

**Educational programme for the in-service training of the English
Language pedagogical staff in the context of the updated curriculum
for comprehensive school education in the Republic of Kazakhstan**

HANDBOOK FOR TEACHERS

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CONTENTS

INTRODUCTION.....	4
BACKGROUND TO EDUCATIONAL RENEWAL WITHIN KAZAKHSTAN.....	5
PRIORITIES FOR CURRICULUM UPDATE IN KAZAKHSTAN.....	7
DESIGN OF THE ENGLISH CURRICULUM.....	10
PEDAGOGICAL APPROACHES FOR ENGLISH.....	17
LESSON PLANNING.....	40
CRITERIA-BASED ASSESSMENT OF ENGLISH.....	43
WORK WITH THE TEXTBOOK AND TEACHING MATERIALS ON SUBJECTS.....	47
WORK WITH TEACHING AND LEARNING MATERIALS.....	52
STUDY PLAN.....	53
REFERENCES.....	57
GLOSSARY.....	59
CONTACT INFORMATION.....	67

INTRODUCTION

Handbook for teachers is a practical guide for teachers to refer to prior to the start of the training and post-training developed on the basis of the Educational programme for the in-service training of the English Language pedagogical staff in the context of the updated curriculum for comprehensive school education in the Republic of Kazakhstan.

The Handbook for Teachers includes information about the training programme and introduces its aims and outcomes. The resources within the handbook will assist you in planning and delivering English lessons. In addition, it includes information that assists teachers on how to use textbooks and teaching materials in the subject, how to apply criteria-based assessment and how to use teaching and learning materials

Programme objective: improving pedagogical skills of teachers in the context of the updated curriculum in the English language subject and introduction of the system of criteria-based assessment.

Programme tasks:

- familiarize teachers with the aims, tasks, structure and content of the updated curriculum in the subject;
- ensure teachers understand and can use pedagogical approaches and training materials relevant to the updated curriculum in the subject;
- ensure teachers understand and can use the system of criteria-based assessment in order to achieve the outcomes of the updated curriculum in the subject.

Programme outcomes:

- teachers know and understand the aims, tasks, structure and content of the updated curriculum in the subject;
- teachers understand and are able to use pedagogical approaches and training materials relevant to the updated curriculum in the subject;
- teachers understand and are able to use the system of criteria-based assessment in order to achieve the outcomes of the updated curriculum in the subject.

To assess the activity of teachers rubrics are used that are developed in the context of specific skills or areas necessary for teaching of the school subjects. For each skill, there are four descriptors that allow you to determine teacher's level in use of teaching methods in a particular subject (reproductive, adaptive, modeling, and systemic levels). Descriptors include detailed information on the current level of teacher development at a specific time and determine the next stage in their professional development. In the course the teachers will be explained in more details how this assessment is carried out during the training, and also will be assisted in understanding and how to use the assessment rubrics in their further teaching practice.

BACKGROUND TO EDUCATIONAL RENEWAL WITHIN KAZAKHSTAN

‘The world is rapidly becoming a different place, with globalisation and modernisation imposing huge challenges to individuals and societies. Schools need to prepare students to live and work in a world in which most people will need to collaborate with people of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to decide how to trust and collaborate across such differences, often bridging space and time through technology; and a world in which their lives will be affected by issues that transcend national boundaries. Twenty-first century schools help students to develop autonomy and identity that is cognisant of the reality of national and global pluralism, equipping them to join others in life, work and citizenship.’

Andreas Schleicher, Acting Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the Secretary-General, OECD (2014)

‘Learning in secondary schools in Kazakhstan is not as effective as it could be. Data from TIMSS and PISA suggest that the Kazakh secondary school system is quite effective at imparting theoretical knowledge and ensuring that students remember, recognise and retrieve information. It is relatively weak at enabling students to acquire and practice higher-order thinking skills, such as applying and reasoning in maths, or reflecting on and evaluating texts when reading.’

Reviews of National Policies for Education: Secondary Education in Kazakhstan, OECD (Milovanovitch, 2014)

Why change?

The quotation above highlights and summarises the need for educational change in Kazakhstan. Significant changes in fields such as technology, communication and science are having a profound impact on the economies of the world and thus upon the knowledge and skills citizens require to be successful in the twenty-first century. Rapid globalisation has also affected national economies and there is now increased international competition to secure economic growth. A report by the International Labour Organization Geneva (2006) underlines this fact for individual citizens; ‘...the liberalization of trade and capital flows, together with enormous improvements in communications and transportation, does mean that more and more workers and employers are increasingly competing on a global market to sell the output of their labour.’ (p. vii). Not only is increased globalisation impacting the availability of jobs, it is also affecting the type of work available and thus the knowledge and skills required to gain employment. Griffin et al. (2012) remark that ‘...there has been a significant shift in advanced economies from manufacturing to information and knowledge services.’ (p. 17). In addition to these economic arguments for modernising education systems there are other levers for educational renewal in the twenty-first century including: greater inter-connectivity; social change; challenges associated with climate change; a rapidly increasing worldwide population and the increasing demand for finite resources, all of which will mean that young learners in schools today require different skills than in the past to engage successfully with the modern world and indeed, the world of tomorrow.

Education is perhaps the only effective long term strategy to ensure that a country can engage positively in such competition and challenges. A number of authors such as Willelm te Velde (2005) have commented on the need for high quality education in the current era of globalisation. This central importance of education to economic growth and the well-being of citizens is now well recognised. Indeed, Mourshed et al. (2010) reported on the rapid growth in education renewal noting the increasing number of systems engaging in change in order to address the challenges detailed above.

Systems across the world have reviewed, or are reviewing the education they provide for their future generations, asking key questions such as, ‘what do children need to learn to be successful in the twenty-first century?’ and ‘what is the most effective way of teaching this?’ These questions closely relate to the curriculum and the accompanying pedagogy used in curriculum delivery.

In Kazakhstan, work has been undertaken already to respond to the global challenges outlined above, interpreted for the national context. The key educational values and goals related to national standards in curriculum, assessment, textbooks and pedagogy include raising the overall level of achievement of the school population, developing skills that are required for innovation and leadership, reaffirming and realising national identity through the school context and engaging with wider international experience. The rollout of an updated curriculum and assessment system is one of the actions being taken to address these goals.

The updated English curriculum is included within this rollout. The English Curriculum has been developed in line with the skills level descriptors of the Council of Europe’s CEFR (Common European Framework of Reference) for languages, positing the range of achievements appropriate to the primary and secondary classroom learning context that learners of English should be able to demonstrate at the end of each school year.

In line with that document and the tri-lingual policy targeting the development of pupils who are effective communicators in Russian, Kazakh and English, the English curriculum takes a broad view of the range of communicative language competences [linguistic, socio-linguistic, pragmatic] needed to negotiate communication with flexibility in a variety of contexts. Learning objectives are thus expressed through the language, skills and content strands of the English curriculum as they relate to both more general social language contexts and cross-curricular academic learning contexts in English.

This Programme reviews the updated course plans on the subject (see National Academy of Education, 2016). The proposed course plans will help teachers to coordinate and implement the teaching of students according to the learning objectives and the necessary learning skills. Updated subject programme will help students to improve their listening, speaking, reading and writing skills. As these skills improve in the learning process, students will be able to use the knowledge gained for the selection of information and argumentation, to expand this knowledge, give detailed comments on a specific task, for a specific audience and a specific goal. Students will have the knowledge that they can apply in any situation: whether it is learning in a different subject or (in) formal/business communication. In this regard, students who learn English according to this subject programme will be able to solve any complex problems and become competitive in the future.

PRIORITIES FOR CURRICULUM UPDATE IN KAZAKHSTAN

‘Our task is to make education a core of the new model of economic growth. Curriculum should be aimed at developing the skills of critical thinking and the skills of information search independently.’

Message of the President of the Republic of Kazakhstan N.Nazarbayev to the people of Kazakhstan "The Third Modernization of Kazakhstan: Global Competitiveness" dated by January 31, 2017

There is a growing consensus that learners need both knowledge and skills to be successful. This requires a movement from learners being required to memorise information to them knowing, understanding and *applying* this knowledge in a variety of contexts. It is this application of knowledge that will allow learners to develop wide ranging competencies now often referred to as twenty-first century skills.

There are multiple definitions of what is meant by twenty-first century skills. The framework created as part of the Definition and Selection of Competencies Project, by the Organization for Economic Cooperation and Development (OECD) is used as part of the in-service training programme. Here, a competency is described as ‘more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual’s knowledge of language, practical IT (information technology) skills and attitudes towards those with whom he or she is communicating.’

When working on the curriculum, the values and skills listed below should be taken into consideration (Table 1):

Table 1: Values and skills

Values	Skills
<ul style="list-style-type: none">• creative and critical thinking• communicative abilities• showing respect for other cultures and views• responsibility• health, friendship and caring• be prepared to learn throughout life	<ul style="list-style-type: none">• critical thinking• ability to creatively apply knowledge• ability to solve problems• research skills• communication skills (including language skills)• ability to work in groups and individually• ICT (information and communications technology) skills

The subject programmes define the subject level knowledge, skills and competencies and have been developed taking into account of the above values and skills. This can be seen in the subject programmes for English, where all of these values and skills are addressed. The subject programmes are in essence a standards-led curriculum.

‘Worldwide research has established the significant role that curriculum standards and assessment can play in moulding new expectations for learning.’

Griffin et al. (2012)

Griffin et al. (2012) reports that standards-led educational renewal has become increasingly prominent and pronounced when renewing curricula. Countries including England, Germany, Norway, Singapore and Australia have clearly defined the expectations for teachers and learners through curriculum documentation. This approach has been used to determine the expectations for all schools in Kazakhstan. Such clarity in defining what learners are expected to know and be able to do helps to ensure consistently high expectations across the whole of Kazakhstan and also makes it easier for teachers to effectively deliver the curriculum.

The significant differences of the updated curriculum are:

- the principle of spiral curriculum in the design of the content of a subject, in other words the gradual building up of knowledge and skills both vertically and horizontally (complexity of skills on topics and grades);
- the hierarchy of learning objectives according to the taxonomy of Bloom based on the principles of cognition and classified by the progress achieved in four main skills;
- pedagogical goal-setting throughout the years and for the whole course which allows to take into account the cross-curricula links;
- the presence of ‘cross-curricula topics’ within the subject and between subjects;
- the content of the units and the proposed topics meet the requirements of time and focus on the formation of social skills;
- methods of development of long-term, medium-term and short-term plans (National Academy of Education, 2016).

Curriculum coherence

Analysis of high-performing education systems has shown that curriculum ‘coherence’ is vital for improving educational standards across a country (Schmidt and Prawat, 2006). In the context of curriculum renewal ‘coherence’ means that all the components that affect how a curriculum is enacted and experienced work together and reinforce each other (Oates, 2010). In other words, the content of the curriculum, the pedagogical approach and the assessment approach must be aligned (Roach et al., 2008).

This is represented in the diagram below:

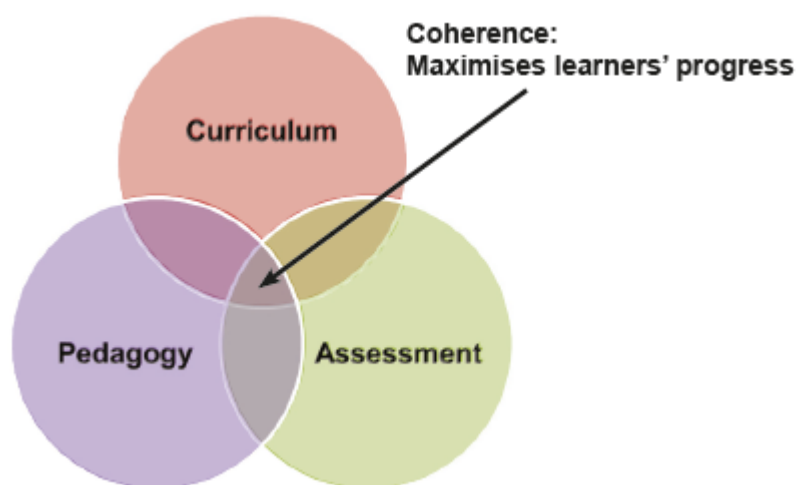


Figure 1: *Curriculum coherence*

This applies not just at the system level where the curriculum and assessment model are being defined but in each and every classroom. Teachers have to ensure that their teaching approaches support the implementation of the curriculum and that assessment helps to inform and support learner achievement. This highlights the importance of teachers being fully aware of how the three key components for effective learning – curriculum, pedagogy and assessment – coherently work together for learners.

This design for English is explained in the following sections. Firstly an overview of the subject is given describing its approach for curriculum coherence.

This is followed by sections on the theory underpinning the:

- design of the English curriculum
- pedagogical approaches for English teachers
- criteria-based assessment of English

The learning objectives can be found in the subject programmes (main document, long-term plan). Teachers are provided with methodological support for the appliance of appropriate pedagogical methods and approaches using the tasks proposed in the course plan and during the in-service training so that the students achieve the learning objectives. The integrated assessment strategy uses complementary methods to identify students' achievement of learning objectives.

DESIGN OF THE ENGLISH CURRICULUM

Planning, organizing and managing a complete and coherent curriculum are key components of achieving high standards by students (Alexander, R., 2002). The curriculum enables students to comprehensively develop theoretical, practical, creative and social skills, as well as improve basic skills (Primary education in England, 1978). As the curriculum is acquired, the learners should understand the importance of what they are learning and understand how it relates to their present and future life.

The English is one of the most important school subjects that together with other school subjects form the basis of general education of students.

The study of English offers attitudinal, cultural, social and educational advantages for the individual and for society. Learning English can help learners to develop positive attitudes to other cultures as well as increase awareness of their own culture.

Learning English through modern, communicative methods provides opportunities for learners to develop interactive skills and to learn through interaction with others thus becoming good communicators. The learners who emerge proficient in English and with good communication skills will contribute positively to Kazakhstani society.

An ability to communicate in English is crucial in the modern world of mass global communication. Young people should be able to read, write and communicate in English as well as understand their teachers and peers at the high level. English is the language frequently used in communication, science, business, entertainment, travel and sport. A good knowledge of English provides young people with access to these areas and enables them to continue their educational, economic, social and cultural development.

The English curriculum aims to provide opportunities for learners to communicate effectively with different audiences. It will achieve this aim through frequent opportunities in the school environment for interaction with peers, teachers and visitors, and through interactive tasks which involve informal and formal spoken and written presentations. There will also be a focus on out-of-school interaction with learners communicating online and face-to face with speakers of English from other cultures.

Developing and the personal, social and cultural understanding of learners is a key aim of the English curriculum. It aims to promote learners' personal, social and cultural development and their understanding of themselves and others and to equip learners to be articulate, literate and co-operative citizens able to make positive contributions in the classroom, school community and wider society.

Through the contexts and tasks in English, learners are encouraged to take responsibility for their own learning and show initiative, perseverance and commitment to self-improvement; to anticipate others' feelings, attitudes and ideas and adapt their behaviour to suit different situations when expressing their views and negotiating and to explore their own cultural and linguistic identity as part of the cultures of the world as a whole.

Learners should become innovative, critical and creative thinkers by actively participating in a learning environment which encourages objective analysis of subject matter and language content to support arguments with evidence and examples, to use language imaginatively, and to develop strong 'learning to learn' skills. The study of English using the methods described in the

English subject programme should enable learners to articulate their ideas with confidence and clarity to different audiences and enable them to reflect on how they can make a positive contribution to Kazakhstani society.

Personal and social skills in Primary grades are developed primarily through the curriculum's emphasis on negotiating and sharing meaning through talk. Learners develop their own thinking through talking and listening to others, and learn to feel responsibility towards others they work with. Activities provide opportunities for learners to explain their own views, to recognise their own strengths, weaknesses, and achievements, and to set realistic learning targets. Cultural understanding develops at this stage together with citizenship values as English helps younger learners develop feelings of empathy and understanding of others, in that it helps them to realise how it might feel for people who are unable to speak their language. Similarly, exposure in English through images and texts about other countries enables learners to begin to understand and respect people who have different values, traditions and customs, and helps learners to develop an appreciation of their own cultural heritage.

