TILLARNI O'QITISH VA O'RGATISHDA TIL BILISH DARAJASINI OSHIRISH MAHORATLARI

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OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

"TILLARNI O'QITISH VA O'RGATISHDA TIL BILISH DARAJASINI OSHIRISH MAHORATLARI"

MODULI BO'YICHA

O'QUV-USLUBIY MAJMUA

Filologiya va tillarni o'qitish: ingliz tili

Buxoro-2024

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2023 yil 25 avgustdagi 391-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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MUNDARIJA

I. ISHCHI DASTUR

Kirish

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" ingliz tilida insho yozish mahorati va analiz qilish masalalari, til o'qitishda eshitish ko'nikmasining ahamiyati, chet tili darslarida grammatikani matn asosida o'qitish, til o'rgatish jarayonida kuzatishning ahamiyati, darslarni kuzatish orqali o'qituvchining til o'qitish mahoratni oshirish masalalari, til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlari, ingliz tili darslarida baholash va baholash turlari, ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari, ingliz tili darsida topshiriqlarning osondan murakkablikka o'sish holati ahamiyatlari, til o'qitishda- o'rganish turlariga tayangan holda yondashish, ingliz tili darslarini fanlararo bog'liqlikka asoslanib o'qitish, chet tili o'qitish jarayonida muammoli vaziyatlardan foydalanish, chet tili o'qituvchilarining mahoratini oshirishda maqolalar o'qish va yozish masalasi, ingliz tilini o'yin va rolli o'yinlar orqali yaxshilash masalalarini qamraydi.

Modulning maqsadi va vazifalari

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" modulining maqsadi til ko'nikmalarining ahamiyati, til o'rgatish jarayonida kuzatishning ahamiyati, darslarni kuzatish orqali o'qituvchining til o'qitish mahoratni oshirish masalalari, til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlari hamda hozirgi kun talablari asosida xorijiy til darslarini tashkil etish metodikasini o'zlashtirish va amaliyotda qo'llay olish ko'nikmalarini rivojlantirishdan iboratdir.

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" modulining vazifalari chet tili ta'limida bilim, ko'nikma, malakalarni rivojlantirish, baholash, ingliz tilida insho yozish mahorati va analiz qilish masalalari, til o'qitishda eshitish ko'nikmasining ahamiyatiga alohida e'tibor qaratib, chet tili darslarida grammatikani matn asosida o'qitish, til o'rgatish jarayonida kuzatishning ahamiyati, darslarni kuzatish orqali o'qituvchining til o'qitish mahoratni oshirish masalalari, til o'qitishda dars ishlanma tuzish va uning

ahamiyatli jihatlari, ingliz tili darslarida baholash va baholash turlari, ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari kabi xorijiy til o'qitishdagi juda muhim bo'lgan masalalarni o'z ichiga oladi.

Modul bo'yicha tinglovchilarning bilimi, ko'nikmasi, malakasi va kompetentsiyalariga qo'yiladigan talablar

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" modulini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida tinglovchilar:

• til o'qitishda eshitish ko'nikmasining ahamiyati;

• til o'rgatish jarayonida kuzatishning ahamiyati;

• tarslarni kuzatish orqali o'qituvchining til o'qitish mahoratini oshirish;

• til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlarini *bilishi kerak;*

• chet tili darslarida grammatikani matn asosida o'qitish;

• ingliz tili darslarida baholash va baholash turlari;

• til o'qitishda-o'rganish turlariga tayangan holda yondashish;

• chet tili o'qitish jarayonida muammoli vaziyatlardan foydalanish;

• ingliz tilini o'yin va rolli o'yinlar orqali yaxshilash kabi *ko'nikmalarga ega* bo'lishi talab etiladi.

• ingliz tili darslarini fanlararo bog'liqlikka asoslanib o'qitish;

• chet tili o'qitish jarayonida muammoli vaziyatlardan foydalanish; *malakalariga ega* bo'lishi zarur.

• ingliz tili darsida topshiriqlarning osondan murakkablikka o'sish holati ahamiyatlarini ochib berish;

• ingliz tilini o'yin va rolli o'yinlar orqali tashkillashtirish *kompetensiyalariga* ega bo'lishi lozim**.**

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" moduli mazmuni o'quv rejadagi "**Xorijiy tillar fanini o'qitishning zamonaviy metodlari**" o'quv moduli bilan uzviy bog'langan holda ingliz tili o'qituvchilarini

xorijiy tillarni o'qitishdagi zamonaviy yondashuvlar, pedogogik texnologiyalar va interaktiv uslublar bilan tanishtiradi.

Modulning oliy ta'limdagi o'rni

Mazkur modul oliy ta'lim tizimida ingliz tili o'qituvchilarini eng so'nggi zamonaviy yondashuvlar va ilg'or amaliy usullardan unumli foydalangan holda sifatli ta'lim berishlarida muhim hissa qo'shadi.

Modul bo'yicha soatlar taqsimoti:

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat					
		Hammasi	Auditoriya o'quv yuklamasi				Mustaqil ta' lim
			Jami	Jumladan			
				Nazariy	Amaliy	Ko' chma mashg' ulot	
1.	Language proficiency levels in teaching foreign languages	2	2	2	-	-	-
2.	The importance of teaching listening skill in foreign language classrooms	2	2	2	-	-	-
3.	Integrating language skills in language classroom	2	2	2	-	-	-
4.	Teaching grammar in context	2	2	2	-	-	-
5.	Developing teaching skills through classroom observation	2	2	-	2	-	-
6.	Assessment, measurement, evaluation and test in teaching.	2	2	-	2	-	-
7.	Assessment types and principles in language teaching.	2	2	-	2	-	-
8.	The importance of lesson planning in teaching	2	2	-	2	-	-
9.	Using case studies in English lessons	2	2	-	2	-	-
	JAMI:	**18**	**18**	**8**	**10**	**-**	**-**

NAZARIY MASHG'ULOTLAR MAZMUNI

Session1: Language proficiency levels in teaching foreign languages

To raise participants awareness of the language proficiency levels and ways of

assessing them;

to give participants an opportunity to get know each other better and establish a positive atmosphere in the group;

to familiarize participants with the course content and its objectives;

to enable participants to identify their initial learning needs;

Session 2: The importance of teaching listening skill in foreign language classrooms

To raise participants awareness of the importance of teaching listening skill in the language classroom as an initial language skill;

Session 3. Integrating language skills in language classroom

To raise the participants awareness of segregated and integrated language skills and its importance in language education.

