

**BILIMLENDIRIW MINISTRILIGI
BAS ILIMIY-METODIKALÍQ ORAYÍ**

**QARAQALPAQ MÁMLEKETLIK UNIVERSITETI JANÍNDAGÍ
PEDAGOG KADRLARDÍ QAYTA TAYARLAW HÁM OLARDÍN
QÁNIGELIGIN JETILISTIRIW AYMAQLÍQ ORAYÍ**

“TASTÍYÍQLAYMAN”

Aymaqlıq orayı direktorı:

_____ **K.Ubaydullaev**

“ _____ ” _____ **2023-jil**

**« Tillerdi oqıtıw hám úyretiwde til biliw
dárejesin asırıw sheberligi»**

**MODULÍ BOYÍNSHA
OQÍW-METODIKALÍQ KOMPLEKS**

Dúziwshi: doc., p.i.k. A.Tajieva

Nókis – 2023

I. ISSHI BAĞDARLAMA.....	4
II. MODULDI OQITIWDA PAYDALANILGAN FOYDALANILADIGAN INTERAKTIV METODLAR.....	10
III. TEORIYALIQ MATERIALLAR.....	14
IV. ÁMELIY SABAQLAR MATERIALLARI.....	22
V. KEYS BANKI	28
VI. GLOSSARIY	31
VII. ÁDEBIYATLAR DIZIMI	38

I. ISSHI DÁSTÚR

Kirisiw

Bilimlendiriwde global uliwma hám jámiyetlik strukturasınıń óz aldına quramındaǵı bólegi sipatında jámiyette bolıp atırǵan barlıq ózgerislerdi esapqa aliwi, usınıń tiykarda óz dúzilisi hám iskerlik mazmunın ózgeritiwi zárúr. Búgingi kúnde tálimniń jámiyet rawajlanıwınan arqada qalıp atırǵanlıǵı, oqıw protsessinde qollanıp atırǵan texnologiyalardıń zamanagóy talaplarǵa tolıq juwap bermesligi haqqındaǵı másele dúnya hám jámiyeti tárepien tez-tez tán aytıp kelmekte. Usı tárepten bilimlendiriwdegi ózgerisler tek ǵana nátiyje sipatında emes, bálki jámiettiń kelesidegi ayırıqsha rawajlanıw shárti bolıp tabiladi.

Moduldiń maqseti hám waziypalari

Joqari oqıw orınlarında pedagog kadrlardı qayta tayarlaw hám olardıń qániygeligin asiriw modulınıń maqseti pedagog kadrlardıń innovciyalıq jantasiwlari tiykarında oqıw-tárbiyalıq protsesslerdi joqari ilimiy-metodikalıq dárejede shólkemlestiriw, tarawda aldingı tájiriybeler, zamanagóy bilim hám tájiriybelerdi ózlestiriw hám ámeliyatqa keń jayılıwlari ushin zárúr bolatuǵın kásiplik bilim, kónlikpe hám qániygelerdi jetilistiriw, sonıń menen birge, olardıń dóretiwshilik iskerligin rawajlandiriwdan ibarat.

Moduldiń waziypalarına tómendegiler kiredi:

- pedagoglardıń dóretiwshilik innovciyalıq iskerlik darejesin asiriw;
- pedagog kadrlar tárepien zamanagóy xabar kommunikatsiya texnologiyalar, zamanagóy bilim hám innovciyalıq texnologiyalar tarawındaǵı aldingı shet el tájiriybelerin ózlestiriliwin támiyinlew;
- oqıw barisin shólkemlestiriw hám onıń sapasin támiyinlew barisındaǵı aldingı shet el tájiriybeler, zamanagóy jantasiwlardi ózlestiriw.

Modul boyınsha bilim, kónlikpe hám tájiriybeler

Inglis tilinde jazıw qábileti hám analiz qiliw máseleleri, til oqitiwda esitiw kónlikpeleriniń áhmiyeti, shet tili sabaqlarında grammatikanı tekst tiykarında oqitiw, til oqitiw protsessinde gúzetiwdiń áhmiyeti, til oqitiwda sabaq islenbelerin dúziw hám onıń áhmiyetli táreplerin biliw kerek.

Moduldiń oqıw rejedegei basqa pánler menen baylanisliligi

Modul mazmunı oqıw rejedegei “Shet tili pánin oqitiwdiń zamanagóy metodlari”, “Bilimlendiriw sapasin támiyinlewde bahalaw metodikalari”, “Pedagogladiń kásiplik

kompetentsiyalarin rawajlandiriv”, “Ilimiy hám innovciyalıq iskerlikti rawajlandiriv”, “Pedagogtiń innovciyalıq dóretiwshiligin rawajlandiriv”, “Til biliminde ilim-izertlew jumslarin alip bariwdin sistemalıq analizi”, oqıw modulları menen ajiralmas baylanisqan halda pedagogikalıq tayarlilıq dárejesin arttiriwǵa xızmet etedi.

Moduldiń joqari bilimlendiriwdegi orni

Moduldı ózlestiriv arqalı tińlawshılar til bilimi teoriyasinin til ámeliyatına integraciyasına say túrde ámelde qollanıw uqıplılıǵı hám kásiplik mamaanlıǵın rawajlantiradi.

Modul boyınsha saatlardıń bólistiriliwi

	Modul atamaları	Tińlawshiniń oqıw júklemesi, saat				
		Jámi	Auditoriya oqıw júklemesi			Qosımsha shınıǵıwlar
			jumladan			
			Jámi	Teoriyalıq	Ámeliy shınıǵıwlar	
1.	Inglis tilinde jazıw kónlikpesi qábileti hám analiz qiliw máseleleri	4	4	2	2	
2.	Til oqitiwda esitiw kónlikpeleriniń áhmiyeti	4	4	2	2	
3.	Shet tili sabaqlarında grammatikanı tekst tiykarında oqitiw	4	4	2	2	
4.	Til oqitiw processinde baqlawdıń áhmiyeti	4	4	2	2	
5.	Til oqitiwda sabaq islenbelerin dúziw	2			2	
		18	16	8	10	

TEORIYALIQ HÁM ÁMELIY SHINIG'IWLAR MAZMUNI

1-tema: Inglis tilinde jaziw kónlikpesi qábileti hám analiz qiliw máseleleri. Bul sabaqta tinlawshilar jaziw kónlikpesiniń áhmiyeti boyinsha pikirler menen tańsadi hám olardı analiz etedi

2-tema: Til oqitiwda esitiw kónlikpeleriniń áhmiyeti boyinsha pikirler menen tańsadi hám oqitiw usillarin uyrenedi

3-tema: Shet tili sabaqlarında grammatikanı tekst tiykarında oqitiw metodlarin uyrenedi

4-tema: Til oqitiw protsessinde gúzetiwdiń áhmiyeti hám usillarin uyrenedi

5-tema Til oqitiw ushin kerelikli sabaq islenbelerin dúziwdi uyrenedi.

ÓZBETINShE JUMISLAR

Ózbetinshe jumislardi shólkemlestiriwdiń forması hám mazmunı

Tińlawshi ózbetinshe jumislardi arawli bir moduldiń qásiyetlerin esapqa alg'an túrde tómendegi kórinislerden paydalanip tayarlawi usinis etiledi:

- normativ hújjetlerden, oqiw hám ilimiy ádebiyatlardan paydalanıw tiykarında modul temaların úyreniw;
- tarqatpa materiallar boyinsha lektsiyalar bólegin ózlestiriw;
- lingvistik analiz metodlarinan paydalanip izertlew jumislarin alip bariw;
- arawli ádebiyatlar boyinsha modul bólimleri yamasa temalari ústinde islew;
- ámeliy shinig'iwlarda berilgen tapsirmalardi orinlaw.

OQITIW FORMALARI

Usi modul boyinsha tómendegi oqitiw formalarinan paydalaniladi:

-lektsiyalar, ámeliy shinig'iwlar (mag'liwmatlar hám texnologiyalardı ańlap aliw, intellektuallıq qızig'iwshiliqdi rawajlandiriwdiń, teoriyalıq bilimlerde bekkemlew);

II. MODULDI OQITIWDA PAYDALANILGAN INTERAKTIV METODLAR

Bloom's taxonomy

"Taxonomy" simply means "classification", so the well-known taxonomy of learning objectives is an attempt (within the behavioral paradigm) to classify forms and levels of learning. It identifies three "domains" of learning (see below), each of which is organized as a series of levels or pre-requisites. It is suggested that one cannot effectively — or ought not try to — address higher levels until those below them have been covered (it is thus effectively serial in structure). As well as providing a basic sequential model for dealing with topics in the curriculum, it also suggests a way of categorizing levels of learning, in terms of the expected ceiling for a given program. Thus in the Cognitive domain, training for technicians may cover *knowledge*, *comprehension* and *application*, but not concern itself with *analysis* and above, whereas full professional training may be expected to include this and *synthesis* and *evaluation* as well.



