

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES

**MODERN APPROACHES AND PERSPECTIVES IN THE
ENGLISH LANGUAGE TEACHING**

Textbook for
Students of specialized departments of the universities and institutes

Tashkent – 2019

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

**ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ЗАМОНАВИЙ ЁНДАШУВ
ВА ИСТИҚБОЛЛАР**

**Олий ўқув юртларининг чет тиллар йўналишидаги
талабалар учун ўқув қўлланма**

Ташкент - 2019

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕ СПЕЦИАЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН**

**УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ МИРОВЫХ
ЯЗЫКОВ**

**СОВРЕМЕННЫЕ ПОДХОДЫ И ПЕРСПЕКТИВЫ В
ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ**

**Учебное пособие
для языковых факультетов высших учебных заведений**

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The course-book “Modern approaches and perspectives in English language teaching” contains 7 units. Each unit focuses on a different area of innovative technologies and provides material for about 62 hours for study.

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

The course is especially designed to meet the needs of students and teachers and concentrates on acquiring the innovative technologies for ELT process.

Муаллифлар:

Гилязетдинов Эльдар Замирович, Хамзаев Собир Амирович. **Инглиз тилини ўқитишда замонавий ёндашув ва истиқболлар** – Ташкент: Ўзбекистан, 2019.

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“Инглиз тилини ўқитишда замонавий ёндашув ва истиқболлар” номли ушбу ўқув қўлланма 7та қисмдан иборат бўлиб, ҳар бир қисмда инновацион технологияларнинг турли соҳаларини ёритиб беришга эътибор қаратилган ва 62 соатга мўлжалланган ўқув материални қамраб олган.

Ҳар бир мавзудан сўнг ушбу мавзуга оид саволлар, амалий ва мустақил иш учун топшириқлар ва тавсия этилган адабиётлар рўйхати келтирилган.

Ушбу ўқув қўлланма олий ўқув юртларининг филология ва педагогика факультетлари талабаларига мўлжалланган. У ўрта умумтаълим, ихтисослашган ўрта таълим ўқитувчилари ҳамда малака ошириш курси ўқитувчиларига мўлжалланган.

Мазкур ўқув қўлланма асосан талабалар ва ўқитувчиларни инглиз тили ўқитишдаги инновацион янгиликлардан хабардаор қилиш ва уларнинг шу соҳадаги билимларини оширишга хизмат қилади.

Авторы:

Гилязетдинов Эльдар Замирович, Хамзаев Собир Амирович. **Современные подходы и перспективы в обучении английскому языку. –Ташкент: Узбекистан, 2019.**

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Учебное пособие «Современные подходы и перспективы в обучении английскому языку» включает 7 юнитов (тем), каждая охватывает различные аспекты инновационных технологий теоретического и практического характера. Учебник рассчитан на 62 часов.

Учебное пособие предназначен для студентов языковых вузов. Он может быть использован преподавателями школ, лицеев, колледжей и институтов, а также на курсах повышения квалификации.

Данный курс разработан с учетом потребностей и нужд студентов и преподавателей.

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PREFACE

Times have changed, teachers have evolved, and we now have a new breed of Teaching and learning technologists. Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using PowerPoint to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all – empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts.

The spread of English as the language of international communication, the growing number of English learners have led to the emergence of various methods of teaching and monitoring effectiveness learning process. Use as additional means of teaching foreign languages such as authentic materials like film, radio and television have long been proven effective. Appearance innovative information technologies have radically changed the nature of teaching, providing numerous opportunities to make the learning process more fun and productive. Technology is one of the most powerful engines of both social and linguistic change; it is part of the process of globalization, affecting education and culture. Currently, English is the language of politics, business, education, industry, media, intercultural communication, as well as one of the main disciplines of educational programs. English proficiency language is the determining factor of admission to well-known universities and subsequently obtaining prestigious and highly paid work. Interest in its study is growing, and the user audience covers almost all age categories, nationalities, educational levels.

Emerging innovative multimedia technologies have provided a platform for transforming and improving the traditional model of English language teaching. New technologies are developing in parallel with the growing use of the English language and changing the nature of intercultural communication.

Technologies have begun to change the way that English is learned in the classroom, even bigger changes seem to be taking place outside it. In fact, the

digital revolution in learning now threatens to undermine the classroom completely as a place of study. Learning English through innovative technologies gains credibility every day and the increasing popularity and rapidly diminishing cost of tablet devices reinforce this by providing a format that really is capable of delivering courseware.

This is why we are delighted to introduce Innovations in learning technologies.

The course-book “Modern approaches and perspectives in English language teaching” contains 7 units. Each unit focuses on a different area of innovative technologies and provides material for about 62 hours for study. After each theme the questions and practical activities, independent work assignments, and the list of the recommended literature are given.

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

The course is especially designed to meet the needs of students and teachers and concentrates on acquiring the innovative technologies for ELT process.

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We would like to acknowledge our dept to the large number of general and specialist books on FL Methodology and Innovative educational technologies, as well as EL textbooks, which have helped us develop ideas for this course.

I. EDUCATIONAL INNOVATIONS

Unit outline:

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

1. Up-to-date requirements to the foreign languages teachers training

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

Nowadays, the importance of successful communication between representatives of different countries is growing in the conditions of a high level integration of world politics and economics, development of international relations in such spheres of human activity as politics, science, culture and economy. The First President of Uzbekistan, I.A. Karimov, repeatedly noted in his speeches that "in the conditions of world integration, knowledge of foreign languages is the guarantee of effective cooperation with foreign states"¹. In accordance with Presidential Decree No. PD-1875 of December 10, 2012, special attention is paid to the improvement of the complex system of teaching foreign languages aimed at the formation of a harmoniously developed, highly educated, modern thinking younger generation, as well as further integration of the Republic into the world community².

The President of Uzbekistan Sh.M. Mirziyoyev also stresses that "the priority tasks for us are the development of the sphere of education, upbringing and

¹ О мерах по дальнейшему совершенствованию системы изучения иностранных языков / Постановление Президента Республики Узбекистан от 10 декабря 2012 года ПК-1875. – Газета «Народное слово», 11.12.2012 г., № 40 (5630).

² В Узбекистане вводится непрерывное обучение иностранным языкам//http://www.norma.uz/novoe_v_zakonodatelstve/v_uzbekistane_vvoditsya_nepreryvnoe_obuchenie_inostrannym_yazykam

science, the creation of conditions for the active mastery of profound knowledge, foreign languages by young people...".³

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

At present Uzbekistan has established diplomatic, economic, cultural and other relations with many countries of the world. That is why, the role of the foreign languages teaching (FTL), especially the English language teaching (ELT), as a means of communication within international relations has become essential. It's demanded knowing not only one but two or more FL by modern specialists so they will be able to use new technologies in they vocational activity and for developing aims. Modernization of the education system in Uzbekistan is closely linked with the modernizing the content of education and wide implementation of innovative technologies into the teaching process. Our society needs in well-educated and qualified specialists who are able creative thinking, feeling responsibility and solving difficult problems.

The main requirements to the FL specialists are followings: the information, cultural and professional literacy. Cultural literacy is communicative culture on the FL as a set of personal communicative properties and skills characterized by conventions, norms and requirement for professional communication. Communicative culture fulfills the following functions: informative, affective, regulative, motivational and reflexive. Information literacy is closely connected with cultural one. It includes the following skills: 1) to define the possible sources of information and strategies for its searching; 2) to analyze the received information and to fix it with the help of schemes, tables, words, etc.; 3) to evaluate the information from the position of reliability, precision, sufficiency; 4) to realize the need in additional information and to receive it if it is possible; 5) to use the results of the searching process for analysis and evaluation of the

³ Выступление Президента Республики Узбекистан Шавката Мирзиёева на встрече, посвященной 25-летию образования Республиканского интернационального культурного центра/<http://www.press-service.uz/ru/news/5325/>

information; 6) to create the new solution; 7) to see alternative ways of problem-solving; 8) to be ready to interact with colleagues, to take the critics and the advices and offers.

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

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

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

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

2. The technological approach

Within the last period the global changes in the educational sphere of Uzbekistan have taken place, which touch upon directly methodology of FLT. At present time the organization of teaching process at the educational establishments (exactly, school, academic lyceum, and college) is characterized by the steady tendency to technologisation of educational process. Technologisation is

understood as innovative process, which means the introducing of a new idea, method, or devise.

The term “technological approach” is widely used in the scientific literature. The important objective as improving FLT under the current conditions of Uzbekistan can be achieved through implementation of the technological approach, because it assumes using special tool as innovative technologies for activating students learning activity to achieve the result of FLT as a certain level of language proficiency in accordance of the each stage dimensions in the State Educational Standard⁴.

The technological approach is the well planned project or design of the teaching process and it is based on the activity principle which means high level of motivation for FL acquisition and development of language subskills (vocabulary, pronunciation, grammar) and skills (listening, speaking, reading, writing).

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

3. The concept of “technology” in FLT

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

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

⁴ Ўзбекистон Республикаси узлуксиз таълим тизимининг Давлат стандарти// Халқ таълим. 4/2013. -Б. 5-6.

teaching with the help of the technical aids.

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

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

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

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

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

- 1. V.P. Bespalko - it is a project of the concrete pedagogical system feasible in practice. The main idea here in his conception is projecting/designing the educational process.
- N.F. Talizina - it is a real pedagogical process presented in the technological level.
- V.M. Monahov - a pedagogical technology is the worked out module of cooperative pedagogical activity on designing, organizing and conducting teaching process with the aim of creating favorable conditions for both the learners and a teacher.
- I.P. Volkov - pedagogical technology is a description of the process to achieve the planned results in teaching.
- V.M. Shepel - it is an art, mastership, skill and combination of methods of treatment and changing the state.
- M.V. Klarin - pedagogical technology means a systematic aggregate and order of functioning of all individual, instrumental and methodological means, which used for achievement of pedagogical aims.

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

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

Pedagogical technology is the systematic method of creation, application and

determination of the FLT process and acquiring the knowledge with the help of technical and human resources and their interaction for the aims of optimizing the forms of education. Technology can be manifested also on the level of operations and actions.

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

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

Now we go on to the main features of pedagogical technology used in ELT:

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

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

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

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

- a) effectiveness (the high level of achievement of the goal by each student);
- b) economy (a large capacity of the teaching material can be acquired for the less time and efforts);
- c) ergonomic⁵ (the teaching is conducted in the environment of cooperation, positive emotional microclimate, lacking of overstrain);
- d) a motivation through special tools to increase interest and allow developing personal properties and opening individuals mental recourses.

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

4. Innovative technologies in FLT as subject

The problem of FL teachers providing with modern knowledge in methods of teaching their vocational field leaded to coming into existence the science of Innovative technologies in FLT and implementation into educational process this as subject.

The effectively in the process of teaching depends much on the language proficiency of a teacher, grasping of professional knowledge and innovative technologies.

The **purpose** of this subject is acquiring the theoretical and practical matters of innovative technologies for the conducting pedagogical activity at schools, lyceum and college. Within this subject some concepts are described and analyzed, and a set of practices are covered and the obtained knowledge are widely applicable for effective pedagogical activity.

⁵ It means “ designing and arranging things people use so that people and things interact most efficiently safely, so called “human engineering”.

The **subject** of the study is the essence, functions and types of innovative technologies as well as the ways of their implementation in the ET process.

This subject has gone out the Didactics and is in the close interrelation with Methodology of FLT, Psychology, Linguistics, Computer study and solves its issues in conformity with their backgrounds.

It is very important for efficiency to choose correct forms, methods, aids and ways of teaching in accordance with the purpose of teaching. The teacher should be able to choose and use the methods corresponding to the purpose of teaching. Didactics is one of the basic subjects for methodology of FLT and didactic principles are used in organizing FLT and learning process.

Here are the main didactic principles used in innovative technologies:

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

Psychological factors greatly influence on the efficiency of teaching. That is why they should be taken into account in organizing teaching process.

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

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.

2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

3. Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking. Besides the professional qualities to establish the relationship with learners, to have intuition, to conduct management and monitoring the teaching process are important factors influencing on the result of teaching.

In conclusion the following points can be formulated:

1. Using innovative technologies require profound knowledge on pedagogies, psychology, methodology, linguistics, pedagogies and practical experience of implementing information communicative technologies into practice.

2. Proficiency of a teacher in using techniques of pedagogical communication.

3. The main factors of efficiency include the aim of teaching, content of teaching, the quality of teaching.

4. Didactics is one of the basic subjects for methodology of teaching \English and didactic principles are widely used in method of teaching.

5. Psychological factors are also very important and they help to form motivation in the learners.

Questions:

1. What are the modern requirements to the specialist of FL?
2. Why are the information and cultural literacy important for specialists of FL nowadays?
3. How do you understand “professional literacy”?
4. What is educational technology? Explain the origin of the term “technology”.
5. What is the essence of instructional theory and learning theory within educational technology?
6. What does educational technology include?
7. With what subjects in the curriculum does the subject of innovative technologies have links?
8. What a skillful teacher should be able to do?

9. What are the main factors of efficiency of FLT?
10. Name the main didactic principles used in innovative technologies?
11. Name the main psychological factors that influence on improving efficiency of teaching?

Tasks:

- 1. Find other terms related to the educational technology and create a synonymous row.**
- 2. Create of association map of the subject's interrelations with the mentioned above.**

Independent work:

1. Write a report on the given topics below.
 - A. Benefits of using educational technology in the teaching process.
 - B. Influence of the innovation technologies on the content and result of FLT?

For further reading:

1. Левитас Д.Г. Практика обучения: современные образовательные технологии. - М., Воронеж, 1998.
2. Педагогические технологии. Учебное пособие для студентов педагогических специальностей./ Под ред. В.С.Кукушкина. - М., 2004.
3. Селевко Г.К. Современные образовательные технологии. - М., 1998

II. TRADITIONS AND INNOVATIONS

Unit outline:

1. Innovative activity factors.
2. Comparison of traditional and innovative methods.
3. Classification of innovative methods.
4. Forms of organizing lessons and interaction in the classroom.
5. Methods of organizing teaching.

1. Innovative activity factors

It was mentioned that modern development of the society brings new innovative approach to education and also into the activity both teachers and students.

Within our course *innovation* means the introduction of something new, a novel idea, method or device into FLT and learning process. This new trend in education appeared in the 60th last century. Innovative activity has been investigated in the works by T.N.Gonobolin, B.A. Slastenin and others. Some matters of management of innovative activity have been discussed in the works by D. Admilton, R. Karlson, Dj. Basset and others.

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

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

It's necessary to deal with the matter of organizing teaching to show how well planned lesson influence on the efficiency of FLT and efficiency of warming-up stage influences on the further stages of the lesson. It was said, "a good beginning leads to good child". That's right if the teacher is able to organize language learning process productively the good results in teaching are guaranteed.

At present time the teacher should avoid of old traditional ways of imparting knowledge and forming/developing language subskills and skills. The traditional ways of organizing teaching is based on the information giving method. In this case learners believe that teacher's information is the only correct one. And there is no desire for them to think, to discuss and to express their point of view on the material being presented. They are passive learners; there is lack of motivation and no creative thinking.

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

The innovative approach of organizing teaching process is different from this. Within innovative approach at the beginning of the lesson teacher should explain the aim and objectives of the lesson and the expected result at the end of the lesson, motivate them during the lesson with the help of material and different tools. In this case the learners acquire knowledge actively with interest and can ask questions or express their ideas on the material being presented. And the teacher keeps their activity by motivating, inspiring them and using active method and technical aids. Teacher gives the chance for the learners to create atmosphere for discussion and expressing their ideas freely without hesitation and thread of making errors.

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

2. Comparison of traditional and innovative methods

Firstly we answer the question what is traditional methodology? To answer this question we should address to different sources on the FL methodology.

1. A very typical feature of traditional methodology, “teacher-dominated interaction”⁶. The teaching is deeply teacher-centered.

2. “Traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers”⁷.

3. “Traditional teaching [is imagined to work as] the knowledge being poured from one receptacle into an empty one.” This widespread attitude is based on a precondition that “being in a class in the presence of a teacher and ‘listening attentively’ is [...] enough to ensure that learning will take place”⁸.

4. Traditional methodology “learning was very much seen as under the control of the teacher”⁹.

5. Traditional methodology does not present the language as a means of communication. Rather, this approach to teaching conceives “language [as] a body of esteemed information to be learned, with an emphasis on intellectual rigor”¹⁰.

To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary.

Unlike traditional methodology, modern methodology is much more student-centered. According to Jim Scrivener, the teacher’s main role is to “help learning to happen,” which includes “involving” students in what is going on “by enabling them to work at their own speed, by not giving long explanations, by encouraging

⁶ Broughton G., et al. Teaching English as a Foreign Language. 2nd ed. London: Routledge, 1994.

⁷ Kuzu A. Views of Pre-Service Teachers on Blog Use for Instruction and Social Interaction// Turkish Online Journal of Distance Education-TOJDE July 2007 Volume: 8 Number: 3 Article: 2. Eric. 21 Mar 2008.

⁸ Scrivener J. Learning and Teaching. -Oxford: Macmillan, 2005.

⁹ Richards J. C. Communicative Language Teaching, 2008.

¹⁰ White R. V. The ELT Curriculum. -Oxford: Blackwell Publishers Ltd, 1988.

them to participate, talk, interact, do things, etc.”¹¹ J. Broughton adds that “the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher’s skills are moving him forward to a fuller competence in a foreign language”¹² (Broughton, 1994). Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. Nowadays a great emphasis is put on communication of meaning and the communicative competence as “being able to use the language for meaningful communication”¹³.