Session 4. Teaching grammar in context

To raise the participants awareness of the difference between traditional way of grammar teaching and teaching grammar in context, its advantages and disadvantages.

AMALIY MASHG'ULOTLAR MAZMUNI

Session 1: Developing teaching skills through classroom observation

to give participants an opportunity to learn and share their knowledge and experience about classroom observation and work out observation tools in small teams.

Lead-in 'Brainstorming' activity

- What is observation in real life?

- What is classroom observation?

- Who observes classes?

- Why to observe classes?

- What do you feel when your class is observed?

- What do you feel if you observe?

Activity 1.   Goals and objectives of classroom observation

Activity 2.   The stages of classroom observation

Activity 3.   Advantages and disadvantages of classroom observation

Session 2: Assessment, measurement, evaluation and test in teaching.

to raise participants awareness of the main terms of the lesson and differences between them

Lead-in 'Brainstorming' activity

Activity 1. Defining the terms

Activity 2. Working in small teams and preparing group presentations on the differences between the terms

Activity 3. Working out assessment criteria for an activity in small teams

Session 3: Assessment types and principles in language teaching.

to raise participants awareness of the assessment types, alternative ways of assessment and assessment principles;

to identify advantages and disadvantages of traditional and alternative ways of assessment

Lead-in 'Brainstorming' activity

Activity 1. Types of language assessment

Activity 2. Traditional vs. Alternative ways of assessment

Activity 3. Principles of language assessment

Session 4: The importance of lesson planning in teaching

to provide an opportunity to participants to explore different types of lesson planning;

to enable participants to identify the mandatory and optional components of the lesson plan.

Lead-in 'Brainstorming' activity

Activity 1. Lesson plan structure

Activity 2. Lesson plan components

Activity 3. Effective lesson planning

Session 5. Using case studies in English lessons

to provide an opportunity to participants to explore the importance of using case

studies in language classes.

Lead-in 'Brainstorming' activity

Activity 1. What is a case study?

Activity 2. Using case studies effectively in language classrooms

Activity 3. Pros and consof using case studies in the class.

Amaliy mashg'ulotlarni tashkil etish bo'yicha
ko'rsatma va tavsiyalar

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" moduli doirasida amaliy mashg'ulotlarda tinglovchilar o'quv modul doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

Amaliy mashg'ulotlar zamonaviy ta'lim uslublari va innovatsion texnologiyalarga asoslangan holda o'tkaziladi. Bundan tashqari, mustaqil holda o'quv va ilmiy adabiyotlardan, elektron resurslardan, tarqatma materiallardan foydalanish tavsiya etiladi.

Dasturning axborot-metodik ta'minoti

Modulni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli modulga mos bo'lgan ilmiy jurnallar, Internet resurslari, multimedia mahsulotlari va boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi.

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

BAHOLASH metodi

Shaxsning qobiliyatini, o'qitish kursining sifati yoki muvaffaqiyatini o'lchash va baxolash demakdir. Shuningdek, baxolash test, suxbat o'tkazish, savol javob, kuzatish va xokazolar orqali amalga oshirish mumkin.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

AUTENTIK VAZIFA

Mahalliy tilda so'zlashuvchi kishi kundalik xayotida bajaradigan doimiy vazifalar bo'lib, til o'rganuvchi ana shunday vaziyatlardan haqiqiy so'zlashuvda foydalansa, samaraliroq bo'ladi. Dars jarayonida tilni o'rganishda real hayotda uchraydigan voqea-xodisalar ifoda etilgan matnlarni qo'llash foydalidir. Autentik materiallar darsliklarda berilmaydi.

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

AQLIY HUJUM uslubi

Bevosita jamoa bo'lib "fikrlar xujumi" ni olib borish demakdir. Bu uslubdan maqsad, mumkin qadar katta miqdordagi g'oyalarni yig'ish, talabalarni ayni bir xil fikrlashdan holi qilish, ijodiy vazifalarni yechish jarayonida dastlab paydo bo'lgan

fikrlarni yengishdir.

CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group.

"KEYS-STADI"uslubi

Bu uslub aniq vaziyat, hodisaga asoslangan o'qitish uslubi hisoblanadi. Shuningdek, vaziyat bilan tanishish, axborotlarni umumlashtirish, axborot tahlili va har bir yechimning afzal va zaif jihatlarini belgilash demakdir.

CLUSTER

Is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

TARMOQLAR uslubi

Fikrlarning tarmoqlanishi-pedagogik strategiya bo'lib, u talabalarning biron-bir mavzuni chuqur o'rganishiga yordam berib, ularni mavzuga taaluqli tushuncha yoki aniq fikrlarni erkin va ochiq uzviy bog'lagan ketma-ketlikda tarmoqlashni o'rgatadi.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

BAHS-MUNOZARA

Usulida guruh a'zolari biror muammoni yechish maqsadida o'z g'oyalarini og'zaki taklif etadilar. Usuldan samarali foydalanish uchun ishtirokchilar muhokama predmetiga oid yetarli bilim va tajribaga ega bo'lishlari lozim. Bu usul kattalar ta'limida ko'proq samara beradi.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

"MUZYORAR"metodi

Qizdiruvchi, faoliyatga jalb qiluvchi mashq. Talabalarning o'zaro tanishishi va ishchi muhit yaratish maqsadida qo'llaniladi. Bu metodxonadagi ruhiy taranglikni yengish, guruhning shakllanish jarayonini tezlatish, muloqot va axborot almashinuvini yo'lga qo'yish, shuningdek, samimiylik va hamkorlik muhitini yaratishga yordam beradi.

INFORMATION GAP ACTIVITY

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

AXBOROT ALMASHISH METODI

Bu uslub shundayki, talabalar juft yoki ikki guruh bo'lib turli xil axborotga ega bo'lishadi, yoxud biri bilgan axborotni ikkinchi talaba bilmaydi. Bu esa suxbatlashish uchun xaqiqiy maqsad paydo qiladi. Bu uslub asosan chet tilida gapirish, muloqotga kirish uchun yordam beradi. Shuningdek, rasmlardan ham foydalanish mumkin.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

INTERFAOLLIK

O'zaro harakat qilmoq ma'nosini beradi. O'zaro harakat turlari: O'qituvchi-talaba; talaba-talaba; o'qituvchi-talabalar; talalar-talabalar; talabalar-o'qituvchi.

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes

part in pooling information to establish the meaning or message of the whole text.

