

*O'ZBEKISTON RESPUBLIKASI
XALQ TA'LIMI VAZIRLIGI*

*ANDIJON VILOYATI
XALQ TA'LIMI BOSHQARMASI*

ANDIJON VILOYATI PEDAGOGIK MAHORAT MARKAZI

TILLARNI O'QITISH METODIKASI KAFEDRASI

DEVELOP LEARNERS' CRITICAL THINKING THROUGH LISTENING TASKS

mavzusida uslubiy tavsiya.

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Tuzuvchi

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Mazkur qo'llanma umumta'lim maktablarida ingliz tili fanini o'qitishda 10 sinflarda qo'llaniladigan Prepare yangi dasrlikdagi Unit 7 Get on mavzusidagi make/have do/be/get phrasal verbsni o'rgatishdagi tinglab tushunish bilan bog'liq muammolarni bartaraf etish uchun Test Teach Test metodiga asoslangan metodik tavsiyalar keltirilgan. Ushbu tavsiyalar umumta'lim maktabining 10 sinf o'qituvchilarining barcha darajadagi o'quvchilari uchun birdek foydali bo'lib, darslarning sifat va samaradorligiga erishish, o'quvchilarning ingliz tilidagi fe'l iboralarini to'g'ri yasay olishi hamda kommunikatsiyada to'g'ri ishlata olishi uchun xizmat qiladi deb umid qilamiz.

What is TTT?

Cambridge ESOL CELTA

Test-teach-test – ways of testing

Initial test:

This needs to test the areas of the language that you want to focus on i.e. the aspect of the language you think your students will have most difficulty with. The test could focus on:

- Meaning
- Pronunciation
- Form
- A combination of the above

It is important that the test stage tests all the students' knowledge, not just the good ones. Therefore, make your test stage student-centred and consider getting the students working on their own initially.

While the students are doing the test stage it's very important that you monitor closely in order to see how much the students know. The information you gain at this stage will help you at the teach stage.

Ways of testing

- Role-plays
- Putting verbs in the correct tense or form
- Grouping or categorising words
- Matching halves of sentences
- Choosing the correct definition
- Multiple choice questions
- Matching words with definitions or examples
- Putting words onto pictures or diagrams
- Filling in grids
- Gap-fills
- Grouping words in 'I know these/I don't know these/I think I know these'

Teach stage:

You must have already planned to convey meaning, pronunciation, form and appropriacy of the target language in case the students don't know it. Don't try to make it up on the spot!

Second test stage:

Try to make this a different type of activity from the initial test to maintain student interest. Here are some examples of ways of testing students' knowledge of language:

Role-plays

Student A

You want to borrow your friend's car for the weekend. Ask him/her to lend it to you.

Student B

You have a new car which was very expensive. You are planning to use it on Sunday but not Saturday.

Putting verbs in the correct tenses or form

Put the following verbs in the correct tense:

- a) Yesterday I _____ (go) to the cinema.
- b) I _____ (never go) to Italy in my life.
- c) What _____ you _____ (do) last night?
- d) I _____ (read) this book three times.
- e) _____ you ever _____ (eat) Pad Thai?
- f) I _____ (see) that film two years ago.

Grouping/categorising words

Put these words into the correct boxes below:

to stroll to peer to mutter to dash to sprint to wander
to stagger to stammer to glare to stare to stride to wade
to mumble to glance

Ways of walking	Ways of talking
Ways of looking	Ways of running

Test-Teach-Test: Things to Consider

Lead-in:

Sometimes it is difficult to have a good lead-in for test-teach-test if the controlled practices don't have a definite context. If this is the case you can do the following:

- (1) Use the first example of the first test as the context.
- (2) If the lesson is vocabulary, you can have students brainstorm as many X words (make + noun collocations, adjectives to describe character, extreme adjectives, phrasal verbs, for example) that they know.
- (3) Reword first test to create a context.

Feedback to Test₁

Here, you should just give the answers to the first test, and then teach the examples from test one that students got incorrect.

You should not use different examples for the teach stage.

You should anticipate the questions from test₁ that will be most difficult and prepare to teach them in the teach stage.

Feedback to Test₂

You can do another teach stage after test₂ if students need further clarification of the target language. This is simply part of the feedback stage to test₂ – you don't need to put another teach stage in the lesson plan. Be sure to anticipate which examples will be most difficult for students in test₂ so you can prepare to teach them.

Rationale / 'Test'

Avoid using the word 'test' as this raises anxiety. Instead, you should try and reassure students by saying things like *don't worry if you don't know all the answers, this is just to see what you know*.