Thus, the Communicative language teaching has been still staying up-to-date approach to FLT. Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Taking into consideration the statements of Methodists we point out the following advantages and disadvantages of traditional methods which have been used in practice of ELT in Uzbekistan (see table 1).

Table 1. Advantages and disadvantages of traditional model of FLT

Advantages	Disadvantages
- teaching process and students activity are strongly controlled by the teacher; - effective distribution of time; - strong discipline during the lesson; - results of teaching are depended on teacher's qualification and authority; - the grammar-translation methods stays above the communicative language learning.	- students are passive at the lesson; - strict control of the teaching process by the teacher is an obstacle for existing motivation; - the lack of direct communication of the pupils with a teacher; - comprehension of the pupils in the class is different and this influences on the results of teaching; - lack of conditions for making decisions; - class-centered teaching and lack of individual approach at the lesson.

¹¹ Scrivener J. Learning Teaching. Oxford: Macmillan, 2005.

¹² Broughton G., et al. Teaching English as a Foreign Language. 2nd ed. London: Routledge, 1994.

¹³ Richards J. C. Communicative Language Teaching, 2008.

Innovative model of teaching and learning give the teachers more advantages, but it has also disadvantages (see table 2.)

Table 2. Advantages and disadvantages of innovative model of FLT

Advantages	Disadvantages
- guaranteed results in teaching; - creates favourable situations for practical use of the target language; - various ways of explaining the teaching material; - high motivation for learning; - improved desire for communication; -the formation of self-appraisal in the students; - positive relation of the students to the teaching material and teaching process; - helps to create critical thinking of the students and solving problems skills; - provides opportunity to use authentic material and to create real life situations for communication.	-takes much time; -there is much noise during the lesson; -weak control of the teaching process by the teacher.

Within the Communicative language teaching the goal is to enable students to communicate in the target language. What knowledge and language skills are necessary to communicate in the target language? The answer to this question was found by us in the book by Diane Larsen-Freeman¹⁴.

To do this students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of function. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

Let's compare the data given in the table 3.

¹⁴ Larsen-Freeman D. Techniques and Principles in Language Teaching, 2-d ed. -Oxford: OUP,2003. -P. 128.

Table 1. Traditional and communicative approaches in FLT

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

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

Thus, the effective teaching and its result much more depends on the proficiency of a teacher. The proficiency of a teacher is based on the following factors:

1. Teacher should be able to explain his ideas clearly in a short and simple way.
2. Teaching process must be organized with taking into consideration the students level of language performance and degree of their interest and needs.
3. Teacher's authority, qualification and feeling responsibility for efficiency of teaching.
4. Students usually obtain complete satisfaction during the lesson of well trained and qualified teacher.
5. Methodological preparedness of the teacher and his/her ability of planning the lesson.
6. Teacher should always be ready to answer the learners' questions, and be capable managing of the lesson.
7. Teacher's ability to form patriotic feelings, to educate students through work, to create favorable atmosphere and direct their activity to the research and feedback.
8. Teacher's ability to motivate students using different strategies and methods.
9. Teacher should develop students' reflexive skills (analysis, synthesis and evaluation).
10. Teacher should use the effective teaching tools to activise students learning, develop their creative thinking and achieve good results.

These factors give us a picture about teacher's abilities and to draw a line about his/her activity. Besides the presentation of the new material, teacher activates harness learners' attention, effort, intelligence and conscious (metacognitive) learning strategies in order to enhance learning. It's important here

describe the role of the teachers and learners within innovative approach refer to Diane Larsen-Freeman's work¹⁵.

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

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

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

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

1. Learners gain the knowledge with interest and they have high motivation, which makes them be active during the lesson.
2. Being active the learners are able to solve problems existed during the lesson. It helps to form creative skills in them.
3. There is an individual approach to imparting knowledge.
4. Pair work and group work are emphasized in organizing teaching. This helps to form language skills, to interact with the members of the group.
5. The innovative methods positively influence on forming and developing self-study and reflexive skills.
6. Interactive methods provide using FL in real life situations.
7. The learners are able to overcome the fear of making mistakes. It inspires them and they are involved into the active work.

¹⁵ Larsen-Freeman D. Ibid. -P. 128.

3. Classification of innovative methods

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials¹⁶. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

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

In the methodology of FL the interactive methods are known. They are the modernized form of the active methods. The most of teachers usually understand these methods as cooperative language learning, where inner and outer motivation must be taking into consideration. Within interactive methods the interactive tasks, techniques and activities are used. Interactive methods we deal with in the Unit V.

The innovative methods may be divided into four main groups:

1) information-processing, 2) social, 3) personal, 4) behavioral.

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

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

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

¹⁶ An overview ELT methodology and approaches NDC, chien.eltn@gmail.com
<http://sites.google.com/site/eltsite3>

Mnemonics is the next model within this group. The model is used to assist students to memorize information. (It should be explained before).

2. The second group of innovative methods is called as the social methods. They involve the learners to work together in groups¹⁷ to develop reflexive, interactional, decision-making skills. The *group observation* method is one of the techniques (or strategies) used in the group of social methods. It deals with the direct teaching the democratic process. That's why; it is more useful for the students who learn to solve academic and social problems. Teacher helps the students to study different viewpoints within the topical problem.

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

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

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

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

¹⁷ It likes the Community language learning.

4. Forms of organizing lessons and interaction in the classroom

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

Lecture is one of the forms of organizing teaching at the Higher Education Establishments. It is oriented to imparting theoretical knowledge. There are different types and forms of lecture which are distinguished by G.Makhkamova¹⁸.

Table 4. Types and forms of the lecture

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

ELT at school, lyceum and college organize as practical course where ELT is acquired for practical aims and through practical activities.. The main goal is forming and developing all components of communicative competence. However within practical course some elements of the lecture as delivering of information to students can be used at school, lyceum and college. Learners must acquire knowledge and information (input) to reproduce and produce them in a novel context (output). The students obtain the knowledge and information from the texts, rules and teacher's talk. Laboratory work is another form of organizing practical lesson. It is organized in a specially equipped room or in the reading hall independently according to the teacher instructions.

¹⁸ Махкамова Г.Т. Проектирование учебно-методических комплексов в магистратуре. -Т.: Tafakkur Qanoti, 2012. - С.18-19.

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

Interaction during of the classroom can be organized in various patterns described by Penny Ur¹⁹:

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

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

TS = The teacher and students are fairly equally active.

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

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

Questioning is the activation technique. There are many reasons to use always this technique.

They are²⁰:

- to provide a model for language thinking;
- to find out something from the learners (facts, ideas, opinions);
- to check or test understanding, knowledge or skills;
- to get learners to be active in their learning;
- to direct attention to the topic being learned;
- to inform the class via the answers of the stronger learners rather than through the teacher’s input;
- to provide weaker learners with an opportunity to participate;
- to stimulate thinking (logical, reflective or imaginative); to probe more deeply into issues;
- to get learners to review and practice previously learnt material;
- to encourage self-expression;

¹⁹ Ur P. A Course in Language Teaching. Practice and theory. -Cambridge: CUP, 1991. -P.227.

²⁰ The reasons of questioning were taken from the book: Ur P. A Course in Language Teaching. Practice and theory. -Cambridge: CUP, 1991. -P.229.

- to communicate to learners that the teacher is genuinely interested in what they think.

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

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

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

In pair work the teacher divides students into pairs and gives them tasks and instructions. Before giving them tasks teacher should take into consideration their level of language performance, interests, and other abilities as communicability or leadership.

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

In the table 5 the other interaction patterns in the EL classroom²¹ are presented for analysis and comparison.

Table 5. Interaction Patterns

Form of the work	Explanation
1. Group work	Students work in small groups on tasks that entail interaction; conveying information, for example. Or group decision-

²¹ Forms of the interaction were taken from the book: Ur P. A Course in Language Teaching. Practice and theory. - Cambridge: CUP, 1991. -P.228.

	making. The teacher walks around listening, intervenes little if at all.
2. Closed-ended teacher questioning (IRF)	Only one “right” response gets approved. Sometimes cynically called the “Guess what the teacher wants you to say” game.
3. Individual work	The teacher gives a task or set of tasks, and students work on them independently, the teacher walks around monitoring and assisting where necessary.
4. Choral responses	The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.
5. Collaboration	Students do the same sort of tasks as in “individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from “Group work”, where the task itself necessitates interaction).
6. Students initiates, teacher answers	For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
7. Full class interaction	The students debate a topic or do a language task at a class; the teacher may intervene occasionally, to stimulate participation or to monitor.
8. Teacher’s talk	This may involve some kind of silent student response, such as writing dictation, but there is no initiative on the part of the student.
9. Self-access	Students choose their own learning tasks, and work autonomously.
10. Open-ended teacher questioning.	There are a number of possible “right” answers, so that more students answer each cue.

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

Samples of pair and group work:

1. Work in pairs. Ask and answer questions:

What happens if ...

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

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

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

textbook		pen	dictionary	cartoon films	
pencil	notebook	brochure		journal	computer

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

5. Methods of organizing teaching

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

The oral methods include narration, lecturing, conversation and explaining. This is the verbal way of imparting knowledge. Narrating may be short (or long), clear, interesting and full of emotions.

In conversation method sincerely of the teacher is very important because it creates favourable atmosphere in the learning process.

Demonstrative method has two types: picture demonstrative and subject demonstrative.

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

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

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

Questions:

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

Tasks:

1. Read and think about the core of the traditional and untraditional lessons.

Lesson has always been and still is one of the main units of educational process. And improving the effectiveness of the lesson as the main form of educating is essential for every teacher of the foreign languages.

In the previous years, observation of the FLT process showed the lowering or weakening of the learners' knowledge in this sphere. Traditional class-oriented teaching and passivity of the learners at the lesson can be mentioned as the main reasons for ineffectiveness in teaching a FL. In traditional approach, i.e. when a teacher is active and he or she becomes the main source of information the learners are left as passive listeners at the lesson, because the majority part of it they only listen to the teacher, though it is known that a lesson of the FL must be organized as the lesson of communication and through communicative activity.

Communicating ability of an English teacher is very important for efficiency of the lesson, to make it more interesting and cognitive for the learners. That's why much depends on the teachers' competence in creating favorable atmosphere for moral psychological climate in the lesson.

According to the view of points of psychologists communication is a process of establishing and improving contacts between persons which occur relating on the needs of the people in their cooperative activity. It includes exchanging information, working out strategy of cooperative activity, perception and understanding the other person.

It is advisable for every teacher of a FL to communicate with the learners at the lesson and out of the lesson. This is the best way of improving communicative skills.

In the methodological literature different types of the lessons are given. The usage this or the other type of the lesson depends on the theme, place of organization, their order in the complex of lessons and etc.

As it is stated above the lessons can also be classified into traditional and untraditional lessons. Untraditional lessons motivate the learners to activate their mental activities, to independently creative work, to use their hidden abilities.

In untraditional lessons the creativity of the learners and a teacher embodied into co-operative work. During such lessons a teacher explores new sides (or features) of his/her students characters and abilities.

Untraditional lessons don't demand changing the program they logically complete the things being learned. Such lessons give good effect if the learners feel themselves happy and get satisfaction. Besides such lessons form the feelings of collective work, empathy and responsibility in the learners, create interest, motivation for learning and cognitive comprehensive activity. But it should be stressed that it is ineffective to have untraditional lessons all the time. It is better to have them once in a month or at the completion of each theme.

2. Describe the role of teacher and learners within innovative approach.

3. Think about the terms.

- * assessments scales - give the opportunity to define the language proficiency of students in accordance with syllabus requirements;

- * teaching - provides revising and fixing material;

* managing - provides managing of the process of language acquisition thanks to using special teaching material and ways of their using during control;

* correction - brings modification into the teaching process on the base of data of the passed control;

* stimulation - creating positive motivation of learning;

* evaluation - allows summarize and grade results of teaching and effectiveness of teaching and learning (on the lesson, term and class, and stage).

4. Think about the given interactive patterns and say which of them are often used in your classroom.

5. Say about disadvantages of the group work in the classrooms?

6. Discuss the advantages of innovative approach in the group.

7. Read our recommendations for effective organizing untraditional lesson.

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

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

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

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

Untraditional methods according to their structure and aim may be different: Debate lessons, excursion lessons, TV-bridge, auction demonstrating mode and press conference round table, project lessons and etc.

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

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

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

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

8. Most pair or group activities have three stages:

- 1) Introduction to the activity. The teacher introduces the activity and makes sure that learners understand what to do?
- 2) The activity itself. During this stage, learners are working independently in their pairs or groups. The teacher moves from group to group, listening and giving help where necessary.
- 3) A round-up stage. The teacher asks learners from different pairs or groups what answers they gave, or, after a discussion activity what conclusion they came to.

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

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

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

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

Independent work:

1. Find the additional material about innovative methods in FLT. Prepare the written form of presentation "Advantages and disadvantages of the innovative methods in ELT.

For further reading:

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

Unit outline:

1. Emotional intelligence.
2. The role of emotional intelligence and emotional knowledge in FLT.
3. Factors add features of multiple intelligences.
4. The role of multiple intelligences in FLT.
5. The ways of implementation of multiples intelligences in ELT.

1. Emotional intelligence

A man is a human creature and his behavior, interests and emotion is the interesting material for studying in the works of many scientists. Especially, emotion was investigated by Beldoch (1964), Leaner (1966), Keith Beasley (1987), Stanley Greenspan (1989), Peter Salovey and John Mayer (1989), Wayne Payn (...). These research works laid foundation for theoretical studying of emotional intelligence.

Later the term “emotional intelligence” has become widely known after publishing Goleman’s book “Emotional intelligence – why it can matter more than emotional quotient”. According to Goleman, emotional intelligence is a type of intelligence. But Eysenck criticizes it stating that his description of emotional intelligence contains unsubstantiated assumptions about intelligence, and it lacks of scientific basis. Another researcher Locke defines emotional intelligence as the ability to grasp abstractions characteristic to a particular sphere of life, i.e. emotions. He suggests treating it as a skill. In psychological literature theoretical distinctions between such factors as abilities and achievements, skills and habits, attitude and values, personality features and emotional states are described. And some scientists think that the term emotional intelligence includes above mentioned concepts and definitions.

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

One more argument expressed by Lendy (2005). The author found out that in the previous studies emotional intelligence didn't touch upon a personality measure and measure of an academic intelligence.

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

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

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

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

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

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

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

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

- Self-control. Managing disruptive impulses.
- Trustworthiness. Maintaining standards of honesty and integrity.

- Conscientiousness. Taking responsibility for one's own performance.
- Adaptability. Regulative change with flexibility.
- Innovation. By self-regulation a person may be ready to new ideas and new changes.

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

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

Here are the most useful social skills:

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

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

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

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

- Strong desire for achievement and striving to improve a standard of excellence.

- Equate with the goals of the other people

- Be initiative and train oneself how to act in different situations.

- Be optimist and pursue goals persistently despite obstacles.

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

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

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

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

Different researches offer different self-report measures of emotional intelligence and emotional quotient. But none of these assess intelligence, abilities

or skills. That's why they may be treated as limited measures of trait emotional intelligence.

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

2. The role of emotional intelligence and emotional knowledge in FLT

The scientific investigations of emotional intelligence problems show that the role of emotional intelligence and emotional knowledge is of great importance in organizing a learner organized teaching.

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

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

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

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

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

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

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

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

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

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

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

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

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

In using the innovative methods at present, it is obligatory for the teacher of the FL to be aware of the above mentioned features of emotional intelligence. In

other words a modern FL teacher should possess emotional knowledge on the emotional intelligence of the learners.

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

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

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

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

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

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

1. Emotional intelligence is an innate ability. It is always within a person.
2. Knowledge is outside of an individual, it is the information which is assimilated in the process of acquiring and stored in the memory of a person.

3. The deeper or richer emotional experience that a person has the deeper is the person's emotional knowledge bank.
4. All the thoughts, actions, reactions, encounters are filtered by individual's emotional intelligence.
5. Emotional knowledge bank enhances the ability of a person.
6. Emotional knowledge is also as important as cognitive knowledge.

3. Factors and features of multiple intelligences

It was mentioned, that the notion "intelligence" was noted first in the works Beldoch in 1964, then it has extended in the scientific literature after publication of Goleman's book "Emotional intelligence" in 1995.

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

The theory of multiple intelligences was proposed by Howard Gardener as a model of intelligence²². H. Gardener in his book "Frames of mind: the theory of multiple intelligence" suggested seven criteria for a human behavior²³. They are potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding (symbolic expression), a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings.

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

²² Gardner H. Frames of Mind: The Theory of Multiple Intelligences. -New York: Basic Books, 1983; Gardner H. Multiple intelligences: The theory in Practice. -New York, 1993; Garner H. Who own intelligence?// The Atlantic monthly. February 1999: 67-76.

²³ Gardner H. Frames of Mind: The Theory of Multiple Intelligences. -New York: Basic Books, 1983;

According to Gardener the three factors make intelligence. They are: 1) the ability of creating an effective product; 2) a set of skills for solving problems in life; 3) the potential for creating solutions for problems. These factors make it possible for a person to gain new knowledge as emotive knowledge. And later he suggested the possibility of including this group of abilities existential and moral intelligence too.

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

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

Visual/spatial intelligence is the ability to present the spatial world internally in one's mind. Visual intelligence deals with spatial judgment and the ability to visualize with the mind's eye. Visual intelligence is also of great importance for organizing teaching. It enhances the inner ability of analyzing things and events that the person has seen in the real life by spatial judgment. Spatial intelligence will also positively influence on improving the skills of critical

thinking. And this visual intelligence may be closely related to logical/mathematical ability of an individual's intelligence.

