes of poor performance in teaching and learning of writing. For pupils to be proficient in writing, they have to be taught the techniques. Grammar and composition are inseparable because a good write-up must be grammatically balanced.

Writing is an activity we cannot run away from. Students at all levels of education do one form of writing or the other. It may either be letter-writing articles, invitations, rejoinders, etc. To achieve this (good writing), they must be guided by way of providing topic sentences and model paragraphs to reduce students' errors. Finally, if teachers are well trained and committed to teaching writing using appropriate techniques, it will go a long way "to improve pupils writing ability in primary schools".

Questions:

1. What is the importance of teaching writing to young learners?
2. In how many stages is writing developed? Explain them.
3. What types of techniques are used to teach writing in 1-4 grades?
4. What is the importance of dictation?
5. Explain the matching sentence technique.
6. Give an example of a jumbled sentence technique.
7. What is a substitution table?

8. What are the important parts of letter writing?
9. Explain the techniques of controlled writing.
10. Give your suggestions to improve the writing skills of young learners.

30. TEACHING WRITING TECHNIQUES TO STUDENTS (GRADES 5-9)

Plan:

- 1. The Importance of Teaching Writing Skills**
- 2. Types of Teaching Writing skills**
- 3. Teaching Writing to 5-9 grades**
- 4. CEFR Requirements and Assessment for Teaching Students to Write**

Keywords: *Writing Skills, self-evaluation, academic success, draft ideas, narrative writing, expository writing, and descriptive writing.*

People all over the world need to be able to communicate with each other in English, which is an international language. It is necessary to understand, speak, read, and write to others. However, there are other reasons than just the necessity of writing for everyday communication that writing should be covered in a second language curriculum. There is one more, very significant reason: writing aids in student learning. How? First of all, writing helps students retain the vocabulary, idioms, and grammatical structures we have been teaching them.

Secondly, through writing, our students get the opportunity to be daring with the language, to express ideas that go beyond what they have just learned, and to take chances. By implementing these techniques and strategies, we can create a supportive and engaging learning environment that fosters the development of effective writing skills in our students.

The Importance of Teaching Writing Skills

One unique trait of the human species is written communication. Writing has aided people in communicating, working together, and staying aware of one another for hundreds of years. Written history, culture, and knowledge have also benefited societies. It is up to you to successfully use your gift of writing in this day and age. Writing is a life skill as well as a necessary skill for the workplace because it is frequently used as a benchmark by others to assess your knowledge, morals, opinions, and social contribution.

Everyone must write to communicate with others, regardless of their profession or line of work. This includes sending polite emails, official business memos, reports, job applications, press releases, and condolence messages. Whether or not you get the response you want from your reader depends on how well you write. As you hoped, were you able to calm, inform, convince, or entertain? Both the quality of your everyday life and the course of your life can be

impacted by how well you communicate. Therefore, miscommunication can have unintentional but serious consequences.

One of the core competencies taught in schools is writing. What begins with the English language's introduction to alphabets and numbers and progresses to sentence structure, grammar, vocabulary, etc.? Every student needs to learn how to write. It is a type of communication that is essential to any career and to education.

For students, acquiring writing skills in English in the classroom can be very beneficial. This widely developed mode of communication is also a useful work skill that one needs to have. Whatever career path a person takes, they will need to use writing to communicate their ideas.

The curriculums in schools are created in a way that encourages students' writing abilities. The following advantages highlight the significance of English writing abilities for students, in addition to being a requirement for success in the workplace.

Self-evaluation

Writing is a form of expression and self-evaluation. Poetry, prose, stories, journals, and books are forms and mediums of writing that help individuals reflect upon their most intimate thoughts. Students who are indulged in extensive studies can use writing as a form of hobby or escape to take some time off for them. This helps them grasp their thoughts and put them into words. Mastering the art of putting thoughts into words helps students improve their writing skills on a personal level.

Necessary for academic success

The academic curriculum in today's time is focused on encouraging students to express their learning and apply it practically. Hence, for students, writing skills are at the core of their education. To support the same, schools and colleges focus on assigning writing activities like research papers, essays, reports, presentations, etc. Each academic year, the curriculum excels and so do the writing skills with these forms of assignments and exams.

Helps choose a career path

Since writing is so deeply engraved in the academic syllabus, it gives students a chance to reflect on career options based on writing. Students can focus on improving their writing skills in school and prepare themselves for a professional writing career. There are many forms of writing, such as narrative, argumentative, research-based, creative, etc., that students can pursue based on their English writing skills.

Co-related to reading and writing skills

It is common for students to possess good writing skills but fall short on their speaking skills. In that case, English writing, reading, and speaking skills go hand-in-hand. If students read enough, it stimulates their brains, triggers their imagination, and fills them with more knowledge. This gives them more content to write about. When they get into the habit of writing, inspired by their reading, it enhances their ability to put across their thoughts, which is also an important skill when it comes to speaking. Hence, a combination of these three forms of communication evolves students in a wholesome way.

Helps draft ideas

Writing abilities are necessary for more than just producing large-scale outcomes. It could be used to simply jot down notes during a work meeting, online workshop, or lecture, or it could be used to create an outline of the concept you want to present. Writing happens in a variety of phases. It is equally crucial during the ideation and brainstorming phases as it is at the end.