<p>Knowledge (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.)</p>	<ul style="list-style-type: none"> ➤ observation and recall of information ➤ knowledge of dates, events, places ➤ knowledge of major ideas ➤ mastery of subject matter
<p>Comprehension (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)</p>	<ul style="list-style-type: none"> ➤ understanding information ➤ grasp meaning ➤ translate knowledge into new context ➤ interpret facts, compare, contrast ➤ order, group, infer causes ➤ predict consequences
<p>Application (apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover)</p>	<ul style="list-style-type: none"> ➤ use information ➤ use methods, concepts, theories in new situations ➤ solve problems using required skills or knowledge

<p>Analysis (analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)</p>	<ul style="list-style-type: none"> ➤ seeing patterns ➤ organization of 'arts ➤ recognition of hidden meanings ➤ identification of components
<p>Synthesis (combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite)</p>	<ul style="list-style-type: none"> ➤ use old ideas to create new ones ➤ generalize from given facts ➤ relate knowledge from several areas ➤ predict, draw conclusions
<p>Evaluation (assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize)</p>	<ul style="list-style-type: none"> ➤ compare and discriminate between ideas ➤ assess value of theories, presentations ➤ make choices based on reasoned argument ➤ verify value of evidence ➤ recognize subjectivity

2. Message boards

Have the students continue the discussion on a message board within Blackboard, on a class blog, or using Twitter. This will give them room to reflect on their positions, and allow you to track their discussions over time (pyatt, 2006).

Evaluation. Each time you include a new case in a course, it is important to assess what the students have learned, and if there are ways to make it better. If you are new to teaching case studies or if you want to switch up your method, only try one or two new techniques at a time, then evaluate again (Garvin, 2004).

It can be difficult to see the success or failures of case method right away, but there are some ways to track if a particular case is having positive outcomes. During the course, judge if the students are making substantive headway into the material without having to be led by the hand.

Are they engaged with the issues and enthusiastic about the discussion? In subsequent classes, assignments, and exams, are they applying what they learned in the original discussion.

Having students complete assignments based on the case study will not only engage them with the material, but will help you determine their progress. Potential assignments include a summary of the issues, a position paper, a concept map, a reflection paper, or a research paper exploring further aspects of the case (University of Calgary).

Based on student responses, you can judge if the case needs to be “developed further, or whether more background information can or should be provided” in the future (Stanford University).

2. Ways to State Reasons: Review the Following for Linguistic Scaffolding

- Comparison: X is _____ er than Y. OR: X is more _____ than Y.
- Cause-and-effect: X causes Y. OR: If you do X, then Y will happen.

4. Generating Resolutions: The Students Generate Their Own Resolutions

- Explain that issues about which people are likely to disagree work best for debate. They can be controversial: the death ‘penalty should be banned; or less divisive: love is more important than money.
 - For homework or in class, the students brainstorm a list of resolutions. Students can get their ideas from topics discussed or read about in class or topics that interest them personally. Then the students hand in their list of resolutions and the teacher selects the most suitable ones which the students later choose from

III. TEORIYALIQ MATERIALLAR

Lekciya 1

THEME: ENGLISH WRITING SKILLS AND ISSUES OF ITS ANALYSIS

Writing is a crucial skill in learning the English language. Writing is an English language skill that the students must learn because writing activity can improve their thinking skills and help them to develop other language skills. In line with that, writing has an essential role in fostering language acquisition. As a productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate. Asiah, Ardian, and Amri (2020) argue that improving writing skills is crucially needed because the students can express their feeling, knowledge, and ideas in a piece of writing. In line with that, Ningsih (2016) claims that writing is one activity that transfers the knowledge in the human brain into written form. The explanation above shows that writing is an essential skill that students should master in learning English foreign language.

Writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form. Perhaps, the learners can express their ideas effectively, convey their thoughts into good sentences, and put them in a writing form. Furthermore, the learners can improve their thinking skills and thoughts through writing (A. D. Jayanti, 2019). Therefore, the learners need to stimulate their writing skills by getting sufficient writing practice. By practicing, perhaps can stimulate the learners to write the text effectively and correctly. Rahmah (2017) argues that writing aims to inform readers about the authors' ideas. Pratiwi (2015) supports (Pratiwi, 2015) this statement, stating that the main target of writing is to present the information to the readers. Writing is one of the activities used by the writer to communicate with the reader. When the students have ideas or knowledge in their minds, they can use writing to express their ideas. Perhaps, the writer able to communicate and express their ideas with readers. Therefore, the learners need to consider the readers' understanding of the text and get the main point or ideas clearly from their text. Moreover, writing can be a complex activity because the students convey the ideas into written form and notice several aspects of writing, such as good grammar, spelling, clear point, etc.

The need and significance of English writing skills in the modern era cannot be denied. The basic motive of teaching English writing skills in Uzbekistan schools is to make the learners capable to correspond in English language to cope with the challenges regarding English writing at national and international level. As the demand

to communicate and correspond in English writing efficiently has enhanced, therefore, the need for effective English language teaching has also got more attention (Ahmad, 2016). Writing is considered an imperative skill for successful language development. Its importance increases when it comes to writing in English language which is widely used for international communication and comprehension of the required knowledge (Fareed, Ashraf, & Bilal, 2016b). According to Cole and Feng (2015), performance in the development of language, success is subject to enhancement in writing skills. Writing is often seen as part of teaching and learning the grammar and syntax of English, which consequently undervalue the significance and nature of writing and influences its development. Writing is an incredibly complex cognitive task that demands its learners to have mastery of the different factors, and these factors differ from the learner's academic history and personal interest to particular linguistic, psychological and cognitive phenomenon (Mitchell (2018). According to Said (2018), writing is generally seen as an important skill in the acquisition of English language, because through effective writing English vocabulary and grammar can be strengthened and it assists the teachers and learners in the practice of teaching and learning English writing skills respectively. In Pakistani government schools, mainly at elementary level the English writing skills of elementary students are frighteningly poor and unsatisfactory. Writing difficulties occur because of poor command of English tenses and grammar, lack of inventive ideas, teachers' unproductive teaching methods, inadequate vocabulary, weak sentence structure, inexperienced teachers, inappropriate use of vocabulary and rhetorical convention. However, further research is needed to investigate and explore the various factors that negatively affect the abilities of English writing skills. This study particularly disclosed different writing problems and factors that hinder elementary students' writing skills as well as guidelines on how to develop these writing skills in the government schools. Students face a number of numerous challenges regarding English language skills and mainly in writing skills (Alvi, Haider, Aziz, & Rehman, 2020).

In elementary schools, particularly the students of grade eight are not capable of writing a precise English paragraph. The majority of the students are not competent and well-organized in their English writing. Therefore, observing these issues, the researcher conducts the studies to investigate the factors and problems that hamper students' effective writing skills at elementary level.

Problems in ESL Learners' Writing

The students and teachers delineated several problems in the writing of ESL learners. They agreed that ESL learners lack knowledge of appropriate vocabulary: 'I can-not come up with the words like how to express my (thoughts).' (FS3). 'They don't know the appropriate use of words.' (FT2). Learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. 'The major problem is with the uses of tenses and articles and preposition.' (FT5). 'I always have issues with sentence structure.' (FS2). Additionally, lack of ideas affect learners' writing skills. 'Until and unless students have information with them, they will not be able to pour any idea through their pen onto the page.' (MT3). Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices. '(Students) do not organize' (MT5). 'Most of them are not able to consolidate their knowledge. When you ask them to write about themselves, they (cannot).' (FT1). 'Writing is different from speech, (students') writing is actually speech put on the page.' (MT4).

Lekciya 2.

THEME: IMPORTANCE OF LISTENING SKILLS IN LANGUAGE TEACHING

Introduction

Knowing the basics of language is like opening the door to new opportunities. The number of English-speaking people is growing rapidly every year, and now almost one in six speaks English. This language, more than any other, is spoken by people from all over the world who do not have it as relatives. In addition, English is used for most international calls, mail and electronic correspondence, in radio broadcasts, computer texts and communications of air traffic controllers. English is also often the universal language of communication in the field of business and education. Listening, the very basic language skill is consistently interrelated and intervened with the other language skills - speaking, reading and writing. Until the late nineteenth century written mode is predominant in language learning and then onwards listening began to gain its significance in language teaching. The challenges towards teaching listening are now better understood because of the new strategies contributing to effective listening and moreover the widespread availability of technology supports the language learners in enhancing their listening skills.

Analysing Resources Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability: substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved [1]. Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information in effective communication, listening

has to be considered a language forerunner. Listening, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated sub-skills such as receiving, understanding, remembering, evaluating, and responding. But with the advent of communicative language-teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more attention in a language learning setting.[3] The main reasons why the learners feel listening difficult are:

1) Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.

2) Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.