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

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

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

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

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

Interpersonal intelligence belongs to the system of multiple intelligences. It is the ability to understand the other people in the process of communication. So, it deals with interaction with the others in different situations of social intercourse. In psychological literature it is states that the people or individuals who have high

interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments, motivation and their ability to cooperate in working as a part of a group.

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

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

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

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

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

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

Naturalistic ability deals with education and acquiring knowledge by relating with one's natural surroundings. We live in nature and nature surrounds us. A man by studying and watching things and events in nature enriches his knowledge. And

one does this by classifying natural forms such as animals and plant species, rocks and mountains, birds and many others. If we look back to the historical development of mankind this ability was clearly of value in the evolutionary past.

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

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

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

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

4. The role of multiple intelligences in FLT

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

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

Biopsychological potential has more ways to do this than logical in linguistic intelligence. According to Gardner the purpose of education is to develop

intelligences and to help people reach professional (vocational) goals. And these people feel themselves more involved into activities.

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

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

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

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

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

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

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

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

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

There are many factors around us to motivate learners. And the teacher should be able to use them for keeping the learners active at the lesson. One of the questions that the FL teachers face is how to challenge the learners to speak in a target language and practice it and how to motivate the learners who are not able to

understand the importance of practicing a target language in order to form speech habits and skills. Some learners don't see the need to master the language. That's why one shouldn't forget that the given opportunity, time and support are main factors of forming creativity. And it should also be stressed that both learners and teachers have creative potential. The question here is how to explore and use their creative skills in learning foreign language and in the process of communication.

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

5. The ways of implementation of multiples intelligences in ELT

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

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

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

The effectiveness of pedagogical communication is impossible without the teachers' skill of acting in different positions relating on educational tasks, cooperative activity at the lesson. In this case a teacher asks as a consultant (advisor), informatory, spiritual advisor, assistant, referee and etc.

In the process of communication the communicators exchange opinions, ideas, feelings and empathy. The major feature of pedagogical communication is deliver the knowledge and experience and be partners of the students during communication. That is interrelated activity of teacher and his/her students is essential for both and this activity should be goal-, process- and result-oriented.

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

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

If a teacher has high intelligence he is able to recognize his pupils' emotional state and work a good strategy of teaching. Emotional knowledge can help us to relate better to other people, form good relationships, achieve better success at work in teaching a foreign language.

The knowledge of emotional intelligence will help the teacher to manage the emotions of the learners when they face it in fulfilling different teaching tasks put by the teacher, answering the questions, in disputes and etc.

Self-awareness is one of the attributes of emotional intelligence. Thanks to it one can recognize his own emotions and how they affect his thoughts and behavior. So self-awareness will also help the learners to know their strengths and weakness in doing this or the other work.

The other attribute of emotional intelligence is self-management. It helps the learners control impulsive feelings, behaviors, manage his/her emotions in healthy ways, take imitative and adapt themselves to changing circumstances.

Social awareness attribute of emotional intelligence helps the teacher to understand the emotions, needs of the learners, recognize the dynamics progress of the group.

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

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

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

In order to be able to use knowledge on emotional intelligence teacher needs to learn how to take advantage of the powerful emotion. It can be achieved not simply reading about emotional intelligence theory, but teacher has to experience and practice these skills in his day activities.

We revealed that multiple intelligences also influence on the FLL. According these types of multiple intelligences the teacher can choose the forms of the activities. Let's analysis the content of the table 6.

Table 6. Types of intelligences and forms of activities

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

These forms (examples) of activities were defined according to the given types of intelligence by Tomas Armstrong²⁴ and Mary Ann Christison²⁵.

For example, in games, several of Gardner's intelligences can be seen to work simultaneously. Games consistently fit bodily with kinesthetic intelligence. This is where learners use their bodies to express emotions. Playing games is a form of 'hands-on' activity. Such activities integrate games and dances. Apart from this intelligence, musical and rhythmic intelligence is also evident, as some games require music or dances. There is also logical/mathematical intelligence where learners have to apply their logic and thinking skills in attempting riddles and quizzes, and in understanding the pattern and process of the 'game'. Verbal intelligence is also present as it cuts across every strategy in EL classes. This can be observed working with puzzles and quizzes, which enable learners to learn new vocabulary or revise the vocabulary they already possess, either individually or as

²⁴ Armstrong T. Seven kinds of Smart: Discovering and using your Natural Intelligences. -New York: Plume/Penguin, 1994

²⁵ Cristison M.A. Teaching and learning language through multiple intelligences// J. TESOL. 1996. Autumn:10-14..

a group. This indicates that even though games are primarily considered as instructional tools, organizational strategies are also relevant because some of the games are played with other learners while some are undertaken individually.

Games require a good command of language and the ability to communicate with others. Games can be used as a vehicle to teach certain content in both languages, making learning more fun.

Besides games offer a range of skills which are vital in every-day learning and living. Cooperation is identified as an important skill to develop, and as a requirement in every-day life. Through being involved and participating in games learners develop knowledge, understanding, and come to appreciate various skills and lessons. With these newly acquired skills

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

Thus, when learners engage in games, they are acquiring skills, learning the way the game is played, and the specific vocabulary that is used in the game. Furthermore, learners perceive themselves as compelled to be more creative and to think critically as they then develop their own games suitable for their age and their era. This creativity connects to Gardner's observation that 'Games might even be modified to suit various occasions and situations (Gardner 1983). This indicates that teachers need to use the strategy more frequently and in differing situations. All the suggestions for further improvement highlight the importance of having and using games as a learner-centered activity.

Questions:

1. What do scientists mean by the "emotional intelligence" and in what works it was investigated?

2. What types of emotional intelligence are distinguished by researches?
3. Define the five main categories of emotional intelligence suggested by Goleman.
4. Prove why it is important for the teacher to be aware of emotional intelligence and emotional knowledge in organizing teaching process.
5. Tell about the model of multiple intelligences suggested by H.Gardner.

Tasks:

1. **Create a Mind Map “Advantages of the theory of multiple intelligences in FLT”.**
2. **Analyze the EL textbook “High Fly” and find the strategies of emotion intelligence.**
3. **Design a lesson plan which focuses on interpersonal and intrapersonal abilities.**

Independent work:

1. Search the additional material about multiple intelligences and note-taking it.
2. Find the practical material to prove that motivation is of great importance in teaching a foreign language.

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IV. INNOVATIVE TECHNOLOGIES WITHIN COMMUNICATIVE TEACHING AND LEARNING

Unit outline:

1. Learner-centered teaching.
2. Community language learning.
3. Project-methods.
4. Game-method.

1. Learner-centered teaching

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

In learner-centered teaching, we center our planning, teaching, and assessment around needs and abilities of the learners. The main idea behind the practice is that learning is the most meaningful when topic are relevant the learners' lives, needs, and interests and when the learners themselves are actively engaged in creating, understanding, and connecting to knowledge. Learners will have a higher motivation to learn when they feel they have a real stake in their own learning. Instead of the teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and learners are allowed to explore, experiment, and discover on their own. The learners are not just memorizing information, but they are allowed to work with and use the information alone or with peers. Their diverse thoughts and perspectives are necessary input to every class. The learners are given choices and are included the decision-making processes of the classroom where focus on options, rather than uniformity, takes play. Learners are treated as co-creators in the learning process, as individuals with ideas and issue that diverse attention and consideration.

2. Community language learning

Counseling learning which was developed by Charles Curran in early seventieth is the base of the Community language learning. According to Curran's

philosophy, students are “clients” and teacher is a “counselor” who should take into consideration students needs. Within this technology the affective factors and interpersonal relations during the interaction the members of the group (class) are paramount in the learning. Teachers and learners join together to facilitate learning in a context of valuing and prizing each individual in the group²⁶.

Community language learning as a technology is based on idea of students’ interaction and interrelation and mutual-learning and teaching FL. All students as a group are responsible for the solving teaching objectives and result, they help to each other. The technology intents to creation of conditions for cooperative learning of FL in the system “learner- teacher - group”.

This conception had a practical realization in some variations²⁷ and oriented to creation of conditions of the active joint students’ activity in the various learning situations suggested by the teacher. One of the variants of this technology is tolerant to the using the native language to develop an interpersonal relationship based on trust with the other students. The student attempts to repeat the English word after the teacher. Translation and imitation is used over a consideration period of time, until students are able to apply words in the new language without translation.

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

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

²⁶ Brown 1994:59

²⁷ Полат Е.С. Обучение в сотрудничестве, // Иностранные языки в школе. 2000, №1.

Tandem-method

This method presupposes self-study of FL which conducts between two partners one of them is a native speaker. The goal of tandem is to acquire FL by the help of real or virtual interaction with the native speaker. The virtual communication has the following advantages: 1) extending the boundaries of communication, because tandem-partner can be from any country of the world; 2) partners communicate through e-mail or chatting that contributes to develop writing, reading and interpretation skills;

3. Project-methods

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

The project presupposes solving a task or a problem and during this solution acquiring the new knowledge and practical skills. It is a long-term, problematic assignment with the aim to develop language and communicative skills. Project is differentiated according to the themes, but their results are concrete and visual.

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

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

According to character of final product there the following types of project:

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

The process of conducting the project includes the following stages:

- 1) preparation stage: choice of a problem or topic; making hypothesis and discussion in the group the ways of problem-solving;
- 2) project-carrying stage: searching the information or material for the problem-solving; opening the theme on the basis of analysis and classification of the selected material; writing a presentation);
- 3) presentation stage: presentation and defense of the project to the audience; evaluation of the project.

The survey project is described by us for illustration.

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

4. Game-method

Games are used frequently in Communicative language learning. The students find them enjoyable, and if they are properly designed, they give students valuable

language and communicative practice. Besides game or play is the form of organization in the conditional situations directed to recreation and acquiring experience in which forming and developing individuals' behaviour. Many of the games have the following signs:

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

Pedagogical game-method presupposes clearly the goal and appropriate to it pedagogical results which have teaching-cognitive direction.

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

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

In ELT game-methods can forms:

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

Teachers use the term 'games' to include role-playing and acting. It was said that if teachers make students act out what they read, then it becomes a game. This indicates that everything that calls for body movement is termed a 'game'.

The communicative games allow solving the following objectives:

- creation of psychological readiness of students to the communication;
- providing natural necessity of repetition of many times of the language and speech material;
- practice in selection of appropriate speech variant by students that is the preparation to the spontaneous speech.

Role-playing is considered as one of the activities used in teaching innovative methods. It is very important in Communicative language teaching because they give students an opportunity to practice communicating in different social context and in different social roles. They help teachers to improve the efficiency of teaching process. Role-playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

During the role-playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situations are modeled here for teaching.

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

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

Role-play can be organized according to the following principles: 1) closeness (a plot can be very close to learners' experience or distant); 2) situation (a situation can be everyday or unusual); 3) realism (the circumstances can be realistic or imaginary); 4) personality (the characters of role-play can resemble the participants themselves or be alien to them). Role-play can be controlled (the participants are responsible for the language they use); semi-controlled (participant are partly expected to the use the prescribed language); free (participant are responsible for the message and not for the prescribed language); small-scale (lasting for a lesson or less) and large scale (lasting for more than a lesson or perhaps for the whole term).

The steps of running the role-play:

1. Choosing role-playing participants.
2. Arranging communication setting.
3. Distributing the roles.
4. Selecting the language.
5. Developing the plot.
6. Acting out the role-play.

Evaluation of the role-play does from the position of reflecting on the procedure (plot development, using the language, finding the resolution to the drama).

Questions:

1. How can we organize the learner-centered teaching? Think about techniques and activities used in the frame of learner-centered approach.
2. Tell about the essence the Communicative language learning. Why is it considered innovative method?
3. Do you consider that the tandem-method is very effective nowadays? Think about using tandem-method by you.
4. What skills are necessary to carry project?
5. What types of the project do you know?
6. How many stages are in the carrying project?
7. What technologies are widely used in the EL classrooms?

Tasks:

1. Discuss beneficiaries of the communicative games in the small group. Create an associative map of this technology to make clear its beneficiaries for ELT.

2. Given below are the features of the BANA teaching culture. Find and study specific features of unknown to you technologies of ELT. Fill in the second part of column. What technologies are used in the local culture? Prepare the presentation “Whole-language approach” and “Inductive teaching”.

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

3. Read information about “Fan” technology and say it concerns the game technology or not.

This technology is used in learning problem themes that may be difficult for the learner. The essence of this technology is that the information on all subthemes of the theme is given. And at the same time each subtheme is to be discussed separately and the positive and negative features, advantages and disadvantages are stressed out.

This interactive technology helps the learners to improve their critical, analytical and logical thinking and express their ideas, thoughts in the written form and orally. It can also help them to defend their ideas.

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

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

Stage 1 Learners express their ideas and thoughts freely.

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

Stage 3 Is a consolidating stage. Here the acquired knowledge analyses generalized “The Fan” technology has also an educational character. It includes the following features:

- improves cooperative work skills;

- the problems, situations are discussed from different points of view;
- the skills of making compromise decisions;
- respect the others ideas;
- creative approach to work and others.

Independent work:

1. Find the samples of the given technologies and on the bases of them create your own.
2. Design a plan of conducting the project work.
3. Study the technology given below and define its type within innovative technologies:

I know, want to know, have known

This technology presupposes to give assessment on the themes that the learners learn before. It is used in group work. Teacher divides into groups. Every group after completing the task will discuss its activity. The following table can be used;

I know	I want to know	I have known

This method includes three stages:

1. The level of learners' knowledge is defined;
2. The needs to improve their knowledge of the learners are defined;
3. New information on the theme is given.

The procedure of this technology:

- learners are divided into groups;
- learners' knowledge on the new theme is defined;
- the results are written in the corner of the black board;
- learners are motivated to learn the new theme;
- the notions which may satisfy the learners' needs are written on the other part of the black board;
- teacher gives new information;

- the new notions being studied are defined;
- the new notions are written in the 3rd column of the table;
- at the end these are all generalized and the project will be compiled.

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1. Milrud R.P. English Teaching Methodology. – M.: Drofa, 2007.
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V. INTERACTIVE TECHNOLOGIES

1. The core of the Interactive methods in FLT.
2. The interactive methods variations.
3. Problem-solving methods.
4. Case-study.

1. The core of the Interactive methods in FLT

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

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

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

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

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

1. D. Halpern - critical thinking is “the use of those cognitive skills or strategies that increase the probability of a desirable outcome”²⁸;
2. D.Willingham - critical thiking is “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions

²⁸ Halpern D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring// *American Psychologist*, 53(4), 450.

from available facts, solving problems, and so forth” is an evidence of critical thinking²⁹.

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

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

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

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

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

4. Readiness to correct own mistakes. Critically thinking person wouldn’t make excuses, he/she would draw adequate conclusion and take advantage of the mistakes.

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

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

Interactive methods can easily be used in FLT also in traditional forms of organizing teaching. And the main idea of interactive methods is to improve

²⁹ . Willingham D. T. Critical thinking: Why is it so hard to teach?// *American Educator*, 2007. -Pp.8-19.

critical thinking as constructive intellectual activity which supposes **interconscious** activity of a person in receiving information within the frame work of the interactive methods there have been worked out the basis of teaching and learning. It consists of three stages: evocation – realization of meaning – reflection.

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

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

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

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

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

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

Here are some positive features of using interactive methods³⁰:

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

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

3. Requires individual approach in teaching, i.e. favors for student-oriented teaching.

³⁰ Алимов Ш.С. Интенсив методлар, интерфаол методлар, ноананавий дарс ўтиш усуллари, диригин ўйинлар. - АДУ: Андижан, 2012.

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

5. The skills of independent work are formed in learners, because while using interactive method they acquire knowledge by analyzing and creative thinking. and this will also help the learners to improve their skill of independent work on the methodological literature.

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

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

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

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

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

2. The interactive methods variations

The most effective interactive methods are brainstorming, cluster, mind map, comparative diagram, true-false, insert, Cynquain, puzzles and others.

Brainstorming

It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as they can.

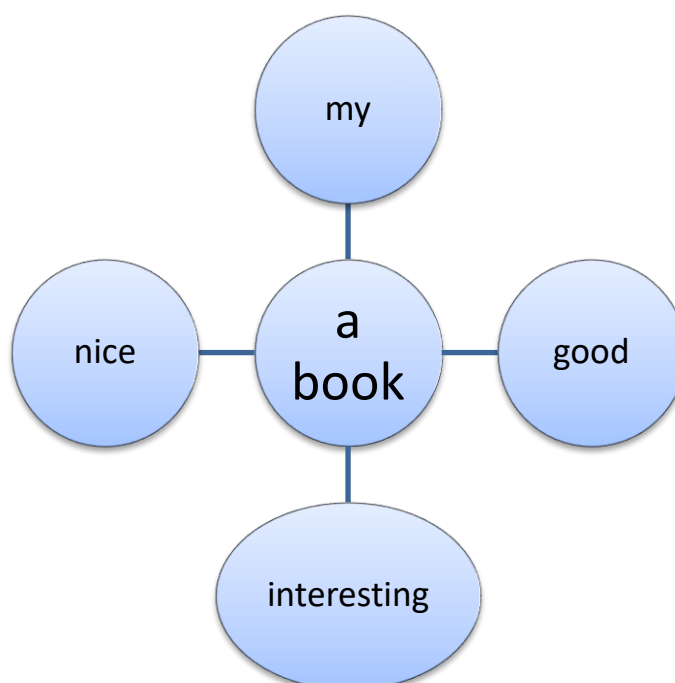
Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them.

At the end of brainstorming activity all the expressed utterances are written and analysed.

Cluster

Cluster can be used at all stages of ELT for motivating the learners to the theme they are learning. For this a teacher may write a word in the centre of the blackboard and ask the learners to write around the word all what has relations with the key word, after that they exchange their ideas working in pairs.