"ARRA" METODI

Bu usulda asosan guruh bo'lib ishlanadi. Har bir guruh a'zosining qo'liga matnning bir bo'lagi beriladi, so'ngra mazmunini o'qib bilib olgandan so'ng, barcha qatnashchilar tomonidan butun matn tuziladi. Bunday metod o'qitishni o'rganishda qo'llaniladi.

MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

KO'P TARMOQLI TANLOV TESTLARI

Bu metod asosan, testda qo'llaniladi. O'rganuvchi uchun tuziladigan testlardagi savolda 4 yoki 5 ta javoblar beriladi. Bitta berilgan savoldagi 4 yoki 5 ta javobining bittasi to'g'ri bo'ladi, qolganlari esa o'xshash javoblar tariqasida beriladi.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

TAQDIMOT

Axborot, nazariya yoki tamoyillarni talabalarga yetkazish maqsadida ekspert tomonidan o'tkaziladigan tadbir. U turli (ma'ruza, savol berish, munozara yuritish) shakllarda o'tkazilishi mumkin. Taqdimotning mazmuni uslub sifatida o'qituvchiga ko'proq bog'liq bo'ladi.

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

"CHIGILNI YOZISH"

Darsga berilgan yangi mavzuni yoritish va talabalarni mavzuga jalb qilish maqsadida qo'llanadigan uslublardan biridir.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

"TO'G'RI-NOTO'G'RI"

Talabalarni o'qitishda qo'llaniladigan shunday yondashuvki, unda u talabaga berilgan bitta savolni ikkita turli xil tomonini taqqoslashiga imkon yaratadi. Shuningdek, bu metod talabalarga bir xil muammoga turli xil berilgan fikrlarni ko'rib chiqish va tanlashga huquq beradi. O'qitish usulini yana takomillashtirish va mavzuni yoritishga yordam beradi.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

NUQTALAR O'RNIGA QO'YISH

Bu usul asosan, talabalarni matn bilan ishlash jarayonida gaplarda berilgan nuqtalar o'rniga kerakli so'zlarni qo'yish uchun ishlatiladi. Bu esa til o'rganuvchi uchun tushirib qoldirilgan so'zlarni mukammal o'rganishlari uchun foydali. Bunday mashqlar ko'pincha yopiq matnlarda beriladi.

III. NAZARIY MATERIALLAR

LECTURE 1. LANGUAGE PROFICIENCY LEVELS IN TEACHING FOREIGN LANGUAGES

Plan:

1. The notion of language proficiency
2. How to assess language proficiency levels?

Key words and expressions to lecture 1

Proficiency - the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context;

ACTFL – American Council ON THE Teaching of Foreign Languages;

CEFR – Common European Framework of References;

Can-do statements - statements that describe what a language learner can do with language on each level in terms of *speaking, writing, listening, and reading;*

The CEFR A1 proficiency level - represents **basic users** of a language;

The A2 proficiency level is - for language learners who are still **basic users;**

The B1 language proficiency level describes learners who are **independent users of the language;**

The B2 level possesses the ability to identify the main point of texts and conversations that discuss both concrete and abstract topics;

The C1 language proficiency level refers to **proficient language users** who can understand a broad range of information, often picking up on implicit details and meaning;

The C2 language proficiency level refers to **the most proficient language users** who can understand almost all input easily.

Self-assessment grid illustrates the levels of proficiency described in the Common European Framework of Reference for Languages (CEFR). It presents 34 scales of listening, reading, spoken interaction, spoken production and writing activities.

I. Warm-up. Brainstorming:

-What is language proficiency?

- What is language proficiency level?

- How to assess language proficiency levels?

II. Matching activity. Pairwork.

Handout 1. Language levels.

III. Presentation. PPP

IV. Self-assessment grid. Individual work.

Handout 2.

V. Reflection.

Language proficiency

When somebody asks you how well you speak a foreign language, it is sometimes difficult to describe it in quantifiable measures. "I am almost fluent", or "I can read better than I can speak" is not very descriptive when trying to find the right class to continue studying or applying for a job. That is why having a universal way to talk about foreign language skills can help you understand the progress you are making and help you stand out in a crowded field of job candidates or school applicants. It also offers you a great opportunity to get motivated and take your new language to the next level.

In order to assess general language skills, we use the term "proficiency", the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context. The areas of fluency, accuracy, and breadth of vocabulary are important criteria in such an assessment.

When you learn a second language, you naturally go through different levels of language proficiency. These levels are commonly called beginner, intermediate, advanced, and superior (or highly proficient), although they are not always clearly separated from one another. In general, beginner language users are able to do less with a language than users at more advanced levels.

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, abbreviated in English as **CEFR** or **CEF** or **CEFRL**, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. The CEFR is also intended to make it easier for educational institutions and employers to evaluate the language qualifications of candidates for education admission or employment. Its main aim is to provide a method of learning, teaching, and assessing that applies to all languages in Europe.

It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (A1, A2, B1, B2, C1, C2) are becoming widely accepted as the European standard for grading an individual's language proficiency.

American Council on the Teaching of Foreign Languages (ACTFL)
## Proficiency Guidelines for language proficiency

The ACTFL language levels are Novice, Intermediate, Advanced, Superior, and Distinguished. These levels, published by the American Council on the Teaching of Foreign Language, describe **what language users are able to spontaneously do** in a language in regard to **speaking, writing, listening, and reading**. Like the CEFR levels, the ACTFL levels reflect a continuum of language proficiency.

Within the five ACTFL language levels (Novice, Intermediate, Advanced, Superior, and Distinguished), the first three levels of proficiency contain the sublevels "low," "mid," and "high."

At the highest sublevel ("high"), a language user will occasionally perform at the next major proficiency level but will not be able to sustain this performance consistently. For example, a Novice High language learner will behave *almost* like an intermediate language user, but **not quite as consistently.** On the contrary, at the "low" sublevel, the learner is **barely meeting the requirements** for the level

— an Intermediate Low learner is clearly far away from the "high" Intermediate sublevel, while not being too far from the Novice level. At the "mid" sublevel, a language user is solidly performing at that major proficiency level, with very little evidence of reaching the next major level. Pretty straightforward, right?