Secondary learners develop personal skills through an increased range of contexts in which to express their own ideas, and develop a growing ability to recognise the worth of others' views. Learners develop their self-assessment skills, and are able to access a wider range of options in order to achieve learning targets including more advanced digital solutions. Social skills are promoted as learners gain increasing confidence and skill to participate in pair, group and plenary work and class presentations. Increased experience of such interactions equips learners with strategies for behaving respectfully towards others and resolving differences of opinion amicably.

The English curriculum supports the emergence of deeper cultural understanding in this stage as tasks and topics provide learners with opportunities to develop an increasing curiosity and awareness of different ways of living and thinking, and a deeper and more informed understanding of their own cultural values and traditions as a result. Similarly, at this stage learners are given opportunities to develop their awareness of how their studies contribute to their readiness for adult responsibilities and a working life. Learners become acquainted with specific contexts and text genres they are likely to meet in future life and work and develop the ability to compare and contrast different views about life and work. Communicating in English is presented as a key skill in a global world where English is often the language of business, academic and international communication which can provide access to new opportunities and gives learners the chance to make choices about how they develop their future careers.

The subject programme is aimed at the development of all types of speech activity: listening, speaking, reading and writing. The grammar is studied within the lexical topics. Language learning is carried out through integration with other subjects through the study of cross-curricula topics, the use of texts from different subject areas, the development of the academic language.

Knowledge and skills in the subject are organised into strands of learning. Strands are further broken down into sub-strands, which will be at the level of a skill or topic, knowledge or understanding. Sub-strands, when expressed as grade-related expectations, form the learning objectives for a subject. The learning objectives demonstrate the progression within each sub-strand allowing teachers to plan and assess, sharing with learners the next steps they should take.

Strand 1: Content

Primary learners engage with different cross-curricular content primarily through the curriculum's emphasis on negotiating and sharing meaning through talk. Learners develop their own thinking through talking and listening to others, and learn to feel responsibility towards others they work with. The exploring of content in English helps reinforce concepts taught in other subjects across the curriculum.

Secondary learners develop skills needed for success in a range of academic subjects such as using speaking and listening skills to solve problems, organising information clearly for others and developing intercultural awareness through reading and discussion.

Strand 2: Listening

Primary learners will experience different forms of Listening input at text level, through stories, songs, chants, role-plays, poems and descriptions, so that learners are exposed to whole language. This will give them the chance to see how different areas of language are related, and will help them to assimilate and accommodate new language as they develop basic Listening skills such as following sets of instructions and understanding the purpose of simple statements

Secondary learners learn to understand and respond to a wider range of short and extended text types on curricular and global topics. They develop the ability to understand, with little support, the gist in extended talks spoken distinctly at a moderate pace on a range of general and curricular topics.

Strand 3: Speaking

Primary learners experiment with language using English in pairs, groups and whole-class discussions in a variety of informal and semi-formal situations. They develop the ability to form English sounds correctly, to ask questions to explore their own ideas and thoughts, to give and understand instructions, to describe and understand descriptions of people and objects, and to narrate and understand narration of events

Secondary learners develop the ability to ask general and more complex questions to clarify meaning and acquire, compare or evaluate knowledge. They develop the ability to communicate meaning clearly at sentence and discourse level when speaking in pairs, groups or whole class interaction on a range of general and curricular topics.

Strand 4: Reading

Primary learners learn to decode English script and learn skills of reading for global and detailed understanding in a range of short texts related to their immediate learning and wider social environment.

Secondary learners develop the ability to understand the gist and details in a wide variety of fiction and non-fiction text types of a medium length. They develop the ability to deduce meaning from context in texts on a range of general familiar and curricular topics.

Strand 5: Writing

Primary learners learn basic letter formation and handwriting skills, learn to use patterns in English spelling and to write simple, short fiction and non-fiction texts in a way which communicates a message clearly to their intended audience.

Secondary learners develop the ability to plan, draft, layout and edit texts using a wider range of high-frequency vocabulary, with an appropriate level of grammatical and lexical accuracy and correct punctuation.

Strand 6: Use of English

Primary learners will develop use of English competences primarily through exposure to contexts which carry an embedded rather than an explicit language focus, so that they make sense from the child's perspective. They will focus on the meaning and use of forms that they initially experience as chunks of language.

Secondary learners learn to express themselves using a good lexical range and variety of language with a generally high degree of accuracy. By the beginning of this stage, most learners will have developed an ability to think in increasingly abstract terms, and so will be ready to analyse language as a subject. In addition to promoting meaning making and sharing through social interaction, the teacher will provide input on language patterns and guidelines, and on language appropriate to specific contexts. Learners develop the ability to use a wide range of past, present and future forms, modals, active and passive verb forms, direct and reported speech patterns.

An important principle underlying the design of the English subject programmes is the concept of the spiral curriculum.

The spiral curriculum

The spiral curriculum is predicated on cognitive theory advanced by Jerome Bruner in his *The Process of Education* (1960). He believed that even the most complex material, if properly structured and presented, can be understood by very young children.

Bruner hypothesized that human cognition progresses through three relatively discreet stages...

- enactive (learning by doing)
- iconic (learning by means of images and pictures)
- symbolic (learning by means of words or numbers).

...which are used to inform the development of a spiralling curriculum.

The key features of the spiral curriculum based on Bruner's work are:

- the student revisits a topic, theme or subject several times throughout their school career
- the complexity of the topic or theme increases with each revisit
- new learning has a relationship with old learning and is put in context with the old information.

The benefits ascribed to the spiral curriculum by its advocates are:

- the information is reinforced and solidified each time the student revisits the subject matter
- the spiral curriculum also allows a logical progression from simplistic ideas to complicated ideas
- learners are encouraged to apply the early knowledge to later course objectives.

The subject programmes are based upon the spiral curriculum model, with knowledge and concepts re-visited as learners move up through the grades. Learning objectives are organised into unifying strands and sub-strands in order to make clear how learning will progress.

Table 2. Learning objectives through grades

Grade 5	5.L2 understand an increasing range of unsupported basic questions which ask for personal information
Grade 6	6.L2 understand more complex supported questions which ask for personal information
Grade 7	7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics
Grade 8	8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics
Grade 9	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics

As learners progress through the grades, for example, they become more sophisticated in the range and scope of patterns of organisation in the own writing. Thus, in the Writing strand, progression through the spiral curriculum can be clearly seen as learners revisit ideas of 'cohesion and coherence' and explore more sophisticated ways of linking ideas in more demanding genres.

Language objectives

Each subject has its own register of language that can be referred to as the 'academic language' of that subject. Academic language is a key tool used for learning subject content and for improving the capacity to think about and work with subject content concepts. Most learners learning through an *additional language* require support throughout their education to become proficient users of (second or third language) academic language, and to become proficient learners of subject content through an additional language.

Language objectives are an important tool used in planning for and managing the learning of academic language. Clear and concise language objectives explain to learners what is expected of them. In addition, language objectives help teachers and learners to build, to measure and to maintain the motivation to learn. Subject teachers who maintain a consistent, dual focus on subject content and academic language learning help learners to do the same and to better manage the learning of both.

In order to support the learning of academic language, it is suggested that teachers systematically incorporate the following teaching objectives into lesson plans:

- making visible and drawing learners' attention to academic language (e.g. key words and phrases required to achieve the subject learning objectives)
- providing learners with the classroom language needed for working with subject content concepts (e.g. phrases required for doing group work, posing inquiry questions, analysing a situation and conducting discussions/debates)
- pre-teaching and above all pre-using in a meaningful context key words and phrases required to master the use of content concepts
- having learners use all four language skills in a variety of combinations (e.g. reading-listening, reading-writing, reading-speaking, listening-writing, etc.) for a variety of meaningful purposes
- having learners engage in exploratory dialogue (e.g. avoiding answers to questions that simply demonstrate knowledge and instead using knowledge for sustained discussion, and providing rich language scaffolding so learners can sustain dialogue)
- teaching learning skills specific to language (e.g. selective listening, asking for clarification, developing metalinguistic and metacognitive awareness, paraphrasing, dictionary skills)
- encouraging critical thinking about language (e.g. comparing languages, prompting learners to use language more precisely, assessing progress in learning language)
- setting a language objective at the start of a lesson and discussing progress made in achieving it at the end of a lesson.

An example language objective(s) is provided for each primary course plan unit. The language objective also includes related

- (1) key words and phrases for the topic that learners need support in noticing, using and learning,
- (2) useful classroom language for dialogue/writing.

Making this language clear to learners will help them to achieve the subject content learning objectives in the unit.

Even though some of the language objectives could also be considered subject content objectives, the act of separating out content and language will help learners to maintain a dual focus on both content and language. It will also help counterbalance the attention given to answers/solutions versus processes used to find answers/solutions. In particular, focusing on those processes will support the exact use of language and increased precision in thinking.

Cross-curricular links

Whilst discrete teaching of subjects is important, cross-curricular activities tend to strengthen the learning of subjects. According to Carr (2007), a cross-curricular approach is based on the work of John Dewey who argued that knowledge is interrelated. This approach to teaching and learning has strong links with the constructivist view of learning, as learners work collaboratively to discuss and debate issues across subject boundaries (Hayes, 2010). Learners may apply aspects of learning from one subject to another or one subject may provide a context for developing learning in another. The integration of knowledge attempts to make learning more relevant and meaningful for learners.

PEDAGOGICAL APPROACHES FOR ENGLISH

In a coherent curriculum, the approach to instruction used by teachers (i.e. pedagogy) is also important for ensuring high standards for learners. Hattie (2011) has used over 9 000 meta-analyses of 60 155 educational studies to analyse the impact of educational interventions on learners' outcomes. These consistently indicate that after prior attainment, teacher quality has the greatest impact upon learners' progress. Clearly the approaches used by a teacher matter considerably in the effect they have upon learning and thus changing a curriculum without concurrently improving pedagogy reduces the ability of any renewal work to improve educational standards.

An example of how curriculum, pedagogy and assessment need to be aligned can be seen in Jimenez-Aleixandre's proposal for an optimal learning environment for constructing arguments (2008, cited by Katchevich et al., 2011)

- 1) Learners are active in the learning process. They must assess knowledge, provide evidence for their conclusions and be critical of others.
- 2) Teachers use learner-centred pedagogies and act as role models for constructing and analysing arguments.
- 3) The curriculum should incorporate a problem-solving approach.
- 4) Learners and teachers should be skilled in assessing claims, and the learners should not be exclusively assessed by written tests.
- 5) Learners should be reflective about their knowledge and analyse how it was acquired.
- 6) Learners should be able to participate in dialogue and cooperative learning.

In this analysis, item (3) relates to the curriculum design.

The remaining points relate to aspects of pedagogy, in particular: active learning, learner-centred pedagogies, reflective learning and cooperative learning.

All of these aspects of pedagogy are consistent with constructivist theories of learning. Constructivist approaches to teaching lead to higher learning gains when compared with 'traditional' knowledge transmission approaches (Hattie, 2011). Constructivist approaches are based on the concept that learners develop understanding of new knowledge and concepts as they interact with prior knowledge. An important point here is that learners' prior experiences have an impact upon the way they receive new concepts and if this is not taken into account, knowledge may be surface rather than deep. Such shallow learning will prevent the application of knowledge, critical thinking and reflection, the very areas highlighted above as important for learners to be successful in the modern world. In order to construct meaning and to take full ownership of knowledge learners need to be actively involved in lessons rather than passively receiving information. It is important that learners have the opportunity to engage in activities which allow them to work with and process their newly acquired knowledge and to develop their skills.

English curriculum is committed to the principle that learners need to learn how to learn as part of the process of education and become independent, self-motivated, engaged, confident, responsible and reflective learners.

Teachers are expected to nurture and develop these qualities through using a wide variety of teaching and learning strategies that include:

- 1) listening to the voice of the individual learner and recognising that it is essential to engage with their prior knowledge and understanding in order to develop it;

- 2) challenging and extending learners through carefully scaffolding assignments and activities;
- 3) challenging and extending learners by providing meaningful contexts, tasks and activities;
- 4) modelling and exemplifying problem solving strategies in a way that is understandable to the learner;
- 5) supporting learning through assessment for learning;
- 6) encouraging active enquiry based learning and learner research;
- 7) developing learners' critical thinking skills;
- 8) employing a mixture of whole class, individual and collaborative activities;
- 9) facilitating research projects where learners can apply a variety of skills which will help them not only in their English language lessons but also in other subjects studied at primary school.

Effective teaching and learning

Guided learning

Guided learning is based on constructivist learning theory. Learners are engaged in making meaning, linking to prior knowledge, and thinking critically about new concepts. The teacher's role in guided learning is to prompt thinking through careful questioning and support the acquisition of new knowledge. It supports the idea of language learning developed by Curran called Community Language Learning where learners work in groups together to collaboratively learn a second language (Richards and Rodgers: 2001). In the English language training, teachers experience and discuss the effectiveness of guided reading and guided writing. Guided group work offers opportunities for teaching and assessment focused on the needs of L2 learners. The small number of children involved allows teaching to be fine-tuned to particular needs and for the level of challenge to be pitched appropriately.

Across the whole curriculum, guided group work supports the development of language for effective oral as well as written communication, and is particularly supportive of learners of a second language. Through use of talk frames and focused input by teachers, it provides an opportunity to listen to and use the specific language required in a range of genres.

Guided reading is described by Mooney (1995) as "when you and a small group of children ... talk, think and read through a text which offers manageable challenges for each reader. [The teacher's] role is one of support ensuring that the children read with comprehension. Watching and listening. Comprehension or making meaning is the act of reading." Mooney, M., 1995. Guided Reading -- The Reader in Control. *Teaching Pre K - 8*, 25(5), pp. 54

During a guided reading session, learners each have a copy of the same text and are 'guided' to read, explore and consider the meaning in the text by the teacher. During the training, trainers will demonstrate a guided reading session, using multiple copies of the same book with a group of teachers role-playing as learners whilst the remaining teachers observe and reflect on the strategy. Teachers will become familiar with the sequence of guided reading – introduction, strategy text, independent reading, return and respond to the text and use their experience to evaluate the strategy and compare with their current practice. They will have opportunities to discuss the barriers to

effective teaching through guided reading and together find solutions to those barriers – enabling all teachers to feel confident that the strategy is practicable.

Similarly, in guided writing, teachers lead learning of a particular writing skill. This might be compositional, editorial or evaluating writing, providing an additional support step towards independent writing. Guided writing is carefully targeted towards groups of learners according to the ‘next step’ in their learning as identified through teachers’ day to day assessment.

Through guided writing learners are supported during different stages of the writing process. During the training, teachers will consider how guided writing can be used *before independent writing* to support the formulation of ideas, model the process of planning and drafting or develop sentence construction and punctuation to consolidate new vocabulary, imitate articulation or pronunciation or new vocabulary or translate ideas or concepts into the second language; *at the point of writing* to support learners to use greater precision – choice of phrases, use of complex sentences, use greater cohesion – connectives, consistency of tense, time, person, etc. or to check on sentence structures and syntax of the second language and discuss differences between L1 and L2 syntax; and *after writing* to check their work against assessment criteria, edit, proofread, reflect on the impact on the reader, discuss next steps in writing and set new learning challenges where appropriate.

Throughout the teaching sequence, teachers may also use guided learning to support the learning of speaking and listening skills. Through ‘guided talk’, the teacher can lead learning of a particular speaking or listening skill, for example how to talk and listen confidently in different contexts, or ask relevant questions to show they have listened carefully or how to take on different roles in dialogue. By carefully assessing learners’ skills, the teacher groups together learners with a specific gap in their understanding or those who are ready to develop a particular speaking or listening skill. They then plan a focussed guided session, through which the particular skill is taught, learned and consolidated.

