

METHODS AND PRINCIPALS OF USING THE NEW COURSE BOOK “SCALE UP”

The Decree of the President of the Republic of Uzbekistan PD-1875 as of 10 December 2012, “On Measures on Further Improvement of Teaching of Foreign Languages”, was the essence of the country’s reforms in the field of foreign language learning. Since the adoption of the system-generating decree all the work in this area has been intensified and major reforms in modernization of teaching foreign languages at all levels of continuous education have started. According to the targets set by the Government of the Republic, new State Educational Standards, based on international experience – CEFR were adopted.

In 2013, on the initiative of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan the work on developing a set of learning materials for foreign languages meeting international requirements has been launched. A group of English language teachers from all over the Republic developed truly innovative language learning manual that meets newly established requirements.

“Scale Up” is B2 level academic language course designed to meet the communication needs of Undergraduate, English for Specific Purposes students as well as independent academic learners in Uzbekistan. B2 level Course book consists of three courses to encourage undergraduate students for continuous learning and involve in academic life.

Rich selection of motivating and informative, authentic and semi-authentic texts to improve both reading and listening skills with variety topics are presented in themed topics. Interactive activities focus on learners’ «can do» statements and follow the principles of the Common European Framework of Reference requirements. Meaningful topics and materials are designed so that they enhance students’ horizons and provide a thought-provoking, purposeful approach to learn English, including autonomous learning.

Each lesson starts with colorful lead-in activity shifting students focus on new topic. Lead-in activity is followed by listening and speaking and then grammar, reading, writing activities respectively. Reading and listening have pre-, while-, post-activities which allow students practice their receptive skills.

In addition to language practice, users are provided with interesting facts in ‘Did you know...’ section, which carries both informative and sobering effects.

A complete package consists of ‘Student’s Book’ and ‘Workbook’ for students, with ‘Teacher’s Book’ designed for teachers. Audio materials are offered in CDs, separately for Student’s Book and Workbook.

Student's Book

- For classroom use
- Topic based lessons with communicative exercises
- CD with tracks

Workbook

- Lesson by lesson revision and practice
- CD with tracks

Teacher's Book

- Full teaching notes and ideas for each lesson
- Additional materials
- Instructions for grouping
- Answer keys

Scale Up is going to be implemented from September 2015 in all non philological universities of the republic of Uzbekistan. As it is stated above, it is created and designed to meet the requirements of State Educational Standards. According to it, this course book is aimed to take students' English proficiency to B2 level.

Most teachers of ESP may have some questions about how to use this course book and how to advance students' level to B2.

Teachers book is right there to help them to get answers to the questions above.

In this book each lesson plan is ready to be delivered, assisting you in creating a lively and friendly learning atmosphere.

Teaching strategies

All the strategies employed in *Scale Up* aim to promote learning by focusing on personal engagement, both intellectual and emotional. This helps ensure that we never lose sight of meaning as the key ingredient in effective language learning.

Accessible topics and tasks

Each unit is built around a set of three related topics followed by review. They provide an interesting and wide-ranging selection of subjects about which most students have something to say. The tasks in *Scale Up* have been designed to set up opportunities for genuine communicative exchanges.

Interaction Patterns

The lessons contain a wide range of practical tasks. All lessons are student-centered as opposed to teacher-oriented and therefore involve a lot of group work and pair work. In the course lessons students are encouraged to share their ideas,

experience and provide support to each other. Therefore, different types of interaction are used during the lessons:

- Lead-in photos encourage students to exchange their perception of photos with the whole group;
- In small group work students share their ideas with each other and come to a general agreement;
- In pairs students discuss things together and generate ideas;

Starter/Lead-in

All lessons begin with ‘Starter’ or ‘Lead-in’. Starters often serve as energizers to focus students’ attention on the photos, quotations and sayings of famous people leading them into the topic.

Grouping techniques

Students can be grouped according to the shape /colours /numbers /letters/ birthdates and so on. For example, in order to form a pair, ask them to line-up according to their birthdays or months. When students stand in a line you can pair them up calling one from the beginning of the line and one from the ending of the line. This technique is also a good icebreaking activity which can be used at the beginning of the lesson.

Possible answers

In some lessons possible answers are suggested to the questions and tasks for your convenience. Please note that these answers are possible but there may be other options as well. ‘All answers are acceptable’ statement shows the acceptability of students’ diverse ideas.

Eliciting

We also encourage you to elicit as much from your students as possible as opposed to the lecturing. We believe that students are knowledgeable and experienced and we value their contributions and ideas.

Personalizing

This technique is very productive helping students understand a certain notion by feeling the sample through them.

The course is based on communicative approach of Learning, Teaching, and Assessing (CLTA).

Learning Strategy: Communicative cognitive system of learning within the real life.

Teaching Strategy: Learner Centered, real cognitive steps within the real life of the students and the specialty:

Step 1: Key words of the lesson and their use in students' life within the specialty.

Step 2: Listening materials.

While you are discussing the listening materials you will work on Speaking.

Step 3: Please follow the rules and find the reading materials connected with the listening materials and the key words.

Step 4: Reflection: Ask students to write what they have learned about the key words, their usage in Listening, Speaking, Reading, and Writing.

Techniques: Copy right. You can check the level and copyright of your students written assignments through the websites as

www.turnitin.com , www.grammarly.com.

If you face to some of the following problems, there are some suggestions to solve them:

Problem	Solution
Different level of students	Encourage, inspire students to get the B2 level
Your level and students level is different	Build teamwork and create tandem among your students and yourself
You are a linguist and they are not	Follow their workshops and the materials, you will be the best teacher of ESP in the world
How to train students to get their level	Follow the assessment system built on Standards of B2
How to get support	Join the teachers of B2 level in UzTEA

Follow the B2 level and never come down as this is up to YOU and students' orientation to SCALE UP at this level.

Ra'nokhon KHODJIEVA
A teacher of the Uzbekistan State
University of World Languages.