For example:



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

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

“Labirint” technology

The aim of technology: to teach the learners to overcome different life problems, to assess the situation, find solution of the problem and to improve the skills of quick thinking and cultural communication.

Procedure of the technology:

Teacher asks the pupils to seat around the table. They may put a basket of flowers in the middle of the table and this helps to create favorable atmosphere and motivation. It's desirable to have such activities (lessons) in the nature. Teacher begins the lesson telling an interesting story or informing some interesting facts from the life of the learners. As an example the teacher presents some life situation and difficulties and ask the learners to tell the ways how to overcome them. If it is difficult for the learners the teacher presents three ways of solution the problem and ask the learners to select the best solution. Then the learners should explain why they think this solution is best?

After that teacher form small groups which consist of three members. An every member of this small group on the basis of their language experience should remember some problematic situation from their life and pick up the most interesting of them and then tell its solution. The solution of the solution of the problem may be in the form a test or it may consist of one clear answer.

Teacher fixes the time and the members of each small group will tell the problem or situation to the members of other groups. When the fixed time is over they in turn will tell the solution of the problem for example they memorize the problem of the first group and the members of the other groups will tell their solutions of the problem. After having listened to all their answers the teacher also tells his opinion. Then they pass to work on the solution the next group. And this way the discussion goes on.

The assessment for the activity of the learners and some recommendations are at the end of the lesson.

Two-part diary

This method presupposes using note-book divided into part (items and reactions) with vertical line. The students write the words, phrases, sentences evocated different associations and emotions during reading the text in the first

part of the note-book. In the second part they fixate own ideas and emotions in relation with the information of the read text.

Jiglo

It also belongs to interactive methods and can be used in a group work. Learners the task to restore the text out of cut into pieces sentences of the text are given. Learners work in groups and cooperate in restoring the text.

Cinquaine

This word was borrowed from the French language and means five lines. It helps the learners to find out the key words from the text, learn their meaning, function and use then make short conclusion on the text. Cinquaine first worked out by American poet Adelaide Crapsey. Most methodologists believe that cinquaine is effective on working with difficult information. It helps to single out the most important parts of the information.

Cinquaine is used in the following way:

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

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

It's useful to keep (or follow) the following advises in using their method.

1. First learners should use it on the well-known theme.
2. At the beginning learners work in pairs, small groups are proposed. Only after such preliminary activity the students may work alone on making Cinquaine.
3. Those who could make best cinquaines are encouraged. This method is considered to be one of the innovative methods and helps the learners to deep understand the theme.

3. Problem-solving method

From the variety of innovative educational technologies the most effective is problem-solution. This method begins by asking students to look at situations around them and identify problems. This discussion should be participatory and can include pictures of both good and bad situations in the community members. The primary question begins with is, “What problem are you having?” Use the answers to work with community members to diagnose causes of the problem and identify possible solutions. Because work is done with community members, they will likely be motivated and feel empowered to bring about the desired change.

Discussion is a type of interactive method requires to study teaching material on the theme before starting discussion. At the time discussion is a simulation of reality for study purposes with problem-rising task, cooperating or challenging viewpoints of participants, polarization of opinions, decision-making and problem-resolution.

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

A discussion can be organized as a pyramid discussion. It means that a problem task is given to pairs of students. Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out the single solution. Finally a single variant for the whole of the class is worked out.

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

Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

The forms of organizing group work are the following:

1. A theme is selected (chosen)
2. Learners must have learnt the chosen problem
3. Groups are formed
4. Teacher gives instruction and announces the time
5. Controls the activity of learners and if it is needed, helps and stimulated them.
6. At the end of the discussion one representative of each group makes information.

The aim of the technology is to teach the learners to overcome different problems they faced with and form the skills of understanding the situation and problem. To introduce the learners with some methods of solving problems are necessary to teach the learners to clear up the reasons of exiting the problem and to choose the right method of solving it.

The procedure of the technology:

Teacher divides the learners into groups and then informs the rules of organizing the lesson and focuses learners attention on the stages of the lesson. The learners may work independently, in pairs or in groups. This motivates the learners to the lesson. The teacher having introduced the procedures begins the lesson.

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

Activity 2.: every member of each group writes a problem, concerning to the video episode into A 4 format paper with markers.

Activity 3. : when the time fixed for this activity is over, one of the representatives of each group informs the work done by the members of the group.

Activity 4.: the papers are which the problems are written by the members of each group are exchanged. So the members of the groups may be introduced with the problems prepared by the members of the other group.

Activity 5.: each member of the groups may choose the problem which he is interested in.

Activity 6. : every learner should write a problem into the table presented by the teacher and should analyze it.

Pattern:

Types of the problem	The results of existing the problem	The ways of solving the problem suggested by the learners
Having poor knowledge	- weak knowledge of the learners; - no motivation; - the lack of supplementary materials; - teachers inability to motivate the learners; - lack of information on the theme being learned and others.	- to find out the more effective ways of organizing teaching; to provide the learners with supplementary materials; - tell the learners the aim of learning the theme and also expected results; - to motivate the learners; - to use different methods of activating the learners;

4. Case-study

The case-study method was first introduced into social science by Frederick Le Play in 1829 as a handmaiden to statistics in his studies of family budgets(*Les Ouvriers Europeans*(2nd edition, 1879)) In the social sciences and life sciences, a **case-study** (or **case-report**) is a descriptive, exploratory or explanatory analysis of a person, group or event. An explanatory case-study is used to explore causation in order to find underlying principles. Case-studies may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study).

Thomas offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates." According to J. Creswell, data collection in a case study occurs over a "sustained period of time."

Another suggestion is that *case-study* should be defined as a *research strategy*, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research can mean single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical propositions. This idea is supported and well formulated by (Lamnek, 2005): "The case study is a research approach, situated between concrete data taking techniques and methodologic paradigms."

The use of case studies for the creation of new theory in social sciences has been further developed by the sociologists Barney Glaser and Anselm Strauss.

The popularity of case studies in testing hypotheses has developed only in recent decades. One of the areas in which case studies have been gaining popularity is education and in particular educational evaluation.

Case studies have also been used as a teaching method and as part of professional development, especially in business and legal education. The problem-based learning (PBL) can be presented as an example to it.

Ethnography is an example of a type of case-study, commonly found in communication case studies. Ethnography is the description, interpretation, and analysis of a culture or social group, through field research in the natural environment of the group being studied. The main method of ethnographic research is through observation where the researcher observes the participants over an extended period of time within the participants own environment.

When the Harvard Business School was started, the faculty quickly realized that there were no textbooks suitable to a graduate program in business. Their first solution to this problem was to interview leading practitioners of business

Method case-study is widely used in the Education System as a modern professional oriented teaching technology.

Case-study is taken from the English words “case” that means: state, situation, event and “study” means learning and analyzing.

Method case-study can also be called the method of concrete situations based on the problem analyses directed to solve concrete tasks, i.e. cases. Method of case study belongs to active method of teaching.

The aim of case study is to analyze case problem and solve it in cooperative activity of the learners. It supposes to study case problem and work out its practical solutions. And at the end of the collective work the best solution is selected.

This method can be used with success in all spheres of education. There exist two classic schools of case study: 1) European (Harvard University); 2) European (Manchester University)

The first (American) supposes to find out the only correct solution of the problem. And the second (European) supposes several variations of the solution.

At present Case-study method occupies a leading position in education and activity used in abroad.

It is one of the most effective means of teaching and forming the skills of solving problems. Situation based teaching according to the methodology worked out in the Harward University its intensive training of the students using video materials, computer and program providing.

Within the period of study at the University a student of Harward has to work with hundreds of cases. The problem of implementing case-study method into education system is one of the very actual problems of the present day. There are two tendencies:

1. It is oriental not only to receive concrete knowledge, but also to form professional competence, skills and subskills of mental activity, to improve personal abilities among which a special attention should be focused on abilities of teaching and also forming the skills of reinforce the process on the mass of information.
2. It is aimed to improve the quality of specialists, the ability of optimal behavior in different situation.

The use of case study in education motivates to learn FL and creative thinking in solving problems.

The characteristic features of case-study is to form problem situations on the bases of factors taken from the real life. For effective of using case technology in the process of teaching it is important two factors:

- a) a good case problem
- b) a definite methodology of using it in the teaching process.

This method is used in concrete situations for solving case problems special worked out on the basis of tactic material with the aim of analyzing and using them in the process of teaching. While working on the problem learners work in cooperation and they learn analyzing and taking solution.

Case-study is quite simple method. It is aimed to acquire knowledge on the target language and solve problems.

The learners' task here is to find different solutions of the problem and select the best of them.

Case-study is oriented not getting ready information but to work out the solution of the problem in cooperation. The principle difference of the case-study method from traditional methods is that learners act freely, without psychological barrier and expressing their ideas and acquiring knowledge. This democratic behavior of the learners and the process of teaching is emphasized.

For achieving good results in using the case-study method it is important both interpersonal and interpersonal activities of the learners.

A case (module) of concrete situation is worked out. It should be taken from real life and answer needs of the learners for getting information. Teacher's role here generating questions, fixing answers and bear for discussion, i.e. he is the manager of the creative process. The priority of this method is that by analyzing the situations learners improve their knowledge, form practical skills of solving problems, and also improve professional skills characteristic for a foreign language teacher.

The case-study method is an instrument of implementing theoretical knowledge into practice. It also helps the learners to be independent, to develop critical thinking and express their ideas argumentatively.

While working in groups learners improve their collective work skill.

A good case problem should meet for the following requirements:

- correspond to the aim and the degree of difficulties of the case;
- illustrate some aspects of professional activity;
- actual at present day;
- illustrate typical life situations; The stages of using "Case-study"

The stages of act	The form and content of activity
1 stage: case and introduce its information	• Audio-visual work lonely • Acquaint with situation • Generalize information • Dissect information • Determine problems
2 stage: to determine problematic position and to determine problematic tasks.	• To work in groups and individually • To determine intensive hierarchy of problems • To mark the main problematic situation
3 stage: to search the solution of problematic tasks, to make ways of solution	• To work in groups and individually • To make the ways of solution • The opportunity of each solution and dissect interference • To choose solution
4 stage: to make the solution of problematic tasks	• To work in groups and individually • To base opportunity of use variants practically • To prepare the presentation of creative-project

Scarabey technology

The variation of case study is Scarabey technology

Scarabey is an interactive technology. It is aimed to improve logical thinking and creates favorable opportunity for memorizing and improves skills of expressing one's ideas freely. This technology teaches the learners to self-assessment of their knowledge and activity. It also serves to define the relations between the ideas. This technology is universal technology and can be used in different stages of acquiring knowledge.

These stages are the following:

1. To motivate the learners activity at the beginning of the lesson(brain storming);
2. To define the content and structure while learning the theme, and also to define the main parts within the theme.

Scarabey technology presupposes to use the language experience of the pupils, and their creative activity.

This technology can be used in small groups.

The educational features of the Skarbey technology:

- to respect the other ideas;
- skills of collective work;
- activity of the learners;
- polite communication;
- creative approach to work;
- self-assessment of the abilities;

creative responsibility and motivation;

Questions:

1. What do we mean by interactive technologies?
2. What types of interactive technologies can you name?
3. Can you give additional information about the problem-solving method?
4. What variations of the problem solving method do you know?

Tasks:

1. Discuss beneficiaries of the Case-study technology in the group.

Create a associative map of this technology to make clear its beneficiaries for ELT.

2. The presented lesson plan on critical reading developed by Mokshina Yana Vladimirovna –a teacher of English language at lyceum illustrates the usage of the proposed methods in each stage of developing critical thinking. Study the lesson plan and try to design a lesson plan on the theme “travelling” for students of school on the basis of EL textbook “High Fly”.

Independent work

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

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

Purpose of the lesson:

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

Evocation Stage

Learners are supposed to work in groups depending on their quantity (3-4 groups). At this stage it is necessary to interest learners and make them active. For this reason, a teacher can use the true-false activity. Groups may get handouts or it is possible to display the following handout with the use of PowerPoint.

Do you believe?	Before reading the text	After reading the text
... that New Year in Scotland is called as «Hogmanay»?		
... that the word “Hogmanay” derived from Scottish language?		
... that New Year		

“Hogmanay” is connected with winter solstice?		
.... that one of the key features of New Year celebrations are rituals with fire?		
... that words for New Year song are written by R. Burns?		
... that music is one of the crucial parts of the celebration?		

Awareness stage

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

1. An activity which is called as “INSERT” can be used in this very stage.

While reading it is important not to miss important details which help to reveal the meaning of a text and form one’s viewpoint on the presented information. While reading learners may write remarks in the text (active reading/reading log).

INSERT

I - Interactive	« V » - already know
N - Noting	« + » - new
S - System	« - » - thought differently
E - Effective	« ? » - didn’t understand, I have questions.
R - Reading and	
T – Thinking	

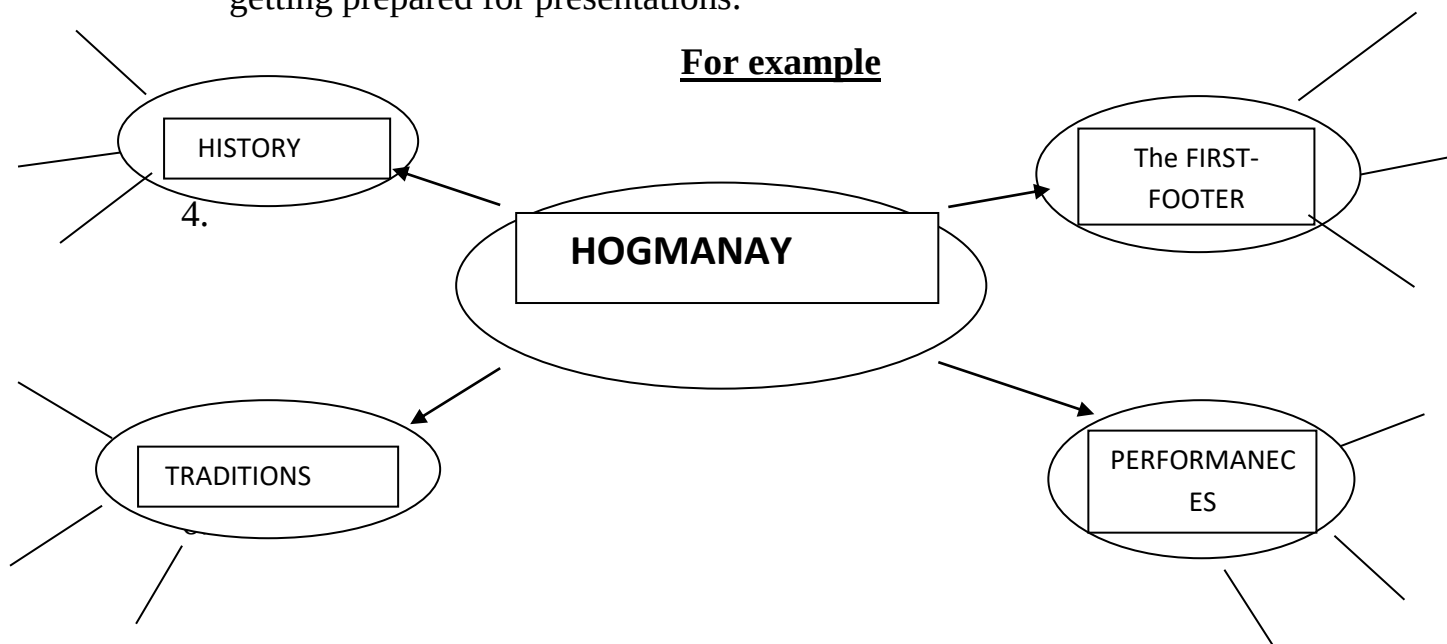
After reading log it is possible to fill in the table with the key phrases or words.

V	+	-	?

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

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

For example



Reflection stage

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

Scheme of Cinquain:

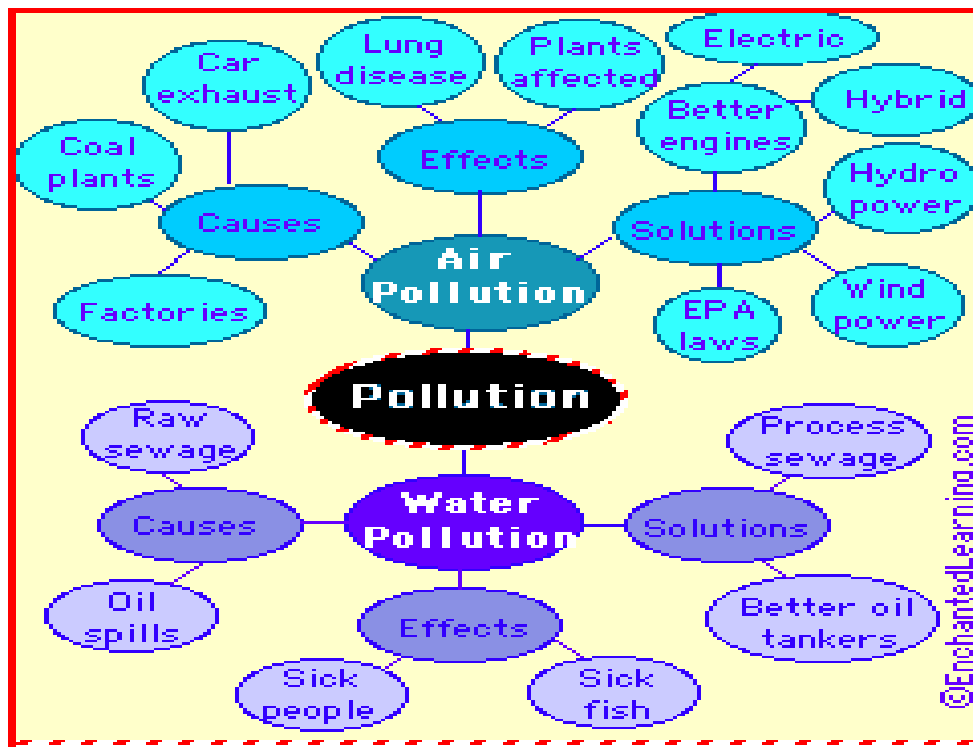
- Name (expressed with a noun).
- Description of a topic (expressed with 2 adjectives).
- Description of events (expressed with 3 verbs).
- Phrase made up of 4 words which shows the relation towards the theme.
- Synonym of the first word which reveals the meaning of this concept.