Writing abilities also aid in achieving high scores on English proficiency exams such as PTE Academic, which helps students gain admission to the world's top universities. Students should develop their writing abilities, though, if they want to accomplish more than just get good grades. While some students are naturally gifted writers, others are not. You don't need to worry about it at all because you can learn it with consistent practice and reliable study resources.

Pearson K-12 is an ally that students can use to improve their writing in English. It has extremely engaging content and is tailored in accordance with the CBSE, ICSE, State, and International Board curricula. Thus, students can improve their writing abilities without taking a break from their coursework. Students who write well are more focused and can become more eloquent writers. Since they will carry this trait with them throughout their lives, it is best to cultivate it in school from an early age.

Types of writing skills.

Writing what someone feels has its own way of expressing oneself in front of others. It is why the writing style of every person varies from one another. So to get a better prospect besides speaking well, it is also necessary to write well. This

4 Types of Writing Skills



helps to maintain effective communication in the workplace and also among friends. The writing style changes according to the requirements.

Therefore, people have to follow various writing styles to cover up different writing requirements. Here we shall be discussing some of the most important types of writing skills that

would help anyone willing to improve their writing to satisfy their business and personal requirements.

Narrative Writing

Narrative writing is a skill that requires storytelling. A specific style, referred to as narrative style, is employed by anyone who tells a story. We have all heard mothers, grandmothers, and other elderly people narrate stories, and they usually begin with the phrase "Once upon a time there was a prince, and she lived in a castle..." The speaker frequently employs foreshadowing and flashbacks in a narrative style.

These could be thought of as instruments that aid in maintaining the audience's interest during the storytelling session. A narrative technique is the way a character is presented in a story or novel. Individuals connected to the company can add a personal touch to the other party by using the narrative writing technique.

This technique is most popular with:

- Short stories
- Biographies
- Poems
- Novels
- Screenplays

Expository Writing

This particular writing skill is devoid of any personal opinion of the writer. This is one of the best techniques, which a lot of writers follow. In the Expository writing style, the writer is required to inform the reader. Only facts and data is the important thing that needs to be delivered in such a writing style. As there is no such personal touch of the writer, the writing seems to be a bit formal, and it becomes really hard to find the writer of such content. The writing style follows a logical order, and this helps the reader to understand the content easily.

This technique is most popular with:

- Newsletters
- Instruction manuals
- Textbooks
- Educational articles
- Recipes

Persuasive Writing

The persuasive writing style is the one that writers use when they need to persuade their audience. A writer may occasionally write something that causes readers to experience a range of emotions. The writer makes an effort to persuade the audience through writing in order to prevent that and maintain the readers' support. The author would present all of the reasonable points and, on occasion, offer arguments in support of the ideas he wishes to force on the readers.

Nonetheless, readers would connect emotionally and ultimately embrace the writers' viewpoint—the majority of businesses with marketing departments employ this writing style to advertise their goods and services.

This technique is most popular with:

- Company brochures
- Advertisements
- Cover letters
- Opinion columns
- Recommendation letters

Descriptive Writing

For anything a writer wants to explain to someone, use a descriptive writing technique. This writing skill mainly focuses on the detailed description of characters, events, or a setting. Sometimes the writers also use metaphors, which help the readers to get a proper idea about the content. The descriptive writing style is mostly used for personal writing and literature-based writing.

This technique is most popular with:

- Poetry
- Diaries
- Personal journals
- Descriptive passages

These are the most popular writing styles that everybody follows.

Teaching Writing to 5-9 grades

Students in grades 5 through 9 are old enough to have had a good dose of "life," which includes family stories, recollections of pretend play from their early years, information from books they've read, and piqued curiosity from places they've been and things they've seen. They can therefore express a great deal.

Teaching writing to students in grades 5 through 9 can be a great way for teachers to get to know their students on a personal level and give them the chance

to express themselves in their voices. Here are some pointers that educators can utilize to help their students write better:

Tip a: Give Them the Freedom to write

Some middle schoolers may look like the proverbial deer in a headlight when you tell them it's time to write. While writing can be a positive experience and thousands of people write for enjoyment, stress relief, and other productive benefits, some students might find it intimidating. One positive approach is to allow students to free write in personal journals that they will not be required to share unless they choose to.

Set a timer for five minutes and tell students to write whatever comes into their minds, without stopping, for the duration. What they write is up to them-it can be a list of random words, a description of what they had for breakfast, or sentences such as "I have no idea what to write!" The important part is to keep the pencil moving across the page. Grammar and spelling don't matter for this exercise, and students will not be graded or judged on their work.

Tip b: Start with Poetry

Another great access point to writing is to start with poetry. Glenis Redmond, a poet and teaching artist, says, "When I enter a classroom, I always begin with praise-a praise poem that is an introductory poem of origin-because it is an accessible poem form for students and teachers to begin writing. It also allows me to assess where students are developmentally..."