3) Listeners problem with different pronunciation, accents as they stick to one particular articulation.

Materials and methods

Most researchers like to make the difference between "extensive and intensive" listening .The two types are described by Harmer (1998) to have a special importance. They provide students with the perfect opportunity to listen to other speakers than their teacher's. "They help them to develop their pronunciation and Extensive listening materials differ, they can be found from different resources such as recordings of stories, passages taken from books, television, radio.... All the mentioned sources tend to treat spontaneous conversations, dialogues, interviews... etc.

According to, foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well chosen and appropriate tapes in different levels , genres and topics . Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most.

Intensive listening

The other type of listening is the intensive one. It is practiced in every day situations the, ability to listen intensively is considered to be an essential part of listening proficiency. It refers to" the process of listening for precise sounds words, phrases, grammatical units and pragmatic units". As far as intensive listening is concerned, it invites the learners to meet different characters specially

when real people are talking in real life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named " live listening".

"Live listening" is among the good ways to carry out intensive listening. It can take many forms; such as the teacher's reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations and interviews. [2;96]

Consequently, intensive and extensive listening are two important ways to ensure the realization of listening in general and they have to be used appropriately.

As the types of listeners, competent listener who is considered to have a high listening ability and one of the most essential type of listeners .The listener in this category is capable of:

- *Understanding all the types of speech, concerning those easy to be understood by native listeners in the target community or the abstract.*
- *In case speech is unintelligible, the listener can seek clarification easily, he is able to depict whether his knowledge in a certain communication situations is enough to reach an acceptable level of understanding or not, as well as being able to note where the speaker is ambiguous and vague.*
- *It is noted that competent listener is elected to perform well concerning any task demanding oral comprehension*

Conclusion

Listening skill has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Listening skills are important for learning purposes since through listening students receive information and gain insights. Also, listening is vital in the language classroom because it provides input for the learner. That is, in learning language, the 50% of the time that students spend functioning in a foreign language will be devoted to listening

Lekciya 3.

THEME: TEACHING ENGLISH GRAMMAR IN CONTEXT

Grammar is rules of a language. —Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). In another definition —grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13).

In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language.

Why we should teach grammar

Grammar instruction should not be ignored. About grammar teaching, Krahnke (1985, p.598) suggests that —much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is (Terrell, 1991, p.54). For a better language improvement, grammar plays a crucial role. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: —It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar (Tabbert, 1984, p.39). To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is

an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea (n.d., p. 8) writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p. 40)." Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. —Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences... (Emery, et al, 1978, p. 1) Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. —The study of the structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program. It should, however, be taught for its own sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing (NCTE Commission on Composition, 1974, no. 12).

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar highlights the significance of teaching grammar as: —One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric (Azar, 2007). To establish precise sentences, grammar knowledge is essential. In another idea about why teaching grammar is important Ellis writes: —Grammar Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and / or process it in comprehension and / or production so that they can internalize it (Ellis, 2006, p.84). Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. —People now agree that grammar is too important to be

ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained (Richards, Renandya, 2002, p.145). Richards and Renandya point out two good reasons for teaching grammar (2002, p.152):

a) Comprehensibility: Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.

b) Acceptability: in some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice- a person who speaks 'badly' may not be taken seriously, or may be considered uneducated or stupid.

Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility. Teaching grammar will help learners to understand the nature of language. Azar notes down the benefits of grammar teaching as: —One of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases.

Students can understand grammar concepts with simplified terminology, with a minimum of metalanguage and grammatical analysis, and even without definition of key terms such as noun or verb (Azar, 2007). With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language.

Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: —Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere (2003, p.118).

Grammar instruction provides learners with a better improvement. Grammar knowledge will increase learners' comprehension of the language. Azar, from her experiences writes that —I observed that students in my writing class who had experienced grammar instruction had an advantage over those students who had not.

Students with a good grounding in grammar needed only to be reminded that, for example, they were trying to say "I was really bored" not "I was really boring." Those without that grounding in grammar needed a lot more teaching time in order to understand, just as one example, the difference between –ing and –ed adjectives (Azar, 2007)¶.

Why we should teach grammar in context

—Across the various languages and subsystems of grammar, perhaps the most widely practiced traditional approach to grammatical instruction has been portrayed as the three Ps- present, practice, produce¶ (Larsen-Freeman, 2009, p.523). Long and Doughty, criticizing the three Ps model, state that the traditional approach has some disadvantages. —One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar- at least, they know the rules explicitly- but they fail to apply them in communication. This problem has been discussed by others as the —non-interfacell problem, in that there is no apparent connection between explicit knowledge of the rules and implicit control of the system, and the —learnability probleml¶ following from the observation that grammar is not learned in a linear and atomistic fashion¶ (Long & Doughty, 2009, p. 523). In this approach students are unable to use the grammar rules in speech. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to see how rules can be used in sentences.

—Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrasell (Thornbury, 1999, p.69). "The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written" (Harmer, 1991, p.56). Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context" (Harmer, 1991, p.57). Accuracy in language acquisition plays an important role to understand both speaking and writing performances. —Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills¶ (Wajnryb, 1990, p.6). Presenting grammar in isolated sentences will not allow learners to see how grammatical structures function in sentences. —By dealing with related units of information rather than isolated bits,

more efficient processing becomes possible (McLaughlin, Rossman, McLeod, 1983, p.138). Context-based instruction has always been useful for learners.

—Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence (Hadley, 2003, p.152). *Brown explains the advantages of context-based teaching as:*

—A single sentence can seldom be fully analyzed without considering its context. We use language in stretches of discourse. We string many sentences together in cohesive units such that sentences bear interrelationships...

Both the production and comprehension of language are a factor in our ability to perceive and process stretches of discourse, to formulate representations of meaning from not just a single sentence, but referents in both previous sentences and following sentences (Brown, 1980: 189). In another criticism of teaching grammar through isolated sentences, Nunan writes that —in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill- being able to use the language for communication- more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use (Nunan, 1998, p.102). In grammar instruction the goal is not to teach grammar rules but to teach how to apply them in language skills. —What many may not realize is that, with the absence of transformational stage, we are training ELL students to become grammarians who may excel in diagramming and analyzing language but fail to apply this knowledge to communicative use (Frodesen, 2001; Leki, 1992). —Students need guidance to translate and transfer traditional grammar knowledge to functional use (Hillocks, 1986). Unless learners know how to apply grammatical concepts in language skills, knowledge of grammar will not be useful.

—We have learned that grammar should not be taught in isolation from content. But then, neither should content be taught without regard to the language involved. A carefully planned integration of language and content however, holds considerable promise (Swain, Lapkin, 1989, p.153). Weaver stresses that teaching grammar in isolation will not be useful for learners and concluded that (2001, p.18) —teaching traditional grammar in isolation is not a very practical act. Thornbury adds —if

learners are going to be able to make sense of grammar, they will need to be exposed to it in its contexts of use, and, at the very least this means in texts (Thornbury, 1999, p.72).

—Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language (Anderson, 2005). Nunan stressing the advantage of teaching grammar in context writes: —An approach through which learners can learn how to form structures correctly, and also how to use them to communicate meaning. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings (Nunan, 1998, p.103). —Many researchers stress the fact that learners need to experience grammatical conventions in various contexts in order to control and use them correctly (Anderson, 2005). Context-based teaching will help learners how grammar structures function in context that will give them an opportunity to develop their comprehension of the grammar rules.

Byrd states that when grammar is studied as arising from context, then a variety of forms emerge as essential to the expression of particular meanings in particular discourse contexts (Byrd, 1998). —It's not just that different types of verbs are related to each other but that in particular kinds of discourse the idea of, relationship must be expanded to include the bond among verbs, nouns, adverbs, textual order, and even particular vocabulary (Byrd, 2005, p.546).

How to teach grammar in context

—In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication (Nunan, 1998, p.102). —Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it (Riddell, 2003, p.46).

Using dialogues is an effective way of teaching grammar.

—The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other (Thornbury, 1999, p.76). In the first sample lesson Scott Thornbury uses a scripted dialogue to teach the present simple to beginners: In the lesson the teacher has chosen the following recorded dialogue from a coursebook to use as a vehicle for introducing the present simple with adverbs of frequency (e.g. usually, always) to a group of beginners (1999, p.73).

Joe: What do you do on weekends?

David: well, that depends. During the school year, I usually have to study on Saturdays

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA!

D: Ha! That's a good joke.