The CEFR and ACTFL levels and grids.
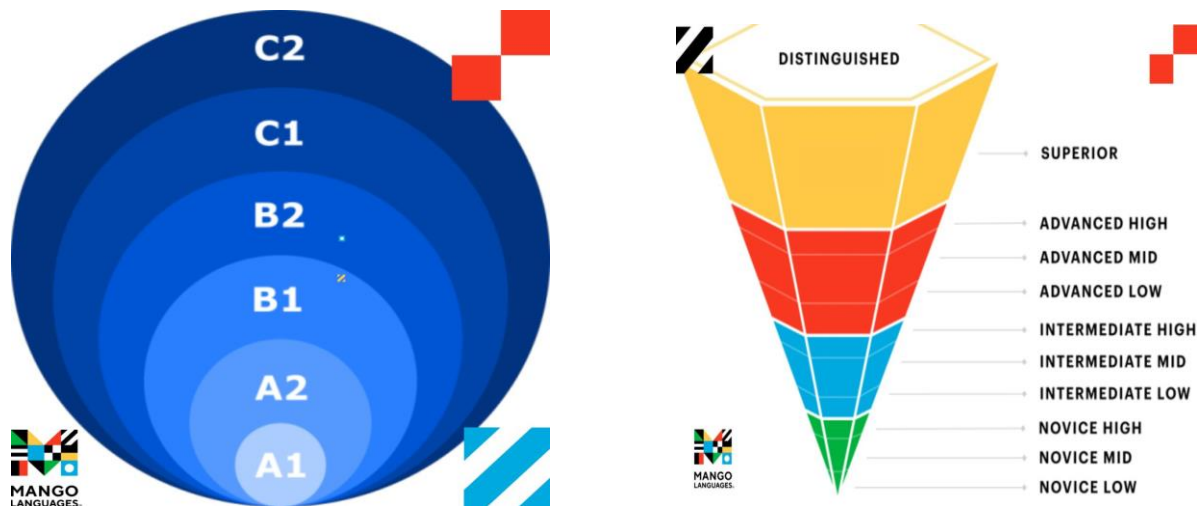
Self-assessment questions:

1. What is language proficiency?

2. What is CEFR and how many language levels are there in it?

3. What is ACTFL and how many language levels are there in it?

4. What does low, mid and high mean in ACTFL?

5. How do CEFR and ACTFL compare?

LECTURE 2. THE IMPORTANCE OF TEACHING LISTENING SKILL IN FOREIGN LANGUAGE CLASSROOMS

Plan:

1. Listening in daily life

2. The difference between hearing and listening

3. Challenges of teaching listening

4. Strategies for effective teaching listening

Key words and expressions to lecture 2

Listening - is the ability to accurately receive and interpret messages in the communication process;

Listening in daily life - it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values;

Hearing - is the reception of sound, it is passive;

Listening - is the attachment of meaning to the sound, it is active;

Learning strategies are steps taken by learners to enhance their learning;

Listening strategies are techniques or activities that contribute directly to the recall of listening input;

Top down strategy - are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened;

Bottom-up strategy - are text based where the listeners use linguistic knowledge to understand information.

I. Warm-up. Brainstroming.

- What is skills integration in real life/a language class?

- Do you integrate language skills in your class?

- How do you integrate language skills?

Listening in daily life

In people's daily life, listening plays crucial role as a main tool of communication Guo and Wills state "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" [56]. In our mother language, listening is the first language skill that we develop, so through listening we understand the world and acquire the major portion of information. Why should not we use the same technic in our English language classroom? I mean, what if we start teaching language by primarily developing listening skills? To answer this questions I can state words of Peterson: "no other type of language input is easy to process as spoken language, received through listening

… through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills".

Moreover, all the researches carried out in the field of language acquisition have proved that, when communicating, we acquire 45% of language competence in listening, 30% in speaking, 15% in reading and 10% in writing. Due to the fact that statistics are largely involved in the process of communication, listening must be considered as a precursor of language.

The difference between hearing and listening

Kline (1996) states that being aware of the difference between **hearing** and **listening** is an important feature for learning and teaching listening effectively. He describes the difference as follows:

"*Hearing* is the reception of sound, *listening* is the attachment of meaning to the sound. *Hearing* is passive, *listening* is active". Similarly, Rost (2002) states the difference as follows: "*Hearing* is a form of perception. *Listening* is an active and intentional process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention". According to Flowerdew and Miller (2005), all children are born with the ability to hear. Children first listen and

then start to speak. They speak before they read, and finally writing comes after reading. That is, among all the other language skills, listening is the first one to appear (Lundsteen, 1979).

What is listening?

To summarize, when all the aforementioned definitions are taken into account, defining listening as a passive skill would be misleading (Anderson & Lynch, 2003; Lindslay & Knight, 2006). If the listener takes part actively in the process of listening linguistically and uses his/her non-linguistic knowledge to follow up the message that the speaker intends in a conversation, if s/he listens, replies, and asks/answers questions, it is active listening (Lindslay & Knight, 2006, Littlewood, 1981). As Anderson and Lynch (2003) state, understanding is not something that happens because of what speaker says, the listener needs to make connections between what s/he hears and what s/he already knows and at the same time he/she tries to comprehend the meaning negotiated by the speaker.

Teaching listening-the challenges

According to Yagang (1994), the problems in listening were accompanied with the four following factors:

the message,

the speaker,

the listener and

the physical setting.

The problems were believed to cause by the speech rate, vocabulary and pronunciation. As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.

Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he/she has to actively participate. Mainly, unlike other language skills it is not at learner's control and may be done at variable speeds as it is not at the complete control of the listener at all settings.

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.

4. Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.

5. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners

Strategies for effective teaching of listening

⭕ What is a learning strategy?

⭕ What is a listening strategy?

Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process.

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as **Top-down** strategies and **Bottom-up** strategies.

Strategies for effective teaching of listening	
Top-down strategies	**Bottom-up strategies**
- are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are: - listening for the main idea - predicting - drawing inference - summarizing	- are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to - concentrate on specific details while listening - recognize word-order patterns.

Metacognitive strategies

Strategic listeners also use **metacognitive strategies** to plan, monitor, and evaluate their listening.

What are **metacognitive strategies** in language learning?

Metacognitive strategies are those learning strategies that oversee, direct and regulate the learning process. These kinds of strategies involve thinking about learning processes: planning, monitoring, evaluating and regulating them.

Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary .The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general. The metacognitive strategies train the language

learner to cope with the demands of listening. It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills.

Wenden (1998) [8] argues that learners who use their metacognitive abilities seem to have the following advantages over the others:

Learners become more strategic.

Progress in learning is faster with improved quality and speed of their cognitive development.

They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.

They think clearly about inaccuracies when failure occurs during an activity.

Their tactics match the learning task and adjustments are made to reflect changing circumstances.

They perceive themselves as continual learners and can successfully cope with new situations.