These poems are made up of metaphors and similes-forms of comparison relating the writer to an object, a person, a color, or a feature in nature." "There is a strong correlation between readers of poetry and writers of poetry," says Ekuwah Moses, an elementary educator, nonfiction picture book author, and literacy specialist from Las Vegas.

"Some teachers set up a staged area of their classroom for students to perform weekly open mix time. This is an opportunity for students to read poetry they have written out loud to their peers or read aloud a poet's work. It is a community-building celebration of writing, reading, speaking, and listening."

Tip c: Use Anchor Charts

Anchor charts can be an excellent collaborative tool to engage and motivate students in their writing. According to this document from the International Literacy Association, "Anchor charts are organized mentor texts co-created with students. Charts are usually handwritten in large print and displayed in an area of the classroom where they can be easily seen.

Used to anchor whole group instruction, the charts provide a scaffold during guided practice and independent work." Anchor charts are intended to be homemade-capturing what the students have learned and then remaining on display

as an artifact for future reference. Although bold lettering and bright colors can make an anchor chart stand out, you don't need superior artistic skills to create one; just a pack of markers and some large chart paper will do the trick!

An anchor chart for writing could, for example, capture a list of words students could use to replace overused words such as "said" or "very." It could be an inspirational "doodle-style" sketch of all the reasons writers write, e.g., to share their feelings, to tell their own story, to persuade someone, or to inform people about important events. Or it could show a diagram of how to create an organized paragraph with a hook/topic sentence, details, and a closing statement.

CEFR Requirements and Assessment for Teaching Students to Write:



The Common European Framework of Reference for Languages (CEFR) provides a standardized framework for assessing language proficiency, including writing skills. Understanding the CEFR requirements and implementing effective assessment strategies is

essential for teaching students to speak.

Definition - The CEFR categorizes language proficiency into six levels, A1–C2, which can be further subdivided based on the needs of the local context. Levels are defined by 'can-do' descriptors. The levels did not appear out of nowhere in 2001, but rather evolved over time, as described below.

Levels- A1, A2, B1, B2, C1, C2

English test A1-Understands and uses common everyday expressions and very basic phrases aimed at satisfying concrete needs. Can introduce themselves and others, as well as ask and answer questions about personal information such as where someone lives, people they know, and possessions.

English test A2-Can comprehend sentences and frequently used expressions pertaining to the most immediate relevance. Can communicate in simple and routine tasks that necessitate a direct and simple exchange of information on familiar and routine matters. Can describe aspects of their background, immediate environment, and matters of immediate need in simple terms.

English test B1-Understands the main points of clear standard input on familiar matters encountered regularly at work, school, leisure, and so on. Can handle the majority of situations that may arise while traveling in an area where the language is spoken. Can generate simple linked text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions, and briefly explain reasons and plans.

English test B2 - Can comprehend the main points of complex text on both concrete and abstract topics, including technical discussions in their field of expertise. Can interact with a level of fluency and spontaneity that allows for regular interaction with users of the target language without putting either party under strain. Can write a clear, comprehensive text on a wide range of subjects and clarify a point of view on a current issue, including the benefits and drawbacks of various options.

English test C1 - Can comprehend a wide range of difficult, longer texts and recognize implicit meaning. Can express themselves fluently and spontaneously without having to search for words. Can use language in a variety of social, academic, and professional contexts. Can write clear, well-structured, detailed text on complex subjects using organizational patterns, connectors, and cohesive devices in a controlled manner.

English test C2 - Can comprehend almost any type of text. Can summarize information from various oral and written sources, reconstructing arguments and accounts into a logical presentation. Can communicate spontaneously, fluently, and precisely, distinguishing finer shades of meaning even in more complex situations.

Teachers need to let students know that there are no ‘native-like’ standards when it comes to writing. In teaching writing, we need to explicitly teach the writing processes and the specific strategies to enhance students’ writing competence. It is useful for writing teachers to learn the various approaches to teaching writing.

Teachers must realize, though, that teaching students the rhetorical devices of the various genres and assisting them with idea generation and planning are not enough to help them become better writers. Instructors must also impart writing techniques to their students that take into account the expectations of readers as well as the thought processes involved in structuring, planning, composing and editing sentences.

Educators must communicate to their students that writing is a complex, recursive process. We must read and edit our writing again before continuing. A quality piece of writing must undergo numerous rounds of revision. This is applicable to both seasoned and inexperienced writers.

Questions

1. What can help students improve their writing skills on a personal level?
2. What forms of writing can you recall?
3. How many types of writing skills can you name?
4. What type of writing skill involves storytelling?
5. What is Expository Writing?
6. Which type of writing skill is popular with Company brochures, Advertisements, and Cover letters?

7. What is Descriptive Writing?
8. What are some examples of writing activities or exercises that can be implemented in the classroom to enhance students' writing skills?

31. TEACHING WRITING TECHNIQUES TO STUDENTS (GRADES 10-11).

Plan:

- 1. Writing as a Goal and Means of Education**
- 2. The techniques of teaching written speech**
- 3. CEFR requirements and assessment of writing, spelling, punctuation and written communication skills at different levels of education**

Keywords: *Press-formula, Brainstorming, Spider-Man, Net worktree, Fishbone, Orthography, Punctuation, CEFR*

Writing assignments are an excellent way for students to think critically about the material they are studying and to grasp, arrange, and integrate previous knowledge with new ideas. This makes them useful as teaching tools. Additionally, effective communication skills are a great asset in and out of the classroom. In addition to enhancing their students' education, instructors also help students grow professionally by giving them the chance to organize their thoughts and become better communicators.

