HOW TO USE NEW PUBLICATIONS TO GIVE AN EFFECTIVE LESSON

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Аннотация

Английский становится глобальным языком. По крайней мере, полтора миллиарда человек в мире используют английский язык дома или на работе. Проблемы 21-го века, такие как проблемы войны и мира, экологии, демографии и демократии, не могут быть решены, если люди не говорят на одном языке. Целью моей работы является показать, как важно выбрать новые учебники и как это важно иметь достаточное количество языкового материала в процессе эффективного преподавания английского языка.

*Ключевые слова:* вдохновлять, поощрять, оценить, целевой язык, выяснять, аббревиатура, сотрудничать

Abstract

English is becoming a global language. At least a half billion people in the world use English at home or work. Problems of the 21st century, such as problems of war and peace, ecology, demography and democracy, can not be solved if people do not speak the same language.

The aim of my paper is to show how it is important to choose new textbooks and how it is important to have enough language material in the process of effective English teaching.

*Key words:* inspire, encourage, evaluate, target language, ascertain, acronyms, collaborate

Today the knowledge of English, in essence, opens to a large global peace with its enormous flow of information and innovation. Mastering the foreign language makes it possible to study abroad in top universities of the world and creates the opportunity for practical experience in the advanced countries of the planet. Knowledge of English is a compulsory requirement for networking and conducting business anywhere in the world.

Al-Farabi Kazakh National University is Higher Educational Establishment that makes all the possibilities to the students to learn English language. The University owns a vast territory in the centre of the city with beautiful views of the mountains and the fresh air. On campus there are a huge library, numerous dining rooms and café for students and teachers, Palace of students after U.A.Dzholdasbekov, swimming pool, student service centre “Keremet”, the medical centre, the supermarket, cinema and beauty salons. Today Al-Farabi Kazakh National University successfully cooperates with more than 300 largest universities of the world, the University is a member of International, European and Euroasian Associations of Universities, the World Universities Consortium, etc. All study rooms of our university are equipped with new equipment. Every year library is supplied for new publications. Our teachers work actively on developing the speech of students.

We developed a new curriculum and we use it for our lessons because “a modern English lesson is a set of learning opportunities. An effective lesson enables the learners to learn. A good input from the teacher is not sufficient to make a lesson effective. There are three major aspects of the lesson: syllabus, method and atmosphere” [3, c. 27].

As a teacher we’re always looking out for new and interesting ways to inspire our learners. Once we’re equipped with a handful of options, we can tailor our teaching approach to help students progress and aim for outstanding results.

The aim of our paper is to show how it is important to choose new publications and how it is important to have enough language material in the process of effective English teaching. There are many new publications nowadays. However the teachers should know that successful English studying depends on effective publications too. We work with many new publications such as New Headway, Attain, English for International Tourism, New English File. And we take part in many useful seminars for English teachers. About 5 years we work on New English File, because this book is full of speaking, writing and interesting tasks.

This book was written for students and teachers with a view to encouraging readers to use more tasks in their lessons and to explore for themselves various aspects of task-based teaching and learning. English teachers of our University have a good opportunity to use the language material given in New English File textbooks worked out by Clive Oxenden and Christina Latham-Koenig. But sometimes we like to work without textbooks giving them free themes. The students may create interesting situations in class by reading unknown texts or listening to specially arranged language material. Therefore, the first thing we want to speak about in the process of effective English teaching is the fact of having enough English material. Secondly, it is clear that we cannot teach communication skills without group or team work. It is more effective to divide the students into two or three groups and suggest them discussing it at first within the group. In such case, all students of the group will feel their participation in general discussion. Next time they will probably volunteer to speak independently.

Another example of group work found in this manual is working on the listening task. The groups are given the task to listen to one of famous singers’ songs, and students should complete the lyrics of the song with the missing words of the song they hear. Normally listening practice needs to be done more than twice and only then the groups start comparing their versions and come to a mutual understanding.

The following level suggests giving the students rhymes and asking them to make a poem of their own. While the group is working together some of them give the ideas and some keep silence so their poem is the result of collaborated work and the teacher should give marks which are a little higher than usual one thanks to their creativity [1, c. .