(adapted from How to Teach Grammar, Scott Thornbury)

Thornbury explains the steps as:

In the first step the teacher tells the class that she is going to play them a conversation between two friends. She asks students to close their books and to listen to the first part of the conversation and to answer this question: What are they

talking about: last weekend, next weekend, or every weekend? In the second step once she has established that the conversation is about every weekend she asks the students to listen to the whole conversation and to put these words in the order that they hear them: movies, drive, soccer, go out, study, lunch, park, walk. In the third step she asks the students if they can tell her which of the activities in the list David does on Saturdays, on Sundays, and about once a month. In the fourth step the teacher asks learners to listen for the following words and to match them with the words in

the list on the board: usually, always, sometimes. ***For example:***

usually study

always have lunch

sometimes go to the park

In the fifth step the teacher asks learners to focus their attention on two or three of these sentences and to tell her exactly what the speaker says. For example:

We always have lunch together I sometimes go to the park. In the sixth step the teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities. In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ...

In the eighth step students listen to the conversation again and check their answers to Step 7, and in the final step she invites the students to write four or five original sentences about themselves using the pattern she has highlighted in step 6. This will help learners notice the new item, and may lead them to work out the rules by induction (Thornbury, 1999, p.75). Through conversations grammar can be instructed easily and it will facilitate learner's perceiving the rules better.

—Communicative teaching and grammar teaching are not mutually exclusive. They fit hand in glove (Azar, 2006, p.3).

In the second sample lesson David Riddell teaches two English tenses in a context: Bertrand is French and he lives and works in the north of France. His English is very good because he studies it at school and uses it in his job. A few months ago, he went to San Francisco for the first time to visit some friends he met in France a few years ago. He stayed for a week and in that time Bertrand and his friends had a very busy time – they visited Fisherman's Wharf, rode the cable cars, saw the sea lions by Pier 39, ate in a different restaurant every day, walked up the steep hills, and did lots of shopping in the fantastic department stores. And, of course, they took lots of photographs. At dinner one evening Bertrand and his friends- Marie, Myrienne and Norbert- were having dinner when the fire alarm sounded, but the waiters didn't seem to be worried, they just carried on working. Everyone around them carried on eating. They thought it was so weird, everyone carrying on with their meals even though the fire alarm was sounding. Bertrand and his friends decided to get out quickly, but just as they went out of the door they saw a sign by the entrance warning customers that there was going to be a fire alarm test that evening and they should ignore it. Bertrand and his friends quietly sat back down again to continue their meal feeling a bit embarrassed (adapted from Teaching English as a Foreign Language, David Riddell).

Riddell explains the steps as:

In the first step the teacher asks the class if anyone has been to/would like to go to San Francisco. If anyone has, they can tell the others about it. If no one has then they can tell you what they imagine San Francisco to be like. Alternatively the teacher shows pictures of San Francisco to get the class talking about it. In the second step the

teachers tells students that they are going to read about Bertrand who visited San Francisco. They read the text and answer the questions:

Why did Bertrand visit San Francisco?

How many people was he with?

Why did they stop eating?

Did they finish their meal later?

In the third step the teacher highlights the sentence from the text They were having dinner when the alarm sounded. In the fourth step the teacher asks students to find other examples of the past progressive and the simple past in the text, to underline them and discuss the use of these tenses in pairs or small groups.

In the fifth step the teacher makes the following points. In this example from the text, we are using two verb forms – the past progressive (continuous), and the past simple. The progressive is were having and the simple is sounded. In the sentence, they started dinner before the fire alarm sounded, and may or may not have continued after. Thus, the simple interrupts the progressive. In the sixth step the teacher asks the students to write sentences using these two tenses (2003, p.43-44). Through context learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures. In the following context again two English tenses are presented. A Special Offer Abibus have been producing top-class cars with unbeatable value for 12 years. We have been talking to you our customers a lot recently to find out if there was any way of making our cars even better than before and you told us that our product is as good as it gets. The only way to make Abibus cars even more attractive would be to reduce the price, but that can't be done... or can it? Well, yes it can! From the beginning of next year, for a period of six months, we are cutting the cost of all our Abibus cars by 10%- yes 10%! So from January 1 next year, Abibus cars will be 10% cheaper, but still top class. We have been doing business with you for 12 years. Now for the next 12! (adapted from Teaching English as a Foreign Language, David Riddell). Using this text, present perfect and perfect progressive tenses are taught. The teacher highlights the perfect sentences in the text and following the steps given above, these two tenses can be presented to learners of English. An advantage of learning grammar in context is learners will see how structures function in sentences and how sentences are related to each other. This text will help learners to identify the differences between these two tenses and learners will have ideas what these tenses mean and how they are used.

Conclusion

Grammar instruction is a difficult issue in language teaching. Teaching grammar through context will help learners perceive the structures of the language effectively. If learners are given grammatical structures in context, they will be able master the language better. Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in context.

Lekciya 4

THEME: THE IMPORTANCE OF OBSERVATION IN TEACHING AND LEARNING

For making teaching and learning more valuable and visible, classroom observation plays a vital role. It provides teachers with constructive and honest feedback to improve their classroom management and helps improve the interaction between learners and teachers. Such feedback from classroom observation is an effective way of providing teachers with the information they might need about their classroom behavior. Observation in education also helps with improving the way of teaching and helps students learn with more clarity. Observation is the active acquisition of information from a primary source. We observe the people learn more about them. Observation is a central part of any good educational system. The importance of observation in education is given below.

Allows to Experience the Process of Education:

Many times, we often see some external teachers sitting at the back of the room and observing the lecture that is going on. Such observation is used to understand the process of education in naturalistic settings. This helps to realize if any improvements are required to make the class more presentable or the changes the teacher needs to bring that will make his or her teaching technique more understandable. Observation gives permission to researchers that allows them to experience the process of education in a naturalist way.

More Detailed Information

Observing something all by yourself gives you the more detailed information. While observing a scenario in education or anywhere, you devote all your attention to your subject and that helps you to notice even the slightest changes. Hence, observation provides more detailed and precise information than that of the other data sources, which helps improve the educational system.

Simulation and Verification:

Since observing someone can help you find out what changes if happened, would make the education more accessible or easier, it is crucial to note it down. Observation does not only motivate those changes to happen but it also notices if they are taking place or not. Hence, observation is very important to stimulate change and also verify if the change occurred or not in education.

Strengths and Weaknesses:

When a teacher is observing its students, they can better view the strengths and weaknesses of students. Students are in control of their teachers when they are in the classroom. With the help of putting up challenges like debates or speeches, teachers can observe where the communication skill of students lacks or which students are afraid to speak out loud or are shy, etc. Observation helps with finding out such small problems in the classroom which could be a bigger issue in the future. Because of observation, it can be possible to strengthen the weak point at an early age itself.

Understanding:

Observation is a huge help in understanding students and their behaviors. There are some situations where every student will reach differently. For example, if a sports team loses a match, some students will be angry with themselves and say mean things to their teammates or the opposition team, where some students will accept the defeat and promise to try harder next time. With the help of observation, this difference in behavior, attitude, and mindset of students can be observed and improved as well.

Real Feedback:

The most important point of Observation is feedback. The observation provides real feedback to both teachers and students. It is important to tell them what they are doing is right as it is to let them know where they are going wrong. Knowing what is their mistake and how it can be improved will help them and it will benefit both parties. So, real feedback will empower them to make real improvements.

Classroom Observation:

The importance of a classroom observation where the teachers who just started their career observe an experienced teacher teaching their students is that it helps the observer learn new techniques of teaching, new strategies, ideas, and resources. Personal and professional growth takes place during a classroom observation.

Personality Development:

The importance of observation does not only depend on the improvement of the student-teacher interaction bond. It is beyond that. Observation helps with the development of one's personality. Observation skills are known as an important skill to have because it can teach one a lot about their surroundings and also about what to expect from other colleagues or friends. This helps in the long run. For example, if a group project is assigned, with the help of observation skills, the person could easily know the strengths of his/her group mates and they can share the group work accordingly. The observation skill can be learned and improved with the help of *personality development training*.

IV. ÁMELIY SABAQLAR MATERIALLARI

Ameliy 1.

ENGLISH WRITING SKILLS AND ISSUES OF ITS ANALYSIS

Try freewriting. Freewriting allows the writer to follow the impulses of their own mind, allowing thoughts and inspiration to appear to them without premeditation. Set a timer for an amount of time you're comfortable with, and start writing anything that enters your brain. It doesn't need to make sense or be coherent in any way—no one will read it but you. Whether you're academic writing or creative writing, freewriting is an exercise that keeps the mind active, and can help a writer brainstorm and get through writer's block. .

Build on a random sentence. Pick a random sentence from a book or other piece of writing and use it as the first sentence of a short story. The story can go in any direction and be about anything you choose, but start with someone else's words. This is a helpful creative writing exercise that gives you just enough of a beginning to promote idea generation and encourage your own writing.

Read other writing. Take notes from great writing you admire. Pay attention to the voice and writing style the author employs to create readability. Observe the writer's word choice and point of view. Are their sentences short and aggressive? Does that evoke a particular feeling or play into the theme? Do they use a lot of long, descriptive phrasing? How does that affect the pacing or add to the sensory imagery? Writing down the techniques used in good writing and applying them to your own writing can help improve your skills.