Teaching writing strategies to students in grades 10 through 11 entails expanding on the fundamental abilities acquired in prior years and emphasizing increasingly complex writing techniques. Students should be able to write essays, narratives, and arguments that are cohesive and well-structured at this point. The focus is on improving their vocabulary, sharpening their writing style, and growing their critical thinking abilities.

To improve students' writing skills, teachers can employ a variety of instructional strategies, such as modeling, guided practice, and peer collaboration.

Writing Process: Teach students the writing process, which includes prewriting, drafting, revising, editing, and publishing. Emphasize the importance of each stage and encourage students to go through the process for every writing assignment.

Modeling: Model the writing process and different writing strategies for students. Demonstrate how to brainstorm ideas, create outlines, write drafts, revise sentences and paragraphs, and edit for grammar and punctuation. Provide examples of well-written pieces for students to analyze and emulate.

Writing Prompts and Topics: Provide engaging and relevant writing prompts or topics that are connected to the student's interests and experiences. Encourage students to choose topics they are passionate about to increase their motivation and investment in the writing process.

Graphic Organizers: Use graphic organizers such as mind maps, Venn diagrams, or flowcharts to help students organize their thoughts before writing. These visual tools can assist in generating ideas, structuring arguments, and organizing information.

Peer Collaboration: Promote peer collaboration and feedback through peer workshops and writing groups. Encourage students to share their work with classmates, provide constructive feedback, and engage in discussions about writing techniques and ideas.

Sentence and Paragraph Structure: Teach students how to construct well-formed sentences and paragraphs. Focus on sentence variety, coherence, and clarity. Introduce different paragraph structures, such as the topic sentence, supporting details, and concluding sentence.

Grammar and Editing Skills: Dedicate time to teaching grammar rules, punctuation, and spelling. Provide grammar exercises and editing tasks to help students improve their proofreading and editing skills.

Authentic Writing Tasks: Assign authentic writing tasks that mirror real-world writing situations. For example, ask students to write persuasive essays, research papers, personal narratives, or argumentative articles. This helps students see the practical application of their writing skills.

Revision and Feedback: Teach students how to revise their writing effectively. Encourage them to review their work for clarity, organization, coherence, and the use of evidence. Provide constructive feedback and guide them in making improvements.

Technology Integration: Utilize technology tools and resources to enhance writing instruction. Introduce word processing software, online writing platforms, and grammar-checking tools to support students in composing, editing, and revising their work.

Individualized Instruction: Recognize that students have different writing abilities and learning styles. Differentiate instruction by providing additional support or challenges based on individual needs. Offer one-on-one conferences to provide personalized feedback and guidance.

Reflection and Self-Assessment: Encourage students to reflect on their writing progress, identify areas of strength and areas for improvement, and set goals for future writing endeavors. Teach them to self-assess their work against specific criteria and rubrics.

As always, the secret to good writing instruction is to offer consistent practice, tailored assistance, and helpful criticism. Urge your students to see writing as a process of development.

Before beginning the actual writing process, writers can use the technique of brainstorming to generate ideas and collect thoughts. It is an imaginative and investigative process that aids writers in producing a reservoir of thoughts, notions, and data about a specific subject or writing assignment.

The writer seeks to suppress any judgment or self-censorship and promotes spontaneous thought during brainstorming. The objective is to come up with as many ideas as you can at this point, without giving them any evaluation. Following the brainstorming session, the writer can go over the ideas and choose which ones are most pertinent and interesting to develop further in their writing.

The following are some typical techniques and approaches for writing brainstorming:

a) Free writing: Set a specific time limit (e.g., 5-10 minutes) and write continuously without worrying about grammar, spelling, or coherence. Write down any ideas, thoughts, or associations that come to mind related to the topic.

b) Mind Mapping: Start with a central idea or topic and create a visual representation of related ideas branching out from it. Connect different concepts and subtopics using lines or arrows. This technique helps to visualize relationships between ideas and uncover new connections.

c) Listing: Create a list of ideas, words, phrases, or questions associated with the writing topic. Write down anything that comes to mind without censoring or evaluating the ideas.

d) Clustering/Word Webbing: Write the main topic or concept in the center of a page and branch out with related ideas, subtopics, or keywords. Add additional branches and sub-branches as new ideas emerge. This method allows for the exploration of various aspects of a topic.

e) Collaborative Brainstorming: Take part in a discussion or activity as a group where several people can contribute ideas. You can use a collaborative writing tool or speak with each other about this. Group ideation can produce a wide variety of viewpoints and concepts. Facilitating a brainstorming session requires setting up an environment that is open and free of judgment. Encourage everyone to contribute their ideas, regardless of how strange or lacking they may seem at first.