For example:

Hogmanay
Interesting, ancient
Sing, celebrate, perform

It is an ancient tradition
Holiday

3. On the base this Mind mapping (See the picture) organize essay writing.



4. The Venn diagrams is given below. Study this diagram and tell about this technology in LT.

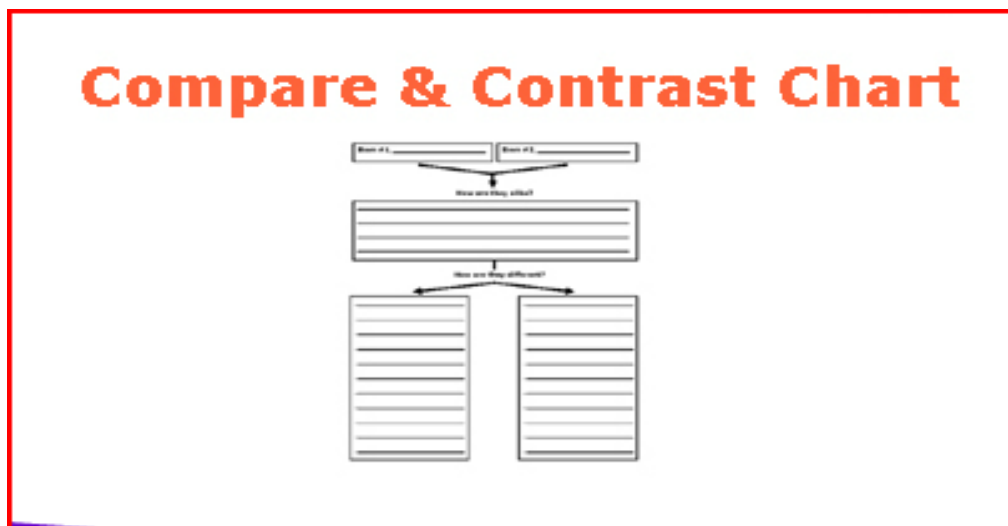
Venn Diagram

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

Subject: _____ Subject: _____

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4. Study the picture and say when and why we can use this scheme.

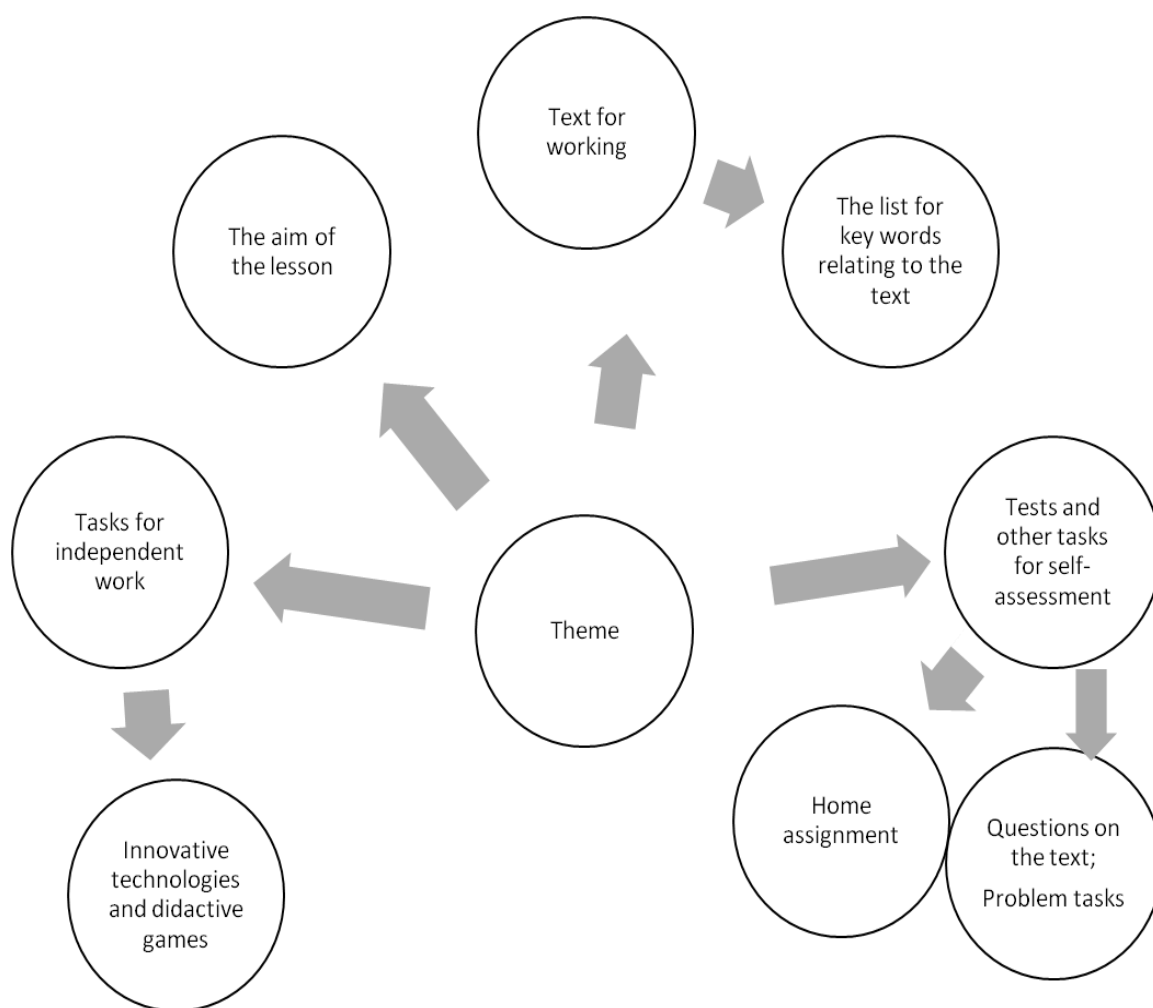


4. Study the scheme of the interactive lesson.

1. Learners are divided into small groups (4-5 students);
2. Every group appoint their leaders;
3. The theme, its aim and problem are defined;

4. By using “Brain storming” different ideas on the theme are generalized;
5. Working in pairs the learners exchange their idea written in the papers and add something new;
6. The learners of each group generalize the expressed ideas, discuss, analyze and make a decision;
7. The leaders of the groups in turn informs the others about the work they have done;
8. Including the additions the teacher writes cluster on the black board relating to the theme;
9. The learners make sentences, and express their ideas on the theme;
10. Conclusion on the whole activity is made;
11. Home assignment is given at the end of the lesson.

Look at the pattern for using this technology.



6. Do you think the activity is: successful? Fairly successful? Not successful?
Why?

Learning activity done in class	Stage	Learning value	Level
Listening a test			
Answering questions on a text			
Reading aloud			
Silent reading			
Repetition drill			
Substitution drills			
Question/answer practice (whole class)			
Oral practice in pair			
Guessing games			
Copying words/sentences			
dictations			
Paragraph writing			
Role play			
Free discussion			
Correction each other's work			

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

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

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

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

Think about its role as communicative activity. Is it new for you or not?

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

- A. Brainstorming solution: Next, members brainstorm ideas to develop a list of all possible solutions to the problem, without stopping to judge the quality of the ideas.
- B. Choosing the most likely, most effective, or most interesting solutions: When the group has finished brainstorming solutions, members can choose the one of the most meaningful.

Recommended literature:

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VI. INFORMATION-COMMUNICATION TECHNOLOGIES IN EL TEACHING AND LEARNING

Lesson outline:

1. The specifics of computer technologies and their functions in EL teaching and learning.
2. Computer programs and multimedia technology.
3. The role of information-communication education.
4. Information-communication competence of EL teachers.
5. Types and resources of Web 2.0.
6. Criteria for evaluating and selecting Internet resources.
7. Implementation of Web 2.0 into the EL process at school, lyceum and college.
8. Practical material for using in ELT.

1. The specifics of computer technologies and their functions in EL teaching and learning

Computer teaching and learning FL means using educational programs on the basis of computer. Computer-mediator FL teaching and learning was grown on the basis of the programming teaching and as a result of mass computerization all education establishments at present time influence positively on all sides of educational process. In scientific literature on methodology the following terms have been brought into: Computer assisted language learning (CALL) as learning language with using computer; Computer aided language instruction (CALI) - teaching language with using computer; Information and communication technologies (ICT). The CALL is used as a general term for designation of whole complex of theoretical and applied problems related to the computer FL teaching and learning which is called “Computer linguodidactics” in Russia and domestic methodology.



The functions of computer in FL teaching and learning are:

- 1) communicative - the process of FL teaching and learning is conducted in the dialogue “learner - computer”;
- 2) informative - the learner use the computer recourses (dictionary, informative texts, data);
- 3) training - addressing to computer training courses, standard teaching programs and expert systems;
- 4) managing -adjustment of teaching programs for the concrete language level of learners and algorithm of actions and operations;
- 5) assessing - testing and evaluation.

2. Computer programs and multimedia technologies

Computer programs for FL teaching and learning are usually presented as electronic course-book specific features of which are a) programming module (video-fragments, voiced dialogues, glossary, grammar commentary), practice module (various exercises for developing language subskills and skills), module of speech recording and reproduction; ,) presentation of teaching material in the visual and sound forms; c) organization of the material as hypertext, that allows move up quickly the one part of manual to the other one, searching the information; d) during doing assignment having the chance to check which of their answers are right and which are wrong and get their score. In some courses there are Internet supporting as additional teaching material, methodical recommendations, access to which are done through computer network. The

following types of computer programs are widely spread in FL teaching and learning: 1) devoted acquiring aspects of language system; 2) developing communicative skills; 3) assessment or testing programs; 4) sociocultural programs for acquaintance with the cultural aspect of native speakers.

It is the combination of various media types as text, audio and video materials by the help of which the teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

Advantages of using multimedia learning:

1. Improves interest and motivation
2. Various multimedia tools help the learners better understand the teaching material
3. Teaching process oriented on the life situations
4. Positively influence on forming speech habits and skills.

Multimedia includes the following elements:

Audio, pictures, animation, motion pictures, text and video. Their influence on the learning process is great because they help the learners to understand the teaching materials well and easily. Multimedia is the combination of various digital media types such as text, images, audio and video into an integrated multi-sensory interactive application or presentation information to an audience. Multimedia technology is an innovative teaching and learning strategy. It is especially good in problem-based learning. This technology improves in the learners creativity, critical thinking and analytical skills in solving problems. It encourages learners to take active part at the lesson and how to learn via real-life problems. Summing up all above said we'd like to stress out that such methods as explanation, description, demonstration, illustration, video or multimedia methods are widely used at present in imparting and acquiring knowledge.

3. The role of information-communication education

For the last period we have been watching a social media revolution in which people communicate in cyberspace through aural, visual, and written discourse. The FL teachers today need to be not only computer literate but to have professional confidence to use Information-communication technologies (ICT) and resources adequately and methodologically correctly.

Without any doubts, ICT open new perspectives for FL teachers because they expand the classroom context, setting up international partnerships and virtual language communities, provides access to authentic, up-to-date materials in different modes - texts, multimedia, streaming TV, podcasts and more exposure to native speakers through online systems, etc. It is important for teachers to know how technologies are embedded into teaching process to make it truly effective.

We employ technologies to

1) enhance teaching and learning by:

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

2) improve administration and planning:

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

3) improve assessment and reporting by:

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

Teachers can provide the learners with access to native speakers and authentic language situations through the Internet and also to facilitate communication in the target language with their peers in this and other countries. Students usually exchange e-mails, or use social networking sites, such as ThinkQuest for collaborative work, discussion forums and to build friendships. E-mail, blogs and

learning platforms are all tools used by the 21st century teacher to communicate with students, providing feedback or guidance.

Throughout the years multimedia technology for FL learning has had demonstrably positive results, and so its integration with the existent all stages of education curriculum is a logical step.

Using multimedia technology in the EL classrooms³¹:

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

With the rapid development of Internet, computer use in classroom also offers additional possibilities for designing communicative tasks such as those built around computer-mediated communication, including the ability to interact in real life with oral and written communication, to conduct information searches to find attractive and meaningful material, and to engage in distance learning and e-learning³²

The using video gives the following benefits:

³¹ Mayora C.A. Integrating Multimedia Technology an a High School EFL Program//J. English Teaching Forum V.44, No3, 2006. -P.16.

³² Anderson N. Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language. //The reading Matrix 3(3), 2003. -Pp.1-33.; Belz J. Social dimension of telecollaborative foreign language study?? J. Language Learning and Technology 6(1), 2002. -Pp. 60-81; Dudeney G. The Internet and the Language Classroom: A practical guide for teachers. -New York: CUP, 2000; Jonassen D.H. Computers as mindtools for schools: Engaging critical thinking. 2-d ed. -Upper Saddle River, NJ: Prentice Hall, 2000.

- expose students to authentic language in natural situations;
- provide a situational and visual context to language interaction;
- expose students to authentic non-verbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language.

There are three stages working on the video:

Previewing activities activate students' prior knowledge and raise their expectations relating to the context of the video. At this stage the teacher can prepare vocabulary lists, reading texts, and comprehension questions about video so students will start reflecting about what they know of the topic.

Viewing activities gave students practice in both content-bases and form-focused tasks that require them to use top-down and bottom-up processing. Activities include answering multiple-choice questions, filling in the blanks, drawing inferences, and listening for the gist³³.

Post viewing activities give students the opportunity to evaluate and comment on the video and associated activities. Students answer various open-ended questions about the video in terms of their personal enjoyment and the relevance of the content. At this stage they are required to reflect and write about the context of the video, which encourages them to think critically about the subject. At first they can write their comments in their native language, but they are progressively required to express themselves in the target language³⁴.

Computer-station assessment means automatically evaluation of students' performance on grammar, listening comprehension lessons. Students answer tests on the screen and receive their scores soon as they finish. They then have the chance to check which of their answers were right and which were wrong.

At the end of each video session, students receive the answer keys for the worksheets they completed and have the opportunity to correct their work and monitor their progress; this material is kept as a portfolio and is evaluated once every term on criteria that include the number of worksheets completed, the

³³ Antonini M. Designing activities for video materials. Workshop presented at the 22nd annual Venezuela TESOL convention. -Caracas, Venezuela, 2004. 2004.

³⁴ Pino-Siva J., Mayora C. Any Comments? Eliciting students' reactions to video-based listening tasks. Paper presented at the 22nd annual Venezuela TESOL convention. -Caracas, Venezuela, 2004.

completeness of the work, the quality of self-correction, and special credit for the substance of students' comments in the post-viewing section.

Weekly self-evaluation exercises occur during the five minutes. On the computer screen, students rate themselves on eight items on a 1 to 5 scale ranging from *Very poor* to *Excellent*, including punctuality, time management, and dedication to work. The score they give themselves is their grade for that session; at the end of the term, the self-evaluation scores for all sessions are averaged.³⁵

4. Information-communication competence of EL teachers

In all over the world in the sphere of education the special attention is paid for forming information-communication competence also so called as e-competence.

ICT competence includes the knowledge and skills presented in the Table 3

Table 3. The content of the ITC

Knowledge in ICT	Skills in ICT
• methods used while integrating ICT into FLT; • psychological approaches to ICT integration into FLT; • didactic principles of integration of online resources into FLT; • requirements to create educational online resources; • critical evaluation of educational online resources; • search for Internet-based resources; • standards and formats of educational online resources; • didactic potentials of Web 2.0 services (blog, microblog, podcast, wiki, Google applications, etc.); • dynamic syllabus: types, structure, methodological principles of creation;	• use of search engines, directories, crawlers and agents to locate web resources suitable to their subject area; • use of various synchronous and asynchronous communication tools (email, chat, forum, blogs); • creation of vocabulary, grammar tests using <i>HotPotatoes</i>, <i>Quia</i>; • creation tasks using templates, such as <i>Hotlist</i>, <i>Multimedia Scrapbook</i>, <i>Treasure Hunt</i>, <i>WebQuest</i>; • setting up a blog or a site on CMS Joomla! for teaching purposes, incorporation some web 2.0 services into a site or a blog; • creation of web syllabus of the course using various platforms and tools (GoogleSite, blogs, wiki, Joomla!, etc.); • integration into teaching process web-projects and e-portfolio technologies; • use of Web 2.0 services (blogs, podcasts,

³⁵ Mayora C.A. Integrating Multimedia Technology a High School EFL Program//J. English Teaching Forum V.44, No3, 2006. -P.117-18.