Edit another's work. Writing well means you must also be able to edit well. One way to do this is to find a random blogging site, pick an article, and try proofreading the piece (it may help to avoid bloggers you know in order to remain objective). Mark any poorly constructed or run-on sentences, clichés, instances of passive voice, wordiness, and areas where their sentence structure could be improved to provide more clarity. Practicing your editing will help your writing process overall, by knowing what to look for before you even write it.

Make a guide. Find a topic you're generally knowledgeable about and write a how-to article on a subject within it. Practice how to break down a concept into easy pieces and rebuild it in a different structural manner. Doing research and summarizing concepts in a step-by-step way is hard work, but it will improve your organization, keep your analytical skills sharp, and get your fingers writing. The research may also inspire an idea for a new writing project, which can be helpful for writers feeling tapped out of ideas.

People watch. Write down the things you observe and whatever your imagination stirs up while watching people in a public place. Go to the park or a grocery store, and just watch them. Watch people, get in the habit of observing people, and then see where your thoughts lead, see what directions you can think, just watching a normal situation. Not only can this help ignite creativity, but watching real people live and

interact in the real world and listening to the way their dialogue flows can help make your own writing feel more natural.

Ameliy 2

IMPORTANCE OF LISTENING SKILLS IN LANGUAGE TEACHING

Activities to Improve Listening Skills

Voice blogging

Using a free website (such as Voice Thread) have students record voice journals about their week. Encourage students with semi-personal topics or hypothetical questions (e.g. *What would you do if you had one million dollars? Describe your best vacation. etc..*) to prompt speaking. This works just like a blog but with student voices rather than writing. Even if your school doesn't have computers

with microphones or recording capabilities, with **VoiceThread** students can use any phone to record their voice blog.

Students can then be assigned to listen to several of their classmates and give each other comments. By listening to each other and giving encouraging comments, you are building a **positive classroom environment** and cooperation within the classroom all while students build their listening skills.

Listen for the hidden phrase

An engaging activity for the whole class is to pair students up and give each pair a "secret" word or phrase. For easier dialogues, give a simple phrase such as “I love soccer,” or “My father works a lot;” etc... To challenge students, give a slightly more obscure phrase, such as “John does yoga every Saturday,” or “I saw a UFO in my yard last night.”

Students are then tasked with developing a dialogue with their partner that somehow uses this phrase. Students may script the dialogue if they wish, but only give them limited planning time (5-10 minutes). After they have prepared their dialogue, students perform the dialogue in front of the class, and the other students listen carefully to hear which words or phrases seem extra-carefully planned to find the secret phrase. If you have individual whiteboards, have the students write down the phrase as they hear it and then show their board after the pair has finished the dialogue. If they found the correct secret phrase, they get a point. If no one finds the pair’s secret phrase, the pair that developed the dialogue gets a point.

Listen for the word

Using popular culture media is always a good way to practice listening skills. Using **songs**, watching **TV shows**, or even listening to **podcasts** will help build skills. To go an extra step, have an additional task while listening to the song or TV show, such as assigning students different words to listen for and having them keep track of how often they hear these words. This is particularly helpful with **reductions** like *gonna*, *wanna*, *hafta*.

Listening to various media is also a good time to practice unfamiliar words. Encourage students to write down words they have never heard before. Without subtitles or lyrics, students will have to rely on the sounds they think they hear to guess at how to spell this unfamiliar word. Encourage students to write down other surrounding words to help them decipher what the word might be or write down the time they heard the word so they can go back to the spot and listen again. These are important skills for students to master so that they can continue learning even outside

of the classroom by hearing new words. For advanced or adult learners, suggest they try these sources.

Student-designed quizzes

If students are in a computer lab or if they have iPads/iPhones, give each student a dialogue, lecture, or song to listen to. These can be easily found on various free listening websites. Have students listen to the lecture multiple times and then create a quiz for another student to take. Students will be excited to “play teacher” by creating quiz questions, and they will have to rely on their listening skills to write accurate questions.

Describe the...

Place students in pairs and have them sit back-to-back. Give one student in the pair a unique picture with a lot of simple shapes drawn on it. I prefer to draw my own pictures with some randomly placed like:

-
- Hearts
 - Flowers
 - Stars
 - Houses
 - Stick Figures

1. Put these shapes in different places, angles, and with extra features as desired. Give the second student in the pair a blank piece of paper. The student with the picture must dictate to his/her partner how to draw the picture. Make sure to emphasize no cheating or peeking! When finished, swap the pictures around the groups and have the partners switch roles. When everyone has drawn once, the team with the most similar pictures wins!

Placing the celebrity

Similar to the picture describing game, this game has a similar setup but without the drawing. Give students a chart with many different celebrities in the boxes/grid. This can be easily done by creating a table in a word processing program and pasting internet images of celebrities in the table. Be sure to make several different versions with celebrities in the different spaces. It’s okay if the students don’t know all of the celebrities; in fact, it may be better if there are some they don’t know, so they have to rely on describing physical features rather than giving names. Print a second blank grid with the pictures of the celebrities cut out into individual pieces but not attached to the grid.

Students should sit back-to-back. Instruct them to not peek or cheat. The student with the table with pre-assigned celebrities should give the other student instructions

on how to fill in his table with the celebrity picture pieces. For example, the first student might say “The picture of Brad Pitt goes in the first square, and Angelina goes in the square below Brad Pitt.” It may be helpful to pre-teach the vocabulary “columns” and “rows.”

Stand up/sit down workout

When working on individual sounds, give students a target sound and then read a script out loud that contains multiple examples of this sound. For example, if you are practicing the /ae/ sound (like in “cat,” “hat,” etc..., you could read the following script. “Yesterday, my **cat** ate a **plastic** toy **and** swallowed it **fast**.” Whenever students hear this sound for the first time (cat), they should stand. When they hear it again (plastic), sit down. Read slowly enough for them to have time to stand up or sit down. This activity is great because it gets them **out of their seats** and lets them get some excess energy out!

Vowel discrimination

Another good activity to do when you are studying specific vowel sounds is to give students two different color note cards (e.g. one red card and one blue card). For a review activity, assign one vowel to the red card (e.g. the /ae/ sound as in “bat”) and another card to the blue card (e.g. the /ei/ sound as in “bay”). When you read a word, have students raise the card in the air for the correct vowel/sound they heard. For a more advanced game, give students several colors of cards to correspond with several different vowels. Also, you could give the students several cards and read a sentence where each word represents a different vowel. Students must recreate the pattern of sounds they heard by lining up their note cards in the correct order.

Tips to Promote Listening Skills

Encourage

Encourage students to learn to work together, listen carefully to each other’s ideas, and express opinions.

Inspire

Inspire them to incorporate what they have learned from oral, visual, and media sources, and to evaluate what they hear to improve their ability to communicate.

Motivate

Motivate students by adapting content for different learning styles then give them feedback.

Support

Support them with encouragement and empathy.

Ameliy 3

TEACHING ENGLISH GRAMMAR IN CONTEXT

Why should we avoid explicit grammar teaching?

Traditional grammar instruction requires the memorization of grammar rules and terminology, along with drills and labeling of sentence parts in various textbooks. Even older dated research has proven that this method has little or no effect on improving student's writing and language skills in general. (Meyer, 1986; Seliger, 1979).

How is grammar contextualized?

Exploration instead of explanation is a great starting point for all teachers who are struggling to develop a contextually based approach to grammar. Your lesson planning process may experience ups and downs, but ultimately, the positive results will outnumber the negative ones. Here are three simple steps to develop an exploratory grammar lesson:

- **Teach thematically** - Your student wants to travel and practice travel English so there is no time for grammar? In this case, you can easily introduce modal verbs by practicing ordering in a restaurant and discussing the menu with the waiter.

- **Contextualize** - Use authentic films, books, articles, and songs. By doing that, we are presenting grammar as a part of language and communication, not just as a tedious thing that has to be learned for the test.

- **Incorporate all skills** - By incorporating all language skills, the new grammar is used immediately, and by recycling the same grammar form through all the four language skills, the student will seamlessly acquire the grammar form.

Here are three contextual ways of introducing a new grammar form:

- **Using music and songs** - The ideas from a song, the rhythm, and for younger children, even movement can easily captivate the attention of your student. By doing this, students can discover the grammar by themselves, and the grammar becomes a conversation topic. Remembering past perfect is much easier by connecting it with a song.

You can use MyEnglishPages while you learn how to develop a contextual grammar lesson based on a song. You can start your lesson by speaking while using karaoke and discussing the topic of the song. Then you can switch to listening by sharing a fill-in-the-blanks worksheet for a specific grammar form, which will ultimately lead to grammar discovery and writing, or rewriting sentences.