Self-assessment questions

1. What is listening skill?
2. What is the difference between hearing and listening?
3. What is learning strategy?
4. What is listening strategy?
5. What are the main models of listening?

SESSION 3. INTEGRATING LANGUAGE SKILLS IN LANGUAGE CLASSROOM

Plan:

1. Skills integration in real life
2. Integrating language skills in language classroom.

Key words and phrases to Lecture 3.

Integrative approach – is the approach of teaching language skills simultaneously. This means the four macro skills (*reading, writing, speaking, and listening*) are taught concurrently;

Segregated-skill approach - is an instructional approach in which the focus of instruction is on only one skill, or at best two skills at a time in the language classroom;

Audio-Lingual Method - language is basically oral and therefore the focus was on speaking;

The Grammar-Translation Method is used to teach students to analyze grammar and to translate (usually in writing) from one language to another;

The Communicative Language Teaching is defined as an approach of teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language;

In the Segregated-Skill Approach mastery of discrete language skills or subskills, such as listening comprehension, *phonics, speaking,* or *punctuation*, is often seen as the key to successful learning, and there is typically a separation of language learning from content learning (Mohan 1986; Cantoni-Harvey 1987);

The Integrated Skills Approach is the linking of the language skills for the purpose of real communication; the skills are interlocked, exactly as they are in everyday life. Practice with any given skill reinforces other skills;

Content-based language instruction is a method of language education that focuses on different topics, or "content," studied in the context of ideas, images, or objects;

Task-based instruction focuses on the use of authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help.

I. Warm-up. Brainstorming

- What is skills integration in real life/a language class?
- Do you integrate language skills in your class?

- How do you integrate language skills?

II. Interviewing. Pairwork.

III. Presentation. PPP

III. Jumbled lesson plan. Small goup work.

IV. Reflection

<center>**Integrating language skills**</center>

An integrative approach is the approach of teaching language skills simultaneously. This means the four macro skills (*reading, writing, speaking, and listening*) are taught concurrently. Richards and Rogers (2001) define it as "integrated language skills teaching approach is "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." According to Afnan, (2014), integrating language teaching approach is vital technique for effective language learning. This technique refers to including two or more than two language skills, in a lesson/ task. Richards and Schmidt (2010) as cited in Afnan also define this approach as relating reading, writing, speaking, and listening together in activity that can be taught via a holistic method. Integrating language skills teaching can be described as a whole-language approach or a multi-skill syllabus. This is because the approach teaches all the language skills together.

Integrated language skills teaching approach is a whole language approach. That is, if a lesson deals with reading skills, then, it will also deal with listening, speaking, and writing skills. The four English language skills can be taught integratively in the actual classroom situation via integrative approach. For example, by practicing conversational skills the learner can focus not only on speaking but also listening, in order to reply and ask appropriate follow-up questions. All language skills are considered and to be essential components to develop the communicative competence of students, the skills should be taught together via interactive language teaching approach. Thus, the approach advocates integration of all language skills in actual classroom situation (Crystal, 2003). In

other words, integrated language skill teaching approach is the natural way of learning a language. In real life communication, language skills are rarely used in isolation; it is a rare situation where one of the four skills occurs alone. For example, to engage in a conversation, one needs to be able to speak and comprehend at the same time (Jing, 2006).

In effective lessons language teachers must integrate language skills simultaneously in order to make language learning as realistic as possible which is a requisite in communication. Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read (Brown, 2001). For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics. Furthermore, other scholars confirm that language learning tasks should be designed in an integrative manner (McDonough and Shaw, 2003). This helps students to be involved in language tasks that integrate different language skills and advance their skills (Hulstijn and Laufer, 2001).

The Segregated-Skill Approach or the integrated skills approach?

In past decades, one or two of the four traditional skills were given prominence in EFL classes where one or two skills were dominant over the others. Oxford (2001) describes this approach as **segregated-skill approach** saying that such segregation is reflected in traditional EFL/ESL programs that offer classes more focused on segregated language skills.

The language skills; namely, listening, speaking, reading and writing were at first taught in isolation in the traditional approaches. For instance, proponents of the **Audio-Lingual Method** believed that language is basically oral and therefore the focus was on speaking. Given such an emphasis, it appeared logical to separate language skills. The outcome of this approach was learners who knew the language skills, but were not able to communicate their thoughts especially in writing. Another extreme example is that of the **Grammar-Translation Method**, which used to teach students to analyze grammar and to translate (usually in writing)

from one language to another. This method restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life.

Taking learners' communicative incompetence into account, there was a shift away from the traditional model towards the communicative approach. One of the characteristics of the communicative language teaching was the integration of the four skills and their sub-skills to complement each other. According to Hinkel (2010) "To study a language, you may need to break the language into parts. To use it, however, the skills and components must be integrated."

The Segregated-Skill Approach

In such an approach, mastery of discrete language skills or subskills, such as listening comprehension, phonics, speaking, or punctuation, is often seen as the key to successful learning, and there is typically a separation of language learning from content learning (Mohan 1986; Cantoni-Harvey 1987).

The separate-skill classes sometimes end up concentrating on subsidiary skills like grammar and vocabulary, even though the course title refers to one of the main language skills (listening, reading, speaking, or writing). Memorization rather than understanding is the primary process students are involved in, in these kinds of classes. Motivation, interest, and class involvement quickly decrease when the language is taught in this fragmented, non-communicative way.

The Integrated Skills Approach

The integrated skills approach, that is, the linking of the language skills for the purpose of real communication. In an instructional approach that favors integrated skills, the skills are interlocked, exactly as they are in everyday life. Practice with any given skill reinforces other skills.

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, text- books, and technologies for the ESL or EFL classroom.

Two types of integrated skill instruction

In content-based instruction students practice in a highly integrated way all the language skills while participating in activities or tasks that focus on important content areas such as science, mathematics, and social studies.

In content-based language instruction, the language teacher's primary goal is to help students develop communicative competence. The primary goal requires the use of normal, real-life, communicative language, which in turn presupposes the integration of the four main language skills their sub-skills.

The teacher's secondary goals are to introduce concepts and terminology relevant to a given subject area, to reinforce content-area information learned elsewhere, and to teach specific learning strategies for writing, reading, or general study via the means of interesting content (Mohan 1979 & 1986). The most commonly used form of content-based instruction is called theme-based, in which the language skills are fully integrated in the study of a theme, for example, weather, family, ecology. The theme must be of strong interest to students and must allow a wide variety of language forms and functions to be practiced. "Theme-based instruction works effectively because the themes are chosen for their relevance, importance, and interest to the students. These factors are central to students' motivation".

