

BEST TECHNIQUES AND METHODS ARE USED BY EFL TEACHERS AND HOW TO WORK WITH COURSEBOOK ACCORDING MY PERSPECTIVE

Aripova Ulbosin Muxametkarim qizi

I. Karimov nomidagi Toshkent davlat texnika universiteti olmaliq filiali

ARTICLE INFO.

Keywords: Student's willingness, socially interaction, memory span, Common core standard, CLIL, CLT.

Abstract

This article is mainly about how to be a good EFL teacher and ways of choosing suitable, effective methods. Additionally, this article informs how to work with coursebook in order to be adaptable for learners' needs.

<http://www.gospodarkainnowacje.pl/> © 2024 LWAB.

It is a fact that most EFL teachers use traditional teaching methods that are badly behind the times. It is high time to use modern methods for XXI century learners. Otherwise, our lessons seem the dull and ineffective. From my point of view, the best way to teach English is using different games during the lessons. For the reason that, games are not only fun, but also, they are the most effective and motivating way to both learn and teach language. I looked through additional articles in order to find essential methods to teach language in my own way. As I'm 7 years experienced teacher, I came up different students such as clever, active, passive, and talkative and shy students. The best way to make shy students to be more active is using different games, because such kinds of games give them opportunity to communicate in English without fearing and anxiety. They feel that they are just playing games and they will be more motivated. According to recently researches, scientists came to conclusion that games are most effective way to teach language by gathering questionnaire among students. Till this time, language teachers have used traditional methods such as repeating, giving list of vocabulary or learning by heart techniques. Those kind of techniques and methods lead them not to learn language because of its' difficulties. In order to solve such kind of drawbacks, most teachers believe that using games in teaching process would help increasingly to raise students' willingness to acquire language even they are in different language levels or they have different interests. As Tuan and Doan (2010) emphasized there are numerous advantages of using games as learners remember the language better. As so, such kinds of games help students to develop emotionally, physically, socially and cognitively providing that they have defined goals and rules. Those kinds of methods could increase their socially interaction with other people. Read (2007) says that games provide comfortable and fun circumstances where students feel them more motivated and not fearing of making risks. McFarlane(2002) agreed that there different kind of games such as cooperative, competitive and communicative that are all of them important to teach efficiently and productively. For the reason that all educational games aim to take into consideration students' levels that encourage them to communicate in foreign language. Johnson(2005) agreed with McFarlane who thinks games are valuable that leads to the development of a range of skills and competencies. Educational games are full of fun and positive attitudes that result positive emotions for our neurological perspective. It is a fact that negative emotions could restrain information flow and decrease of our memory span. In conclusion I want to say that it is very challenging to get XXI century

students who are addicted modern electronic gadgets. The best way to make them learn language and get engaged to the lesson is using educational, fun and suitable games. Even they can use digital technologies in some types of games. It will be better if all teachers follow this method for getting best results. As I mentioned above, games help them to prepare for life that acquire positive social attitudes. Utilizing different educational games teach them how to share, help and work as a team. Undoubtedly, humans learn by trying, imitating and doing.

As I'm their school teacher my task is conducting the lesson with the given textbook by our government. According Common core standard they chose "Prepare" textbook for 7th grade. This textbook consists of workbook and CD as well. It has clear structure and well-designed, you can come up all factors for learning language. In some parts we can see CLIL method; I mean other subjects are explained in English. Textbook evaluation "Prepare" consists of all language components such as: reading, listening, writing, and speaking. "Prepare" consists of all language components such as: reading, listening, writing, speaking, vocabulary, pronunciation and grammar. I strongly agree that this textbook was created and analyzed by professional teachers and editors. As it has clear objectives for every activities and they have chosen carefully and connected logically. Students should comprehend new topic fully before learning another topic. Such kind of productive assignments help my students to increase their self-confidence and they continue their learning process with the help of workbooks at home. This textbook is very user friendly that includes all factors such as focus questions, objectives, goals, outcomes and skills. It considered linguistic aspects and can easily motivate my learners. The topics are very interesting and versatile that attracts learners completely. As I have very little time for conducting the lesson I should be careful for selecting activities. I deleted task 1. It is very simple and not necessary activity for my learners as they already know types of sports with translation and do not need pictures for matching them. I select task 2, the main reason is it is speaking activity and makes my learners to speak, even passive students engage in this activity. At the same time, those are authentic questions that interest their real life. As so, Savignon said that CLT method helps students to create friendly atmosphere in the classroom. I replaced task 3 for listening activity, because they cannot pronunciation activity without having reliable information. I left Task 4 as it is, for the reason that my students should do reading activity in order to practice their comprehension skill. As so they can boost their vocabulary by reading this text. As Ellis (1988) mentioned that in CLT we focus on meaning as well and this type of activity lead to communicative experiences. But I changed task 5 for authentic questions, as I mentioned above my learners like to work authentic tasks. In grammar part, I also did several changes. For instance, It seems to me that task 1 is very easy for my learners instead it is better to make their own sentences using adverbs. Task 2 is not necessary as it is very simple and dull. I want to left both task 3 and for as they help to revise grammar rules with appropriate exercises. However, I add Task 5 additional sentences in order it will be more informative. I left both task 6 and task8, as they included effective activities for my target learners. However, I adapted task 7 for my target group by changing questions. Overall, as EFL teacher I used different methods in order to make appropriate lesson plan for my learners.

Reference

1. Ellis, R. 1988. Classroom second language development. New York: Prentice Hall
2. Juanna Kosta, &Melanie Williams. (2021). PREPARE student's book (p 14-15)
3. Jones. (2012). Assessing student's grammatical ability.
4. Kiddle. (2013). Developing digital language learning materials.
5. Machnish & Tomos. (2018). DM for Teaching Speaking.
6. Mishra & Koehler. (2016). TPACK Framework
7. McGrath. (2016). Exercise and Worksheet. Ch 4

8. McGrath. (2016). selection and adaptation. Ch 5
9. Macalister, J. (2016). Adapting and adopting materials. In M. Azarnoosh, M. Zeraatpishe, A. Faravani& H. R. Kargozari (Eds.), Issues in materials development (pp. 57–64). Brill.
10. McGrath, I. (2016). Materials evaluation and design for language teaching. Edinburgh University Press.
11. Savignon, S. J. (1972). Communicative competence: An experiment in foreign language teaching. Philadelphia: Center for Curriculum Development