Throughout the brainstorming stage, quantity should be prioritized over quality. Following the brainstorming session, the writer can go over the ideas that were produced and choose which ones are most pertinent, intriguing, and likely to be developed further in their writing. These concepts can be arranged, developed

further, and utilized as a basis for the written work's outline and drafting. Exploring various viewpoints, making new connections, and unleashing one's creativity are all made possible by brainstorming, which is a useful technique that improves the depth and caliber of writing.

Spelling, grammar, and punctuation are the cornerstones of good writing. Sentences with proper grammar structure have the intended meaning and are correctly structured. The coherence and clarity of written communication are improved by appropriate punctuation. On the other hand, precise spelling is necessary for effectively and professionally communicating ideas.

Technical accuracy is only one aspect of effective writing; another is the capacity for persuasive and understandable idea communication. Logical thought organization, audience-appropriate language use, and compelling information presentation are all components of effective communication.

A fishbone diagram is a method of problem-solving that models potential problem roots and troubleshoots potential solutions using a fish-shaped diagram. It is also known as a herringbone diagram, a cause-and-effect diagram, or an Ishikawa diagram, after Kaoru Ishikawa, who created it.

Fishbone diagrams are frequently used in root cause analysis, product development, and quality management troubleshooting. They are also employed in the nursing and healthcare industries, and many students find them useful as mind-mapping and brainstorming tools. Drawing a fishbone diagram is simple, or you can create an online version using a template. An issue or problem appears at the beginning of your fishbone diagram. This is the fish's "head," summed up in a few words or a short sentence.

Draw a long arrow to represent the fish's backbone next. From this point on, you will draw the first "bones" in the form of tiny, right-to-left diagonal lines straight from the backbone. These stand for the primary or most plausible causes of your issue. Create smaller bones that contain pertinent details and contributing information by branching off from each of these initial bones.

Take care not to overcook your fish! An excessive number of smaller bones or lengthy explanations can cause confusion and divert attention, which negates the exercise's original goal.

A language's spelling, hyphenation, capitalization, word boundaries, emphasis, and punctuation rules are all part of orthography.

In the modern era, the majority of transnational languages have writing systems, and since these systems have largely undergone standardization, they show less dialect variation than spoken languages. These processes can fossilize patterns of pronunciation that are no longer regularly observed in speech, such as "would" and "should"; they can also reflect intentional attempts to introduce

variability to maintain national identity, such as Noah Webster's efforts to introduce distinguishable differences between American and British spelling, such as "honor" and "honour."

A few countries, like France and Spain, have instituted language academies to formally control orthography. There is no such authority for the majority of languages, including English, and one's perception of "correct" orthography is formed through interactions with print in formal educational, professional, and informal settings.

Certain organizations, like scholarly journals and newspapers of record, enforce specific style guides to promote greater orthographic homogeneity. The writing system used to represent spoken English is called English orthography, which enables readers to make the connection between the graphemes and their meanings. The rules for spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation in English are all included.

Like the orthography of most world languages, English orthography has a broad degree of standardization. This standardization began to develop when movable type spread to England in the late 15th century.

However, unlike with most languages, there are multiple ways to spell every phoneme, and most letters also represent multiple pronunciations depending on their position in a word and the context this is partly due to the large number of words that have been borrowed from a large number of other languages throughout the history of English, without successful attempts at complete spelling reforms, and partly due to accidents of history, such as some of the earliest mass-produced English publications being typeset by highly trained, multilingual printing compositors, who occasionally used a spelling pattern more typical for another language.

For example, the word ghost was spelled *ghost* in Middle English, until the Flemish spelling pattern was unintentionally substituted, and happened to be accepted. Most of the spelling conventions in Modern English were derived from the phonemic spelling of a variety of Middle English, and generally do not reflect the sound changes that have occurred since the late 15th century (such as the Great Vowel Shift). As a result of this, many words are spelled the way that they were pronounced more than 600 years ago, instead of being spelled like they are pronounced in the 21st century.

There are only minor regional variations in English orthography—the two most notable variations being British and American spelling—despite the numerous English dialects spoken both internationally and within different regions of the same country. This overall uniformity aids in international communication. However, it also exacerbates the disparity that exists between the spoken and written forms of English in any given place.

An international standard for characterizing language proficiency is the Common European Framework of Reference for Languages, or CEFR. It uses a six-point grading system to describe language proficiency, with A1 representing beginner proficiency and C2 representing language mastery. This facilitates the process of determining the level of various qualifications for all parties involved in language teaching and testing, including learners and teachers. Additionally, it implies that educational institutions and employers alike can quickly assess our credentials against other national exams.

The Common European Framework of Reference (CEFR) is an international standard for describing language ability.

There are six levels (A1, A2, B1, B2, C1, and C2) on the CEFR, with A1 as the lowest level. Write & Improve offers free writing practice covering all levels including beginner (A1, A2), intermediate (B1, B2) and advanced (C1, C2) CEFR refers to the Common European Framework of Reference for Languages.

The Common European Framework of Reference (CEFR) is an international standard for describing language ability.

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What can learners do at each level?

Advanced

C2 Can write clear, smoothly flowing, complex texts in an appropriate and effective style. Can use a logical structure which helps the reader find the main points?