• methodological principles of creation and integration of web-projects and e-portfolios; • assessment of various online activities and tasks; • didactic potentials of LMS Joomla!	social bookmarking services, wikis, etc.) for development writing, reading, listening and speaking skills; • integration of online video into English language lessons; • use of various multimedia materials and Web 2.0 services to create multimedia, interactive lectures and presentations; • interaction with the help of blogs and wikis or live through Skype or other synchronous tools; • use of communication tools (e-mail, twitter, teleconference, Skype, forum, blogs, etc) for development of professional competence; • use of communicative services for setting up webinars; • creation of a podcast, video file (YouTube) for teaching purposes; • employment of microblog, forum, etc. for discussions and creation of effective learning communities online; • management of virtual discussions and be good at online group development for learning; • building effective online communities and support learners (e-moderation); • doing scientific research using new Web 2.0 services (social bookmarking services, SlideShare, Mindmaps, etc).
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Examining the content of the table, we notice that we should acquire experience in using potential of Web 2.0. Language teachers working in virtual environment need to be able not only to use standard software and web tools confidently but also to make wise and critical choices concerning the use of social services and platforms and of online information found. They have to see the technologies as another environment for learning rather than as tools.

5. Types and resources of Web 2.0

By the Internet technologies we understand the set of forms, methods, ways and techniques of teaching with the help of the Internet resources and social services. From the didactic point of view Internet includes itself two components such as telecommunication forms and information resources. Web 2.0 is the form

of telecommunication and the platform of the social services and offices which allow the users to receive information and produce them (create) or to be as co-authors.

The popular of social services of Web 2.0 concern the following types:

- blogs (personal page as diary and register). Pages of Wikipedia (a type of social server allowed to create the content);
- services of podcasts (a type of social service allowed to create and extent any audio- and video programs in the net) and folders/favorites (a type of social service allows users to create, to store and publish own favorites, to make in order them according to chronology of their creation or to their popularity, to look through the favorites of other users and to exchange with them);
- service of Flickr (a social service intended to storing and further using own digital photos and video-rollers/blocks by users);
- video-roller/block YouTube (service of placement and storing of the video-material).

Informative net resources content the text, audio-, video material on the different topics (themes). For the teaching and learning aims we can use special resources such as hotlist, multimedia scrapbook, treasure hunt, subject sample, WebQuest.

Their specific features can be seen in their content organization:

- hotlist (список по теме): the list of text reference in Internet;
- multimedia scrapbook (мультимедийный черновик): the list of text, graphical, audio-, video references in the Internet;
- treasure hunt (охота за сокровищами): 1) reference of different sites on learning theme; 2) question to the each part; 3) general question to the whole understanding of the theme (topic);
- subject sampler (предметный образец): 1) text and multimedia references of Internet; 2) question to the each part; 3) argumentation of own opinion to the studied discussion-matter;

- WebQuest (Интернет-проект): 1) text and multimedia references in Internet; 2) question to the each part; 3) argumentation of own opinion to the studied discussion-matter; 4) the general question which is presented in discussion character.

From the methodical point of view they can be interpreted as following: 1) **a hotlist** is a web page containing sites categorized by topic; 2) **a multimedia scrapbook** is a collection of internet sites organized into categories, such a photos, maps, and sound, and video clips; 3) **a treasure hunt** develops students' knowledge of a topic by providing links to Web sites with information on that topic and by posing key questions concerning the sites; 4) **a subject sample** is an activity designed to get students to develop an affective connection to topic by responding to Web site with a personal perspective; 5) WebQuest develop problem-solving skills and promote learning through analysis of complex concepts.

Thus, hotlist and multimedia scrapbook intended to searching, selection, classification of any information. The treasure hunt, subject sample and WebQuest include the elements of problem-solving teaching and directed to activization of the searching-cognitive activity of learners.

6. Criteria for evaluating and selecting Internet resources

It's very difficult to create the authoring Internet-resources for the teaching aims, because the teacher him/herself should evaluate and select the teaching Internet resources. So, the following criteria help teachers (See Table 4)

Table 4. Criteria for evaluation and selection of the Internet resources

Criteria	Commentary
1. The source of information.	Who is the author of the site, private personal or organization? Do you trust to this source? What interests is the placed in the sight information pursued for?
2. Reliability of information.	What are the main arguments of the author of the site? Are there references to the other sources? What are they? Are they reliable?
3. Topicality of information.	When was the information placed in the site? Is this information modern or old?
4. Culturally-	Is this information necessary for a certain stage and a

appropriateness of information.	of	level of education? Does this information provide the learners' development?
Cultural-conformity of information.	of	
5. Objectiveness of information/audience survey.	of	Is material of site objective? Does it reflect the one position or contribute forming the whole pluralistic view on the reality?

Using the created envelopes of services, the teachers and students can work out own services. Besides of this the social services allow to use materials of Internet, add some information, modify and correct them.

7. Implementation of Web 2.0 into the EL process at school, lyceum and college

For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time.

Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Young children can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with standard models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practice as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally visualize rhymes and songs through freeze-frame photography, artwork and text-based legends that can be synchronized to the words.

Audio recorders like talking tins, pegs or cards can be used to reinforce the

learning of traditional rhymes or to record the singing of popular songs. Talking photo albums have been successfully used to create stories or non-fiction texts with an oral narrative. Photos and text can be inserted into each page of the album and the user can subsequently record a corresponding narration.

For further examples (see: www.segfl.org.uk/spot/post/recordable_talking_devices/). Recording like these devices are cheap, portable and simple enough to be used by even the youngest learner, where being able to overwrite recordings multiple times is essential to allow learners to achieve relative success in their oral work. Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom; a child makes a recording in isolation and plays this back in the classroom, validating their voice to their peers (Howard and Pim, 2007).

At present time children have grown up with computers and gaming consoles and increasingly 'smart' mobile phones are highly conversant with the notion of using them for 'digital play'. The teachers can capitalize on their children's involvement with this type of technology by integrating video games into their lessons.

The quality of video and audio is obviously the number one priority, but it is clear that the most useful VC systems offer participants an array of additional tools such as shared whiteboards, text chat facilities, private meeting rooms and polling functionality.

At the secondary schools we can apply information-communication technologies to the EL classrooms at school, lyceum and college. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

That is the better way to display your student's work, than to create a web page designed just for your class. Once a web page is designed, teachers can post homework assignments, student work, famous quotes, trivia games, and so much more. In current day society, children know how to use the computer and navigate

their way through a website, so why not give them one where they can be a published author.

Blogs allow for students to maintain a running dialogue, like a journal, of thoughts, ideas, and assignments that also provide for student comment and reiterative reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

Wireless classroom microphones: noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers clearer. Children learn better when they hear the teacher clearly. The benefit for teachers is that they no longer lose their voices at the end of the day.

Mobile devices such as clickers or smartphone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback.

SmartBoards is an interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the SmartBoard.

Online media: streamed video websites can be utilized to enhance a classroom lesson (e.g. Teacher Tube, etc.)

There are many other tools being utilized depending on the local school board and fund availability. These may include: digital cameras, video cameras, interactive whiteboard tools, document cameras, or LCD projectors. The teacher can apply them to the EL teaching process.

For example: the students are given worksheets and the activities consisted of:

- Listening. The learners use a barcode scanner application on their group's smartphone to scan a QR code. The information contains in the QR code led them to a recording of a poem. The learners next have to listen to the poem, complete a cloze activity and solve a puzzle hidden in the poem.

- Speaking/reading. The learners have to make a recording of a radio play script using the audio blog software VocalPost (<http://vocalpost.com>) and email it to their teacher.
- Writing. The learners scan one of two QR codes, further watch a short video or cartoon. On their answer sheets they then have to write a paragraph retelling the story.
- Grammar. The learners scan the QR code and are further sent to an online grammar quiz. After finishing this, the results are emailed to the teacher.
- Dictionary work. The learners use a dictionary app to complete one of the worksheets.
- Treasure hunt. The learners scan another QR code, which led to a question and clue to a place in the school where they can find the next question. There is another QR code there, which has another question and clue and which led to a different location. This continues, with the learners running around the building and outside in the garden in order to answer all the questions.

8. Practical material for using in ELT

In organizing teaching EL the following tasks which enable the learners to use internet resources:

1. To project a virtual rally on the country the language of which is being learned;
2. Tasks on analyzing press materials on the themes dealing with sport, theatre, cinema, leisure, and etc.;
3. Analyzing different sites and compare giving priority and place them in order according to richness of information, accessibility for using them by learners;
4. Divide the students into groups according to their interest to culture art, climate of the country the language of which they are learning.

These tasks are aimed to be done during out of lesson activities as home assignment.

And just a few words about the tasks which can be done during class activity.

Organizing teleconferences. There are more than twenty thousand groups of news information in the internet. And the students discuss different themes. For using these internet materials we need a special program to look through this information. The packets of Internet Explorer and Netscape Communicator will help us to read these groups of news and then they can be used for teaching purposes.

The task on observing the social view can be given to do in the multi media laboratory. But this requires to have individual computer for each student. That is why it also can be given as a home task. Such activities or tasks are characteristic for the elementary stage orienting on the learned material. But it is more useful at the advanced stage, i.e. for the third and fourth year students, because by this time they already have gained vocabulary which will help them for analyzing and systematizing the received information and for expressing their own point of view on them.

The international telecommunication project.

It can be carried out in cooperation with the universities and the other teaching establishment.

The preparation for it takes several stages:

- Clearing up the theme;
- Collecting information by the participants of the project;
- Cooperation through the electronic post;
- Presentation of the reports.

TV-bridge. Such type of work can also be organized by the way mentioned above. It can be carried out without previous exchanging of information, but compiling and sending them by the electronic post positively influences on the communicative activity of the learners. The themes may be different, but it is useful to orient on the themes dealing with the future professional activity of the learners. It will be interesting and desirable if these themes include the problems of global character.

Internet offers a number of distance teaching courses of the English language free of charge.

Site “The virtual reality” is the collection of linguistic and nonlinguistic materials on country learning, collected in the web-server. It is impossible to get and called such member of information by making long trips on the country. It gives the opportunity to stop at different places as at the café, station, supermarket and lets the learner get much information about the surroundings. The importance of this site is that it presents a piece of real life, culture and reality of the country in the class without travelling to the country. The internet materials of this site reflects different opinions of the people about the same places, cities. So they can be successfully used in organizing teaching.

The site *City Net* helps the learners to travel to different countries and see the places of interest. One can find here i.e. in the site the information not only about the country but also about the photos of the monuments, natural resources and art in the English language.

City Net is the best navigator. The materials of this site can be used in organizing different parties in English. It is useful to use role-playing. For example, the learners will play the role of given and tourists. This involves the learners into active participation which playing their parts.

The site of American’s homepage is analogy to some extend of the previous site, i.e. City Net. It gives the learners opportunity to travel to the states and cities of America introduces them with the history, culture and life of American people. The site Metro Link is oriented on the city communications and permits the learners to travel to the biggest cities of the world by metro. Here the maps, schemes of the metro lines are given in a target language. The learners individually may compile router, themselves. At the end of such travel, the learners are given the task to make reports either orally or in the written form. It may be in the form of a diary, including some photos they have seen while travelling.

The site Wild-e is actual especially for the teachers of a foreign language. It suggests discussing the questions of pedagogical profession. Here the learners will

get information and viewpoints, share the experience of conducting lessons. The teacher is also takes an active participation in the discussion of the problems by asking some question.

Now as the video to be used in this research has been selected, it is important to discover the ways it can be introduced to the learners. According to the Russian methodists, working with the video includes 1) three stages (pre-textual, while-textual and post-textual tasks) (Solovova 2008: 97) or 2) five stages (preparational, receptive, analytical, reproductive and productive) (Komarova 2006:193). At the same time Milli Fazey of Kentucky Educational Television (KET) (1999) suggests that teachers think of using a video as a three stages, including pre-viewing, viewing, and post-viewing activities. In the frame of our work we support the last three pointed stages, which can be characterized in the next way.

Before presenting the video, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film. Fazey recommends using a 20-inch screen for a class of 12 to 15 learners.

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher. The teacher can provide students with some tasks to be dealing with while watching the video which could include filling the gaps, true false statements or multiple choice statements. This would encourage students' active participation and watching of the video.

After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos. For example, post viewing activities can include discussing in small groups the language and cultural concepts presented in the video, work on grammar and vocabulary taken from the language and structures used in the video, and then do a consensus-building and problem-solving activity and complete a project that takes them to the larger community.

There are many things that can be done with the videos in the course of teaching a language. There is a wide variety of them, out of which the most noticeable points will be examined below. This will take the form of a sketchy description of the pattern that each activity type has; thus, they could be adapted for use with any particular video depending on availability. Moreover, the activities below are targeted at a variety of learner levels and are designed within the principles of communicative approach.

In our opinion is more effective result in teaching EL gives DVD as multimedia tool. By the help of DVD we can manage the temp of the speech, that help for semantization of acoustic image of the lexical units, grammar constructions and to avoid the meaning mistakes. This type of the task is called *ralantive* (in French - *ralentir*, in Russian - *релантивный*) in the methodical literature (Novikov 2007:19). For example: 1) Listen the phrases/sentences in the slow temp and choose the phrases and sentences which link with the plot of the film. 2) Listen the phrases/sentences in the slow temp and choose the adequate translation to them. 3) Watch the fragment of the film in the slow than in normal regime. Extend the dialogue with suitable replicas.

DVD can be used in many ways to cause effective learning of a foreign language. While working with video materials certain steps should be taken into consideration as pre-, while- and post- video stages application of which can bring effective usage of video. Besides, above mentioned techniques are recent trends in using the medium in EFL classrooms. And they can be used in different

stages of the lesson depending on their type. With a little practice, teachers usually find video easy to use, and the resulting motivation and language learning outcomes are usually satisfying. The researcher used most of the techniques mentioned above and followed the stages of pre-, while- and post- stages of video viewing.

“Video-puzzle”

Different types of technical aids are widely used for efficiency of teaching. Video-puzzle technology is also aimed to improve the effectiveness of foreign language teaching process.

The procedure of using this method.

1. Several video episodes which describe the theme are demonstrated for learners;
2. No explanation is given;
3. Observing the “video-episodes” learners describe what they have seen in them;
4. Every “video-episode” is described in the written form;
5. Learners answer the questions on the theme;

Questions:

1. What is information-communication technology?
2. Why should the teacher acquire the ITC at present?
3. What kind of information does the Web site supply?
4. What is the purpose of the W2.0?
5. What do you think of the Web page design?

Tasks:

1. What do you think of the design and organization of the Web page?
2. Go to <http://www.habitat.org/> and answer the question about the site:
What is the goal of Habitat for Humanity?
3. Find the information for ELT in the Web 2.0.

Independent work:

1. Work with Web 2.0 resources.

2. Study the information. Harmer (2007) suggests a variety of viewing techniques when using films and videos in EL classrooms which include:

1. Show only the picture. Commonly referred to as “silent viewing”, this presentation techniques involves playing a video sequence with the sound turned down and having students decide what is happening and what the speakers are probably saying. The technique is appropriate for use with dramatic sequences containing visual clues about the situation or relationships among the characters.

2. Freeze framing. This is another technique which keeps students attentive while watching video by freezing the picture in the video and asking students what they think will happen next. This one is as good as the former one in terms of effectiveness and enrollment of critical/ creative thinking.

3. Partial viewing. This is one of the most unusual and original techniques which could be used during the lesson according to which most of the screen is covered with a piece of paper causing difficulty for students to watch. And, the students are asked to guess what is going on in the video by calling for discussion.

4. Picture or speech. Sometimes this technique is referred as split viewing and It presupposes students’ working in two groups half of whom watch the video and the second half faces away. The ones who face away will express their opinion about the setting of the conversation and characters while second half will correct them and check their understanding.

5. Subtitles films. Usually students with lower level have hard time with keeping up the flow of speech and understanding the video. In such cases, subtitles are provided with help students see and hear at the same time which enhance their understanding. However, most students find subtitles distracting and ask the teacher to switch it off.

6. Picture-less listening. It is listening to the audio before watching the video. However, this is not always effective as students can get bored if a video lasts for more than ten minutes.

7. Describe the speaker. This activity, which is good for reviewing descriptive adjectives with students works best with a sequence in which the voice of only one character is heard, such as a one sided telephone conversation or a monologue. The teacher distributes or writes on the blackboard a list of adjectives, some that describe the character in the sequence and some don't.

8. Five W's and H.(who, what, why, when, where and how) This activity works well with brief excerpts from news program documentaries in which a single presenter introduces a subject, such as the 1st minute of the KOKO sequence on the national Geographic documentary Gorilla. The teacher begins by writing six questions words on the board.

9. Play only the beginning. In this technique teacher only shows the beginning of the sequence, ask the class to predict what they will see and hear later in the video story.

10. Write the dialogue. Students are asked to pick a five minute part of a previously watched video and write the script for it which should be completely different from the original one. Students will work in pairs and different variations of scripts for the video is compared and performed in the classroom.

2. Study learning strategies and think about other strategies which can be used by learners.

Code switching, that is, changing between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language, then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT industry over the last ten years.

Some people, though, use the phrase 'Blended Learning' to refer to learning taking place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10).

Recommended literature:

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VIII. INNOVATIONS IN ASSESSMENT OF LANGUAGE PROFICIENCY

Unit outline:

1. Innovative technologies in assessment of EL proficiency.
2. Approaches in the aspect of feedback and error correction.
3. Language portfolio as innovative technology.

1. Innovative technologies in assessment of EL proficiency

Assessment in the teaching EL fulfils a great role. Expending the CEFR throughout the world makes us to implement the innovative technologies in assessment too.

In the context of teaching in general, feedback is information that is given or the learner about his or her performance of a learning task, usually with the objective of improving this performance. Feedback has two main distinguishable components: assessment and correction. In assessment, the learner is simply informed how well or badly he or she has performed. The role of assessment in the educational process is essential before organizing teaching a foreign language process a teacher should be aware of the aims of assessment and what assessment is, how assessment differentiates from evaluation, why a teacher should have differentiate them. Besides these time of using assessment and benefits of it are also important education assessment is very broad term and has different meanings relating on the context and in the literature various definitions of assessment can be found.