In task-based instruction students participate in communicative activities in English. "These are activities that can stand alone as fundamental units that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally oriented to meaning rather than form" (Nunan 1989). In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at

higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall. The task-based model is beginning to influence the measurement of learning strategies as well, not just the teaching of ESL and EFL.

Advantages of the Integrated-Skill Approach

- Helps learners carry over their skills and declarative knowledge from one skill to another which facilitates and simplifies the improvement of the other skills (Strang, 1972).
- Creates a dynamic and exciting classroom environment (Richard-Amato, 1996).
- Enables learners to have a more realistic access to authentic language learning, whereas a segregated approach does not offer a meaningful understanding of language or a motivating style to learning a foreign language (Myers & Hilliard, 1997).
- Leads to focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English (Jing, 2006).
- Was enthusiastically accepted by students and most of them had a positive attitude toward this approach (Mitrofanova & Chemezov, 2011)
- Leads to better comprehension of the material by students (Mitrofanova & Chemezov, 2011).
- Increases learners' motivation and self-confidence by presenting something worthwhile to talk about;
- Reduces their level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components;
- Shifts teachers' attention away from coverage of the textbook towards involving students in communication since integration saves time;

- ⊙ Encourages simultaneous use of all the language skills and creates conditions that are conducive to real communication as opposed to contrived practice of isolated skills;
- ⊙ Provides the learners with reflection time. This is something which is missing in the communicative approach to teaching since it focuses on spontaneous language use and penalizes reflective learners;
- ⊙ Reconceptualizes teachers'' role, i.e., it is conducive to a learner-centered approach since students have an active part in constructing and meaning during reading, writing and conversational exchange with the partners.

Self-assessment questions:

1. What is skills segregation?
2. What is skills integration in language classroom?
3. Speak about the content-based language instruction
4. Speak about task-based language instruction
5. What challenges can teachers face while integration language skills in class?

SESSION 4. TEACHING GRAMMAR IN CONTEXT

Plan:

1. Grammar – is one of the main language aspects
2. Grammar translation method – traditional way of teaching grammar
3. Teaching grammar in context

Key words and phrases to Lecture 4.

Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey;

Procedural memory shows what a learner acquires naturally with automatic processing, through repetition and practice, as evidenced by the learning of one's native language;

Declarative memory is recollection of facts and information that a learner has

acquired and stored explicitly;

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate;

Comprehensibility - knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully;

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.

Contextualised grammar pedagogy leads with concepts and ideas, rather than the grammar itself;

PPP Approach - Presentation, practice and production.

I. Warm-up. Brainstorming

- What is Grammar?

 - How to teach Grammar?

 - How do you teach Grammar?

- How do you understand teaching Grammar in context?

II. Traditional GT vs TG in context. Pairwork.

III. Presentation. PPP

III. Reflection.

Teaching Grammar in context

Grammar is rules of a language. It 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.

Research on human memory tells us that language acquisition is dependent upon two kinds of long-term memory:

- Procedural memory shows what a learner acquires naturally with automatic processing, through repetition and practice, as evidenced by the learning of one's native language.

- Declarative memory is recollection of facts and information that a learner has acquired and stored explicitly.

In order to be most effective, it is important that language development is stored in both memory systems; learners should be expected to learn grammar implicitly through target language use and explicitly through the discovery of grammatical rules through use in meaningful examples.

Grammar instruction should not be ignored. 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. 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.

How to teach Grammar?

- Instruction should be in the target language using lessons that have functional goals and objectives.

- During these task-based lessons, when there is a need to address a gap in knowledge in order for communication to occur, learners should explicitly explore grammatical forms guided by their teacher.

- By searching for the correct form in an effort to speak, listen, read, or write effectively, a learner has a spontaneous need for a grammatical structure and is highly motivated to use the grammar in context immediately.

- This exploration, discovery, and use of grammatical concepts leads to greater understanding of the function of language and therefore leads to increased communication.

- A contextualised grammar pedagogy leads with concepts and ideas, rather than the grammar itself. For example, a teaching activity might begin with students discussing their feelings and responses to a text, and then going back to the text to explore *why* the grammatical patterns made them feel and think the way they did.

- Reader's responses must hold the text to account: i.e. they must be able to explore the grammatical patterns of a text and use those patterns to help explain their responses.

- The use of metalanguage (grammatical terminology) is important because it provides a common, shared language which allows students (and teachers) to be more accurate, precise and efficient with the way they talk about language itself.

**Teaching Grammar through text-based strategies. Basic principles**

- **Basic Principle #1: Grammar and lexis cannot be separated**
- Grammar involves structures and patterns that are made up of words.
- • Words are the starting point.
- • Words
- • Phrases
- • Lexical constructions
- • Lexical chunks
- • Pre-fabricated units
- • These combine with grammatical function words to create meaning.

Basic Principle #2: Grammaring is the 5th Language Skill

- • The ability to put words together appropriately to form meanings is the 5th language skill:
- 1. Reading
- 2. Writing
- 3. Listening
- 4. Speaking
- 5. Grammaring

Basic Principle #3: Grammar has three dimensions: FORM, MEANING and USE
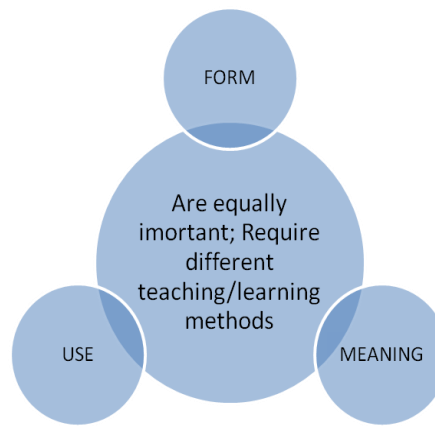
A 3D grammar framework: Questions every teacher should ask before teaching a grammar item

Form: How is it formed?

Meaning: What does it mean?

Use: When and Why is it used?
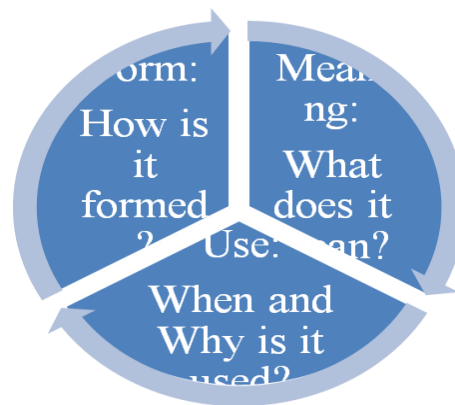
Basic Principle #4: Grammar teaching should be meaning-focused and text-based

1. A focus on meaning and use causes learners to THINK about language

2. • What grammatical choices should I make to fit the context and my purpose appropriately?