Our students have a lot of topics to talk about in their own language: they have quite enough life experiences, memories, daily routines, stories to tell, opinions to give and tastes to express. And we believe that our teachers’ job is to help them to talk about the same things in English language. We constantly work on one of the ways of speaking communication. We always speculate about what kinds of speaking task will best help our students improve their fluency and in my experience, the most successful task types are those tasks that encourage students to talk about things that matter to them. We try to give them interesting themes about real life to discuss. For example: “I like to say what I think”; “How to organize our future life” etc. And we try to choose global topics that everyone can relate to. Here are some more examples of “global topics”: “People around us”, “From rags to riches”, “Pollution of the air”, “What does your food say about you?”, “Say about the best city you’ve ever visited”, “Who is a patriot?”

We should keep in mind that the aim of English leaning at Universities is to acquire communication skills but grammar studying also plays very important role. An English teacher should know the subject perfectly well and try to create an atmosphere of good relationship and mutual help and understanding at the lesson. In order to learn the language one should be motivated, love it and fulfill all the tasks with pleasure [4, c. 231]. We try to supply our students with the ability to speak not only fluently but accurate so teaching grammar is considered to be as important as teaching, reading, listening and pronunciation. We often pay attention to the grammar and always search effective ways of explanation.

The grammar sections of New English File have been written carefully to provide students with as many opportunities as possible for meaningful, personalized practice. Students often get two “goes” at the same grammar exercise. Firstly, students do an exercise by manipulating the form. They then use the same exercise as the basis for a personalized speaking activity. Students not only get double practice of the target language, but the target language is made more memorable because the students engage with it on a personal level.

We think planning a lesson plays a main role in teaching foreign languages. There are many ways of planning. The following four points define the key areas to consider when planning a lesson:

* The aim of the lesson;
* The new language / structures/ contexts to be introduced;
* The overall organizational framework;
* The specific role of each stage of the lesson.

The aim of the lesson should designate a specific goal which can be realistically achieved by the end of the class. It forms one part of a longer-term target such as a specific level of competence students to reach over a term or the whole academic year. The aim of the lesson will probably involve an element of novelty, with the class being exposed to a new way of thinking or new vocabulary and grammar. In order to achieve the goal, it is necessary to organize the less different stages or types of activity. This is particularly important when teaching a mixed ability class or when taking into account different leaning strategies [2, c. 12 ].

And we must evaluate our lessons ourselves, ask ourselves these questions to ascertain the success of our efforts and to aid future planning: Were the teaching aims we set out at the beginning achieved by the end of the lesson? Did we manage our time effectively during each stage of the lesson? Did we set enough material for fast-learners and give enough time for pupils requiring extra support? How would we improve the lesson next time? We think if we can find right answers to these questions, we will reach our aim of our lessons.

Therefore, we want to underline once more that successful English studying depends on several factors among them: good textbooks, the harmony in the development of reading, writing, listening and speaking, teaching good pronunciation, a students’ ability to work in groups. Our teachers always try to use new effective methods of teaching. We are making up our lessons plan on the program “Power point”. And we always search for different kinds of CD disks, video cassettes for our students. They can use their iPods and mobile phones in the classroom or at home to record themselves speaking English which we can then review. When the students hear their own speech it can help them identify where they could make improvements. We also use social media to bring the real world into our classroom. Creating a classroom community is a great way to bring our students together and provide new avenues of communication. The language used on sites like Twitter and Facebook can be used as examples of English slang words or acronyms. Introducing students to “GTG” (“go to go”) and “BTW” (“by the way”) is an amusing way to create a relaxed atmosphere and encourage input from students on what they’ve been noticing – or been puzzled by – in interactions with English-speaking friends and family. The tactic of using biographies is particularly useful when teaching students about the use of verbs when speaking English. E.g. we find out which celebrities or sports stars our students admire and then use a short biography and by reading the bio the students can understand the differences between past and present: “He starred in his first hit film in 1985, but now he prefers theatre acting as a career.”

Whether you are new to English language teaching, or whether you are taking the next steps in your career and development, you will find valuable help and opportunities in New English File. These sets of books will take you to essential information; teaching tips and materials; modern articles; interesting themes to discussion in the classroom.

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