According to Walvoord: “assessment is aimed to determine the ways of improving learning of students in their program systematic collection of information about student learning which includes using the time, knowledge, expertices and available resources in order to inform decisions about the ways of improving learning”. Another scientist Linda Suskie: from the Middle States Commission of Higher Education argues that the “Assessment is ongoing process of establishing clear, measurable expected outcomes of student learning”. She

believes that students have sufficient opportunities to achieve those outcomes. By systematically working and gathering information analyzing and interpreting them it's possible to get positive solution of the question. Matching the expectations and working on the information can be resulted in improving student learning in the context of teaching a foreign language at school the ultimate aim of assessment is to improve pupils' learning a target language.

As it is stressed above assessment has different meanings which can be defined depending on the context. If a psychologist administrates a test to determine personality characters it means that he is engaging in assessment. But in the context of education the focus of assessment is learning process. It should be stressed that even within education there exist various definitions of assessment. The main purpose of assessment is to improve student learning. Assessment allows for evidence-based decision making about curriculum, pedagogy, advising and student support. At the program level, assessment provides program faculty evidence that allows them to improve program outcomes. At the course level assessment helps instructors evaluate whether students achieved the identified course objects and provides information to improve the course. Program assessment and procedure assessment are differentiated in the pedagogical literature. Program assessment is ongoing process of identifying goals and objectives collecting and analyzing data, and making modifications. Programs need not assess every goal and objective every year, but the program should have a plan for periodically assessing all aspects. A program might choose to adopt a process of rotating through the goals and objectives or a regular schedule. It might also opt to initially prioritize and target particular goals. Program assessment can provide data that will help course instructors, programs and departments to make informed decisions in terms of the program strengths and areas for improvement. In addition, the data collected for assessment can also be used for other purposes such as annual reviews. A good way to start the program assessment process is to appoint an assessment coordinator or committee. The committee can then begin by identifying program goals there are two ways to identify goals. One way is to

gather examples from other programs and edit them and the second I that you might review course syllabi and identify themes, common expectations of a student learning, or sequential expectations that all students are expected to meet upon program completion. Once you have identified broad goals, the next step is to write measurable objectives that will address those goals. Assessment is sometimes confused with evaluation, but it is important to differentiate them. Evaluation means to think carefully about something before making judgment, but its value, importance and quality. They both assessment and evaluation use similar methods but have different ultimate goals. Like assessment there is no one consistent definition of evaluation according to Goldman and Zakkel “Evaluation is the analysis and use of data by faculty judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course”. For example you may assign a research paper in your course that is designed to determine. Now well students can search and summarize a body of literature. Using a rubric, you “evaluate” the papers and assign grades that reflect the level at which an individual student performs the assignment. In this case, you are comparing the work to a standard in order to determine a grade. You can use the same rubric to determine what aspects of the assignment the students, as a group, do well with and what aspects they are less proficient at. When you use this information to change your teaching methods, for example in attempt to improve student performance on this paper the next time you teach the course, you are doing “assessment”.

2. Approaches in the aspect of feedback and error correction

Different opinions according to the audio-lingualism humanistic methodologies and skill theory can be distinguished in the context of assessment and defining its peculiarities. Audio-lingualism supposes that negative assessment is to be avoided as far as possible since it functions as “punishment” and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses, and promotes learning.

According to humanistic methodologies a crucial function of the giving of assessment is to preserve and promote a positive self-image of the learner as a person and language learner. Assessment therefore should be positive or non-judgmental.

In skill theory the main attention is focused on for successful acquisition of a skill, the learner needs feedback on how well he/she is doing; hence the importance of the provision of constant and honest assessment.

In the feedback the correction of mistakes is needed. Here also exist different opinions on this question. They are the opinions of audio-linguism. Learner mistakes are, in principle, avoided by the limiting of progress to very small, controlled steps: hence there should be little need for correction the latter is, in any case, not useful for learning; people learn by getting things right in the first place and having their performance reinforced.

Cognitive code-learning

Mistakes are regrettable, but an unavoidable part of learning: they should be corrected whenever they occur to prevent them occurring again;

Interlanguage

Mistakes are not regrettable, but an integral and important part of language learning; correcting them is a way of bringing the learner's "Interlanguage" closer to the target language.

Communicative approach

Not all mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim, not on inaccuracies of usage.

Monitor theory

Correction does not contribute to real acquisition of the language, but only to the learner's conscious monitoring of speech or writing. Hence the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language, not to correct.

3. Language portfolio as innovative technology

The basic idea of a portfolio is to provide a much wider range of evidences of the language skills of a student. It involves analyzing and evaluating multiple examples of a student's work and assessing a student's proficiencies and problem areas. Portfolio involves scoring a wide range of student's work based on predetermined criteria. All students can have benefits from this type of self-assessment, because portfolios offer students the opportunity to demonstrate what they have learned and experienced with the target language. It can include the whole range of language evidences reflecting a much wider range of skills. It might include tests, readings, written work, essay plans, feedback and reflections.

The process of actually developing and finding content for the portfolio often means that both the teachers and the students play a role in the form they take. For example, it may be left to the student to decide what examples of writing or reading to include in the portfolio. In doing this the students 'own' their portfolios and learn and reflect from the process of actually choosing the content for the portfolio itself³⁶.

Language portfolio was created under framework of Council of Europe and it included three components:

1. The language passport, which is a record of language learning both inside and outside the classroom. This has personal information like any passport, plus a grid which provides information about the languages that the person speaks and their level, using the Common European Framework of Reference.
2. The language biography which is a diagnostic self-assessment of FL, or L2 skills. It is done through a series of 'can do' statements where the student ticks check boxes to demonstrate what s/he can and can't do in a given language.
3. Finally, there is a language dossier/file. It is here where the students provide actual evidence of their language ability through a variety of artifacts.

³⁶ Lam R., Lee I. Balancing the dual functions of portfolio assessment// J. English Language Teaching. 64/1, 2010. -Pp. 54-64.

In literature on education, a distinction is sometimes made between assessment (of learner performance), evaluation (of innovation or change in, for example, school organization or a course syllabus) and appraisal (of teacher performance). Assessment is concerned only with feedback on learning, and the terms “evaluation” and “assessment” are used interchangeably. Most of the feedback the teacher gives to learners is ongoing correction and assessment, directed at specific bits of learner to be produced language with the aim of bringing about improvement; the type of evaluation involved here is sometimes called “formative”, since its main purpose is to form and to enhance, not conclude, a process.

The evaluation usually termed “summative”, where the teacher evaluates an overall aspect of the learner’s knowledge in order to summarize the situation how proficient he/she is at a certain point in time, how much he/she has progressed during a particular course. Summative evaluation may contribute little or nothing to the ongoing teaching/ learning process; but it is a part of the teachers job, something we need to know how to do effectively so it is essential to gather the information which will serve as a basis for assessment, and of some common criteria used for assessing it. Gathering information may include tests. The most common way of gathering information for assessment is through tests.

Task: Remember taking an exam or test at the end of a programme of study, or in order to be accepted into a course or profession.

Tell what criterion for success was, how your result was expressed.

Gathering information can be carried out using other sources too. There are various problems with tests as a basis for summative evaluation: they are a one-off event which may not necessarily give a fair sample of the learner’s overall proficiency; they are not always valid or reliable; and if they are seen as the sole basis for a crucial evaluation in the learner’s career, they can be extremely stressful.

Here are some factors assessment that positively influence the process of organizing teaching.

1. Teacher assessment. The teacher gives a subjective estimate of the learners overall performance
2. continuous assessment. The final grade is some kind of combination of the grades the learner received for various assignments during the course.
3. Self-assessment. The learners themselves evaluate their own performance, using clear criteria and weighting system agreed on beforehand.
4. The learner gathers a collection of assignments and projects done over a long period into file , i.e. into a portfolio and this portfolio provides the basis for evaluation.

Task: tell if you had any experience as a teacher or a learner relating to above mentioned features of assessment.

In assessing learners it is desirable to follow the below given criterion.

1. Criterion-referenced which include age, career, level and stage of a course factors.
2. norm referenced criteria supposes how well the learner is performing relative to the group. In this case, a group slow learners would be assessed according to different, easier norms than a group of faster ones.
3. Individual referenced: criteria sup[oses how well the learner is performing relative to his or her own previous performance, relative to an estimate or his/her individual ability

Different assessment grades can be used in feedback. Percentages are probably the most common way of expressing assessment grades but there exist other forms of assessment too.

They are:

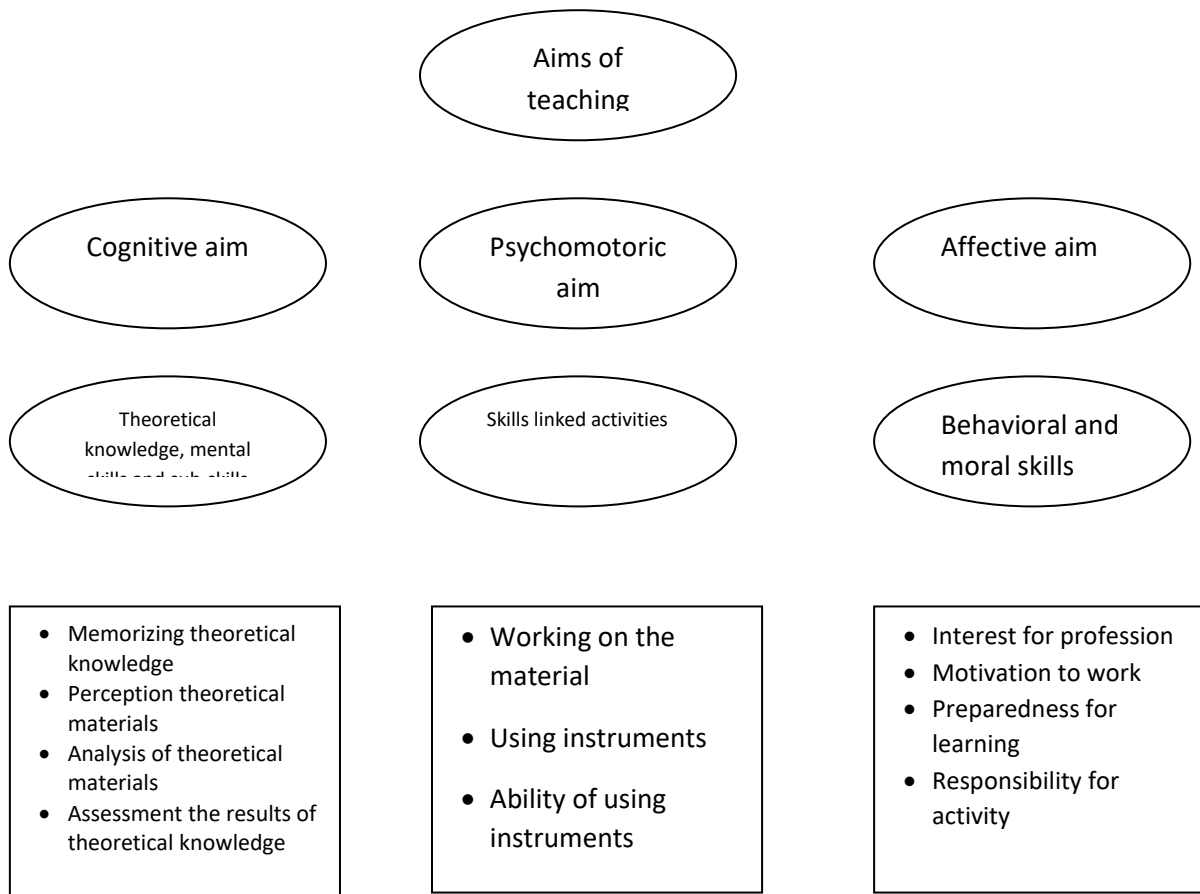
1. Letters, words or phrases: “A” or “B”; “Good”, “Excellent”. These look a little less impersonal, less definitive than percentages; but in fact learners often “read” them as definitive number- type grades, exactly as they read percentages.
2. Profiles: a totally different kind of assessment, comprising a number of separate grades on different skills or sections of knowledge, so that there is a

possibility of describing the performance of an individual learner in more detail, showing his/her various strengths and weaknesses.

Task: Tell the most common way of gathering information, assessing proficiency and awarding grades in your own teaching context

The types of assessing learners' knowledge and their advantages and disadvantages

Assessment – a process that determines reconciles and dissects degree of achieving educational aims at certain stage of the process of education based on criterion determined in advance.



Questions:

1. What kind of innovative technologies in assessment can be effectively used in EL proficiency?
2. Name the different approaches in the aspect of feedback and error correction?
3. Why language portfolio is considered to be an innovative technology?

Tasks:

1. Imagine you are using the dialogue for intensive listening, using telecommunication technology. Which parts of the video would you focus the students' attention on? Point out them places where you would pause the recoding.

Decide what you would do *before, during and after* the listening stage. Think of ways of helping your students to listen and to focus their attention on the main points.

How do you conduct the assessment during the listening activity.

2. Tell what criteria you would yourself use in assessing learners' performance.

3. If you combine a different criteria would you take into account learners' effort, motivation and progress in deciding on your final grade. Write some examples.

4. Read and remember.

Spoken errors: When students are doing controlled practice, we are usually concerned with accuracy; so we need to correct important errors as they occur. When students are involved in freer activity (e.g. discussion, role play), we want them to develop fluency; so it is better not to interrupt by correcting too often, but to remember common errors and deal with them afterwards. Possible techniques for correction errors:

-give the correct form; the student repeats it;

-indicate where the errors are, but let the student correct himself or herself;

-pass the question on to another student, then give the first student a chance to repeat the correct form.

To help students develop a positive attitude to errors; encourage them, focusing on what they have got right, and praise them for correct and partly correct answers, so they feel they are making progress.

Written errors: to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class.

Correcting work in class:

- go through the answers, writing on the board only if spelling is a problem.
- let students correct their own work or exchange books and correct each other's.
- more round the class to check what they are doing.

5. You teacher gave you a much lower grade for a class presentation than you expected. What do you do?

- Do nothing. Work harder on your next presentation.
- Complain to someone in authority.
- During class, ask the teacher explain your grade.
- Make an appointment to speak with your teacher outside of class.

Independent work:

1. Find in the Internet information about assessment and write a presentation.
2. Create descriptors for self-assessment.

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Glossary

A

accuracy: correctness of the language used.

alternative assessment: An assessment in which students originate a response to a task or question. Such responses could include demonstrations, exhibits, portfolios, oral presentations, or essays. (Compare to [traditional assessment](#).)

analytical trait scoring: A method for assigning a summary score to a product, performance, or work sample based on a prior analysis that defined the key traits, dimensions, or characteristics possessed by the class of objects being scored. The object is scored independently against each dimension, and a summary score is calculated following a set formula. The summary score may be a simple total (or average) across dimensions, a weighted total, or a more complex algorithm. An example might be the scoring of a piece of persuasive writing on such traits as attention to audience, correct use of grammar and punctuation, focus on the topic, and persuasiveness of argument.

assessment: the measurement of a learner's potential for attainment, or of their actual attainment. A learner's potential can be assessed through various tests or measurement of attainment. Assessment can be diagnostic, formative, **ipsative** or summative. The use of self-assessment and self-evaluation is increasing.

authentic assessment: An assessment presenting tasks that reflect the kind of mastery demonstrated by experts. Authentic assessment of a student's ability to solve problems, for example, would assess how effectively a student solves a real problem.

authentic task: School assignment that has a real-world application. Such tasks bear a strong resemblance to tasks performed in non-school settings (such as the home, an organization, or the workplace) and require students to apply a broad range of knowledge and skills. Often, they fill a genuine need for the students and result in a tangible end product.

asynchronicity: Activities take place at a different time, and a different place or the same place.

B

behaviorism: A theory suggesting that learning occurs when an environmental stimulus triggers a response or behavior. Based on classical conditioning theory, behaviorism applies to educational practices that reward performance behaviors to encourage repetition of those behaviors. Rote memorization and drill-and-practice instruction are supported by behaviorist theory.

benchmark: Statement that provides a description of student knowledge expected at specific grades, ages, or developmental levels. Benchmarks often are used in conjunction with standards.

benchmark performances: Performance examples against which other performances may be judged.

blended learning: A combination of modes of learning: When an e-learning approach is used as only part of a programme of learning, combined with provision for face-to-face contact with tutor and/or other students in a conventional attendance mode.

C

Case-study: is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context. Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

coaching: An instructional method in which a teacher supports students as they perfect old skills and acquire new skills.

cognitive science: A science investigating *how* people learn rather than *what* they learn. Prior knowledge and out-of-classroom experience help form the foundation on which teachers build effective instruction. Also referred to as the *study of the mind*.

cognitively guided instruction: An instructional strategy in which a teacher assesses what students already know about a subject and then builds on students' prior knowledge. Students typically are asked to suggest a way to represent a real problem posed by the teacher. Guided questions, encouragement and suggestions further encourage students to devise solutions and share the outcome with the class.

communicative culture: Understanding the nature of culture in relationship to communication is helpful in a number of ways. First, it helps to explain the origin of differences between the practices, beliefs, values, and customs of various groups and societies, and it provides a reminder of the communication process by which these differences came into being. This knowledge can and should heighten people's tolerance for cultural differences. Second, it helps to explain the process that individuals go through in adapting to new relationships, groups, organizations, and societies and the cultures of each. Third, it underscores the importance of communication as a bridge between cultures and as a force behind cultural change.

collaborative learning or **cooperative learning**: An instructional approach in which students of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal.

constructivism: Theory suggesting that students learn by constructing their own knowledge, especially through hands-on exploration. It emphasizes that the context in which an idea is presented, as well as student attitude and behavior, affects learning. Students learn by incorporating new information into what they already know.

criterion-referenced assessment: An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to [norm-referenced assessment](#).)

critical thinking: Logical thinking that draws conclusions from facts and evidence.

curriculum (plural *curricula*): A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.