C1 Can write clear, well-structured, detailed texts on complex subjects, showing the important issues, giving examples and writing a conclusion if appropriate. Can use the correct style of writing relevant to the target reader.

Intermediate

B2 Can write clear, detailed texts on different subjects. Can use information and arguments from other sources in their writing.

B1 Can write straightforward texts about familiar topics or simple information and ideas. Can link sentences into a connected text.

Beginner

A2 Can write a series of simple phrases and sentences, linked with words like 'and', 'but', and 'because'.

A1 Can write personal information (e.g. likes and dislikes, family, pets) using simple words, phrases, and sentences.

Pre-A1 Can write basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

Questions

1. What is the main goals and Means of teaching writing?
2. How can we help students to develop a strong thesis statement for their essay?
3. What are some ways to teach students how to organize their writing effectively?
4. How can we encourage students to use a variety of sentence structures and lengths in their writing?
5. What are some techniques for teaching students to revise and edit their own writing?

Glossary:

A2 Level Learners - Individuals at the A2 proficiency level, as defined by the Common European Framework of Reference for Languages (CEFR), indicating a basic level of language competence with the ability to handle simple communication situations.

A2 Level - A proficiency level in language learning, according to the Common European Framework of Reference for Languages (CEFR), indicating a basic understanding and use of everyday expressions and simple language structures.

Abstract Nature of Words - The challenge young learners face in understanding concepts or words that are not directly associated with concrete, tangible objects.

Academic success - academic achievement; acquisition of knowledge, skills, and competencies; and, persistence and retention

Asking and answering questions - Taking turns asking and answering questions to practice speaking.

Assessment Challenges - Difficulties associated with traditional assessment methods in capturing the vocabulary acquisition of young learners, necessitating alternative strategies.

Assessment - The systematic process of evaluating learners' listening comprehension skills, often involving various methods such as tests, quizzes, and performance assessments to gauge proficiency levels accurately.

Audience -The person or people who receive a message

Augmented Reality (AR)- A technology that overlays digital information, such as pronunciation guides, onto the real-world environment.

Aural Discrimination - The ability to perceive and distinguish between different sounds through hearing.

Authentic and context-rich materials - Educational resources, such as articles, short stories, or dialogues, reflect real-life language use. These materials provide learners with context to apply grammar rules in diverse situations, promoting comprehensive understanding.

Authentic cultural content - Materials such as literature, films, or news articles that offer insights into the cultural nuances of a language. Integrating cultural content enriches learners' language experience and deepens their understanding of grammar within cultural contexts.

Authentic Listening Materials - Real-life audio resources, such as recordings of natural conversations, interviews, or speeches, are used to expose learners to genuine spoken language for improved comprehension.

B1 Level Learners - Students at the B1 proficiency level, indicating an intermediate stage of language proficiency where they possess a foundation in the language and are working towards more advanced skills.

Basic Expressive Vocabulary Skills - The proficiency to express oneself using a limited but functional vocabulary, involving tasks such as asking and answering simple questions and describing personal information.

Basic Vocabulary Recognition - The ability of learners to identify and understand a fundamental set of commonly used words and expressions.

Body language - What your posture, gestures, and movements tell the audience

Brainstorming - a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions

Cadence - The rhythm or flow of a speech

Capitalization - the action of writing or printing in capital letters

CEFR - Common European Framework of Reference for Languages

CEFR Requirements - Guidelines provided by the Common European Framework of Reference for Languages (CEFR) that outline the language skills and competencies learners should demonstrate at different proficiency levels, facilitating standardized assessment and comparison of language proficiency across European languages.

Coherence - The quality of ideas that hold together and make sense

Common European Framework of Reference for Languages (CEFR) - A standardized framework used to assess language proficiency, including pronunciation, across different levels.

Communication situation - The sender, message, medium, receiver, and context of communication

Comparative - comparing two or more objects, people, ideas, or opinions to make judgments about them.

Computer-Assisted Pronunciation Training (CAPT) - The use of computer programs to assist in the training and improvement of pronunciation skills.

Conciseness - Packing the most meaning into the fewest words

Concord - agreement between words in gender, number, case, person, or any other grammatical category that affects the forms of the words

Confidence - Feeling sure and comfortable when speaking.

Context - The time and place in which a message is created or received

Contextual Usage - The skill of using words appropriately in various situations, considering nuances in meaning and context.

Contextualized Learning - An instructional approach that integrates grammar lessons into meaningful contexts, such as daily conversations, practical scenarios, or short stories, providing learners with a tangible connection between the rules they are learning and their practical application.

Conversational Speech - Talking with others in a casual and friendly way.

Cultural Sensitivity - Being aware and considerate of cultural nuances when teaching vocabulary to enhance comprehension and usage for learners.

Cultural Sensitivity - Being aware and respectful of cultural nuances when teaching vocabulary to avoid misunderstandings related to word usage.

Definition -The meaning of a word or idea, often with examples

Demonstration - Showing how to do something or how something works

Descriptive- describing someone or something, real or imagined.

Descriptive Speech: Using words to describe people, places, or things.