Methods and approaches to assist English teachers

The English curriculum aims to equip learners with the skills they need in the rapidly changing global and multi-lingual environment of the 21st century. The language areas covered and knowledge and skills developed within the curriculum relate to both a range of general language topics studied for general and social purposes in English lessons and aspects of cross-curricular topics relating to the wider primary and secondary school domain. The curriculum views the development of digital literacy in English as a central aim given the importance of accessing, processing and utilising information digitally in today’s world.

The curriculum and assessment framework envisage teachers engaging with a ‘can-do’ approach to language teaching and learning, where learners develop as they learn to effectively deal with communicative tasks using the application of language skills and strategies. This approach has at its core a very dynamic conception of the development of the language learner: the development of their communication skills and competence, the development of their capacity for independent language learning and the development of their personal, social and cultural understanding.

The emphasis in the early Primary English curriculum is on speaking and listening, by helping learners to develop confidence and competence in communication. Learners experiment

with language using English in pairs, groups and whole-class discussions in a variety of informal and semi-formal situations. They develop the ability to ask questions to explore their own ideas and thoughts, to give and understand instructions, to describe and understand descriptions of people and objects, and to narrate and understand narration of events. They learn to turn-take, negotiate meaning and consider other points of view when they talk. They demonstrate increasing control over their use of language. As listeners, they learn to understand the main ideas and increasing detail, and to listen to others without interrupting.

The curriculum at this stage also supports the development of early literacy competences in reading and writing in English. Learners learn skills of reading for global and detailed understanding, and to write simple, short fiction and non-fiction texts in a way which communicates a message clearly to their intended audience.

The Secondary English curriculum deepens and broadens the range of learner communication skills and competences in line with the demands of secondary school study. Speaking and interaction skills are deepened by adding challenge and complexity to task, widening the scope of content and extending the range of language required for skills such as describing, narrating, and presenting arguments. The range of skills learners acquire is broadened by focusing on higher level skills such as reasoning, developing arguments, analysing and evaluating and the curriculum widens the range of application of these skills by equipping learners to use English to access and discuss non-language subjects.

Listening and reading skills consolidate and develop as learners are exposed to an increasing range of genre, and learn to infer meaning and use digital and non-digital reference resources efficiently and effectively. Learners' writing develops through more complex tasks, and a process writing approach which develops learners' awareness of genre, and an increasing ability to draft, edit, correct, present and evaluate their own written work for different audiences.

Throughout the curriculum, the development of learner autonomy is promoted by involving the learner in the planning and evaluating of their work, encouraging the learner to reflect on the process and content of their learning and to engage in self-assessment, and through co-opting the learner into the process of making English the medium as well as the goal of all their learning.

As with the process of language acquisition, the English curriculum sees that the process of becoming an autonomous learner depends very much on social interaction [Vygotsky 1986]. Though the aim is to encourage learners to do things for themselves with less or more infrequent teacher support, this does not necessarily mean that they have to do things on their own. The skills and strategies learnt through group and peer interactions are fundamental to this dynamic approach.

The English course aims to develop learners by:

- providing a well-structured and progressive experience of learning English
- supporting an appropriate, productive and positive learning experience for all learners
- developing learners' competence in English through the use of contemporary methods of teaching and learning and a variety of materials and media
- integrating the use and development of ICT skills through English as a key element in learners' research and production of their work
- encouraging learners to recognise their abilities and strengths, achieve desired learning outcomes, and succeed in their wider aims and purposes

- enabling learners to become independent thinkers and lifelong learners
- enabling learners through the study of English to explore their own linguistic and cultural identity and develop a sense of the cultural identity of others

In the study of English learners will be required to use and develop their communication skills. For success, in school and beyond, learners must be able to find, analyse and communicate information and ideas. The study of English will thus emphasize the skills of being able to locate and select information efficiently via listening, reading and viewing and creating meaning by analysing what has been heard or seen and responding critically to the material.

Equally, learners must be able to convey information and ideas through speaking, writing and other forms of presentation, including digital solutions. The study of English will thus also emphasize being able to adapt communication to suit the audience and purpose for which it is intended. Through the study of English, learners will be encouraged to learn to talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and arguments and express themselves effectively.

In both these receptive and productive domains, the main classroom approach will be on the development of such skills through group work and peer interactions to enhance meaningful communication in authentic social contexts, thereby developing young people who can express their own ideas confidently and are sensitive in responding to others.

What does this mean for your teaching?

Learning in the classroom will be characterised by high-quality interaction in which the teacher is a facilitator of language development, seeking to encourage active use of English by learners. To this end, the following are key to the successful management of English classes across Grades 1 - 11

Teacher talk

Teachers will recognise that teacher's talk is a key tool in helping learners to learn English in the early stages. Teachers will scaffold learning through skilled classroom talk and will use classroom talk to create interest in a task, to break complex tasks into smaller steps, to focus learners on the aim of a task, to model language and to show learners who are unable to do a task alternative ways of approaching it. The teacher will support language learning by providing language input at text level, through stories, songs, chants, role-plays, descriptions and instructional language in craft tasks so that learners are exposed to whole language. This will give them the chance to see how different areas of language are related, and will help them to assimilate and accommodate new language and to produce language chunks. Teacher talk in the early stages will be key into co-opting learners to use English and provide the input they need to develop effective phonological processing of English.

Teacher questioning

To provide challenge and engage learners with lesson content, teachers at all levels will use a rich variety of questioning techniques which include a mixture of convergent, divergent, display, referential, probing, concept and procedural questions. The use of questions in open class and plenary forums, as well as the careful staging of questions in

group inductive, deductive and guided discovery task frameworks will provide learners with opportunities to develop an increasing curiosity and awareness about English as a subject and different ways of living and thinking, and a deeper and more informed understanding of their own cultural values and traditions as a result.

Pair and Group work

Pair and group work will be important in fostering high levels of participation and language use, and most lessons will be structured around both full class work and opportunities for pair and group work. The English curriculum seeks to promote a classroom environment where learners learn together: they engage in collaborative written or oral tasks; they work together towards common goals; and they respond to and evaluate each other's work. The more effective the teacher's use of pair and group work, the more confident learners will feel in presenting their work in front of their peers and articulating their own feelings and opinions.

Digital Literacy

The English curriculum recognises the importance of digital and information literacy in contemporary language use and the centrality of English in global communications developments. Accordingly, activities will require teachers to use a range of applications to help learners develop skills such as finding, creating and manipulating information, collaborating and communicating information and ideas, evaluating and then refining their work. These skills naturally complement the communicative goals of English and, the English curriculum provides multiple opportunities for learners to avail themselves of digital reference, search, text and presentation resources.

BICs and CALPs

The fundamental distinction between different types of language skills: Basic Interpersonal Communication Skills (BICs) and Cognitive Academic Language Proficiency Skills (CALPs) informs the shape and focus of skills content throughout the English Curriculum. The focus in the early stages of the curriculum is on empowering students to take part in simple functional exchanges and communicate straight-forward opinions and feelings relating to their most immediate interests and needs. The teacher's focus here will be mainly on learners' ability to communicate concepts and meanings and the development of their overall communicative competence in productive tasks and their ability to recognize and comprehend information in receptive tasks.

In later stages of the curriculum greater emphasis is placed on developing independence in the way learners, study, remember, store and use language. As cognitive academic language proficiency (CALP) develops so the pedagogic approach will focus more on supporting learners in their use of learning strategies which will help them to further develop this independence. The teacher will help learners to improve their paraphrasing and summarising skills, the fluency and accuracy of their speech and writing, and their ability to monitor their own speech. The teacher will support learners as they consolidate their ability to plan, organise, present and proofread written work and begin or continue to develop an awareness of genre and register.

Natural Approach

The Natural Approach to language learning (Krashen & Terrell, 1995) aims to make classroom activities as meaningful as possible by relating them to the real world and using real reading materials (e.g. brochures, leaflets, webpages) rather than text from text books. Using the Natural Approach, the teacher promotes comprehension and communication and strives to foster genuine communication amongst learners. She/he uses pictures, visual aids and multi-media resources to support the acquisition of new vocabulary and supply the content for communication.

In Input Hypothesis (1985), Krashen describes a 'silent period' in which learners are building up language competence through actively listening and processing the language they hear. He hypothesizes that learners do not need to speak to improve in their understanding of language.

Teaching and learning activities that follow the Natural Approach:

1. Teacher talk focuses on objects in the classroom and on the content of pictures.
2. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways.
3. When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities.
4. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/ No questions to questions that learners can answer.
5. Learners are not expected to use a word actively until they have heard it many times.
6. Charts, pictures, advertisements, and other realia serve as the focal point for questions.
7. Activities focus on meaningful communication rather than language form.
8. Pair or group work may be employed, followed by whole-class discussion led by the teacher.
9. The Natural Approach techniques are often used with other methods, like Total Physical Response and Communicative Language teaching.

Total Physical Response

Teachers who use the Natural Approach may use the Total Physical Response method of teaching. During TPR activities, learners comprehend language given by a teacher. Comprehension is supported through the use of pictures, gestures and actions. Thus, learners comprehend the 'input' and demonstrate their understanding physically rather than through language 'output'. Because learners are expected to give a physical response this aids their memory and helps build a repertoire of related vocabulary.

Progressive steps in TPR activities:

1. The teacher gives simple TPR commands which learners respond to e.g. "Stand up", "Turn around".
2. The teacher uses TPR to teach body parts, numbers and sequence vocabulary e.g. "First touch your nose, then touch your head 3 times".
3. The teacher introduces classroom vocabulary and props, e.g., "Go to the door and knock 3 times." "Pick up your pencil and put it into the tray".
4. The teacher introduces physical characteristics and clothing. E.g. "Look at Lena. She has brown hair." The teacher then asks questions e.g. "Who has brown hair?" to which learners need only to give a name as response e.g. "Lena".

5. The teacher uses pictures and props to introduce new vocabulary. He/she may introduce up to 5 new words while talking about the picture e.g. “The brown dog is eating a biscuit.” The teacher gives out the pictures and asks questions which need only a name as a response e.g. “Who has the picture of the dog?”.

6. The teacher combines vocabulary about the picture(s) with a TPR command e.g. “Find the picture of the dog and put it on the table”.

7. The teacher uses conditionals combined with the vocabulary from the pictures e.g. “If your picture shows an animal, touch your nose.”

8. The teacher describes one of the pictures studied. He/she asks learners to point to the correct picture e.g. “Show me the picture which shows an animal eating a biscuit.”

Communicative language teaching

Similarly, teachers who adhere to the principles of communicative language teaching methodology (Curran, 2006) are concerned less with the grammatical accuracy and mastery of grammar rules, than with the ability to use language to communicate. CLT teachers strive to ensure learners know how to use language for a range of different purposes and audiences and how to vary it (e.g. when to use informal speech) and how to understand and produce different types of text (e.g. reports, narratives, instructions).

CPT classroom activities:

- Information-Gap activities - learners practise a role-play.
- Jigsaw activity – learners piece together parts of information to complete the whole.
- Task completion activities – give a situation for brainstorming and solve.
- Information gathering activities – learners collect information and present it to the class.
- Opinion sharing activities.
- Task-completion activities: puzzles, games, map-reading.
- Project work.
- Information gathering activities: surveys, interviews, searches.
- Information-transfer activities – learners take information that is presented in one form, and present it in a different form.
- Others – make two dialogues with the given words; role plays with cue cards; find mistakes game, etc.

Grammatical competence	Communicative competence
<ul style="list-style-type: none"> • The ability to produce the language • The knowledge of the structure of the sentences (parts of speech, tenses, phrases, clauses, etc.) 	<ul style="list-style-type: none"> • The knowledge of how to use the language for different purposes • The knowledge of how to use the language in different contexts and audience

Both the natural and communicative approaches recognise the importance of a supportive learning environment where learners feel able to make errors and take risks as they

learn and practise new vocabulary, structures and pronunciation. Both approaches rely upon learners' motivation to communicate.

Four language skills in L2

Language researchers and teachers use the concepts of four language skills: Listening, Speaking, Reading and Writing. They are related to each other by two parameters:

- the mode of communication: oral or written
- the direction of communication: receiving or producing the message

Listening

Charmot (1995) explains the theory of listening as a cognitive process and suggests three stages where information reaches the listener, and is then filtered through his or her short term memory, working memory and long term memory. The first two stages are important in second language teaching and learning because in these stages listeners need to effectively use strategies in order to recognise which information is relevant so that it can reach the long term memory. This process, called Anderson's model, requires the listener to use background information and linguistic knowledge to discriminate between the sounds.

For aural information to be understood, it requires effective listening strategies, especially when it comes to second language learning. One of the main goals in creating listening lessons is to teach learners how to listen effectively, i.e. how to deal with the information in order to understand it (Mendelsohn, 1994). This method forms a strategy based approach that teaches learners how to be aware of the strategies that work. By strategies Mendelsohn (1994) means actions, steps and techniques.

Rubin (1975) suggested that good language strategies produce good language learners. It was observed by other researches that listening strategies learners use in their L1 might not work in learning L2. Rubin (1975) also considered that teaching listening is more challenging than teaching reading, writing and speaking.

Mendelsohn (1995) suggests teachers focus on practising listening comprehension, rather than testing. Therefore, with planning and continuous practice, language teachers can help their learners acquire listening skills and develop autonomy.

Speaking

Most current approaches draw on an information-process model. Levelt (1989) proposes four processes: conceptualisation (planning the message), formulation (find the words), articulation (pronunciation of words) and self-monitoring (speakers identifying and self-correct mistakes).

Oral language differs from written language and requires different processes. One of the first approaches that offered a clear perspective on the teaching of speaking skills was audiolingualism. Audiolingualism focused on the importance of input before output. The four phase cycle was suggested: listening- speaking-reading-writing. Audiolingualism was also based on the behaviourist theory where language learning was observable behaviour.

Speaking is affected by the context: people can participate in oral communication, contribute simultaneously, check the message and offer immediate correction or clarification. The language is grammatically more fragmented, uses more formulaic phrases and more repetition.

These processes affect the language and make speaking skills differ from other skills. Therefore, the implication for teaching oral skills is that they should be practised and assessed in different conditions from other skills, i.e. with different audience, in real time, in prepared and rehearsed situations, etc.

Skehan (1998) suggests that focusing on accuracy is unlikely to lead to fluency. Pushing learners to fluency can also encourage them to produce more formulaic language. Skehan and Foster (1997) show that different types of oral tasks can be the solution: some leading to more accurate language and others to more fluent output. For example, if learners are looking for missing information, their partners will have to communicate accurately. In tasks like debates and discussions, the focus can be on fluency only.

The communicative approach proposes that tasks give learners opportunities to communicate meaning without focusing on accuracy. This approach is commonly used nowadays with different age groups. Bygate (1999) proved that task repetition can have an effect on performance. A learner repeating the task without warning, produced more accurate language and more complex vocabulary. Therefore, the task selection can affect learners' language and task recycling can combine fluency and accuracy.

Writing

Effective writing skills certainly contribute to raising proficiency in L2. Several approaches suggest that while addressing weak areas, writing should also be taught and learnt in the cultural and social context. Cumming (2002) suggests teachers take this aim of teaching writing into account.

A holistic approach recognises that learners have different needs at different stages of their learning and therefore teachers need to accommodate this. Grabe and Kaplan (1996) suggest frequent, short writing activities with useful vocabulary at lower levels, various length tasks with more complex themes and strategies for effective writing for secondary low learners and various genres and discourse analysis for secondary high learners.

Generally it is assumed that learners' progress in writing is a part of overall increase in their language proficiency. However, Tsang and Wong (2000) claim that instruction affects learners' accuracy in their writing and the range of structures and vocabulary. Instruction also affects learners' understanding of cultural appropriacy – they develop better understanding of the use of discourse markers, genres, structures and register.

Ferris (1997) found that direct feedback on learners' writing by learners themselves (peer feedback) had a positive effect on the quality of their writing. Berg (1999) also found revision beneficial in effective writing.

Reading

Several researchers into teaching reading in L2 suggest that learners can be taught effective reading strategies in order to improve their reading comprehension. Wenden (1985) confirms that reading strategies enable learners to take responsibility for their own learning and this way solve learning problems.