- **Short stories or books** - For this occasion, you can select a short passage of a book or a short story. If students provide you with their favorite reading material, that's even better. Start by reading and discussing the content. You can then search for a specific grammar form and discuss how it is used in that sentence. You can finish the reading by paraphrasing or reporting the sentence. This kind of grammar discovery is proven to deepen the understanding of the mother tongue and foreign language as well.

To practice writing and speaking you can focus on a specific grammar form - for example, write an essay and put the short story into the past tense, or do an oral exercise where you will change the adverbs in the text to see how the meaning of the

sentence changes. There is no end to what you can do with a text - It all depends on your syllabus and student's learning gaps.

Activities with films or video clips

- Films and video clips are great tools for students who do not enjoy reading. The instruction can start by watching a short segment of the film, and then providing a transcript. After that, you can highlight the grammar structures and watch it again to hear how are they used in authentic communication. Speaking activities can include a role-play with a specific grammar structure. Writing activities can include creating a storybook, blog post or even a vlog.

Contextualized grammar teaching develops analytical skills in our students, which helps them comprehend and incorporate the language rules. By learning grammar contextually and by using the grammar-discovery approach with our students, we ultimately create autonomous, 21st-century learners.

Ameliy 4

THE IMPORTANCE OF OBSERVATION IN TEACHING AND LEARNING

Activities to Use with Novels

Post-It Discussion

Have students write questions on your whiteboard, or on cardstock that you tape up around your room. Hand out post-its to everyone and ask them to visit each paper and add comments and further questions using their post-its. If their comment stems

from someone else's, they should attach their post-it just below or next to the one they are working from. As students visit each question, encourage them to read all the responses before adding their own. Once you feel the post-it discussion is petering out, extend it by either using some of the same questions in a spoken discussion (for which the students will now be very prepared and probably ready to reach new heights of insight) or by doing some related writing.

Collaborative One-Pagers

If you've read most or all of a novel, you could do a collaborative one-pager activity. Invite students to sit together in small groups and discuss the different components as they work, but encourage everyone to make their own unique version of the one-pager. In case you've never heard of a one-pager, it's a creative strategy that asks students to share their biggest takeaways from something (a novel, film, podcast, poetry series, etc.) on a single piece of paper. It helps a lot to give them a guiding template, so they don't get overwhelmed by the blank page.

Discussion Panel with Audience Tweeters

This one would require a bit of prep before the observation, but BOY would it be exciting during the observation! For this activity, you choose several students to act as an expert panel on a certain topic related to your novel, then set up the rest of the class in a backchannel chat to "tweet" their opinions about the discussion as it's happening. I learned about this activity from my friend Jenna Copper of Doc Cop Teaching last year on the podcast. [Listen in or read the show notes here](#) if you'd like to try it out.

Escape Room

Escape rooms are all the rage. Whether you create one, use one from a site like Breakout EDU, or ask students to create them, escape rooms make for an incredibly engaging learning experience. Students must solve themed clues and work through relevant activities as they work their way around your room and eventually break into the final box with the final prize. If you've never heard of escape rooms, check out this post and podcast, [Escape Rooms: The Ultimate Guide for English Class](#).

Reader's Theater

Turning key moments in the text into small theatrical scenes can be really helpful in drawing students' attention to them and unpacking them together. Consider letting your students break into groups to perform mini-scenes from your recent reading, and be ready with some questions to help them dig into what mattered most in what they just watched. Bonus points for bringing in some simple props and costumes for them to use! You're going to love how much big kids enjoy dressing up now and then. If

you want to dive deep into how to use this option effectively, check out podcast episode number four, [“Theater in the ELA Classroom.”](#)

Role Cards Discussion

If you're at a point where you'd like to do a discussion, but you want to be able to guide it carefully, you could pass out discussion role cards to help keep things on track. These cards give each student a secret mission, asking them to either ask a certain question, or perform a certain role relating to the group dynamics of the class. [Learn more about discussion roles here.](#)

STEM App Activity

Try mixing thing up with a STEM crossover project. Ask students to brainstorm apps they think a literary character turned app designer would create. As they work on the nuts and bolts of their apps, keep them focused on connecting each part of the app to the character in the novel. What problem would their character need to solve with an app? Or what issue would their character care enough to try to impact? You can find [full curriculum for this project](#) in my TPT store if you're in the mood for a pleasant short cut.

Food Truck Festival Prep

Again, if you've come a good ways through a novel, it might be time to launch a fun collaborative project like the Literary Food Truck. Let students get into small groups and get them started on brainstorming how to capture the most important elements of your current novel in the design, menu, and social media of a food truck. Use my free curriculum set to help you on your way – you can sign up for this in the free resources section of my site.

Mock Trial

Mock trials are one of my FAVORITE ways to bring students head over heels into a novel. In high school, my AP Lit teacher had us recreate the trial of Gustave Flaubert for obscenity after his publication of *Madame Bovary*. I've had my students do trials related to *Macbeth* and *The Crucible*, and loved hearing about [The Daring English Teacher's mock-trial for *The Stranger* in podcast episode number fifty-one.](#) If you can find a way to put one of your characters on trial, then divide up your students into lawyers, witnesses, and jury and get ready for quite a day!

Google Classroom Slides Project

I first learned about the wonders of Google Classroom from Matt Miller when I interviewed him in [podcast episode number forty-nine.](#) He suggested creating a

Google slide set with as many slides as there are students in your room, then letting each student design a slide. There a million ways to make this work for you. You can have students each design a slide diving into what they think is the most important theme or quotation and exploring it with text, commentary, and images on their slide. Or you can assign them different questions, characters, devices, or themes to explore on their slides. As they work, everyone will be able to see the development of their slides as the class creates a collaborative slideshow to be shared whenever you decide – after 10 minutes, 20 minutes, etc. depending on how much work you’ve asked them to do.

Sketchnote your own Lecture

Sketchnotes are a powerful way to help students process what they are hearing. Perhaps you’d like to introduce this form during an observation period, teaching students what sketchnotes are, then briefly sharing some information with them as you sketchnote your own lecture on the board, then playing a Ted Talk or short podcast and letting them try out their own sketchnotes. Dive deep into how to use sketchnotes and find a great video to introduce this concept in my post, [The Ultimate Guide to Sketchnotes in the ELA Classroom](#). Snag the free sketchnotes templates featured above [in my TPT store](#).

Storyboarding



Storyboarding is a fresh way to have your students examine and interpret the details of what they've read. A storyboard is the basic sequence of a T.V. or film. It shows what will happen, but the key thing to focus on with students is that it also shows composition, lighting, angle, and other aspects of the film that put focus on different parts of the story. As they create the storyboards, they need to do so with intention. You can find my storyboard curriculum on TPT [right here](#) or create your own activity.

Ameliy 5

THEME: LESSON PLANNING IN LANGUAGE TEACHING

How to write a good lesson plan

Lesson planning is a special skill that is learned in much the same way as other skills. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others. It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. The corollary is, of course, that there is no one "best way" to plan lessons. Regardless of the form or template, there are fundamental components of all lesson plans that you should learn to write, revise, and improve.

Good lesson plans do not ensure students will learn what is intended, but they certainly contribute to it. Think of a lesson plan as a way of communicating, and without doubt, effective communication skills are fundamental to all teaching. Lesson plans also help new or inexperienced teachers organize content, materials, and methods. When you are learning the craft of teaching, organizing your subject-matter content via lesson plans is fundamental. Like most skills, you'll get better at it the more you do it and think of ways of improving your planning and teaching based on feedback from your students, their parents, and other teachers. Developing your own lesson plans also helps you "own" the subject matter content you are teaching, and that is central to everything good teachers do. Below there described six common mistakes that teachers usually make when writing lesson plans.

1. The objective of the lesson does not specify what the student will actually do that can be observed. Remember, an objective is a description of what a student does that forms the basis for making an inference about learning. Poorly written objectives lead to faulty inferences.

2. The lesson assessment is disconnected from the behavior indicated in the objective. An assessment in a lesson plan is simply a description of how the teacher will determine whether the objective has been accomplished. It must be based on the same behavior that is incorporated in the objective. Anything else is flawed.

3. The prerequisites are not specified or are inconsistent with what is actually required to succeed with the lesson. Prerequisites mean just that -- a statement of what a student *needs to know or be able to do* to succeed and accomplish the lesson objective. It is not easy to determine what is required, but it is necessary. Some research indicates that as much as 70% of learning is dependent on students having the appropriate prerequisites.

4. The materials specified in the lesson are extraneous to the actual described learning activities. This means keep the list of materials in line with what you actually plan to do. Over killing with materials is not a virtue!

5. The instruction in which the teacher will engage is not efficient for the level of intended student learning. Efficiency is a measure that means getting more done with the same amount of effort, or the same amount with less effort. With so much to be learned, it should be obvious that instructional efficiency is paramount.

6. The student activities described in the lesson plan do not contribute in a direct and effective way to the lesson objective. Don't have your students engaged in activities just to keep them busy. Whatever you have your students do should contribute in a direct way to their accomplishing the lesson objective.