Descriptive writing - to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

Diction - Level of language

Differentiated instruction - A teaching approach that tailors exercises and challenges to individual learners' needs, considering variations in language proficiency and learning styles. It ensures personalized learning experiences.

Draft ideas - an idea that needs further development or refinement

Drilling - practicing something

Educational Apps - Mobile applications specifically designed for teaching grammar to A2-level students, offering interactive lessons, quizzes, and games tailored to the A2 proficiency level, providing a personalized and engaging learning experience.

EFL writing - writing in English that is learned as a second language

Emphasis - Imparting special attention or stress on specific words or phrases

Energy - Engagement of the speaker, connecting to the audience and topic

Enunciation - The clear pronunciation of words and phrases

Everyday Situational Contexts- Assessment tasks and vocabulary instruction designed around contexts relevant to the daily lives of learners, emphasizing practical communication needs and real-world language usage.

Everyday Situational Vocabulary - Vocabulary knowledge related to familiar situations, encompassing words and phrases applicable to daily life scenarios.

Explanatory - explaining, clarifying, and supporting ideas and opinions.

Exposition - A speech that informs, or explains something to the audience

Facial expression - What your facial features tell the audience

Familiar Words and Phrases - Commonly used and easily recognized vocabulary and expressions that are familiar to A1-level learners, often focusing on everyday topics and simple language structures.

Filters - The way in which a sender codes a message and a receiver decodes a message

Fishbone method - a visualization tool for categorizing the potential causes of a problem.

Fluency - Speaking smoothly and without pauses or hesitations.

Formality - The level of language (or diction), from informal to formal

Formative Assessment Practices- Ongoing assessment methods that provide continuous feedback to learners, supporting their continual improvement in vocabulary development.

Formative Assessment - Ongoing evaluations and feedback are provided during the learning process to support continuous improvement.

Games: Fun activities that help us practice speaking skills while having fun.

Gamification - The use of game elements, such as challenges, rewards, and storytelling, in educational settings to transform the learning experience into an enjoyable and competitive activity, making the process of acquiring grammar skills more engaging and motivating for A2 learners.

Gesture - Motion used to emphasize a point

Grammar - The rules for putting words together to make sentences.

Homophones and Homographs - Homophones are words that sound the same but have different meanings, while homographs are words that are spelled the same but have different meanings.

Imaginative - expressing mental images of people, places, events, and objects.

Increased language capabilities - The enhanced ability of learners to comprehend and produce more complex sentence structures and grammatical elements in a language. This stage signifies progress beyond basic proficiency.

Individual Differences in Learning Styles - The diverse ways in which young learners absorb and process information, requiring varied instructional approaches.

Informative - sharing information with others.

Innovative Technologies - Advanced and creative tools and approaches that leverage technology to enhance teaching and learning experiences, providing interactive and dynamic methods for instruction.

Instructive - giving instructions or providing directions designed to produce an outcome.

Interactive Activities - Engaging learning exercises, such as role-playing, group exercises, and technology-based interactions, are designed to reinforce grammar concepts and make the learning process enjoyable for A2-level learners.

Interactive and Playful Assessment Formats - Assessment methods are designed in engaging and playful formats, such as games, quizzes, and hands-on activities, suitable for young or beginner learners.

Interactive Games and Activities - Engaging and participatory methods, such as crossword puzzles, word bingo, or vocabulary-building apps, are designed to make vocabulary acquisition enjoyable and reinforce word recognition.

Interactive Listening Apps - Educational applications designed to engage learners in interactive listening exercises, often incorporating features that allow users to respond, participate, and receive feedback.

Interpretative - exploring meanings, creating hypothetical deductions, and considering inferences.

Intonation - The rise and fall of the pitch in speech, conveying information about mood, emphasis, or meaning.

Jumbled - mixed up in a confused or untidy way

Lack of Prior Vocabulary - The limited pre-existing vocabulary of young children, requires careful consideration when introducing new words.

Level Learners - Individuals at the beginner level of language proficiency, often characterized by limited vocabulary, basic grammatical structures, and the ability to understand and produce simple expressions in the target language.

Limited Attention Span - The relatively short period young learners can focus on a task or activity before becoming distracted or disengaged.

Linguistic Diversity Exercise - Activities that expose learners to a variety of linguistic elements, accents, and speech patterns, promoting adaptability and comprehension in diverse linguistic contexts.

Listening and repeating - Listening to someone speak and then saying the same words or sentences.

Listening Comprehension - The ability to understand and interpret spoken language, involving processes such as recognizing words, understanding context, and making meaning from audio stimuli.

Listening Comprehension - The ability to understand and interpret spoken language, involving the processing of auditory information to comprehend the meaning, context, and details conveyed through speech.

Materialized form - appearing in a physical form

Multisensory Approaches - Teaching techniques that involve multiple senses (such as gestures, images, or sounds) to enhance the learning and retention of vocabulary

Narrative writing - a style that allows the writer to tell a story. It can include actual events told in chronological order or it may include imagined events told in a timeline that the author creates.

Narrative - creating and telling stories or chronologically sequenced events.

Network tree-a prewriting strategy used by writers for essays and research papers

Orthography - a set of conventions for writing a language, including norms of spelling, hyphenation, capitalization, word boundaries, emphasis, and punctuation.