There are three stages of reading strategies. In the pre-reading stage, learners learn how to use pictures, titles and other clues to guess the content of the text and therefore help them read more

effectively. When reading the text, they learn how to distinguish between important information and details, including how to increase the speed of reading and how to decode unfamiliar words. In post-reading stage, learners might be asked to reread, find certain information and summarize.

Carrell (1998) argues that it is important for learners not just to be aware of the reading strategies, but also being able to choose appropriate and effective strategies.

The following approaches are included in the teacher training sessions and teachers can find more information about them in the further reading section of this document.

The teaching sequence

The course plans for English are based on a planning model which integrates the skills of reading, writing, speaking and listening into one coherent unit. The unit is often linked to a field trip, experience or problem to be solved. Teachers will become familiar with the sequence and the research on which it is based (UKLA, 2004) and how this fits in with the theories of language acquisition such as Williams' Functional-Notional Approach (1976). The planning and teaching model with the integration of drama and visual approaches has proved to be successful in promoting marked and rapid improvements in standards of writing as well as the attitudes and motivation of learners and deals with language as a method of communication rather than language as a set of grammatical tools to learn, where learners learn to express themselves clearly in a second language. Use of the teaching sequence has been shown to extend learners' available language to talk about language (metalinguage) and has had beneficial effects on reading and speaking and listening (UKLA, 2004).

The teaching sequence (exemplified in the diagram below, Figure 2) is based on three key ideas. The first of these is the power of a good quality text and how learners can be empowered through reading to find their own 'voice'. The second is recognition of the implicit nature of contextualisation in the teaching of all aspects of writing, that is, effective writing cannot be done without the context of topic, text or experience. The third idea on which it is based is a necessity to develop and explore ideas in sufficient detail before the writing process, giving learners not only the 'voice', but content and detail to write about.

Effective teachers also 'thread' rich and meaningful opportunities for speaking and listening into units of work. Throughout the teaching sequence, teachers give significant time for learners to talk together to help learners:

- think through ideas and plan their work;
- clarify their understanding;
- consolidate their understanding and communicate what they have learned;
- practise new vocabulary and turn vague impressions into phrases and sentences that someone else can understand;
- solve problems together.

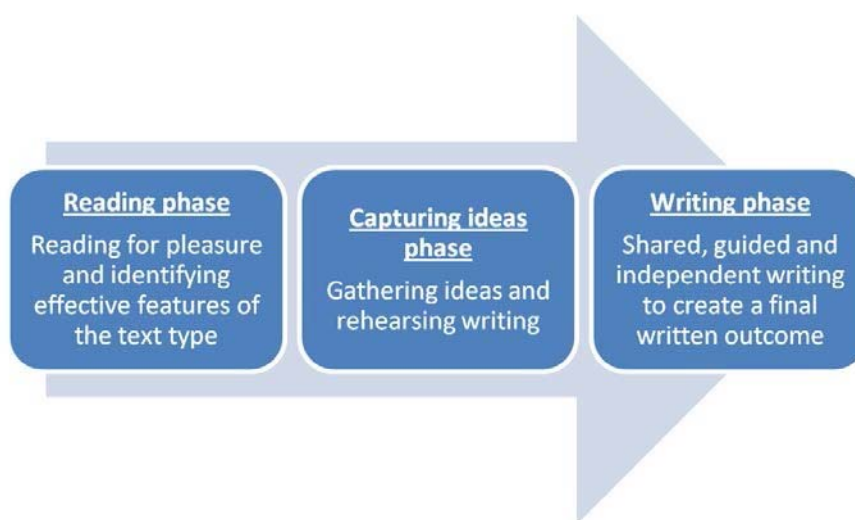


Figure 2: *The teaching sequence*

Within the English subject programme, there is a strong emphasis on listening skills, which is supported in the course plans where learners have the opportunity to listen and respond to TV programmes, films, music and adult speakers. All of these experiences have a place within the teaching sequence, with audio materials acting either as a stimulus to begin a unit or as opportunity to gather ideas before practising other skills. Therefore, the skills of reading, writing, speaking and listening are taught and assessed as discrete skills in their own right, whilst being placed into a coherent, contextualised unit where skills are linked and developed together.

In the teaching sequence learners are encouraged to notice and analyse grammar and language. In the reading phase they pay attention to word combinations, structures, word order, syntax and punctuation. Teachers can assist learners by providing language-focused tasks and activities that can be completed after reading a text.

In the capturing ideas phase learners might be presented with useful language and structures that they will practise in controlled exercises first and then encouraged to use in their writing. The writing phase could be a free practice for the language learnt in previous phases and serve as evidence for language assessment. The teaching sequence can also be used to see what learners can already do and identify areas that need further development.

Communicative method

Throughout the training, teachers will be involved in dialogue about the effectiveness of strategies and how they might be adapted to suit the needs of learners. They should be aware of the communicative method, which aims to develop learners' capacity to solve communicative tasks using the language and to talk fluently. In this way, the language is mastered during discussion where learners are constantly involved.

Teachers who adhere to the principles of communicative language teaching methodology:

- ensure that authentic communication is the focus of language learning
- provide opportunities for learners to experiment and try out what they know
- recognise the importance of learners' errors as they indicate that the learner is building

up his or her communicative competence

- provide opportunities for learners to develop both accuracy and fluency
- link the different skills such as speaking, reading, and listening
- expect learners to infer grammar rules rather than directly teaching them.

Active learning

Active learning refers to a number of approaches to teaching and learning which involve learners doing more than passively listening to a teacher. These approaches exemplify the idea that learning follows, and takes place during, activity rather than being a precursor for it. In terms the teaching and learning of English, and the learning of languages in general, this broader concept is demonstrated by a range of different types of activity where learners are engaged in a range of engaging physical and cognitive active activity task frameworks.

Typical 'Primary' task frameworks:

TPR [Total Physical Response] activities: where learners perform actions in response to linguistic prompts.

Craft activities: where learners are provided instructional input through language and make craft outcomes.

Tangential skill learning: where learners are taught how to do something through the medium of English e.g. how to perform a magic trick, wrap a present or make hand-puppet shapes.

Multi-sensory writing: deciphering what someone writes in the air or on your back, making words by forming letters with bodies etc.

Song activities: learning chants, songs [often with actions] to re-enforce sounds, sentence rhythm, rhyming words etc..

Typical 'Secondary' task frameworks:

Grammar gaming: where learners are required to use target language in the framework of a game. Typical game frameworks include card, board, memory, puzzle-solving, deception and speculation games.

Guided discovery tasks; where the teacher through the careful alignment of task elements in play in the classroom e.g. visual content, questioning and text content creates the conditions for the learner to discover a language rule or pattern for themselves

Jigsaw listening and reading: where different groups of learners are given different text inputs and through processes of discussion and negotiation arrive at answers based on sharing them.

Multi-media presentations: where learners in groups are tasked with presenting something to the rest of the group, often involving the development of research and ICT (information and communications technology) skills in English

Performance: where learners are required to use language in performances to the rest of the class e.g. dialogue sketches, video voice-overs, joke or anecdote telling etc.

Trainers will be asked to reflect on where and how these active learning strategies can and should be deployed and where methods of direct instruction can be used within shared reading or shared writing, for example.

Learning by its very nature must involve thinking and lead to changes in brain structure. The more active the brain is, the more learning will take place. Hattie (2014) describes our current awareness about how the human brain processes information and makes clear that extended teacher talk can ‘overload’ the brain with information leading to learners losing focus and interest, at which point learning is significantly reduced. Active learning instead is about ensuring that learners are engaged in constructing meaning from teacher instruction through activities where they must be active in recalling and applying knowledge. Hattie goes on to review analyses of brain function which shows that mastery learning of a skill only occurs through active practice, that is, the learner needs to be doing rather than passively listening. This ties in closely with ideas in second language learning pedagogy such as the power of associative memory and the importance of experiencing language in context in second language learning. Learners need to use language in real contexts for input to become intake as they try out new forms in the process of making new meanings and new words and phrases are more likely to resonate with learners and be retained when the contexts through which they meet them are memorable.

This is not to detract from the vital importance of direct instruction; what is paramount for effective learning, though, is that learners have the opportunity to make sense of and use the instruction that they have received in both known and unknown contexts. Moreover, when learning a second language, the memory can be enhanced through association with physical movement, particularly with young learners and beginners. Therefore, the Total Physical Response approach developed by Asher in the 1960s gives a useful reminder to teachers that short TPR activities, used judiciously and integrated with other activities can be both motivating and purposeful. Similarly, Curan’s Community Language Approach, which builds on the effective pedagogies of collaborative group learning, recognizes the benefits of active, group activities in language learning. It is a learner-focused method, where language learning risks are minimised because of the integrated translation involved. In CLL classroom the focus is on fluency from early stages, as well as accuracy throughout the course and learner empowerment.

The social nature of language learning

As learners ‘construct’ meaning they should make progress from what they can currently achieve alone into their Zone of Proximal Development (ZPD, Vygotsky, 1978). When a learner is working in their ZPD they require support, known as ‘scaffolding’. This scaffolding can be provided by the teacher, peers, worksheets, textbooks or other forms of support. As a learner makes progress, they should no longer need as much support and should, eventually, be able to work independently. In order to promote learning the teacher needs to provide an appropriate level of scaffolding which is decreased (or faded) over time. It is only when a scaffolding has been removed that the learner can be said to have fully achieved the intended learning.

In developing language learners, a teacher’s particular use of language in context may target acquisition as scaffolding. The teacher will recognise that teacher talk also serves as modified input which provides challenge and support for both thinking and language acquisition processes. This recognition of the need to balance challenge and support means that the teacher will be able to pitch their classroom talk when necessary at a level which may sometimes be beyond learners’ ability to communicate, but which is within their ability to understand (Vygotsky 1978:86).

The role of the teacher in active learning

Even though the English curriculum is built around learning through pair and group interactions and developing independence in dealing with written and spoken text inputs, teachers cannot just step back from these processes and allow learners ‘to get on with it’. The principle of the ZPD is that learners should be able to achieve more during a lesson (where there is scaffolding) than they could alone. If a learner is allowed to only use the skills they already have then they cannot be said to be learning. Rata (2012) argues that teachers who see themselves only as a ‘facilitator’, do not deserve the status of teacher.

Hattie (2009) has conducted a meta-analysis of pedagogical approaches. He compared the impact of approaches in which teachers are ‘facilitators’ or ‘activators’. To compare approaches he used a metric where 0 means no progress, 0.4 means one year of progress and 1 means two to three years of progress. The mean effect of approaches where the teacher was a facilitator was 0.17. In contrast the effect of approaches where the teacher was an activator (e.g. giving feedback, mastery learning, setting challenging goals, etc.) was 0.60.

Deep learning relies on the skills of teachers to monitor how well new knowledge is internalised and interacts with prior knowledge. This will be different for each learner due to individual experiences and capabilities. As such, teachers must constantly assess *individual* learners so as to develop their progress and identify next steps in the learning process for each learner. This monitoring and use of the information to inform the next steps in teaching and learning has become more prominent internationally in the last 20 years and has been highlighted through meta-analyses as amongst the most successful of educational interventions (Black and William, 1998).

Responding to learners’ needs and giving feedback

Identifying, and responding to, learners’ needs is central to the design of the course plans in the updated curriculum. Black et al. (2003) report on the positive impact this approach has on learners’ progress and this has been supported in a range of subsequent meta-analyses.

The first stage is to identify a learner’s current strengths and difficulties. This can be done in many ways including observing learners as they undertake a task, listening to their oral answers and reading written work. This information is then used to plan teaching activities that will help each learner to make progress.

There are a number of elements that can help make this process successful:

- teachers encourage a risk-taking culture where learners feel safe to make mistakes
- teachers interact with all learners in order to help them develop the tools to judge the quality of their work
- teachers make the learning process transparent by establishing and communicating learning goals, tracking goals and adjusting teaching to enable learners to meet these goals
- teachers use a mix of approaches to assess learners’ understanding and vary instruction methods to meet the various needs of different learners
- teachers provide verbal or written feedback on learners’ work and this feedback is timely, specific and tied to explicit criteria.

OECD (2005)

Classrooms are complex environments. Active learning and identifying the needs of individual learners only adds to that complexity when compared to more traditional forms of teaching and learning. Teachers must develop 'situation awareness' (Hattie, 2012) where, 'rather than simplifying the classroom (e.g. quiet rows, teacher talking), teachers need to build competencies in making meaning, seeing patterns, anticipating and making decisions, and monitoring so that they can adjust' (page 111). Such awareness will only develop where teachers reflect on their practice and the impact they are having on learners' progress. The training will thus include micro-teaching to begin to develop this reflective skill and in order to practise active learning across the curriculum.

Motivating learners

Approaches to motivating learners have often been categorised as extrinsic or intrinsic, although these should perhaps be seen on a continuum rather than a strict dichotomy (Vallerand, 2000). Approaches to promote extrinsic motivation (based on factors that are external to the learner) are based on the principles of behaviourism proposed by B. F. Skinner (1953). These approaches rely on using immediate feedback (including praise or rebuke) to provide positive reinforcement of desirable behaviours and negative reinforcement of undesirable behaviours (reviewed Walford, 2003).

Conversely, intrinsic motivation comes from, or is perceived to come from, within the individual and can be seen as more virtuous and successful than extrinsic motivation (McV Hunt, 1969/1971 cited Walford, 2003). Examples of intrinsic motivation are when learners want to participate and make progress because they enjoy the activity and find it interesting.

The key pedagogical question is how teachers can promote motivation and, in particular, intrinsic motivation. Teachers often use extrinsic approaches to recognise and reward good work, for example, an English teacher could choose to display only those pieces of writing that they considered to be best leaving other efforts languish in folders and drawers. Studies have suggested, however, that using extrinsic motivation can inhibit intrinsic motivation.

For example, Deci (1971) gave participants an intrinsically interesting puzzle-solving activity in conditions where some participants were told they would receive a reward. The experimenter would then tell participants that they would not be asked to work on the task any further and left in a room containing the puzzle and other distractor items (including a range of magazines). During this free choice period the participants who knew they would receive an external reward chose to spend less time on the task than those who did not. In other words, the presence of an external reward decreased the intrinsic motivation.

This basic finding has been reproduced in several other studies (reviewed Ryan and Deci, 2000) and has several important implications for education. According to the Cognitive Evaluation Theory (Deci and Ryan, 1985) extrinsic motivation can undermine intrinsic motivation if the individual feels they are less competent or less autonomous. Interestingly, the simple converse is not true. For example a learner who feels more competent does not automatically show more intrinsic motivation (Ryan and Deci, 2000).

This asymmetry in the factors that decrease or increase intrinsic motivation, was also found in a meta-analysis of research on the factors that secondary learners (aged 11–16 years) believe affected their motivation (Smith et al., 2005). The conclusion of the study was that learners have

an inherent desire to learn that can be decreased (or even extinguished) by their educational experiences. Teachers should first of all aim to nurture these inherent dispositions as reengaging a learner once they have lost their intrinsic motivation is more difficult. Teachers should be cautious about relying on extrinsic rewards as these can decrease intrinsic motivation. Engagement was more likely in cases where:

- the learners viewed the lessons as being ‘fun’, varied and active
- the teachers used collaborative methodologies
- the learners perceived the activities as useful and authentic.

The design of English curriculum allows learners to use their initiative and creativity in using materials to achieve task outcomes whether this involves puzzle solving, doing experiments or using craft materials and creating displays in Primary learning or using different digital media in creating presentations in Secondary learning. These are features that help to sustain learners’ intrinsic motivation.

One of the main challenges facing any teacher is to encourage a learner who does not want to learn so that they engage in the learning process. Here, rather than using a system of ‘rewards’ and ‘punishments’ - associated with ‘extrinsic’ motivation or the need to learn – English teachers should variously tap into what achieving positive learning outcomes in a global language can mean for learners across Grades 1 – 11. For Primary learners, this is more likely to be experienced in terms of self-esteem and confidence from understanding and communicating successfully in an additional language – feelings associated with the notion of ‘can-do’. For Secondary learners, learning English will give greater access to a global cultural interface, helping learners develop an increasing curiosity and awareness of different ways of living and thinking, and a deeper and more informed understanding of their own cultural values and traditions as a result.