Here is the sample lesson plan format which every lesson plan should contain.

Lesson Plan Format:

Teacher _____

Subject _____

Grade _____

Level _____

Date _____

I. Instructional Objective: Indicate what is to be learned - this must be a **complete objective**. Write this objective in terms of what an individual student will do, not what a group will do. Limit your objective to one behavioral verb.

II. Prerequisites mean just that - a statement of what a student *needs to know or be able to do* to succeed and accomplish the lesson objective.

III. Instructional Procedures: Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the students, what actual instructional techniques you will use, and how you will bring closure to the lesson. Include what specific things students will actually do during the lesson. In most cases, you will provide some sort of summary for the students.

IV. Materials and Equipment: List all materials and equipment to be used by both the teacher and learner and **how** they will be used.

V. Assessment/Evaluation: Describe **how** you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the

behavior called for in the instructional objective.

VI. Follow-up Activities: Indicate **how** other activities/materials will be used to reinforce and extend this lesson. Include homework, assignments, and projects.

LESSON PLANNING IN LANGUAGE TEACHING

- **Aim:** Guided Writing - learning to use the sentence connectors 'so' and 'because'
- **Activity:** Sentence combination exercise followed by guided writing exercise
- **Level:** lower intermediate
- **Outline:**
- Write a sentence with 'so' and a sentence with 'because' on the board: **Example:** *We needed some food so I went to the supermarket. | He studied all night because he had a difficult test the next day.*
- Ask students which sentence expresses a reason (because) and which sentence expresses a consequence (so).
- Now, write these variations of the sentences on the board: **Example:** *I went to the supermarket because we needed some food. | He had a difficult test so he studied all night.*
- Ask students to explain what has changed in the sentences. Check the students understanding of the differences between 'so' and 'because'.
- Give the students the sentence matching exercise. Students should match the two sentences that logically go together.
- Once students have completed this exercise, ask them to combine the two sentences in each pair using 'so' or 'because'. Check their answers as a class.
- Read the example story to the class as a listening exercise which also sets the tone for the follow-up exercise. Ask students some comprehension questions based on the story.

- **Example Story:** *A young Swedish man named Lars met a beautiful young French woman named Lise. They met in a cafe in Amsterdam during the afternoon. As soon as Lars saw Lise, he fell hopelessly in love because she was so beautiful and sophisticated. He wanted to meet her, so he introduced himself and asked her if he could speak to her. Soon, they were talking about their two countries and having a wonderful time. They decided to continue their discussion that evening so they made a date to have dinner in a*

wonderful restaurant. They continued to see each other every day because they had such a wonderful time together. Five months later, Lars moved to France and they married and lived happily ever after.

- Have students write a similar story using the guided writing prompts provided on their worksheet. Tell them they should be as creative as possible as that will make their story all the more enjoyable.
- Circulate around the room helping students with their short compositions.
- As a follow-up listening exercise which can be a lot of fun, have students read their stories aloud to the class.

V. KEYS BANKI

Case 1.

A common problem in speaking classes is that some learners don't say much in their classes, even if they are asked to. Why don't they? What problems have you met in speaking classes, either as a teacher or a learner?

List some typical problems teachers can meet in learning classes and write possible solutions to each of them.

Case 2.

1. What do people usually read in real life?
2. Why do people read them?
3. What kind of materials are they?
4. Why is it necessary to use authentic materials in language classes?

Case 3.

You teach a group of students of A2 level. This week you are discussing mass media. What kind of authentic materials would you bring to the class?

Case 4.

You teach a group of students of A2 level. Most of the students are girls and they'd like to learn more about traditional foods of European countries and ways of cooking them.

What kind of authentic materials would you bring to the class?

Case 5.

You teach a group of students of A1 level. You'd like your students to communicate with abroad students by writing them about themselves, their school, country, interests and hobbies.

What kind of authentic materials would you bring to the class?

Case 6

You teach a group of students of A2 level. You'd like your learners to be proud of their school, country, famous places and to tell the world about them in order to attract

their attention to their place. What kind of authentic materials would you bring to the class?

Case 7

Learn the following lesson plans. What you liked in this lesson plan and what you don't like. Explain your choice

Lesson Plan: Can - for Ability

- Talking about ability
- Asking questions and answering with "can"

Time: 40 mins - 1 hour

Objectives: 1. Talking about ability, 2. Asking "Can you...?" questions and answering with "I can ...".

Structures: "Can you ..?", "I can ...", "What can you do?"

Target Vocab: jump, run, swim, hop, stomp my feet, turn around, fly, ride a bike

Lesson Materials:

Flashcards: jump, run, swim, hop, stomp my feet, turn around, fly, ride a bike

Printables:

- Basic Actions Ability worksheet
- Basic Actions Ability 3 worksheet
- What Can You Do? Song Poster
- Warm Up & Wrap Up lesson sheet

Readers: I Can

Songs: What Can You Do?

Supplies:

-
- colored crayons / pencils
 - name tags for each student
 - a glove puppet
 - a small ball
 - 3 sheets of origami colored paper (red, green, blue)
 - 3 balloons (red, blue, green)
 - cushions (1 per student)
 - CD / Tape player / Computer or something to play the song on

Case 8

Writing A Short Story

Quickly answer the questions below and then use the information to write your short story. Use your imagination to make the story as enjoyable as possible!

- Which man? (nationality, age)
- Loved who? (nationality, age)
- Where did they meet? (place, when, situation)
- Why did the man fall in love?
- What did he do next?
- What did the two do together that day?
- What did they do after that day?
- Why did they continue to see each other?
- How does the story end? Do they get married, do they separate?
- Is your story a sad or happy story?

Case 9.

Haikus are short poems (Japanese poetry) that don't rhyme, but instead focus on the total number of syllables in each line.

Here is an example of Haiku poetry:

Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.

How many syllables are in each line? _____

What animal do you think the Haiku is describing? _____

Case 10.

Design your own lesson plan for the theme **“My dream city”** for architecture students

VI. GLOSSARY

Brief explanation	Guide links
acceptability	A judgement concerning the appropriateness or accuracy of a language item.
acculturation Model	The view that success in learning is related to whether and how much a learner a) wishes to communicate with speakers of the target language b) has the opportunity to do so b) wishes to integrate socially
achievement test	A test designed to discover how well the targets of a learning programme has been reached.
acquisition	A concept contrasted with learning which refers to the unconscious 'picking up' of a language with little if any focus on formal instruction or learning.
active construction of grammar	A theory of learning which suggests that learning is a process of developing and refining hypotheses about language structure.
active vocabulary	Describing the language which a learner can both understand and use. See also passive vocabulary .
adjacency pair	Two utterances related by function and often co-occurring, for example, apologising and accepting apologies.
affective filter hypothesis affective factors	The concept that feelings of insecurity, uneasiness and danger will negatively affect how well a learner can focus and be successful. Affective factors are the feelings, values and attitudes of learners.
analytic scoring	Scoring a mark for each component of a task.
approach	One factor in the definition of methodology, referring to the background theories of language and learning.

audio-lingualism	An approach to language teaching which draws on structural linguistic analysis of language and behaviourist theories of learning. A development is audio-visual teaching making use of images, moving or otherwise.
audio-visual aid	Any chart, diagram, object, video sequence or audio recording etc. used in a classroom.
aural	Referring to hearing / listening.
authenticity	The degree to which teaching materials come from the 'real world' and are used as originally intended. Materials may be authentic in terms of not having been designed for use in a classroom but inauthentic in terms of how they are used. Full authenticity is achieved if the material is not designed for a pedagogical purpose and is used in the way it was intended by its producer.
backchaining	A drilling technique which involves working back from the end of an utterance.
back-channelling	The responses of a listener intended to show e.g., rapport, interest and attention.
backwash	Also washback. The effect that the construction and content of a test or examination has on the content and activities of a teaching programme.
barrier test	A test designed to filter candidates for certain course programmes on the basis of their current ability.
Bayesian processing	A form of inferencing in which the learner makes and discards hypotheses as the data get richer.
behaviourism	A theory of learning which asserts that learning occurs in a stimulus-response-reinforcement cycle.
field (in)dependence	The theory that people can be divided into those who are strongly or weakly influenced by the surroundings of what they perceive.