D

data-driven decision making: A process of making decisions about curriculum and instruction based on the analysis of classroom data and standardized test data. Data-driven decision making uses data on function, quantity and quality of inputs, and how students learn to suggest educational solutions. It is based on the assumption that scientific methods used to solve complex problems in industry can effectively evaluate educational policy, programs, and methods.

distance learning: Using technology such as two-way, interactive television, teacher and student(s) in different locations may communicate with one another as in a regular classroom setting.

A mode of learning designed to be undertaken without frequent or regular face-to-face contact between student and teacher. It usually involves the production and distribution of learning materials by the education institution to the student, today often electronic. Students are provided with tutorial support, by telephone, email or other electronic means.

E

E-learning: Learning facilitated by the use of computers, using the Internet and institution's intranet, or materials on portable units. As a form of distance learning, it is often described as "distributed, asynchronous learning, when learners are not all in one location and not learning at the same time.

edcause: A nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

equity: The state of educational impartiality and fairness in which all children—minorities and non-minorities, males and females, successful students and those who fall behind, students with special needs and students who have been denied access in the past—receive a high-quality education and have equal access to the services they need in order to benefit from that education.

evaluation: The measuring of the effectiveness of a lesson, course or programme of study, often based upon, among other things, sources of evidence and the views and responses of the learners concerned, which constitutes qualitative evidence, as well as a quantitative assessment of the impact on learners' levels of attainment. Evaluation is a process quite distinct from assessment. While student attainment can be assessed, it is the effectiveness of the processes which have contributed to the students' learning which are the focus of evaluation – although this may include using assessment data on attainment as one source of the evidence.

cooperative learning: Teaching with highly structured cooperative processes, based on the teacher's strategies and students' needs. The students' mutual social relations play a crucial role, and the teacher facilitates their cooperation in a strategic way. Furthermore, students' different ways of learning and energy levels are to be considered.

didactic: is the coherent framework for the teacher's planning of learning units: Consideration of the students' individual pre-conditions, the educational framework, identification of learning objectives, content and assessment criteria, as well as choice of relevant pedagogical teaching/learning methods.

discourse: language (spoken or written) that has been produced as a result of an act of communication.

drills: language practice exercises designed to give learners many opportunities to use the correct forms and thus to establish correct habits. They are designed to demonstrate the regularity of the rule they exemplify and to fix it through repetition in the learners mind.

E

Educational technology: is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

ergonomic: It means “designing and arranging things people use so that people and things interact most efficiently safely, so called “human engineering””.

error: systematic deviation from the norms of the language being learned. They are usually caused by false generalization about the language by the learner and are inevitable and essential part of language learning. Many such errors are developmental and disappear as a learner gains more exposure to the language in use.

exhibition of mastery: A type of assessment in which students display their grasp of knowledge and skills using methods such as skits, video presentations, posters, oral presentations, or portfolios.

F

facilitator: A role for classroom teachers that allows students to take a more active role in learning. Teachers assist students in making connections between classroom instruction and students' own knowledge and experiences by encouraging students to create new solutions, by challenging their assumptions, and by asking probing questions.

fluency: ability to speak or write as naturally and easily - but not necessarily as accurately - as the native speaker can.

formal, informal, non-formal learning: Learning that takes place in different learning arenas and frameworks: 1) Formal learning – objective-oriented learning in education institutions, acknowledged training companies etc. Often ending with accredited certificates, examinations etc. 2) Informal learning – in professional or organisational contexts, such as work places or associations. Not specifically planned or orchestrated, but a very efficient way of learning. 3) Non-formal learning – goes on in private life and mostly without any formal instruction, with a personal need for empowerment in skills that are necessary for the individual. Examples: computer games, organising a household, gardening, etc

G

graphing calculator: A calculator with a large display that enables the user to see math functions and data graphically.

guidance: is a broad term with different aspects. Furthermore, different countries have different practices and different regulations on guidance. Guidance refers mainly to the support of the student, either in educational administrative questions or on a personal and social level. In this project, we have added a distance-training aspect, where guidance is also understood as professional assistance and instruction from a distance. In mobile guidance, mobile phones are used for the support of the student at a distance. Very little research has been done on mobile guidance and its potentials.

H

"hands-on/minds-on" activities: Activities that engage students' physical as well as mental skills to solve problems. Students devise a solution strategy, predict outcomes, activate or perform the strategy, reflect on results, and compare end results with predictions.

heterogeneous grouping: Grouping together students of varying abilities, interests, or ages.

higher-order questions: Questions that require thinking and reflection rather than single-solution responses.

higher-order thinking skills: Understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer.

holistic scoring: Using a scoring guide or anchor papers to assign a single overall score to a performance.

humanitarian approach: In the humanistic approach, in the process of learning, the teacher puts the student not in the position of the object that he manages, but in the position of a full-fledged object of teaching, thereby creating conditions for his creative self-realization. This means that the teacher organizes the student's educational activity not as a traditional information-receptive process, but as a process of solving problems of different levels, helping the student to understand the personal meaning of the problems and tasks being solved. The success of an independent search for a student depends on the student's mastery of the methodology for solving the problems studied. Thus, the main task is to find the conditions for the implementation of the problem-methodological strategy of the student's activity.

I

informal knowledge: Knowledge about a topic that children learn through experience outside of the classroom.

innovation: is defined as "the process of making changes to something established by introducing something new." It applies to "... radical or incremental changes to products, processes or services." Over the years there have been many changes in the way education is designed and delivered in parts of the world. These are innovations in educational activities, changes in the content and technology of training and education. Educational innovations are aimed at improving the effectiveness of education and process of education: introduction to the goals, content, organization of joint activities of teachers and students.

innovative approach: The technologies, or means of production, which will allow to make a big leap forward, any design project requires the effort to rethink things, to go back to zero. This means rejecting any easy resort to past models, form or styles. It means a willingness to make a tabula rasa of all preconceived ideas, to look at reality from a new point of view. This is the only way one can come up with something new.

innovative method: the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

inquiry: A process in which students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

inquiry-based learning: Knowledge is built in a step-wise fashion. Learning proceeds best in group situations. The teacher does not begin with a statement, but with a question. Posing questions for students to solve is a more effective method of instruction in many areas. This allows the students to search for information and learn on their own with the teacher's guidance. The topic, problem to be studied, and methods used to answer this problem are determined by the student and not the teacher.

instruction: is vital for education, as it is the transfer of learning from one person to another. Any time you are given directions or told how to do something you are receiving instruction. The definition of instruction is the act of educating, giving the steps that must be followed or an order.

interdisciplinary curriculum: A curriculum that consciously applies the methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

intermediate service agency (ISA) or intermediate unit (IU): Regional centers or agencies established by some state governments to provide needed services, assistance, and information to local schools and districts.

internet: A worldwide "network of networks" that allows participants in different electronic networks to share information, transfer files, access news, and communicate through electronic mail.

intelligence: it has been defined in many ways: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as

knowledge to be applied towards adaptive behaviors within an environment or context.

L

learning culture: The culture of a work place or education institution, which influences learning processes in a positive or obstructing way. A positive learning culture facilitates learning, the management's and colleagues' attitudes are supportive, there is openness and there are incentives for learning, and failure is not seen as a disaster, but as a chance for improvement.

learning strategy approaches: Instructional approaches that focus on efficient ways to learn, rather than on curriculum. Includes specific techniques for organizing, actively interacting with material, memorizing, and monitoring any content or subject.

learning styles: Approaches to assessment or instruction emphasizing the variations in temperament, attitude, and preferred manner of tackling a task. Typically considered are styles along the active/passive, reflective/impulsive, or verbal/spatial dimensions.

learner-centered classroom: Classroom in which students are encouraged to choose their own learning goals and projects. This approach is based on the belief that students have a natural inclination to learn, learn better when they work on real or authentic tasks, benefit from interacting with diverse groups of people, and learn best when teachers understand and value the difference in how each student learns.

"less is more": A principle built on the idea that quality is of higher importance than quantity. It is reflected in instruction that guides students to focus on fewer topics investigated in greater depth, with teachers performing the task of prioritizing subjects as well as specific skills within those subjects.

literacy: is a process by which one expands one's knowledge of reading and writing in order to develop one's thinking and learning for the purpose of understanding oneself and the world. This process is fundamental to achieving competence in every educational subject.

locus of control: The tendency to attribute success and difficulties either to internal factors such as effort or to external factors such as chance. Individuals with learning disabilities tend to blame failure on themselves and achievement on luck, leading to frustration and passivity.

M

manipulative: Any physical object (e.g., blocks, toothpicks, coins) that can be used to represent or model a problem situation or develop a mathematical concept.

matrix sampling: An assessment method in which no student completes the entire assessment but each completes a portion of the assessment. Portions are allotted to different, representative samples of students. Group (rather than individual) scores are obtained for an analysis of school or district performance.

metacognition: The process of considering and regulating one's own learning. Activities include assessing or reviewing one's current and previous knowledge, identifying gaps in that knowledge, planning gap-filling strategies, determining the relevance of new information, and potentially revising beliefs on the subject.

metacognitive learning: Instructional approaches emphasizing awareness of the cognitive processes that facilitate one's own learning and its application to academic and work assignments. Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task.

mistake: deviation from the norms of a language caused by such non-linguistic factors as carelessness, tiredness, boredom, tension, etc.

mobile communication: Mobile communication can be undertaken with a wide range of mobile devices: mobile phones, smartphones, laptops and netbooks, etc. In this project, there has been a focus on mobile communication through smartphones and their various functionalities, either synchronous or asynchronous.

mobile learning: In the project "Distance learning for Apprentices", the tutorial support of distance learning is undertaken with smartphones – an advanced type of mobile phone, and the project participants have explored relevant functionalities as well as appropriate pedagogical methods and principles.

modeling: Demonstrating to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

N

norm-referenced assessment: An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare to [criterion-referenced assessment](#).)

O

open-ended question: A question that has many avenues of access and allows students to respond in a variety of ways. Such questions have more than one correct answer.

open-ended task: A performance task in which students are required to generate a solution or response to a problem when there is no single correct answer.

open-response task: A performance task in which students are required to generate an answer rather than select an answer from among several possible answers, but there is a single correct response.

outcome-based education: An integrated system of educational programs that aligns specific student outcomes, instructional methods, and assessment.

P

Pedagogy: The study of being a teacher, or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

pedagogical technology: a set of psychological and pedagogical settings that define a special set and layout of forms, methods, methods, methods of teaching, educational tools; it is an organizational and methodological tool for the pedagogical process.

performance assessment: Systematic and direct observation of a student performance or examples of student performances and ranking according to pre-established performance criteria. Students are assessed on the result as well as the process engaged in a complex task or creation of a product.

performance criteria: A description of the characteristics to be assessed for a given task. Performance criteria may be general, specific, analytical trait, or holistic. They may be expressed as a scoring rubric or scoring guide. (See [rubrics](#) and [scoring guide](#).)

performance task: An assessment exercise that is goal directed. The exercise is developed to elicit students' application of a wide range of skills and knowledge to solve a complex problem.

portfolio assessment: An assessment process that is based on the collection of student work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the student's developmental progress. A portfolio is a self-evaluation and reflection tool for the student, as well as a framework for documentation and presentation of the student's learning results. Basically, a portfolio is a collection of documentation materials, such as written or spoken texts, scans, photos, video films, etc. – supplemented with the student's remarks on the learning/production process.

prereferral progress: A procedure in which special and regular teachers develop trial strategies to help a student showing difficulty in learning remain in the regular classroom.

prior knowledge: The total of an individual's knowledge at any given time.

problem solving: A method of learning in which students evaluate their thinking and progress while solving problems. The process includes strategy discussion--determining solution strategies to similar problems and pinpointing additional problems within the context of their investigation.

Problem-based learning (PBL): Student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing *student assessments*.

proficiency: learners' ability to apply the language to the real world.

R

reliability: An indicator of score consistency over time or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

remedial work: in language teaching, generally all work which is aimed at putting right existing mistakes - hence most work after earlier stage is arguable remedial. Often, used outside language teaching only for work for particularly backward learners.

restructuring: See [systemic reform](#).

rubrics: Specific criteria or guidelines used to evaluate student work.

S

scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

scale: The range of scores possible for the student to achieve on a test or an assessment. [Performance assessments](#) typically use a 4- to 6-point scale, compared to a scale of 100 or more with traditional multiple-choice tests.

schema (pl. schemata): an underlying structure or general way of organizing ideas which provides a basis for the listener's and reader's expectations of how a text will develop.

scientific knowledge: Knowledge that provides people with the conceptual and technological tools to explain and describe how the world works.

scoring guide: A set of guidelines for rating student work. A scoring guide describes what is being assessed, provides a scoring scale, and helps the teacher or rater correctly place work on the scale. (See [rubrics](#).)

standardized tests: Assessments that are administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored; they are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments also can be standardized if they are administered and scored in the same way for all students.

standards: Statements of what students should know and be able to demonstrate. Various standards have been developed by national organizations, state departments of education, districts, and schools.

student assistance program: A school-based program, modeled on employee assistance programs, that focuses on addressing students' behavior and performance at school and includes a referral process to help students address identified problems.

Student-centred learning (Student-centered) : An approach to teaching and learning in which the learner, his/her interests, enthusiasm and aspirations are taken as the starting point of the education process. The learner is credited with taking responsibility for his/her own learning. The teacher / trainer is regarded, according to this model, as a facilitator of learning, rather than a dispenser of knowledge or skills. The learning process itself takes into account not only the academic needs of the learner, but also their emotional, creative, psychological and developmental needs.

systemic reform: Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within the process—students, teachers, parents, administrators, and community members—with implications for all components, including curriculum, assessment, professional development, instruction, and compensation.

synchronicity: Activities take place at the same time, and a different place or the same place.

T

Teacher/trainer-led processes: An approach to teaching and learning in which the teacher/trainer leads the educational process, through presentations, having the role of expert, assessing the learning effect, etc.

teaching for understanding: A teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

technology: In education, a branch of knowledge based on the development and implementation of computers, software, and other technical tools, and the assessment and evaluation of students' educational outcomes resulting from their use of technology tools.

technology of teaching: The totality of the most rational methods of scientific organization of labor, ensuring the achievement of the goal of training in the shortest time with the least effort and funds. The term became widespread in the literature of the second half of the twentieth century in connection with the development of programmed learning and was originally used to refer to learning with the use of technical means of learning.

technology in teaching: is the use of both physical hardware, software, and educational theoretic to facilitate learning and improving performance by creating, using, and managing appropriate technological processes and resources.

technological approach: this is representation of educational processes as technologies has become an integral feature of modern society. It acts as a concentrated expression of the achieved level of development, the introduction of scientific achievements in the practice of educational activities, the most important indicator of high professionalism.

traditional assessment: An assessment in which students select responses from a multiple-choice list, a true/false list, or a matching list. (Compare to [alternative assessment](#).)

traditional approach: An established method of solving an issue that has been in use for some time as adverse a novel approach that may or may not have the desired results. Bear in mind that the “traditional approach” does not always reach

the desired results even though it has been in use historically and a novel approach may have unproven consequences.

V

validity: An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.

Z

zone of proximal development: A level or range in which a student can perform a task with help.

Acronyms

AAAS American Association for the Advancement of Science

AACTE American Association of Colleges for Teacher Education

AASA American Association of School Administrators

AEL Appalachia Educational Laboratory

AERA American Educational Research Association

AFT American Federation of Teachers

AIT Agency for Instructional Technology

CALL Computer assisted language learning

CCSSO Council of Chief State School Officers

CELA National Research Center on English Learning and Achievement

CIERA Center for the Improvement of Early Reading Achievement

CRESPAR Center for Research on the Education of Students Placed At Risk

CRESST National Center for Research on Evaluation, Standards, and Student Testing

CPRE Center for Policy Research in Education

ECS Education Commission of the States

ERIC Educational Resources Information Center

ETS Educational Testing Service

ITC Information-communication competence

IES: Institute of Educational Sciences (U.S. Department of Education).

LAB: The Northeast and Islands Laboratory at Brown University.

LSS Laboratory for Student Success (serves states in the Mid-Atlantic area)

McREL Mid-continent Research for Education and Learning

NAEP National Assessment of Educational Progress

NAEYC National Association for the Education of Young Children

NASBE National Association for State Boards of Education

NASDC New American Schools Development Corporation

NCAL National Center on Adult Literacy

NCATE National Council for the Accreditation of Teacher Education

NCES National Center for Educational Statistics

NCREL North Central Regional Educational Laboratory

NCRTEC North Central Regional Technology in Education Consortium

NCTE National Council of Teachers of English

NEA National Education Association

NGA National Governors Association

NSDC National Staff Development Council

NSTA National Science Teachers Association

NWREL Northwest Regional Educational Laboratory

OERI Office of Educational Research and Improvement (Now Institute of Educational Sciences), U.S. Department of Education

PREL Pacific Resources for Education and Learning

PTA Parent Teacher Association

PTO Parent Teacher Organization

R&D research and development

RD&D research, development, and dissemination

RWCT Reading and Writing for Critical Thinking

SEA state education agency (e.g., state department of education)

SEDL Southwest Educational Development Laboratory

TECSCU Teacher Education Council of State Colleges and Universities

WestEd: The Regional Educational Laboratory serving Arizona, California, Nevada, and Utah.

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