Ideally learners should be intrinsically motivated such that they want, rather than need, to learn. Often this can be achieved by making the learning as **active**, **challenging** and **meaningful** as possible. Young learners tend to be more intrinsically motivated through play and their natural curiosity with what’s going on around them. On the other hand, older learners find learning really motivating when they can see practical applications for their new knowledge and skills and they respond positively to tasks related to their everyday experience based on real life situations.

Teachers can become more effective motivators by considering a few important ideas:

- Devise and develop learning activities which engage with learner interests, needs and aspirations. This involves a degree of empathy with your learners and the worlds they come from and aspire to.
- Learners are drawn towards innovation. Try a new teaching/learning method and invite the learners to join you in the experiment. This ‘bonds’ teachers and learners and produces rich learner feedback and a positive learning environment.
- Use positive language and body language.
- Encouragement is a big motivational factor although it is not always linked to success.
- Vary the contents of your learning programme. Many teachers still monopolise lots of sessions with lots of ‘teacher talk’ and the only activities required of the learners is to listen and copy notes from a screen or whiteboard; this is not motivational.

A learner's failure to learn is often due to a teacher's failure to motivate. Clearly a vital role of the teacher is to understand the many factors that determine whether learners are motivated, or not, to learn (See Table 3).

Table 3. *Identification of some elements of professional practice that can act as motivators or de-motivators in the classroom*

MOTIVATORS	DEMOTIVATORS
enthusiastic teacher using a variety of teaching and learning strategies	didactic teacher who mainly talks at or lectures learners
active learning tasks with lots of learner involvement	passive learning tasks with little or no learner involvement
learning tasks are meaningful and relate to previous learning	learning tasks are obscure and do not relate to previous learning
learning activities set at the right levels and differentiated so all learners experience some success	learning activities not differentiated and too hard at the beginning or do not stretch the more able learners
variety of teaching and learning methods used – lessons unpredictable	lack of variety of teaching and learning methods – lessons predictable
changes of lesson pace with learners given 'thinking' time	pace of lesson too fast/slow and learners not given 'thinking' time
learners given individual support	learners waiting for help from teacher
lots of praise and positive body language from teacher	no praise and negative body language from teacher
learners know lesson objectives and what is expected of them	learners unsure of lesson objectives and what is expected of them

Developing a range of language competences

The view of language learning that informs the English curriculum is that learning a language is essentially a process of learning to use language to perform communicative acts either in social contexts with others – including school or more academic contexts - or in private contexts in communicating with oneself. Tasks within the curriculum will require learners to use English to 'negotiate meaning' in response to given input and different contexts and classroom processes that ensure attention is given not just to 'what' is said [meaning] but to 'how' it is said [*language form*] will drive progress in learners' ability to use English forward.

The English curriculum sees the competences that enable a learner to successfully negotiate meaning in language activities as being modular rather unitary. Thus rather than talking of learners exhibiting communicative language competence, it is more accurate to refer to learners drawing on a range of communicative language competences: linguistic, discourse, pragmatic, strategic and

fluency. The learning objectives will variously target these competences in terms of different the skills: Reading, Writing, Listening, Speaking and Use of English across the different Grades.

Developing this range of competences in learners will require teachers through the study plans to carefully target discrete language and skills development inputs. In more language- focused lessons, teachers will need to be open to a range of inductive and deductive presentation techniques such as guided discovery which allow learners through interactions with texts and other learners to work on or try out target lexis or structure in meaningful and memorable ways. The rich multi-lingual learning context in which the updated curriculum is to be implemented should be used to enhance the development of ‘language aware’ learners both in terms of ‘learner autonomy and training’ in areas such as strategy development for accessing, categorising and recording new words and in terms of a rich variety of media inputs through which learners can be sensitised to patterns of language in context. In more content-focused lessons, where content from other subject areas may be focused on, teachers will need to be particularly resourceful in finding and developing scaffolding activities that allow learners to access and work on the content efficiently in English.

The development of multilingual learners through the curriculum is targeted not just by making L2 and L3 compulsory subjects but through the integration of content teaching in L2 and L3. Language teaching with a strong cross-curricular focus such as that targeted by the English study plans aims to develop multi-competent speakers who can operate effectively in interpersonal, social and more academic domains and the multi-lingual nature of this learning context can be exploited by language teachers to develop insight into patterns and forms within different languages. It is also envisaged that skills taught through the English curriculum such as awareness of how to use digital and non-digital reference resources efficiently and effectively and developing increasing abilities to draft, edit, correct, present and evaluate written work for different audiences will be of benefit when transferred to work done in other subjects.

The development of self-reflective and language aware learners through the curriculum is more likely to happen the more teachers develop analogous qualities in their teaching. Just as learners need to reflect on the quality of their output, difficulties they are having or strategies they could try so teachers need to reflect on lessons or series of lessons to identify where and how they could have been more effective in achieving targeted outcomes. One key element in this process will be the development of awareness of issues in effective planning and staging of sequences of language work that allow learners to revisit target language. Another important capacity for teachers to develop relates to developing sensitivity to learner outputs so that teachers are better able to assess the extent to which input is becoming intake [Hedge 2008] and are able to develop effective strategies for diagnosing and dealing with student difficulties. The ways in which teachers respond to student error and provide corrective prompts [Mitchell, Myles, Marsden 2013] and other forms of feedback are also critical to achieving effective learning outcomes and fostering effective communication strategies in learners such as repair and self-correction.

Planning for English

As can be seen from the previous sections, there are many things you will consider when planning English lessons. You will need to identify ways to ‘activate’ learning, maintain the motivation of learners, develop the learners’ skills and support them as they deal with a range of

inputs in English in different media. You will also need to carry out Formative Assessment regularly in order to timely provide feedback to students and adjust the teaching and learning processes.

The following section gives useful points of information, suggestions, reminders and tips which should help you to plan effective English lessons. This will help your learners progress well and fulfil their potential.

Teaching and learning

It is important to recognise that teaching and learning are not two distinct activities but related elements of a single process. The more teachers understand how learners learn and improve their teaching practice, the better able they are to encourage effective learning. Extensive research has found that the strategies found to have the biggest impact on learner achievement are:

- active learning (e.g. when learners are involved in planning and navigating the completion of tasks)
- feedback (e.g. individual discussions between you and each learner about their work)
- reinforcement (e.g. using praise to build learners' competence)
- quality of teaching (e.g. planning for a wide variety of differentiated learning activities).

Your role as an English teacher

You should:

- create a positive learning atmosphere, ensuring involvement of all learners
- aim to develop learners who are confident, responsible, reflective, innovative and engaged
- follow appropriate procedures and use activities to improve learners' skills
- set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved
- use clear, plain language when explaining concepts, instructing, prompting, eliciting, conveying meaning and praising learners
- monitor learners and provide individual feedback.

Inquiry-based teaching and learning

Many school curricula involve the creation and delivery of thematic units of work. This approach reflects the integrated nature of learning and teaching in primary, secondary and high school but it does not necessarily nurture learners' curiosity unless other pedagogical approaches such as inquiry-based learning are conveyed.

Inquiry-based learning is based on constructivist learning theory. In this learner-centred approach, learners investigate questions for themselves, with the teacher acting as a facilitator to learning, by creating relevant scenarios for example, rather than presenting facts. Learners make use of resources to research topics and form their own conclusions. This develops higher-order skills needed to acquire knowledge and understanding as well as gaining a deeper understanding of a subject. Whilst inquiry-based learning is often associated with science subjects, it can form the basis of any subject and is well suited, in particular, to subjects related to social issues such as world understanding (Hamston and Murdock, 1996).

Three main approaches to inquiry-based teaching and learning have been described in the literature. The three approaches can be summarised as:

- Structured inquiry. The teacher provides detailed (often step-by-step) methods for the learner to follow. The learners are expected to interpret, discuss and draw conclusion from their (or other people's) findings.
- Guided inquiry. The teacher provides some structure for the learners to follow (e.g. to choose from a list of questions). The learners can choose their approach to answering the question.
- Open inquiry. Learners select their own inquiry question and select their own methods to answer the question.

Structured inquiry provides a high level of scaffolding. Therefore it would be appropriate to select this approach for lessons in which a new skill or concept is introduced or in the early primary grades. As learners become more experienced, by Grade 3, then guided inquiry might be more appropriate. The ultimate aim for a primary-level learner would be to successfully complete an open inquiry, with its associated requirement for higher-level thinking skills (Krystyniak and Heikkinen, 2007). Within the updated curricula, inquiry-based learning is a powerful pedagogical approach that exemplifies the principles of active learning. It has also been shown to be an effective context in which learners can cooperatively discuss, construct and analyse arguments (Katchevich et al, 2011). However, that it not to say that an open inquiry is the only appropriate pedagogical approach.

There are many practical models of inquiry-based learning used in classrooms. One such guided-inquiry model is called the 'Integrating Socially Inquiry Model' (Hamston & Murdoch, 1996). The model describes seven distinct phases of inquiry (see table below). However, each phase is revisited as assumptions, content, values, attitudes, processes and skills are challenged during an inquiry.

Phases	Focus activities should:	Types of questions
Tuning In	<ul style="list-style-type: none"> • Provide learners with opportunities to become engaged with a topic • Ascertain learners' initial curiosity about atopic 	What is the topic? Why should we study this topic?
Preparing to find out	<ul style="list-style-type: none"> • Establish what the learners already know about a topic • Provide learners with a focus for the forthcoming experience • Help in the planning of further experience and activities 	What do you already know about this topic? How do we feel about this topic? Who else feels strongly about it? What is your view?
Finding out	<ul style="list-style-type: none"> • Further stimulate learners' curiosity • Provide new information which may answer some of the learner's earlier questions • Raise other questions for learners to 	What do we want to find out? How can we best do this? How will we gather the information?

	explore in the future <ul style="list-style-type: none"> • Challenge learners' knowledge, beliefs and values • Help learners to make sense of further activities and experiences which 	
Sorting out	<ul style="list-style-type: none"> • Provide learners with concrete means of sorting out and representing information and ideas arising from the 'finding-out' stage • Provide learners with the opportunity to process the information they have gathered and present this in a number of ways • Allow for a diverse range of outcomes 	How might we sort our information? What connections can we make? How can we ensure that the information is accurate, relevant, and worth using?
Going further	<ul style="list-style-type: none"> • Extend and challenge learners' understanding about a topic • Provide more information in order to broaden the range of understandings available to learners 	What conclusions can we draw? What evidence supports them? What might we do with our findings? What actions could we take?
Phases	Focus activities should:	Types of questions
Making connections	<ul style="list-style-type: none"> • Help learners draw conclusions about what they have learnt • Provide opportunities for reflection both on what has been learnt and on the learning process itself 	What conclusions can we draw? What evidence supports them? What might we do with our findings?
Taking action	<ul style="list-style-type: none"> • Assist learners to make links between their understanding and their experience in the real world • Enable learners to make choices and develop the belief that they can be effective participants in society • Provide further insight into learners' understanding for future unit planning 	What actions could we take? How do you feel about the topic now?

Information in the table was adapted from Hamston & Murdoch, 1996

Teacher modelling

Teacher modelling combines the principles of direct instruction with the constructivist view of learning. The teacher facilitates learning by setting the learning goals and directly demonstrates the skill or concept being learnt. However, through questioning and collaboration, the sessions are highly interactive and learner-centred. In the English language training, teachers will explore methods for teacher modelling in shared reading and shared writing and how, during the shared

sessions, a teacher also models effective speaking and listening skills, for example as a probing, questioning listener or modelling sensitive responses to others' ideas.

The notion of a 'shared book experience' (Holdaway, 1982) was explored as a way of encouraging learners to enjoy and engage with a text within the classroom environment. The refinement and development of many years of research, in many countries has led to a strategy known as shared reading. Stannard (2007) describes the one of the benefits of shared reading: "the teacher may carry out most of the decoding burden while the children focus on understanding and interacting with the text, learning about text features, reading behaviours, how language is structured and so on". (The Literacy Game: the story of the National Literacy strategy, Routledge by John Stannard and Laura Huxford 2007 p.44). Thus, it is a useful strategy when exploring the syntax, meaning and pronunciation of a second language.

Training will explore how learning is supported in effective shared reading sessions, when a teacher demonstrates fluent, expressive reading to the whole class; focuses on effective reading strategies as well as comprehension and vocabulary or syntax of the second language, translating into first language where necessary to support understanding. Teachers will consider features that help identify appropriate texts for Grades 1-11, ensuring that through shared reading, all learners experience high quality texts that are beyond their independent L2 reading levels.

In shared writing, the teacher demonstrates what being a writer means: the composing, the oral rehearsing, the writing and re-reading processes involved in being an effective writer as well as demonstrating how the writing system works at word, sentence and text level in the range of different written forms, literary (stories and poetry) and non-literary (information texts).

The shared writing session is an interactive one, with the teacher first demonstrating, then acting as Teacher scribe, gathering and amending ideas from learners before giving learners the opportunity to participate in Supported composition, often using small whiteboards or clipboards to write and then share their writing with the whole group.

Through shared writing the teacher maintains a focus on the purpose and audience of the writing and thus identifies the text features, vocabulary and sentence structures necessary to achieve the particular purpose and identified audience. In the course plans for English language, each unit is focused on creating writing to achieve a specific purpose and for an authentic audience, for example, producing information leaflets and maps to present to new arrivals to the school. During the training, teachers will be given the opportunity to identify the purpose and audience within each unit and use these to plan an effective shared writing session, linking together the purpose and audience with specific learning objectives and text types.

In a survey of the most effective schools, Frater (2002) found that highly effective teachers emphasised purpose and audience:

"Schools suffer the curious paradox that writing, a highly purposeful process in the world outside their gates, is apt to be somewhat artificial within them... we ask children to write less to fulfil a real purpose, than for the circular purpose of learning to write. The survey schools took special care to combat this structural difficulty: they made tasks interesting, emphasised purpose, and helped their pupils to think about audiences"

Effective Practice in writing at Key Stage 2 Basic Skills Agency 2002 p.15

LESSON PLANNING

Course plans to the subject programmes are of advisory nature. The medium-term plans provide teachers with the recommendations on conducting lessons on topics and units, organizing the activity of students in the classroom, the medium-term plans also include recommended resources (Internet resources, texts, exercises, video and audio materials, etc.). The long-term plan, as a component of the subject programme, defines the topics that will be covered in a year. Medium-term planning specifies the benchmarks defined in the long-term plan and is developed for a shorter period. The medium-term plans formulate the main objectives for a certain period, it reflects the topics for each quarter or unit (National Academy of Education, 2016).

Creating a short-term plan (lesson plan)

Teachers plan a lesson in accordance with the medium-term plan. When developing a short-term plan, teachers can use the following recommendations:

- to use the learning objectives included in the subject programme and course plan;
- to detail the objectives of the lesson, that is, to set concrete, measurable, achievable learning objectives;
- organize all activities included in the medium-term plan;
- if necessary, supplement the activities at their own discretion.

A teacher should not act as the sole source of knowledge, but as the facilitator of the active educational and cognitive activity of the students themselves. (National Academy of Education, 2016).

This learning objective could be the basis of several lessons, each of which would have a different lesson objective. Lesson objectives should describe observable learner performance/behaviour and explain what the learners should be able to do as a result of their learning. When starting to formulate lesson objectives, remember that they should describe the intended learning outcomes in terms of what the learners can do at the end of the lesson. This helps to make:

- what the learners do the focus of the lesson, rather than what the teacher does
- lesson planning easier
- the assessment of learning easier
- the evaluation of learning and teaching easier.

One possible lesson objective for the Grade 10 learning objective would be:

- understanding main points in texts about social networking usage in Kazakhstan

Lesson planning

Once you have decided on a lesson objective you need to decide how to plan a lesson to meet this objective. For our example lesson objective, there are several approaches that a teacher could use.