Ordering of Test₁ and Test₂

Typically, it's best to use different types of activities for test₁ and test₂. It's also best to use more difficult questions in test₂ after students have already had practice in test₁.

Timing

You should not rush to finish the second test and skip over clarifying difficult questions to get to the freer. It's more important that you clarify test₂ than get to the freer. On the flip side, if students have an easy time with the target language, you can get to the freer practice more quickly. Be sure to monitor during the freer practice as students might not fully be able to use the target language correctly in freer speaking / writing. Collect errors, hopefully related to the target language, to include in a delayed error correction slot.

Modeling

You should model at least the 1st example of each test with the students. You can model more if you want, or if the tests/material is particularly difficult.

Teaching

Avoid teaching everything. If students already know some of the target language, you don't need to teach it. Just because you have a PowerPoint slide with part of the target language on it doesn't mean you have to use it. Save the slide for the next time you teach that lesson.

Time	Procedures
5 min. (Preparation)	<ol style="list-style-type: none"> Lead-in. A teacher shows a picture about unforgettable memories. T: -Look at the picture and tell me what can you see here? S1: -This is a photo of our trip to San Antonio and that is a lesson from our Special topics' classes <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ol style="list-style-type: none"> Pair work. Ss are asked to turn to their elbow partners and talk to each other what can be their sweet memories. (Answers can be varied)
15 min. (Present)	<ol style="list-style-type: none"> A teacher shares her/his unforgettable memory <p style="text-align: center;">My unforgettable memory.</p> <p>My unforgettable memory was two weeks ago when I took a trip to California. I came to the USA three weeks ago to the UT, in Austin to take a four-week teacher training course. My former students who live in Sacramento, California invited me to their house. At the weekend I went to visit them. We were so happy to see each other after 5 years. We walked along the beautiful window streets of San Francisco, full of huge villas of famous celebrities. They showed me around their city and took me to see the Pacific Ocean. It was wonderful and exciting. I saw the ocean for the first time in my life. Also, it was their friend's daughter's birthday and we celebrated it. We danced, sang Uzbek songs and ate a delicious birthday cake. I made new friends and had delicious and traditional Uzbek meals like palov and shashlik. While we were eating shashlik, we captured some</p>

photos to remember that wonderful day. Suddenly, when we were eating a birthday cake, the electricity went off and we stayed in the dark. Employers of the restaurants put some candles. It was so romantic and unforgettable. I will never forget that day and I'm so thankful for that wonderful and exciting trip.

2. A teacher asks learners look at the example on the screen and find out Past Simple and Past Progressive. Pair work.
Ex: It was her birthday and we celebrated it. We danced, sang popular Uzbek songs and ate delicious and traditional Uzbek meal and birthday cake. When we were eating a birthday cake, suddenly an electricity went off.
3. A teacher has a practice of Regular/Irregular verbs asking Ss to do thumbs up ☺ for Regular and thumbs down ☹ for Irregular verbs: ask, eat, play, visit, go, dance, look, take, send
Or a volunteer student says words; chatted, showed, saw, met and so on. Students do thumbs up and down.

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(Practice)

- 1 Students are asked to write sentences for Past Simple and Past Progressive as many as possible in their small groups looking at the photo.
Words: ***have a party, sing, cook, dance, decorate, eat, drink, play, be happy, celebrate***
Ex: When we were having a dinner in a beautiful restaurant, one of our colleagues wanted to play dutor for us.



20min (Apply)	<ol style="list-style-type: none"> 1. Students are asked to write their own paragraph looking at the teacher's example "My unforgettable memories" 2. Ss share their paragraph in Fluency Lines.
2. 10 min (Wrap up)	<ol style="list-style-type: none"> 1. Kahoot game can be used as an assessment.

Handout 1

My unforgettable memory.

My unforgettable memory was two weeks ago when I took a trip to California. I came to the USA three weeks ago to the UT, in Austin to take a four-week teacher training course. My former students who live in Sacramento, California invited me to their house. At the weekend I went to visit them. We were so happy to see each other after a long 5 years. We walked along the beautiful window streets of San Francisco, full of huge villas of famous celebrities. They showed me around their city and took me to see the Pacific Ocean. It was wonderful and exciting. I saw the ocean for the first time in my life. Also, it was their friend's daughter's birthday and we celebrated it. I made new friends and ate delicious and traditional Uzbek meals like palov and shashlik. While we were eating shashlik, we captured some photos to remember that wonderful day. Suddenly, when we were eating a birthday cake, the electricity went off and we stayed in the dark. Employers of the restaurants put some candles. It was so romantic and unforgettable. I will never forget that day and I'm so thankful for that wonderful and exciting trip.

