



CURRICULAR INNOVATIONS IN LEARNING

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Abstract

Case Summary

The present-day volumes of diverse facets in the area of second language learning and teaching are implemented from a unique collection of reviews produced by national native's educational organizations in the United Kingdom. The most proficient promotion in the use of a second or later learned language, as Naring, G., Briel, M., & Brouwers, A. (2006) claim, may be attributed to numerous educational factors. One of the foremost reasons underlining the fact that the “United Kingdom portrait of language education policies and practices is exceedingly dominant is that English is indigenous language” (Nias, J. 1996). This case study is supposed to contribute with diverse theories of the United Kingdom innovative language education practices to language teaching areas of examination. Also, “linguistic teaching and learning methods vary across degrees, different types of curriculum structures and functions in linguistics” (Morrison, N. 2015).

National and Geographic Location of the Case

Currently, there are a myriad of well-known “organizations of the UK that influence a structural language acquisition with function-oriented research” (McWilliam, E. 1996), and “novel community input methods” (McQueen, H. (2014). The most renowned linguistic teaching organizations that postulate the language learning curriculum with as much as “low anxiety and higher motivation situations” (Marsh, B., Mitchell, N., & Adamczyk, P. (2010) have been proposed as geographic locations of this case.

International associations of teachers of English as a foreign language (IATEFL) - “This language organization originated the project whose primary goal is to construct teaching methodology in foreign language and to internationalize oral communication in a second language” (Lee-Treweek & S. Linkogle., 2000).

TESOL International Association - This association idealizes language teaching assumptions as “interpersonal functions reflected in the non-native speaker's mind”





(Letherby, G., 2000). That is to say that language learning emerges during the process of communicative activities.

Teaching English: British Council - This teaching council marks the second language proficiency as worth corresponding the language users' level of English in the international areas with placement tests.

Participants Including Audience/Participants and Leaders/Facilitators of the Case

“By the end of 1882, important recommendations of the school inquiry Commission granted secondary schools with provincial authorities. As the early facilitator of the modern education system, Ackland Smith, the vice president of higher council of education was responsible to provide facilitates for the secondary education and to get this education given to as far as possible middle classes” (Kirkwood, J., & Viitanen, T. 2015). “The Aberdare committee elected liberal government in 1921 two examine the condition of intermediate and higher education in Wales. The establishment of this government was a step towards a Welsh intermediate Education Act. The cause of this Act attracted William O Jones to become principal leader of the newly created University College, Cardiff (1933)” (James, D., & Diment, K., 2003). Another member of the group leaders was “Henry Jones who held the unique distinction among ideal facilitators. He indicated the places in which the schools in the northern parts of Scotland should be placed, and constructed a scheme (subsequent campaign) to exceed schooling curriculum strategies in an advanced mode (1964)” (James, D., & Biesta, G., 2007). As for the contemporary observations of TESOL facilitators, “their work laid some foundations of the education system there will be existing in the near future. This theoretical underpinnings of TESOL contribution, views on teaching aims and methods of second language education link privileged English (NABA accent) with the term expert users” (Honnet, A., 2004).

Topic Being Addressed in the Case

Educational theories in problem-based learning influence the whole structure of the second language learning. In this age of globalization, the pedagogical base for course level curriculum appears considerable for the achievement of language specific variables, “whose effective categories are being obtained in the TESOL and British Council organizations of the UK” (Gleeson, D., & James, D., 2007). In the following overview, the characteristics of each of the categories will be focused on the mainly addressed topic.





Language or Public Awareness Goals within the Case

As English language teaching is concerned as an international approach to develop language aptitude, the functions of public awareness goals raise the motivation to propose integrative concepts. Kirschner & J. Martin (2010) state that IATFL emphasizes on the new conceptualization of the SLTE knowledge base, according to which practical motives are attributed with the cooperation of the community and label the integrative achievement of both the learner and community (learning awareness through community). This linking of motivation with favorable attitudes towards the non-native community and a desire to learn language in order to foster professional dispositions (attitudes values and memberships) and “professional skills through collaborative abilities are in the monitor model of public awareness in the British Council curricula structure” (Colley, H., James, D., & Diment, K., 2007). This social context model initiates integrative and instrumental orientations in language study (for example pair or group working in incorporated learning of language skills). Generally, Scarville (2008) concluded that learning awareness through community has a facilitating impact on second language acquisition.

Purpose or Rationale for the Intervention in the Case

Almost all the curricula of the core language learning courses in the UK employ problem-based learning practical approaches. The second language teaching approach that makes that relevant to every component of the curriculum is that the British language-specific programs offer language tests and evaluations with anxiety-free interviews, questionnaires, and diaries. “British Council research on language learning strategies has focused on a broad range of attributes that investigate the proficiency levels in a second language” (Copland, F., 2010). The curriculum development of this association demonstrates that individual differences in the effective use of strategies are associated with proficiency in the second language and that the use of strategies is influenced by such factors as motivation to learn the language, personality, and the like.

Distinctive features of the UK L2 learning curriculum in comparison

“The Australian approach - Linguistics move away from grammar as the core component of language abilities to consideration of language speakers in different contexts” (Denzin, N. K., 1989). In the United Kingdom approach learners are motivated to pursue their language skills with grammar and vocabulary-specific goals (Denzin, N. (1984).

“The Chinese approach - The use of teaching techniques improves the effectiveness of learning to the extent that practice-oriented activities are clearly described as the





central” (Colley, H., 2012). Coffield, F., & Edward, S. (2009) put the United Kingdom approach in a distinctive mode from the Chinese approach: collective learning refers to providing a clear definition of purposeful underpinnings in the advocating methods of discussions between the learners. The distinctions in monitoring L2 learning classes between the most outperforming curricula of the other countries define the importance of rationale for the intervention in the case.

Findings and Conclusions from the Case

It can be concluded from the case that problems in language teaching reside, more generally, in the methodologies. “Some methods necessarily focus on widely cited grammaticality judgment-based study” (Burnell, I., 2016) while “some others cast doubt on the assumption on grammar functional concern of teaching by arising the point that non-native speaker assessing a sentence in grammaticality does not gain much effect in language acquisition because L1 acquisition is not issued through grammar” (Bennett, S., & Barp, D., 2008). However, the most conclusive input from the case is the controversy of both discussions above. “None of the UK agents of language learning curricula remains the theoretical domain of major grammar integration as a principle. And none of them reject this opinion, either. The answer to this question is as follows: native-like practice competence should be approached with improvements in language grammar storage” (Barton, S., & Wahlberg, M., 2003).

Personal Learning from the Case

The teaching frameworks and constructions covered in this case study reveal the relevant pedagogical and professional characteristics of successful language teaching. Moreover, elaborations related to language education programs, summarization, and model components in curriculum development have been personally insightful. Community-oriented practice method could be a substantial asset of Uzbek curriculum contents provided it is effectively managed.

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