Traditional didactic teaching methods took little account of the differing natures of the learners, their motivation, aspirations, interests, skills, learning styles or social background. An example would be for a teacher to give a newspaper article about social networking in Kazakhstan and ask learners on their own to complete short answer comprehension questions.

Modern teaching and learning methods pay close attention to learners' needs as your success in meeting them can radically affect the quality and extent of learning. Of course we need to meet the requirements of the subject programme but that alone is meaningless if learners learn very little in the process. We can meet the needs of both the subject programme and our learners through more effective lesson planning.

For our example lesson objective a teacher could create a more active plan. For example:

- Groups of learners read different extracts from different articles about the use of social networking sites in Kazakhstan
- Pairs of learners do online research into different statistical data relating to social networking usage. The teacher can differentiate the activity by choosing which learner does which task. The learners create different forms of chart using software to present the data they find
- Learners are given a text which contains incorrect information on social networking usage in Kazakhstan. Learners have to find, and correct, as many of the mistakes as possible.
- Learners write a short summary of the data contained in two of the graphs presented.

These options are not mutually exclusive and more than one could be combined in a lesson, or series of lessons.

Here are some useful points to consider when using different activities:

- Try to plan a **variety of different types of activities** within a lesson. In a one lesson you might include four, five or more different activities. Think about working in short sections of, say, 10 minutes. The time learners can focus their attention is often quite short.
- Make sure each activity **follows on smoothly** from the previous one and that you keep reminding learners of the main lesson objectives. Be prepared to repeat an activity in different ways. For example, you might do an activity on the board orally and then ask the class to do the same task in writing. This helps learners understand the task, leads to a smooth transition, strengthens previous learning and enables the learners to practise more than one skill.
- Try to **change interaction styles** with the class. Think carefully about how much talking you will do. If you talk for too long, learners will have less time to discuss and learn from each other. Think about finding out what the class understands by eliciting responses, asking for hands up, or asking a learner to answer. Aim to include individual, pair, group and whole class activities.

In lesson plan, a teacher must:

- clearly define the learning objectives;
- take into account the relevant components of the lesson plan (see the lesson plan template in the course plan);
- provide detailed information on exercises and tasks, that are logically arranged and correspond to the learning objectives of the lesson, so that the students can accomplish them;
- determine the appropriate methods for the formation of targeted knowledge and skills, pre-detect problems and provide solutions;
- plan the use of the necessary materials and resources.

When planning lessons these are useful questions to consider:

- What is my lesson objective? Does every part of the lesson support the learners achieving this objective?
- What will the learners actually be doing? How will I make it clear to learners what they are to do and what outcomes they are to produce?
- How will I know that learning has taken place?
- What would it be like to be a learner during this lesson? Can a learner get help and/or reassurance? Can they get extra materials?
- How flexible is the plan? Could it deal with unexpected developments such as an interesting learner question which needs a lot of explanation, a difficulty with an audio-visual aid, a brief visit from someone else?
- What about feedback from the learners? How will I arrange, record and discuss this?

After conducting the lesson, it is advisable to conduct a reflection and answer the following questions:

- Did my students learn anything in the lesson? If so, why? If not, why?
- Was my lesson strategy successful? How could the lesson be done effectively?
- Did anything special happen in the lesson? If so, what exactly and why?
- How well did my lesson consider the knowledge, experience and interests of the students acquired previously? How could this be done better?
- How flexible was I during the lesson to the responses of students and their behavior?
- What was the students' attitude to what we did together in the lesson? With what feelings did they leave the lesson? Did they feel comfortable at the lesson?
- Did I manage to keep the classroom's attention during the lesson? Which of my methods of maintaining order and attention in the classroom worked better and which ones worked worse? Why? What should I do differently?
- Did I manage to control my own emotional state throughout the lesson? If not, why? What do I need to consider in the future?
- What was the most difficult thing for me in the lesson? What required me special efforts? Why? What should I do next time in such circumstances?
- Were my teaching techniques effective? Is what the children learnt related to the way I taught them? What should I take into account in the future?
- Was it possible to conduct the lesson differently? If yes, how? To which aspect of the lesson should be given more importance: informative, methodical, emotional?
- On what type of motivation of my students did I rely at the lesson? Did I take into account their intrinsic motivation or attracted mainly external stimuli? How else could you encourage them to learn and to success?
- Did I provide the students with the opportunity to manage their own learning activities independently? If so, what is it? If not, why and how would it be worth doing?
- Did I rely on a particular theory of learning in lesson preparation and its realization? To what extent is the lesson consistent with the learning theory used by me?
- What new things did I understand and acknowledge in teaching and learning as a result of this lesson? What useful experience did I gain by analyzing myself and this lesson? What do I need to do to become a more successful teacher?

CRITERIA-BASED ASSESSMENT OF ENGLISH

Criteria-based assessment

In criteria-based assessment, learner performance is measured against a fixed set of predetermined criteria (a concept introduced by Glaser, 1963). This is different from a norm-referenced assessment in which learners' performance is reported relative to the cohort taking that assessment.

Learners' progress will be assessed in two ways: Formative Assessment (FA) and Summative Assessment (SA).

Formative assessment is an integral part of daily teaching and learning and is held regularly throughout the term. This type of assessment allows learners to identify how well they perform tasks while studying the material, and teachers to adjust their teaching practice and determine the level of student achievement.

Summative assessment is carried out to provide teachers, students and parents with information on the academic performance of students by the end of each unit/cross-curricular topics of the subject programme and by the end of a certain academic period (quarter, academic year, level of education) with scoring and marking. It allows to identify and track the level of acquisition of the content of the subject programme.

Formative Assessment and Summative Assessment will take place in all subjects. However, assessment approaches may differ depending on their form and content. Teachers will use the results of formative and summative assessments in order to provide feedback to the learners and to inform their parents on their child's academic progress. All the assessment forms are based on the content of the subject programmes.

More information can be found in the 'Criteria-based Assessment Primary Secondary and High Level Handbook for Teachers', 'Collection of tasks for Formative Assessment' and 'Methodical recommendations for Summative Assessment'. These handbooks are designed for the use of teachers.

Formative assessment (FA)

As noted above, a formal assessment is conducted by a teacher to obtain information about the progress the learners are making against the knowledge, understanding and skills, to improve the teaching and learning process, to provide feedback and to promote learner's academic achievement.

The main functions of formative assessment are:

- *forming* - the establishment, formation and consolidation of a system of values in everyday practice;
- *stimulating* – creating favorable conditions for achievement of expected outcomes and successful progress;
- *motivating* - maintaining the interest of students to learning and achievement of the result.

Key strategies of formative assessment:

- defining and providing learning objectives and assessment criteria;
- the organization of teaching and learning aimed at collecting evidence of learning;
- providing constructive feedback which promotes the learners' development;

- involvement of learners in the learning process as sources of knowledge for each other;
- creating a collaborative environment in the teaching and learning process;
- providing learners an opportunity to become the "creators" of their own learning.

The level of achievement of learning objectives by students and their progress should be tracked in order to organize effectively the teaching and learning process and to identify the level of academic achievement.

The process of formative assessment requires teacher the implementation of the following stages:

- organization and planning of formative assessment;
- selection of forms and methods of formative assessment;
- conducting formative assessment as an integral part of teaching and learning processes;
- analysis of the results of formative assessment;
- providing feedback;
- improvement of teaching and learning on the basis of the results of formative assessment.

Summative Assessment (SA)

Summative assessment (SA) is a form of assessment which is conducted at the end of a certain unit of the subject programme/cross-curricula topics or at the end of the a certain academic period (quarter, trimester, academic year, transition from primary to secondary school, transition from secondary to high school). The results of summative assessment are provided to teachers, students and parents in the form of marks/grades. This allows teachers to identify and record the level of acquirement of the curriculum content for a certain period of time.

Summative assessment is carried out in accordance with the subject programme and course plan. The results of the summative assessment (marks or grades) are taken into account when allocating marks for a quarter. The teacher develops tasks for summative assessment independently or uses the tasks recommended in the 'Methodological recommendations for Summative assessment'. Organization and planning of summative assessment by units/cross-curricula topics are carried out according to the established procedure for criteria-based assessment of learner's academic achievements.

Summative assessment is carried out at the end of the quarter and measures the learner's progress during a quarter providing evidence of the level of knowledge acquirement and formation of skills in accordance with the content of the curriculum. The result is taken into account when allocating marks for a quarter. Tasks for summative assessment for a quarter are developed in accordance with the summative assessment specification common for all secondary education organizations.

Organization and planning of summative assessment for a quarter are carried out according to the established procedure for criteria-based assessment of learner's academic achievements.

The 'Criteria-based Assessment Primary Secondary and High Level Handbook for Teachers' details the planning stages, the organization of summative assessment (by units/cross-curricula topics, summative assessment for a quarter), analysis of results, ways to organize and conduct the moderation of the results of summative assessment for a quarter.

The process of moderation of the results of summative assessment tasks for a quarter is carried out by teachers with the aim of ensuring the objectivity and transparency of assessment the learning outcomes of students. Moderation is carried out by teachers in the form of a meeting where the results of summative assessment tasks are discussed in accordance with the scheme for allocating grades. If necessary, changes and/or amendments can be made to the scheme for allocating grades. Following the meeting on moderation, the protocol is made. In accordance with the record, after reexamination the grades of summative assessment tasks can be reviewed. The grade for the summative assessment tasks based on the results of moderation can be changed both upward and downward.

Learner's summative assessment tasks are kept by the teacher during the school year.

Including Formative Assessment in a lesson plan

As described in the Teacher Programme the learning objectives for English describe the topics, content and skills that learners are expected to learn in a grade. The same learning objectives are found in the subject programme, course plans and collection of tasks for formative assessment and therefore connect all three documents together. All three documents should be used when planning lessons for English (See Figure 3).

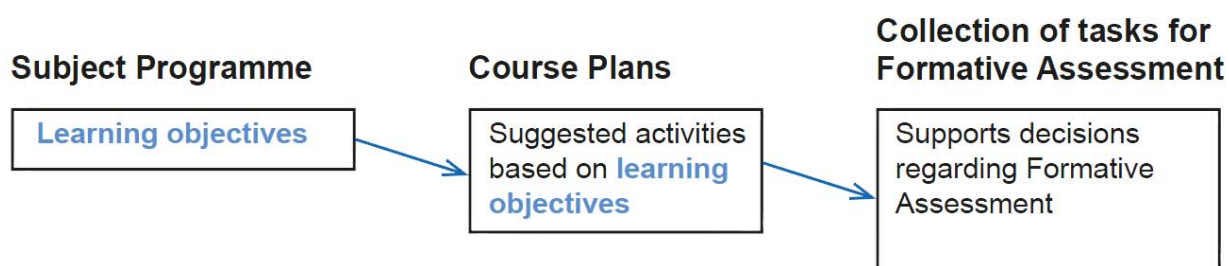


Figure 3. Using the subject programme, course plans and collection of tasks for formative assessment documents when planning.

Formative assessment is an integral part of daily teaching and learning and is held regularly throughout the term. This type of assessment allows learners to identify how well they perform tasks while studying the material, and teachers to adjust their teaching practice and determine the level of student achievement.

In order to make formative assessment effective, it is recommended for teachers to:

- develop assessment criteria based on the learning objectives;
- design tasks in accordance with the learning objectives and the assessment criteria, and develop descriptors for each task;
- improve teaching and learning process and assessment.

At the same time, students should take an active part in the learning process, understand the assessment criteria/descriptors and have the skills of self- and peer assessment. For implementation of formative assessment, it is recommended to apply the following forms of its implementation: individual, in pairs, in groups and in swapping pairs. In the process of integrating formative assessment into the lesson plan, it is necessary to take into account this type of assessment:

- is part of teaching and learning ("assessment for learning");

- is a non-marking assessment;
- covers all learning objectives (the learning objectives are specified in the subject programme and course plan for each subject and grade);
- carried out in accordance with the assessment criteria;
- provides feedback on the progress of each student;
- results are used to improve the quality of teaching and learning and improve the curriculum.

In general, the practical training of forms and methods of formative assessment (before and during the lesson), the careful planning of each stage of the lesson and discussion with colleagues are considered as a good practice in teacher activity. Writing a short explanation of the lesson plan, analysis of the lesson and reflection after the lesson contribute to the improvement of the teacher's work. This allows a teacher to improve the following lesson, enrich the resources, tasks and methods that are used in the lesson. Along with this, it gives an opportunity to exchange best practices and information with other teachers.

WORK WITH THE TEXTBOOK AND TEACHING MATERIALS IN SUBJECTS

Teaching materials (hereinafter – TM) is a set of educational and methodical publications aimed at ensuring that students learn the subject content.

TM in subjects consist of a textbook, a workbook and a teacher guidance. Some TMs on language subjects contain audio CDs. Each component pursues its learning objectives.

Work with the textbook

Textbook – the book, that discloses, in accordance with the state compulsory educational standard and subject programme, the content of education for a specific subject and is intended to expand, deepen and better assimilate knowledge to students. The textbook contains a systematized material selected in a specific way. The teaching material is studied at a particular stage of learning in accordance with the level of competency of the students and their age and psychological peculiarities.

When working with the textbook, it is necessary to take into account its motivational and target-oriented as well as functional, structural and informative characteristics.

Motivational and target-oriented aspect of the textbook include:

- teaching students the rules of using scientific tools, theories, methods and approaches;
- teaching to search information independently, developing analytical and critical thinking of students;
- upbringing of a socially active person, the formation of humanistic ideals and democratic values, a sense of Kazakhstani patriotism, a scientific worldview;
- development of 21st century skills.

The functional aspect of the textbook is represented by didactic functions that contribute to the purposeful formation of its characteristic (quality) as the main medium of the content of education most fully corresponding to the purpose of the textbook. In this regard, both the main and auxiliary functions of the textbook are identified. The main three functions that correspond to the goals of education are teaching function, educational and developing functions.

Teaching function, as the main one, is aimed at forming the entire complex of knowledge, skills and abilities of students, developing their competencies, skills and talents, including critical thinking, skills to creatively apply knowledge, problem solving skills, research skills, communication skills (including language skills), skills to work in group and individually, ICT skills.

Educational function is focused on the development of such spiritual and moral values as creative and critical thinking, communicative skills, respect for other cultures and points of view, responsibility, health, friendship and care for others, readiness to life learning, etc.

Developing function is aimed at development of mental capacity and emotional intelligence, personal qualities and properties, motivational aspects and etc. in accordance with the zone of proximal development.

Among the auxiliary functions it is necessary to note the following ones:

- *informative function*, reflecting the visual and verbal content of education;
- *systematizing function*, which implements the requirement of mandatory systematic and sequential presentation of material of a subject;

- *motivating function*, aimed at creating incentives for students which encourage them to study a given subject and form a cognitive interest and a positive attitude towards academic work;
- *transformational function*, which provides pedagogical processing of scientific knowledge to be learned;
- *integrating function*, assisting a student in obtaining from the knowledge presented in the textbook an additional information for related sciences;
- *coordinating function*, ensuring the involvement of a variety of teaching aids (handbooks, task books, maps, illustrations, films, teaching aids, electronic resources, etc.) and ensuring their effective, functional use in the process of work with the teaching materials;
- *controlling and corrective (training) function*, facilitating the assessment, self- and mutual assessment and improving the learning process and results, as well as the implementation of training activities for the development of necessary skills;
- *self-educational function*, aimed at the formation of students' desire and skills to independently acquire (obtain) knowledge, helps in filling out knowledge gaps independently.

The main objectives of working with the textbook are: acquaintance with the information contained in the selected text fragment, understanding information, memorizing, using information in various educational and life situations, confirming what was learned or what students had known earlier, searching for examples, confirming scientific facts, working with illustrations (pictures, drawings, diagrams).

The constituent parts of the textbook are:

- introduction;
- the main part (sections, parts, chapters, paragraphs, etc.);
- electronic appendices.