Handout 2

My unforgettable memory.

My unforgettable memory ...

- When?
- Where?

- Who were you with?
- What did you do?
- What were you doing when something happened?
- How did you feel?

Kahoot

1. Make up a correct sentence.
 - a. When we were being out, it shined.
 - b. When we were going out, it shined
 - c. We went out, when it shined.
 - d. We went out, when it was shining.
2. True/False.
The students were plays a game, when the professor arrived.
3. Type the answer.
Our neighbors were... a lot of noise when everyone went to bed.

Grade 10, Unit 7. Getting on/ Relationship p 42

Time	Procedures
5 min. (Prepare)	<p>3. Lead-in. A teacher refers to the unit title and check understanding “Getting on” with the example: “I can get on well with best friend but I don’t get on well with my little sister.” (Checking the understanding of Relationships- the way two people or groups feel and behave towards each other, relationships can between family, friends and teachers and students)</p> <p>4. Question for discussion:</p> <p>a) What type of everyday problems do you have with your friends?</p> <p>b) Do you prefer to talk with your friends or family members?</p> <p>Ss work with their elbow partner and discuss it. Answers: being untidy, coming home late, arguing with friends/family members, sharing some possessions</p>
15 min. (Present)	<p>4. Listen and say who has what problem.</p> <p>a) has a problem with family.</p> <p>b) has a problem with non-family members.</p> <p>Answer: a- Megan b-Thomas</p> <p>Vocabulary teaching: <i>be, do, have, make</i></p> <p>1. He does/makes me angry</p> <p>2. You are always making/having problems with him.</p>

	<p>3. We had/made an argument this morning.</p> <p>4. I'm annoyed/I've annoyed with him.</p>								
20 (Practice)	<p>1. Complete the table with the phrases: anxious, sad, a bad day, washing, boxing, yoga, agreement, arguments</p> <table border="1"> <tr> <td>be</td><td>be annoyed,</td></tr> <tr> <td>do</td><td>do homework</td></tr> <tr> <td>have</td><td>have a party</td></tr> <tr> <td>make</td><td>make happy</td></tr> </table>	be	be annoyed,	do	do homework	have	have a party	make	make happy
be	be annoyed,								
do	do homework								
have	have a party								
make	make happy								
20min (Apply)	<p>3. Use the correct form of <i>be, do, make, have</i></p> <p><i>Can you me favor? (do)</i></p> <p><i>Some people find it easy to ...new friends. (make)</i></p> <p><i>I get on OK with Noel, but we ... much in common. (have)</i></p>								
2. 10 min (Wrap up)	<p>1. Discuss the questions</p> <p>Who or what makes you angry?</p> <p>When and why do you have arguments?</p> <p>When do you like being on your own?</p> <p>2. Ask learners to write their opinions in a paragraph on any of these questions.</p>								

Kahoot

A. Make up a correct sentence.

- e. Why don't we make something later?
- f. We had on our own here.
- g. We had fun by walking on barefoot on the seashore there.
- h. We made arguments on several topics.

B. True/False.

Their coach has really annoyed with the referee at their last match.

C. Type the answer.

My friends and I were... football when Karim's mother called him to come to home .

D. True/False

What was wrong?

Some Activities to use in the English Classroom.

Read and listen at the same time.

Another way to improve your listening skills is to use [two sources of information](#) at the same time.

This simply means that you should be [not only listening, but also getting](#) your English from another place at the same time.

The easiest way to do this is by **watching an English video with English subtitles**. This way, you'll be listening to and reading the words, which will make it easier to understand everything and will help you to remember more.

Another way of getting English from two sources is [with podcasts](#). Many podcasts include a transcript of what the speaker's saying, so once again you get to listen to and read the same information at the same time.

You can also print the transcript before listening. That way, when you find something interesting, you can stop the audio and make notes on the printed transcript.

Finally, **audiobooks** are another easy way of getting English from two sources at the same time. Most books exist in their printed or e-book versions before they are made into audiobooks. There are also many internet sites that offer (mostly) [free audiobooks](#) along

with their digital text. You only have to press play and start listening and reading at the same time.

Experiment with different accents.

Are American movies easier for you to understand than British movies? Or maybe the opposite is true?

You might have trouble understanding some [English accents](#) the first few times you listen to them.

This is normal! Even native English speakers can have trouble understanding different English accents.

But all English accents are beautiful, and you can understand them all if you just keep on listening.

Remember that [practice makes perfect](#). If you think a specific English accent is more difficult to understand for you, all you have to do is **keep on practicing your listening skills with audio from that accent**.