3. Thinking → Learning

Think, think, think

Basic Principle #5: Vocabulary knowledge is complex

- Knowing a word includes:
- *Sound, Spelling, Meaning, Use,*
- *Grammar function, Connotations,*
- *Collocation, Related words, ...*
- • Knowing a word **<u>INTERNALISATION</u>** using a word

Practice (USE) → automatization / internalization

Which approach?

- By teaching grammar we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

Which approach?

- Presentation, practice and production (PPP) Presentation
- Presentation
    - Practice
    - Production
    - Conclusion

There are two main approaches to teaching grammar. These are the deductive and the inductive approach. A deductive approach is when the rule is presented and the language is produced based on the rule. (The teacher gives the rule.). This is more teacher centred. The deductive approach is undoubtedly time saving and allows more time for practising the language items thus making it an effective approach with lower level students. An inductive approach is when the rule is inferred through some form of guided discovery. (The teacher gives the students a means to discover the rule for themselves.). This is more learner centred. The inductive approach, on the other hand, is often more beneficial to students who

already have a base in the language as it encourages them to work things out for themselves based on their existing knowledge.

A deductive approach often fits into a lesson structure known as PPP (Presentation, Practice, Production). The teacher presents the target language and then gives students the opportunity to practise it through very controlled activities. The final stage of the lesson gives the students the opportunity to practise the target language in freer activities which bring in other language elements.

In a 60-minute lesson each stage would last approximately 20 minutes. This model works well as it can be used for most isolated grammatical items. It also allows the teacher to time each stage of the lesson fairly accurately and to anticipate and be prepared for the problems students may encounter. It is less workable at higher levels when students need to compare and contrast several grammatical items at the same time and when their linguistic abilities are far less uniform.

PPP is one model for planning a lesson. Other models include TTT (Test, Teach, Test), ARC (Authentic use, Restricted use, Clarification and focus) and ESA (Engage, Study, Activate). All models have their advantages and disadvantages and I, like many other teachers I know, use different models depending on the lesson, class, level and learner styles.

Self-control questions:

1. Why to teach Grammar?

2. How to teach Grammar?

3. What is a PPP approach to teaching grammar?

4. How to teach Grammar in context?

5. What is deductive way of teaching?

6. What is inductive way of teaching?

IV. AMALIY MASHG'ULOTLAR

SESSION 1. DEVELOPING TEACHING SKILLS THROUGH CLASSROOM OBSERVATION

Objectives:

- to raise the Ls' awareness about classroom observation;

- to practice using classroom observation tools for professional dvelopment

Materials: Handouts, PPP.

Time: 80 minutes

Key words and phrases to Session 1.

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment;

Bias - inclination or prejudice for or against one person or group, especially in a way considered to be unfair;

Pre-observation conference means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation;

Post-Conference: The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher's performance during the observed lesson;

Observation reports provide instructors with a summary of teaching practices observed by a teaching consultant during multiple class sessions and feedback to be used to improve teaching and learning;

The observation tool addresses the learning environment, student engagement, instructional quality, and curriculum implementation, which were components of the program quality review on which the district requested feedback.

I. Lead-in 'Brainstorming' activity – 5-7 minutes

- What is observation in real life?

- What is classroom observation?

- Who observes classes?

- Why to observe classes?

- What do you feel when your class is observed?

- What do you feel if you observe?

II. Activity 1. Goals and objectives of classroom observation – **20 minutes**

Ls prepare and write goals and objectives of lesson observation in small teams

III. Activity 2. The stages of classroom observation – 20 minutes

Learners match and re-order stages of classroom observation in pairs.

Handout 1.

IV. Activity 3. Advantages/disadvantages and tips of classroom observation –
30 minutes

Ls work in small groups and write advantages and disadvantages of classroom
observation and create some tips for effective classroom observation, prepare a
presentation and present it.

V. Reflection – 2-3 minutes

Handout 1. Re-order the steps of classroom observation

Taken from

https://www.linkedin.com/pulse/10-steps-effective-classroom-observations-abby-sterensis

Before You Enter a Classroom	
1. Clarify Intentions	Effective classroom observation and walkthroughs must begin by clarifying intentions. What are you trying to achieve? What does good teaching look like in your school? By answering these questions with your team, which should include both your administrative team and your teachers, emphasizing the basic fact that this process is for improvement and growth, not a "gotcha" moment, you will build the groundwork for trust and a successful program.
2. Develop a Common Language	Next, develop a shared language to discuss what is happening around your school and in your classrooms. Make sure to use terminology

	that everyone understands. This is something that will be highly unique to your school and will begin to build a cohesive and collaborative team environment.
During Your Walkthroughs and Observations	
3. Take Good Notes	Make sure to take good notes! Your notes will allow you to have specific and meaningful follow-up conversations about what was taking place in the classroom your visited.
4. Leave Quick, Specific Impressions	However you plan to leave feedback, make sure it is timely and detailed. Send an email, leave a note – just make sure to do something before you leave the classroom!
5. Debrief in the Near Term	Teachers often experience anxiety when an administrator visits their classroom for a walkthrough. This anxiety can be reduced or eliminated over time – more on this in a later blog post. In the short term, however, debriefing quickly will reduce your teacher's anxiety. Make sure to follow-up quickly! This usually mean within three days.
After Your Walkthrough and Observation	
6. Collect Data	Using a web-based tool can help you to store, sort, and analyze the data you collect. Whatever you use, make sure to keep your data organized and accessible for you and your staff. Find a way to look at your data over time, rather than as a single, isolated occurrence.
7. Choose Frequency Over Duration	If classroom observations and walkthroughs are done correctly, you'll be able to collect a lot of information and clear understanding about what's happening in a short amount of time. Shorter visits allow you to get to more classrooms more often, which will build morale. Quick visits also feel more low-stakes and will make you seem like a natural part of a classroom experience.
8. Use a Formative	A proactive approach gives teachers feedback in an ongoing fashion

Approach	and allows time to remedy the situation. This will greatly reduce the stress and anxiety that typically accompany an end-of-year evaluation. Teaching and learning are areas that need constant attention and work to improve. This feedback cycle gives you and your teachers time to build on strengths and to address areas in need of improvement.
9. Catch Them in the Act of Doing Something Right	This is one of the best things about being in the classroom! You get to see firsthand, just how dedicated and amazing your staff is. Look for victories and have the teacher share this expertise with others. Walkthroughs and observations, are not just for identifying issues and weaknesses, but also for identifying and celebrating strengths, wins, and leveraging that expertise for school-wide improvement.
10. Have Fun	Your attitude and demeanor sends a clear message. Show your team that you enjoy your time in their classrooms and are happy to be there!