The main structural components of the textbook are:

1) a text:

- *the main text* – delivers the main content of the material and ensures its required minimum;
- *additional text* - sections, text fragments;
- *explanatory texts* – memos, footnotes, tables, diagrams, rubrics, explanations to conventional symbols, appendices, reference materials, dictionaries, etc.;

2) non-textual component:

- *tools for organizing the acquirement of the materials* – questions, tasks, drilling, revising, organization of individual and group work, interaction with other people, the use of additional sources of information;
- *illustrative materials* – schemes, pictures, tables, helpful notes, algorithms, etc.;
- *indicators for orientation* – symbols, sections, fonts, graphical highlight, etc.

In textbooks such important elements that carry a semantic meaning such as rules, algorithms for performing actions are highlighted by different colors and fonts, which help the students to see first the semantic parts, key points of the paragraph, and then to find them by highlighting in the text of the textbook.

Structural part of the textbook or non-textual component is also important. Non-textual activities include tools for organizing the acquirement of the materials, indicators for orientation

and illustrative materials, performing teaching and controlling functions.

The questions and tasks before the paragraph contribute to the updating and identification of basic knowledge necessary to study a new topic. The questions and assignments in the text lead thinking activity of a student to acquire new material. The questions and tasks at the end of the paragraph serve to consolidate knowledge, apply them in practice and to control their acquirement. The questions and tasks can be given after the main topics and units for the generalization and systematization of knowledge.

In terms of complexity and didactic goals, there are questions on the reproduction of what has just been learned, on identifying the main things, on establishing relationship and dependencies, on getting evidence, on applying knowledge in a familiar or new learning situation. Providing answers for the questions and accomplishing tasks relies on different sources of knowledge: text, maps, graphs, diagrams, drawings and photographs, schemes and profiles, etc. Tasks vary in formulation and require learners to make a variety of activities: identify by non-textual components, compare, give examples, give a definition, explain, map, write in a notebook, fill out a table, etc.

In the teaching texts, the main sections (concepts, patterns and their definitions, etc.) can be highlighted in bold, italic, color. This teaching material is subject to learning and memorization.

The questions and tasks of a complex difficulty are denoted by special signs, symbols.

An important non-textual component and an integral part of the textbook is an illustrative material: text maps, schemes, graphs, diagrams, figures, tables, photographs, profiles, etc. Such material specifies, complements the text or contains new information. Illustrations is a source of knowledge for students giving the opportunity to visualize the teaching material.

Educational value of illustrations is also important. They affect the personality of a student suggesting to reflect on the subjects of the drawings, to analyze their contents. Illustrations cause certain emotions with their content and artistic execution, they form the aesthetic tastes of schoolchildren.

Illustrations can be combined into 3 groups:

- 1) leading illustrations - independently disclose the content of the teaching material along with the text;
- 2) equivalent - serve to acquire the material along with the text;
- 3) supporting - illustrations that support the text, disclose the meaning of the text, thereby contributing to the most effective perception and acquirement in the learning process (such illustrations in the textbook are the majority).

There are digital indicators in the textbook that are necessary in subject learning. Figures are given on the main studied objects and are used mainly not for memorization, but for working with them.

In many textbooks in the end there are appendices containing the most relevant information on the subject course, it may include the dictionaries of terms and concepts, the dictionaries of names. All of this should also be used in the learning process. The effectiveness of learning the subject largely depends on the ability of schoolchildren to work with the textbook and learn the material contained in it. Ability to work with the textbook is one of the most important general educational skills. On the basis of these skills, pupils acquire curriculum knowledge in the learning process and prepare themselves for self-education after school.

A teacher, who sees his purpose in creating conditions for a specific child for free self-development, sooner or later realizes, among others, such a problem: “How to teach pupils to work independently with the text of the textbook”. One of the solutions to this problem is the organization of systematic work with the textbook on each lesson and at home in three stages: pre-reading, reading and post-reading. Skills in working with the textbook are subsequently designed to help each child succeed in self-education.

Teacher Guidance (teacher manual, teaching methods)

The Teacher Guidance is a methodical manual, which provides a brief explanation of how to work with the textbook and TM and conduct lessons. The tasks in the Teacher Guidance are aimed at achieving the learning objectives set for a specific unit (sub-unit) of the subject programme.

Teachers should promote:

- establishing relationship with other subjects of the curriculum;
- exchange of ideas with other subject teachers about compatible texts, tasks and exercises;
- collaborate with other subject teachers to determine additional needs in the study of the subject;
- choice of subject content, which has important social, pedagogical and functional significance for learners.

Teacher Guidance includes the following information:

- learning objectives;
- learning resources;
- cross-references to the textbook and workbook on the subject;
- approach to the content;
- relevant general information;
- a series of step-by-step notes for a teacher to support activities according to the textbook;
- cross-curriculum links;
- developing tasks.

In addition, notes for teachers include support for formative assessment (including teacher skills in conducting effective knowledge check, control and observation) and differentiation of learners.

Workbook on the subject (student notebook)

Workbook is a manual with different types of tasks for practice. The purpose of the workbook is to consolidate by practice the knowledge received by students on the lesson. Tasks in the workbook can be performed both in the classroom and at home depending on the subject and grade.

The workbook on the subject provides an opportunity for self-study and includes a set of worksheets containing materials on the consolidation and development of knowledge and skills on the subject. Worksheets also include the necessary formative assessment and differentiation options for the student. For each sub-unit there is also an activity overview sheet that performs the

assessment and is used to inform learners about assessment data, and includes self- or mutual assessment.

Teachers are encouraged to use the worksheets at their discretion to help students work on the objectives of the subject programme.

WORK WITH TEACHING AND LEARNING MATERIALS

“Teaching and learning materials” portal (hereinafter – TLM portal) based on smk.edu.kz web-site is the extensive online platform prepared within the framework of updating secondary education content for rendering methodological and learning support to teachers of Nazarbayev Intellectual schools, pilot and comprehensive schools.

With the help of this Internet resource, today teachers have a unique opportunity to share work experience in education system through publication of their best works. The portal consists of methodological materials, short-term plans, didactic and laboratory works, formative and summative assessment materials, audio and video materials, presentations and many other useful best practices for teachers. These materials provide a teacher with an opportunity to organize a learning process with the use of necessary components, facilitate searching for information on a specific section of an academic discipline during lesson planning.

TLM portal sections:

- DOCUMENTS for the use in work process (State Compulsory Educational Standard (SCES), standard lesson plans, curricula, lesson plans, instructional and methodological materials, course scheduling, informational materials);
- LESSON PLANNING (developing lessons by subjects, short-term plans, presentations, audio/video and didactic materials that can be used as a sample during development of lesson plans);
- TEACHING MATERIALS (teaching materials (TM) for subjects, study guides, video guides to TM, master classes from teachers, articles);
- CRITERIA BASED ASSESSMENT SYSTEM (criteria based assessment handbooks, collections of formative assessment tasks, video and presentation resources, methodological recommendations on summative assessment, electronic register, instructional and methodological documents);
- ONLINE LESSONS AND SEMINARS (video materials and presentation resources on online lessons and seminars);
- WEB-FORUM (questions and answers related to topical directions of the updated education content (organizational issues, content of textbooks, assessment of students etc.).

Files for viewing and downloading are available in the mentioned sections.

Registration on TLM portal

Logging in the portal is carried out by authorisation of an account which should be registered. For this, it is necessary to press the button “Register” on the home page. Then the registration form where it is necessary to fill out the corresponding registration data will appear. The system verifies the entered IIN preliminarily. If IIN is correct, the following registration form fields will be activated.

STUDY PLAN

No.	Theme of the day	Sessions will include:	No. of hours
Week 1: Introduction to the updated curriculum and accompanying concepts			
1	Introduction to the updated curriculum	1 Introduction to the training	2
		2 The updated curriculum	2
		3 Structure of subject programme and course plans	2
		4 Language development	2
2	Effective teaching and learning	1 Characteristics of effective teaching and learning	2
		2 Active learning	2
		3 Active learning	2
		4 Learning environments	2
3	Assessment	1 Principles of Criteria-based Assessment	2
		2 Criteria-based assessment model	2
		3 Formative Assessment	2
		4 Summative Assessment	2
4	Delivering the updated curriculum: planning and resources	1 The updated curriculum: subject programme and course plans	2
		2 Medium- and short-term planning 1	2
		3 Medium- and short-term planning 2	2
		4 Resources	2
5	Perspectives on language, skills and thinking within the curriculum	1 Perspectives on the teaching and learning vocabulary within the curriculum	2
		2 The role of content and context within the curriculum	2
		3 The development of high order thinking skills and cultural awareness in the curriculum	2
		4 Micro-teaching: focusing on student-centred activity	2
Week 2: Pedagogy in the updated curriculum			
6	Primary Classroom Language Pedagogy. Primary Listening and Speaking Skills.	1 Teacher Modified Language and Comprehensible Input Strategies	2
		2 Modelling, Eliciting, drilling and recasting techniques	2
		3 Types of Listening Inputs and Tasks	2
		4 Classroom speaking dynamics and activities	2
7	Early Literacy Techniques. Primary Reading and Writing Skills.	1 Awareness of the English Code	2
		2 Handwriting, spelling and decoding: potential learner problems	2
		3 Whole child early Reading Activities	2

		4 Whole child early Writing Activities	2
8	Features of Primary Language Classroom Management	1 Types of language classroom question and correction techniques	2
		2 Using Story Input	2
		3 Craft Activities and Display	2
		4 Cross-curricular learning	2
9	Developing Learner Language Awareness and <i>Use of English (U of E)</i> . Secondary Classroom Strategies.	1 Language Awareness skills and curriculum learning objectives	2
		2 Grammar and Vocabulary Teaching: Presentation and Concept Checking	2
		3 Learner training techniques: recording language and using reference resources	2
		4 Practising ‘new’ language strategies: teacher roles	2
10	Strategies for developing Secondary Reading and Writing Skills	1 Reading comprehension and interpretation skills within the curriculum	2
		2 Strategies in working with texts: developing learner awareness	2
		3 Classroom Writing Process Cycle: Micro-stages in Writing Lessons	2
		4 Feedback and Assessment for Learning (AfL) strategies in relation to written learner outcomes	2
Week 3: Pedagogy in the updated curriculum (continued)			
Assessing progress and reflecting on next steps			
11	Classroom management, micro-stage outcomes, monitoring and feedback in Secondary Listening and Speaking activity	1 Types of listening comprehension skill development within the curriculum	2
		2 Micro-stages of listening lessons and integrated listening outcomes	2
		3 Range and type of group and whole class curriculum speaking activities	2
		4 Classroom management, monitoring and feedback of speaking activities	2
12	Developing Resource finding, adaptation and awareness skills for the curriculum	1 Types of widely available resource and learning outcomes they promote	2
		2 Content and language integrated learning (CLIL). Approaches within the curriculum and finding CLIL resources.	2
		3 Evaluating resources against curriculum learning objectives	2
		4 Presenting a cross-curricular resource to peers with appropriate language scaffolding	2

13	Progression and achievement (Classroom-based assessment)	1 Types of differentiation and identifying assessment criteria	2
		2 Distinguishing learning objectives, lesson objectives and assessment criteria.	2
		3 Exploring assessment criteria	2
		4 Micro-teaching involving assessment and feedback techniques	2
14	Planning language lessons	1 Focusing on dimensions and features of lesson plans	4
		2 Identifying micro-stages in lesson plan sequences	
		3 Assessment for Learning, concept-checking, consolidation, feedback and plenary staging in plans	4
		4 Presenting 'rationale' of micro-plans to peers	
15	Engaging learners with curriculum content and introduction to micro-teaching	1 Learner engagement techniques: lesson hooks, forms of personification, flipped classroom, types of elicitation.	4
		2 Task-staging: promoting greater interaction and engagement.	
		3 Introduction to principles and practice of micro-teaching. Observing video demonstration lessons.	2
		4 Micro-teaching: introductory phase lesson sequences	2
16	Review of primary resources Planning and Delivering Lessons [Micro-teaching]	1 Reviewing materials and resources for Primary Speaking and Listening	2
		2 Planning Primary Speaking and Listening Lessons	2
		3-4 Micro-teaching: peer and trainer feedback	4
17	Review of primary resources Planning and Delivering Lessons [Micro-teaching]	1 Reviewing materials and resources for Primary Reading and Writing	2
		2 Planning Primary Reading and Writing Lessons	2
		3-4 Micro-teaching and peer and trainer evaluation	4
18	Planning and Delivering Lessons [Micro-teaching]	1 Reviewing Secondary Reading, Writing and Use of English materials	2
		2 Planning Secondary Reading, Writing and Use of English lessons	2
		3-4 Micro-teaching: peer and trainer evaluation	4
19	Planning and	1 Reviewing Secondary Listening and Speaking materials and resources	2

	Delivering Lessons [Micro-teaching]	2 Planning Secondary Speaking and Listening lessons	2
		3-4 Micro-teaching: peer and trainer evaluation.	4
20	Key concept overview. Evalutaion of learning.	1 Questions, searches and answers relating to curriculum documentation 2 Presenting to peers a resource for further professional engagement with ideas in the curriculum	4
		3 Overview of key curriculum and pedagogical concepts presented on the course	2
		4 Creating opportunities for reflection on and evaluation of learning and teaching	2
Total: 160 academic hours			
Note: the duration of 1 academic hour is 45 minutes			

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GLOSSARY

Word	Meaning
Authentic classroom	A classroom operating in real conditions
BICs	Basic Interpersonal Communicating skills that allow a language user to take part in simple functional exchanges and communicate straight-forward opinions and feelings relating to their most immediate interests and needs
CALPs	Cognitive Academic Language Proficiency skills which relate to a language user's ability to deal with more complex tasks such as paraphrasing, summarising, inferencing and proof-reading specific to contexts in which the production and comprehension of more academic discourse is required.
Classroom climate	The prevailing atmosphere in the classroom, based on a variety of factors, but most strongly influenced by interpersonal relationships and pupil engagement.
Coaching	<p>An active and creative process of interaction between colleagues or between a teacher and learner.</p> <p>In this interaction the coach initiates conversations or activities which develop the professional knowledge or skills of their colleagues/learners. Coaches encourage collaborative thinking about existing practices involving sharing ideas. Dialogue between coaches and their colleagues is reflective and reciprocal.</p> <p>Effective coaching will raise levels of competence in aspects of practice, lead to higher levels of understanding and enable colleagues/learners to make more informed decisions about their practice.</p> <p>The <i>coaching</i> process is interrelated with the process of <i>mentoring</i>: coaching focuses on revealing coachee's abilities, while mentoring focuses on providing professional support.</p>
Collaborative learning	A philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members.
Concept question	A question asked by a teacher to check that learners have understood a particular point the lesson is targeting. Often used in concept checking stages of language lessons focusing on learners' understanding of the use of a particular grammatical form, phrase or word.
Constructivist theory	<p>Constructivism (philosophy) involves approaches, which imply learning not by rote memorisation, but through meaningful experiences.</p> <p>The understanding that people gain by building on their own understanding either through practical action or through social interaction.</p> <p>All new learning starts from what individuals already know and this determines the sense they will make of it.</p>