For example, if [American English](#) is challenging for you, try watching American series or listening to American podcasts or the news for a month. At the end of these 30 days, your ears will have gotten used to the accent, and it'll be much easier for you to understand.

There's no magic pill for this. You need to practice the accent (or accents) that's difficult for you. Variety makes life more fun, and being able to understand English speakers from all around the world is simply amazing.

Pro tip: You probably already know some [American and British YouTube channels](#). But if you want to practice your Australian English listening, watch the YouTube channel [“How to Cook That.”](#) You'll be able to listen to real Australian English and learn a little about the science of cooking through failed cake remakes and debunking (proving something is false) those ever-popular 5-Minute Crafts videos.

Listen as you sleep.

No, I haven't gone crazy. It's actually possible to [practice your English while you sleep](#).

This kind of practice is perfect if you want to learn new words or improve your pronunciation. However, you have to choose your videos/audios properly. You don't want to wake up and realize you have been learning Chinese instead of English! If you want to give this a try, you'll find lots of [posts](#), [articles and studies](#) that talk about this topic. They normally focus on learning vocabulary, but you can use these resources to improve your listening skills, as well. [At the end of the day](#), you'll be learning how to correctly pronounce those words and sentences, so you'll also be practicing your listening comprehension and pronunciation skills. Yes, in your sleep.

Prepare your conversations before they happen.

Conversations are all about speaking, but this is a post about listening skills, so why am I including this here?

Easy, **every conversation, even those with ourselves, include a speaker and a listener.**

Now, I know this trick works because I use it myself. Let me give you a little bit of background.

I was born in Spain, and lived there for 23 years of my life. My native language is Spanish. One day, I got a scholarship and I had to move to Poland. Seven days later! I was terrified because I didn't know a single word of Polish.

How was I supposed to [go to the doctor](#) without speaking the language? Or buy a train ticket?

After panicking for a little bit, I realized that I had to learn quickly. But instead of studying [vocabulary lists](#), I needed words that would help me get through everyday life. So, I started preparing for conversations before they happened.

If I had to go to the pharmacy, for example, I would get ready by thinking about the conversation I was going to have. I thought about the questions I might be asked and how I could respond to them. I learned only the words that I was going to need to know. This conversation with myself would go on and on until I was sure I had an answer for every possible question and I could recognize some important words they could use.

Sometimes the process was short, others it took much more time, but this allowed me to go to the pharmacy, the shop around the corner and even to the doctor with confidence. I was sure I wouldn't understand everything, but I was prepared for many situations, and during the real conversations I could normally understand pretty well what they were telling me.

It's a method I highly recommend—if you know what to expect, you'll be listening for it and hear the words clearer than if you have no idea what the other person might say to you. And since you'll know the basics, your brain will start filling in the gaps about the words you don't know. With a little bit of practice, you'll be able to understand almost everything!

[Listen to yourself.](#)

This way of improving your listening skills is related to the previous one. If you're having a conversation with yourself in front of the mirror or in your head, you're already listening to yourself. Use your own voice to practice your [English listening skills](#)!

You may think I am crazy, but I talk to myself in the languages I study when I have a shower or go for a run. I create imaginary conversations, ask myself questions and give myself answers pretending to be another person. Sometimes I even change my voice or my accent!

Listening to yourself is an amazing way of improving your listening skills. If you've been listening to English for some time now, you already know how it sounds. You've probably learned a lot of words that you can use in your imaginary conversations, and if you have to use a word you don't know in English or don't know how to pronounce, you can always use [Forvo](#) to help you with that.

I like watching shows in Hungarian and then I try to imitate the accent in front of the mirror. I look at the actors' faces and listen to the same words and phrases many times until I am sure I have the perfect pronunciation. Then I speak to myself and I try to use those words. Try it with [English-language shows](#)!

In the beginning, you might not think that you're practicing your listening skills, but you'll be surprised at how much you improve your listening comprehension with this crazy tip.

Use different audio speeds.

I also use this technique when I learn a new language.

It's as simple as it sounds. [Pick a video on YouTube](#) or play it in any platform or program that allows you to change the speed of the audio/video.

The first time you watch, do it at normal speed. You'll probably miss information, but that happens to all of us.

During your second listening, choose the 0.75 speed. This will play the same video at 75% speed. It'll go slower, and you'll be able to understand many more words or expressions than the first time.

You can even go slower if you want, but I don't recommend going below 60% or else the voice will get too distorted and the words will probably no longer be words but a series of sounds (think of how a very, very drunk person talks).

When you think you're ready for a challenge, do the opposite. Choose 1.25 or even 1.5 and watch the video at a faster speed. Challenge yourself and go up in speed as your listening skills get better. You will be amazed at the results!

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