Pair work - Working with a partner to practice speaking and listening.

Peer-to-Peer Listening Exchanges - Collaborative activities where learners interact with peers to practice listening skills, allowing for mutual support, feedback, and shared learning experiences.

Personal - expressing personal feelings, opinions, beliefs and ideas.

Persuasive - changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

Phoneme - The smallest unit of sound in a language that can change the meaning of a word.

Podcast Analysis Projects - Learning activities involving the examination and evaluation of podcast content, aiming to enhance listening comprehension through real-world and diverse spoken language.

Predictive - predicting possible future events.

Presenting - Sharing information or ideas with others in a clear and organized way.

Pronunciation Drill - Repetitive exercises designed to practice and improve the accurate pronunciation of specific sounds or words.

Pronunciation - Saying words correctly and clearly.

Prose - written or spoken language in its ordinary form, without metrical structure

Punctuation - is the tool that allows us to organize our thoughts and make it easier to review and share our ideas. The Standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, and semicolon.

Questioning - asking questions to obtain information.

Range of Vocabulary - A2 learners' demonstration of a basic vocabulary range suitable for common daily situations, covering words and expressions related to personal information, routine activities, immediate needs, and familiar topics, as per the Common European Framework of Reference for Languages (CEFR) guidelines.

Receptive Vocabulary Skills - The capability to comprehend and understand spoken and written words, often assessed through tasks like matching words to pictures or completing sentences.

Recognition of High-Frequency Words - The ability to identify and understand words that frequently appear in common contexts, emphasizing practical language use.

Regular feedback and assessment - Ongoing evaluation and constructive feedback are provided to learners to monitor their progress and address specific areas of improvement. Formative assessments, quizzes, and feedback contribute to continuous development in grammar proficiency.

Retention and Recall - The ability of B1 learners to remember and retrieve newly acquired vocabulary over time.

Role-play - Pretending to be someone else and acting out a situation.

Role-Playing and Simulations - Instructional strategies involving scenarios where learners engage in simulated conversations and situations, fostering listening comprehension through practical and interactive experiences.

Scribble - to write/draw something carelessly or in a hurry

Self-evaluation - the process or an instance of assessing oneself and weighing up one's achievements

Short Narratives or Stories - Brief accounts or tales presented orally, designed to engage A1 level learners in listening comprehension exercises, providing context, and making language input more accessible and enjoyable.

Short Spoken Narratives - Brief spoken stories or accounts that serve as listening exercises, typically used in language instruction to develop comprehension skills in learners.

Simple Spoken Interaction - Basic verbal communication involving uncomplicated exchanges, such as greetings, introductions, and brief conversations, typically at a level suitable for beginner language learners.

Speaking is the act of communicating your thoughts, ideas, and opinions in a way that others can understand. It involves the production of speech sounds with the lips and teeth, and it's done in other ways as well.

Speaking - Using words and sounds to communicate with others.

Stimulus - a thing that arouses activity or energy in someone or something

Storytelling - Telling a story with a beginning, middle, and end.

Suprasegmental Features - Aspects of speech beyond individual sounds, including stress, rhythm, and intonation.

Teacher Training and Resources - The importance of well-trained teachers equipped with appropriate resources for effective vocabulary instruction to young learners.

Teaching Listening Comprehension - The instructional practice of developing learners' ability to understand and interpret spoken language in various contexts, emphasizing the enhancement of listening skills.

Technology integration - The incorporation of digital tools, educational apps, and multimedia resources in teaching grammar. This approach leverages technology to enhance engagement and provide interactive learning experiences for students.

Variability in Language Exposure - The differences in linguistic backgrounds and levels of exposure to the target language among young learners outside the classroom.

Virtual Reality (VR) and Augmented Reality (AR) - Immersive technologies that introduce A2 level learners to virtual environments or interactive overlays on physical materials, allowing them to encounter real-life language scenarios and providing a contextualized and experiential understanding of grammar usage.

Virtual Reality (VR) Listening Environments - Immersive digital environments that simulate real-world listening scenarios, providing learners with a virtual experience to practice and enhance their listening skills.

Visual and Audio Stimuli - The integration of visual and audio elements in assessments to enhance vocabulary recognition, including tasks like matching spoken words to pictures.

Visual and Audio Stimuli - Visual aids and sound elements incorporated into assessment tasks to evaluate learners' receptive and productive vocabulary skills.

Visual Support - Additional aids, such as images, diagrams, or gestures, used to enhance understanding and facilitate comprehension during listening activities, particularly beneficial for A1 level learners.

Visual Support - The use of visual aids, such as images, charts, or graphics, to complement and enhance the understanding of spoken content during listening comprehension activities.

Vocabulary Range - use in different contexts.

Vocabulary Retention - The ability of young learners to remember and effectively use newly learned words over time.

Vocabulary - Words that we know and use when we speak.

Word Stress - The emphasis placed on a syllable within a word, affecting its pronunciation and meaning.

Writing - any conventional system of marks or signs that represents the utterances of a language.

Writing - writing, a form of human communication using a set of visible marks that are related, by convention, to some particular structural level of language.

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