Convergent Question	A question asked by a teacher to elicit a simple correct answer - often a 'yes' or 'no' answer. A series of such questions are often asked when a teacher is explaining or elaborating on a concept. Compare with <i>divergent question</i> .
Convergent/reproductive thinking	Based on strategies of using algorithms to solve a problem, i.e. when instructions on the sequence and content of simple operations are provided to solve this problem. It involves recalling without engaging with the information. Used with the word 'reproductive', this kind of thinking suggests a conventional way of approaching a problem that reproduces the same ideas. This is the opposite of divergent thinking which is valued as a creative way of exploring a problem from multiple angles or view-points.
Creative process	Creative processes have been described as having four key characteristics. Firstly, they involve thinking or behaving imaginatively. Secondly, this imaginative activity is purposeful: that is, it is directed to achieve an objective. Thirdly, these processes must generate something original. Finally, the outcome must be of value in relation to the objective.
Creativity	The process of developing original new ideas, different from traditional and accepted schemes of thinking. According to the renowned American psychologist A. Maslow, it is an original in-born ability, common to everyone, but many lose it due to upbringing, education and social practice. In everyday life creativity is the ability to reach goals, find solutions for problems using different approaches or things in an unusual or original way.
Criteria-based assessment	Evaluation of student learning achievements against pre-defined criteria. It differs from "norm referenced" assessment approach, in which work/people are assessed in terms of how well other people do.
Critical evaluation	To consider the effectiveness/value/validity etc. of an action, process or product and to be able to say why it was or was not effective/worthwhile/valid etc.
Critical thinking	Ability to question information, to analyse and synthesise information from a number of sources in order to develop understanding. This may also involve the ability to go beyond given information to 'create' new ways of thinking about ideas. There is an assumption that the move towards critical thinking in a particular society is necessary in order to start the civilized development of that society. In the narrow sense critical thinking can be defined as "thinking about thinking". Psychologist Diane F. Halpern considers critical thinking as cognitive approaches and strategies, which increase the possibility of reaching a desired outcome.
Differentiation	The practice of making lessons different to accommodate the different learners in a single classroom. For example, changing instruction according to learners' needs, abilities, and interests and to cater for their different educational levels.
Discrete Language Forms	Used to refer to content in language lessons where the focus is on individual grammar structures, words or parts of words or individual or connected sounds. In such lesson phases the focus is usually on 'accuracy' in the production of such forms - often contrasted with lesson phases with more holistic aims where learners are asked to bring a whole range of language

	competences to bear on a particular task and the focus is more likely to be on 'fluency'.
Display question	A question asked in language lessons that targets learner knowledge of a language form e.g. how to pronounce something, a grammatical form or the meaning of a word or phrase e.g. <i>'What's the plural of sheep ?'</i>
Divergent question	Often contrasted to convergent questions in language lessons, divergent questions seek to elicit a range of student language relating to the context of a lesson and designed to elicit more open-ended answers e.g. <i>Can you tell us something about ... ?</i>
Divergent thinking	<p>A method of creative thinking, usually used to solve problems and tasks, by searching for several different solutions for one problem. Divergent thinking was researched by E. Torrance, D. Guilford, K. Taylor, G. Gruber, I.Hine, A.B. Shneider and D. Rogers.</p> <p>Divergent thinking can be contrasted with <i>convergent thinking</i> which aims to find a unique solution to a problem (J. P. Guilford).</p> <p>There are special tests of divergent abilities, for instance the test of the company Gestalt and Jackson's: testee should find as many ways as possible of using such things as brick, piece of cardboard, bucket, towel etc.</p>
Face to face learning	A traditional classroom based learning method.
Formative assessment	Ongoing assessment which is part of teaching and learning processes. Carried out by teachers against assessment criteria written for selected Learning Objectives of the Subject Programmes.
Giftedness	<p>Structured components of dynamic hierarchy of abilities. Giftedness is a qualitatively unique combination of personal abilities. Giftedness, as well as ability is not in-born and it can be developed (B.M. Teplov).</p> <p>General giftedness is a development of wide and universal psychological components (memory, intelligence). Social giftedness is related to a specific area. Such division is conditional; in reality they cannot be separated.</p> <p>Abilities and giftedness of people do not differ quantitatively, but qualitatively. Qualitative difference of giftedness can not only be that one person is gifted in one area, the other in another.</p> <p>However it may as well differ in terms of the level of being gifted.</p> <p>Research on qualitative difference in abilities is an important task for psychologists.</p>
Guided Discovery	A learning process where the teacher creates the conditions through the alignment of task, questioning and content for the learner to discover a language rule or pattern for themselves.
Inclusive learning	<p>The process of developing education which is available for everyone, in terms of meeting the needs of all children and providing access to education to children with special needs.</p> <p>Inclusive education strives to develop methodology suitable for all children and the main idea is that all children are individuals with different needs in education. Inclusive education strives to develop more flexible strategies of teaching and learning to meet different needs in education. If education</p>

	<p>becomes more effective due to changes implemented by inclusive education then all children will gain from it.</p> <p>Eight principles of inclusive education:</p> <ul style="list-style-type: none"> - The value of a person does not depend on his abilities and achievements; - Each person is capable of thinking and feeling; - Every person has a right for communication and being heard; - All people need each other; - True education can take place only in the context of real relationships; - Everyone needs the support and friendship of their peers; - For everyone achieving progress is their ability to do something, rather than their inability to do anything; - Diversity strengthens all the aspects of a person's life.
Inquiry-based learning	Learning which begins with a problem or a question. Learners are supported in finding their own routes through the problem by being given a foundation of skills and knowledge and by being given scaffolds where necessary.
Language scaffolding	The language support given during the learning process which is tailored to the needs of the learner with the intention of helping the student achieve his/her learning goals in accessing a particular text or material input. This is typically given through a pre-task or on-task focus on the language forms in a particular text/input.
Learning objectives	Statements phrasing the expectations of knowledge, skills, understanding and dispositions the learner acquires through the course of subject study in accordance with the Subject Programme.
Lesson study	A collaborative approach to teacher learning and the development of practice and like action research involves a number of cycles. Central to Lesson Study is the 'research lesson' or 'study lesson' in which the collaborating teachers study pupils learning in order to ascertain how they might further develop a particular approach to enhance learning. Lesson Study involves both creativity and scientific rigour. The creativity comes from teachers working together to develop new teaching approaches. Scientific rigour is involved in collecting the evidence of pupil learning that will demonstrate whether or not the new approaches have been effective.
Mentoring	<p>A long process of creating trustful relationship between a mentor (successful teacher) and a mentee, to help the mentee to improve the effectiveness of their practice. In the process of mentoring, a mentor willingly shares his/her experience and knowledge and a mentee develops his/her professional skills and seeks solution for problems in order to make changes in his/her professional practice.</p> <p><i>Mentoring</i> process is interrelated with the process of <i>coaching</i>: mentoring focuses on the professional support for a mentee, while coaching focuses on revealing abilities.</p>
Metacognition	The concept of the metacognition was introduced by J. H. Flavell (1976, 1979, 1992). In the structure of metacognition, the author distinguishes such components as metacognitive knowledge, experience, goals and strategies. However the author considers reflective control of cognitive actions as the most important function of metacognition.

	<p>Therefore experiments by Flavell, A. Brown, M. Reid and others were dedicated to identifying the abilities of children to regulate their own cognitive actions by knowing its peculiarities.</p> <p>Metacognition is a specific form of grasping people's own thinking abilities; cognitive strategies which allow learners to make the goal of education to develop subjective position of learners, based on forming self-regulation and self-control cognitively and affectively.</p>
Metacognitive strategies	<p>According to J.H. Flavell (1992), metacognitive strategies serve metacognitive purposes, i.e. control and monitor cognitive actions.</p> <p>D. Kuhn (1983) and B.A. Molyako (1991) state that metacognitive strategies serve the purpose of making choice on formation and conversion of people's own cognitive strategies in accordance with the task. Research on such strategies is very common in psychology. For instance formation of "complex structure" of the task (O. Selz, 1981), restructuring (V. Wertheimer, 1987; K. Dunker, 1965), formation of "operational meaning" (O.K. Tihomirov, 1984) etc. The specific heuristics and algorithms were identified in informational theories (D. Miller, Y. Galanter 1986; A. Newell, J. Shaw, 1965; P. Lindsay, D. Norman, 1974 and et al.) which serve the function of organising the process of searching for a solution.</p>
Modelling language	<p>A type of teacher activity in language lessons where a teacher focuses learners on the forms or sounds of particular target language items usually with the aim of having learners accurately reproduce these forms.</p>
Pragmatic Competence	<p>A term describing a person's ability to use linguistic forms and social rules that allow a person to interpret and a perform a message in functionally appropriate ways in a specific language</p>
Probing Question	<p>At question asked by a teacher that requires learners to elaborate on the whole or part or their answer providing greater detail in their response or justification for their original response.</p>
Procedural Question	<p>A question asked by the teacher in language lessons to move lesson stages or individual activities along e.g. Is everyone sitting with their partner? Though ostensibly asked to make transitions between activities in lessons – language teachers tend to use a greater number of such questions during lessons as a way of providing comprehensible and contextualised language input for learners</p>
Productive task	<p>Often contrasted with a receptive task in language learning. The focus in a productive task will be on learner spoken or written output. Productive tasks are often devised to require either controlled or freer outcomes giving learners opportunities to exhibit control of language forms or fluency in different genres of writing or speech.</p>
Receptive task	<p>This type of task is used in language lessons to target the development of particular forms of learner comprehension. The interaction of text and task will require learners to use particular comprehension skills to process information in reading or listening to texts relating to different contexts and presented with different degrees of support.</p>
Reciprocal Dialogic	<p>Teaching which facilitates constructive talk between pupils to build understanding collectively, involving students in formulating the problem and</p>

Teaching	solving it. The main functions: learning through asking reproductive questions which create situations; activation of the learning process and giving opportunity to students to think; helping students to develop their communication skills and ability to work independently. To teach them to think collectively.
Reflection	<p>Interdisciplinary concept with a long history. It describes a process of careful thought, looking back on action to help develop insight and understanding through evaluation and critique. Traditionally, the content and functions of personal cognition, which include personal structures (values, interests, motives), thinking, solving problems, emotional reaction, behaviour etc. According to the P. Teilhard de Chardin, <i>thanks to reflection people separated themselves from animals, could focus on himself and learn about himself, not only know but to know what he knows.</i></p> <p>According to Cassirer, <i>reflection is an ability to distinguish from the flow of undifferentiated feelings more concrete elements, isolate them and focus on them.</i></p> <p>One of the first psychologists who dealt with reflection was A. Busemann (1925-1926) who defined it as ‘taking in yourself any type of experience from outside’.</p> <p>In psychological research reflection can be considered as the following: as a way of perceiving the basis and results of the researcher; as a basic feature of the subject, thanks to which it is possible to perceive and regulate life.</p>
Reflection in action	Process of careful thought during course of action (e.g. teaching) using evaluation and critique to inform the next step.
Reflective account	An account of an event or a process that is not simply descriptive but which addresses evaluative questions as well as how and why questions.
Reflective agent	When the teacher has the role of facilitating a pupil’s own reflection on learning.
Reflective mediator	A person who promotes the realisation of their own learning reflection.
Reflective practitioner	A reflective teacher. A teacher carefully and consistently thinking about their practice toward development, change and improvement.
Referential question	Often contrasted with a <i>display question</i> in language lessons, this type of question seeks information relating to learner knowledge and experiences that a teacher does not the answer to that may have some bearing on the context of the lesson e.g. <i>Have you ever?</i>
Repair strategies	These are the ways in which students resolve conversational problems in interacting with peers or the teacher in speaking, hearing and understanding. They are seen as crucial for second language learners in being able to negotiate meaning in language tasks.
Research lesson	A specific way of improving teaching; includes several phases: formulation of the problem, discussing methods and ways of solving it, planning and making an experiment, analysing and synthesizing results, making judgments and exchanging ideas.

Social learner	A learner involved in a type of education, in which a subject is learnt by observing or communicating with others. Experts from Bersin & Associates indicate seven components of social education technology: conversation, connection, collaboration, content, consumption, control and contribution.
Socratic dialogue	Based on the approach to teaching used by Socrates, this form of teaching has the use of the probing question and debate central to its approach. Socrates (as teacher) asked his students question upon question to firstly unsettle any tacit acceptance of truth and then develop their own understanding through defence of their position. His goal was deeper more reflective understanding. "How do you know what you say you know?"
Summative assessment	Assessments made at a particular point in order to give an account of what has been achieved at that point in time. Summative assessment is an indicator of whether a learner mastered or not the content standards. It can include: oral presentations, tests and demonstration of achievements.
Talent	High level of development, first of all, of special abilities; combination of such abilities which give opportunity to get the product of the work, which is novel and important. Usually talented people want to do a specific activity and are passionate about it. The presence of a talent is identified by the result of a person's work, which will be novel or original.
Teacher-led Development Work (TLDW)	This is an approach to the development of teaching and learning within schools. Individual teachers identify issues they wish to research and develop in their practice and in the practice within their schools. They then work collaboratively with colleagues to research and improve practice.
'the black box'	The classroom context. (This metaphor for a classroom suggests a context bounded by an institutional structure and is derived from science and engineering, where a black box is a device, system or object which can be viewed solely in terms of its input, output and transfer characteristics without any knowledge of its internal workings, that is, its implementation is "opaque" (black). Almost anything might be referred to as a black box: a transistor, an algorithm, or the human mind.)
Values	<p>Important and enduring beliefs, ideals or convictions that a person or group may hold about what is good or desirable and what is not.</p> <p><i>Education values:</i></p> <ul style="list-style-type: none"> - <i>state value</i> - <i>community value</i> - <i>personal value</i> <p>The first two values imply a collective, group meaning of this cultural phenomenon. Lately, the emphasis is placed on personal values of education, motivation of a person in terms of the level and quality of his/her education. There is a link between the personal values of education with lifelong learning. Education is capable not only to sustain the values of the societies and communities, it can also enrich and develop them.</p> <p>Values exert major influence on the behaviour of individuals and groups and serve as broad guidelines in all situations.</p>

Zone of Proximal Development (ZPD)	<p>The concept introduced by L.C. Vygotsky, deals with the process of psychological development. This zone is where children can complete a task with the help of adults or others and will learn through doing it that way. After ‘doing it’, children become capable of solving the same tasks independently.</p> <p>The level of challenge that a learner will be able to overcome with some support but could not achieve alone.</p>
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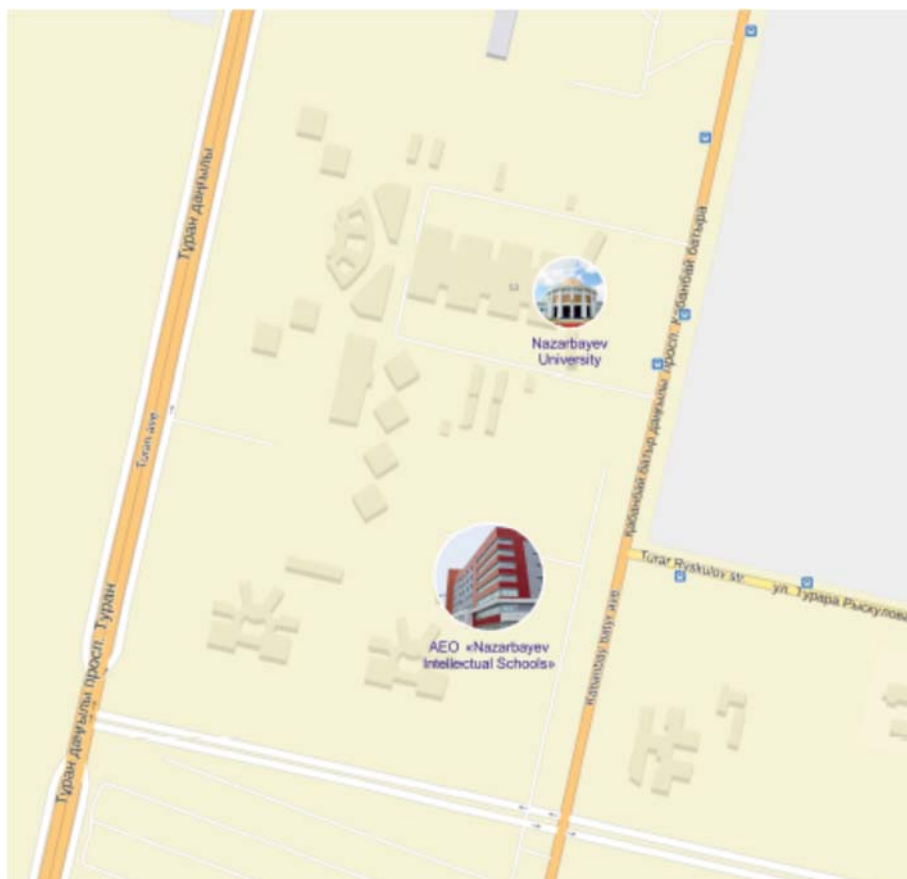
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