field of discourse	The topic or register area of a text of any kind.
FLA	First Language Acquisition. See also SLA .
flooding	Adapting or constructing texts in which the target language occurs repeatedly as an aid to noticing.
fluency	The ability to speak or write smoothly with the minimum of hesitation, backtracking and rephrasing.
formative assessment	Testing and assessment during a teaching programme intended to inform planning for the following parts. Compare summative testing .
fresh start	Ensuring that test items are discrete and the performance in one task will not be dependent on success in a previous task.
function functional syllabus	a) The social purpose for which language is produced. b) The grammatical role of an item. A functional syllabus, often combined with notional categories focuses on the first of these definitions.
Gouin Series, The	Teaching in which language is presented as a series of logically sequential steps in undertaking everyday activities.
grammar translation	An approach to teaching which focuses on accessing the culture and literature of the target language using translation and grammatical study.
group work	An activity in which learners work cooperatively in groups larger than two.
guided discovery	A technique which consists of allowing or requiring learners to do their own research and investigation to arrive at the knowledge they need. The term ‘guided’ refers to the fact that the teacher’s responsibility is to direct learners to the most useful sources of information rather than making them find their own way. See noticing and / or inductive learning .
habituation	The supposed process by which language becomes automatic

	allowing the speaker to focus on content not form.
hedging	Writing and speaking especially in English for Academic Purposes which deploys a number of shielding devices and modality to make tentativeness clear.
hierarchy of needs	The arrangement of human needs on a scale which may determine levels of motivation.
Indo-European languages	A large family of languages (which includes English, most European and many Asian languages) presumed to have originated in the Caucasus.
method methodology	Used loosely, method means methodology but more technically it is just a part of a methodology. A methodology proper has a fully worked out theory of language allied to a theory of learning.
mistake	
mode of discourse	In genre theory, this refers to the type of text that is produced and the medium of communication which is used.
monitor hypothesis	The theory that users of the language can monitor their own output for acceptability but that the system only works retrospectively.
monitor listening	A process akin to scan reading in which the hearer monitors a text for relevance before switching to intensive listening.
monitoring	A teacher activity of two sorts: Check monitoring to ensure that learners are on task and doing as instructed. Support monitoring to provide help and facilitate tasks once they are begun.
motivation	The willingness to expend effort in doing something.
multiple-choice test	A test which requires the taker to select from a range of possibilities for the right answer (usually more than two).
needs analysis	Discovering learners' needs and wants.

norm referencing	Measuring test takers' performance against each other rather than a set of criteria for task achievement. Compare criterion referencing .
noticing	Actively comparing what you see and hear with what you produce and making yourself aware of language form and function.
notion notional syllabus	Language which expresses concepts such as lateness, height, temperature, frequency etc. A syllabus based on such items often in conjunction with functions .
passive vocabulary	The vocabulary a learner can understand but not use. See also active vocabulary .
pedagogic grammar	A grammar designed for learners and for teachers to use.
performance	A term contrasted with competence which refers to the speaker's actual language production.
personalisation	Making the topic of tasks personally relevant to learners.
placement test	A test designed to group learners into appropriate study groups or classes.
problematizing	Leading learners to realise that there is something worthwhile to be learned by encouraging error.
procedural syllabus	A syllabus which focuses on tasks to be accomplished. See also Task-based Learning and Teaching .
procedure text	A text designed to explain how something is done.
process approach	An approach to teaching (especially of writing) which focuses on writing subskills rather than the end product.
product approach	An approach to teaching (especially of writing) which focuses on producing a text
productive skills	Writing and speaking. These are also referred to as motor skills.

proficiency test	A test aimed at assessing a learner's current abilities in English.
progress test	A test to check progress as part of formative assessment.
question types	Teachers are able to ask questions in a variety of ways: closed, open, yes-no and so on.
realia	Items brought into the classroom from the 'real world'.
scaffolding	The help and support given to learners working in the Zone of Proximal Development .
scanning	Reading through a text to locate specific information only.
schema (plural schemata)	A mental framework in which information is ordered and classified.
Silent Way, The	An approach to teaching in which the teacher remains as silent as possible. The main reason for this is to devolve as much autonomy and decision making as possible to the learners.
Situational Language Teaching	An oral approach to teaching popularised in Britain.
situational syllabus	A syllabus which covers the settings in which learners will have to deploy appropriate language.
skills-based syllabus	A syllabus which targets language abilities rather than the formal aspects of language.
skimming	Reading quickly to get the gist of a text.
SLA	Second Language Acquisition. See also FLA .
Style	Variation in formality.

VII. ÁDEBIYATLAR DIZIMI

I. Ozbekistan Respublikasi Prezidentiniń shıǵarmaları

1. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. - T.: “O’zbekiston”, 2017. - 488 b.
2. Mirziyoyev Sh.M. Milliy taraqqiyot yo‘li iimizni qat’iyat bilan davom ettirib, yangi bosqichga ko‘taramiz. 1-jild. -T.: “O’zbekiston”, 2017. - 592 b.
3. Mirziyoyev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. 2-jild. T.: “O’zbekiston”, 2018. - 507 b.
4. Mirziyoyev Sh.M. Niyati ulug‘ xalqning ishi ham ulug‘, hayoti yorug‘ va kelajagi farovon bo‘ ladi. 3-jild.-T.: “O’zbekiston”, 2019.-400 b.
5. Mirziyoyev Sh.M. Milliy tiklanishdan - milliy yuksalish sari. 4-jild.- T.: “O’zbekiston”, 2020. - 400 b.

II. Normativ hujjetler

1. O’zbekiston Respublikasining Konstitutsiyasi. - T.: O’zbekiston, 2023.
2. O’zbekiston Respublikasining 2020-yil 23-sentabrda qabul qilingan “Ta’lim to‘g‘risida”gi Qonuni.
3. O’zbekiston Respublikasining “Korrupsiyaga qarshi kurashish to‘g‘risida”gi Qonuni.
4. O’zbekiston Respublikasi Prezidentining 2015-yil 12-iyundagi “Oliy ta’lim muassasalarining rahbar va pedagog kachrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish to‘g‘risida”gi PF-4732-sonli Farmoni.
5. “O’zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PF-5729-son Farmoni.
6. O’zbekiston Respublikasi Prezidentining 2019-yil 27-avgustdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to‘g‘risida”gi PF-5789-sonli Farmoni.
7. O’zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 23 sentabrdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini

yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-sonli Qarori.

8. O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847- sonli Farmoni.

9. O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022- 2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-son Farmoni.

10. O'zbekiston Respublikasi Prezidentining 2023-yil 25-yanvardagi "Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo'lga qo'yishga doir birinchi navbatdagi tashkiliy chora-tadbirlar to'g'risida"gi PF-14-sonli Farmoni.

III. Tiykargi adabiyatlar

1. Oliy ta'limning meyoriy — huquqiy xujjatlari to'plami. -T., 2013.

2. The European Higher Education Area. — Joint Declaration of the Ministers of Education. — Bologna, 1999, 19 June.

3. Shaping our Own Future in the European Higher Education Area // Convention of European Higher Education Institutions. — Salamanca, 2001, 29-30 march.

4. A.S. Zikriyoyev. Dunyo universitetlari reytingidagi tadqiqotchi olimlar orasida o'zingizni kashif qiling. -T.: Navro'z,2020.1SBN.9789943659285

5. Barzun, Jacques & Graff. F. (1990). The Modern Researcher, Harcourt, Brace Publication: New York.

6. Muslimov N.A va boshqalar. Innovatsion ta'lim texnologiyalari. O'quv-metodik qo'llanma. - T.: "Sano-standarf", 2015. - 208 b.

7. O.S. Frolova. Formirovaniye innovatsionnoy kompetensii pedagoga v protsesse vnutrishkolnogopovisheniyakvalifikatsii. Diss.k.p.n. Voronej 2018.
8. Ishmuhamedov R.J., M.Mirsoliyeva. O'quv jarayonida innovatsion ta'lim texnologiyalari. - T.: "Fan va texnologiya", 2017, 60 b.
9. Sergeyev I.S. Osnovi pedagogicheskoy deyatelnosti: Uchebnoye posobiye. - SPb.: Piter, 2014.
10. Gardner H. (1993) Multiple Intelligences: The Theory and Practice, New York: Basic Books.
11. Jack Richards and Theodore S. Rodgers (2001) Approaches and Methods in Language Teaching. Cambridge University Press
12. Catlin R. Tucker. Blended Learning. Corvin. USA, 2012.
13. Common European framework of reference for languages: Learning, teaching, assessment. – Cambridge University Press. 2001
14. Jan Bell, Roger Gower. Expert Advanced with my Lab pack (Student`s Course book, CD, Resource book, Teachers book). UK: Pearson Longman Великобритания (United Kingdom), 2014.
15. Lynch, Tony. Communication in the language classroom. - XVI, 174 p.: fig. - Oxford; New York, 2001

Internet saytlar

1. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги: www.edu.uz.
2. Тошкент ахборот технологиялари университети: www.tuit.uz.
3. Ўзбекистон Республикаси Давлат Ҳокимияти портали: www.gov.uz
4. Ўзбек интернет ресурсларининг каталоги: www.uz

5. Британия кенгаши веб сайти: www.Britishcouncil.org
6. Таълим портали: www.ziynet.uz
7. Тил ўрганиш веб сайти: www.tefl.net
8. Тил ўрганиш веб сайти: busyteacher.org