SESSION 2. ASSESSMENT, MEASUREMENT, EVALUATION AND TEST IN TEACHING

Objectives:

- to raise learners' awareness of the main terms connected with assessment;

- to enable participants to explore transferable skills that can be developed through assessment;

Materials: Handout and PPP.

Time: 80 minutes

Key words and phrases to Session 2:

Measurement is defined as the process of determining the characteristics of an educational process, program, or curriculum through the use of an accepted standard or applied criteria in an effort to compare performance or learning;

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing,

collecting, analyzing, interpreting, and using information to increase students' learning and development;

Evaluation is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned;

A test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring;

1. Warm-up (5-7 m.). Eliciting:

1. What is assessment?

2. Why do we need assessment?

3. Is assessment teaching or grading?

4. Can you share your best or worst experience connected with assessment when you were a student?

2. The notion of Assessment. Working on various definitions of Assessment 15-20 min.

The T. asks the Ls to read various definitions of assessment on Handout 1 and a) choose the one which they like; b) make additions or give different definition to the term **Assessment**; c) give metaphors to the term **Assessment**.

3. Defining terms - small group work (10 m.). Each group defines one term 15 min.

- testing

- evaluating

- measurement

4. The T. gives definitions of each term to the groups to look through and asks to exchange with the other groups (20 m.).

How Are *Measurement*, *Assessment* and *Evaluation* Different*?*

During the process of gathering information for effective planning and instruction, the words *measurement, assessment* and *evaluation* are often used interchangeably. These words, however, have significantly different meanings.

Measurement

The word *measurement*, as it applies to education, is not substantially different from when it is used in any other field. It simply means determining the attributes or dimensions of an object, skill or knowledge. We use common objects in the physical world to measure, such as tape measures, scales and meters. These measurement tools are held to standards and can be used to obtain reliable results. When used properly, they accurately gather data for educators and administrators. Some standard measurements in education are raw scores, percentile ranks and standard scores.

Assessment

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Teachers gather information by giving tests, conducting interviews and monitoring behavior. The assessment should be carefully prepared and administered to ensure its reliability and validity. In other words, an assessment must provide consistent results and it must measure what it claims to measure.

Evaluation

Creating valid and reliable assessments is critical to accurately measuring educational data. Evaluating the information gathered, however, is equally important to the effective use of the information for instruction. In education, *evaluation* is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. They evaluate the information gathered to determine what students know and understand, how far they have progressed and how fast, and how their scores and progress compare to those of other students.

Test

A test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring. Tests are instruments that are (usually) carefully designed and that have identifiable scoring rubrics.

Tests are prepared administrative procedures that occupy identifiable time periods in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

5. Traditional Assessment vs Alternative ways of assessment

Matching activity, 15 min. Handout 2.

Handout 1.

1. **Assessment** involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)

2. **Assessment** is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

3. **Assessment** is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

4. **Assessment** is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999).

Handout 2. Traditional assessment vs Alternative ways of assessment

Traditional assessment	Alternative assessment	What makes it authentic
Requires right answer	Requires high-quality	Students must be able

	performance or product, along with justifications of decisions.	to think through why they made decisions that resulted in final product.
Questions must be unknown to students in advance	Instructions/questions/purpose must be known to students in advance.	Tasks that are to be judged should be known ahead of time. Rubrics should be provided.
Disconnected from the real world	Tied to real-world contexts and constraints. Requires student to solve realistic problem	Task is similar in nature as to what would be encountered by a real-life practitioner.
Isolations of skills, focus on facts	A range of skills/knowledge need to be integrated in order to solve a problem.	Tasks are multi-step and multifaceted.
Easily scored	Includes complex tasks for which there may not be a right answer.	Meaningful assessment and feedback is emphasized.
"One shot" approach	Iterative in nature.	Knowledge and skills are used in more than one way.
Given a score	Opportunity to provide diagnostic feedback.	Designed to give practical experience and improve future performance.

6. Reflection 3-5 minutes.

Self-control questions:

1. What is assessment?

2. What is evaluation?

3. What is measurement?

4. What is testing?

5. What test types do you know?

6. What is formative and summative assessment?

SESSION 3. ASSESSMENT TYPES AND PRINCIPLES IN LANGUAGE TEACHING

Objectives:

- to raise participants' awareness of other ways and principles of assessing their students' performance;

- to emphasize the importance of varying types of assessment to combine different skills and motivate students;

Materials: PPP, and handouts.

Time: 80 minutes

Key words and phrases to Session 3:

Placement tests provide information that is useful for determining Ss' appropriate levels of instruction within a program or institution;

Diagnostic tests are used to assess Ss' strengths and weaknesses, providing teachers and students with information that can guide decisions about appropriate instruction to meet Ss' needs;

Proficiency tests are intended to assess Ss' ability in a language independent of a curriculum or specific course content;

Achievement tests measure whether a student is reaching instructional objectives;

Aptitude tests are designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. This type of tests

are considered to be independent of a particular language.

Practicality can be simply defined as the relationship between available resources for the test, i.e. human resources, material resources, time, etc. and resources which will be required in the design, development, and use of the test;

Validity of a test is the extent, to which it exactly measures what it is supposed to measure;

Reliability refers to the consistency of the scores obtained;

Authenticity is the degree of correspondence of the characteristics of a given language test task to the features of a target language task;

Backwash can be defined as "an effect that is not the direct result of something".

1. Warm-up. Eliciting (5-7 min.):

- What types of testing do you know?

-What are the main principles of effective testing?

- How do you understand validity in testing?

-How do you understand reliability in testing?

2. Matching test categorizations-small group activity (20 m.).

The T. asks the learners to match test types with their definitions in their small groups. Handout 1.

3. Group presentations (20 m.)

The T. asks each group to prepare a 5-7 minute presentation on two of the following test categories:

placement, diagnostic, achievement, aptitude, proficiency, summative and formative.

4. Formative and Summative assessment (10 min.)

5. Venn diagram, group work: Summative and Formative assessments (20 min.)

6. Reflection (3-5 min.).

Handout 1.

Placement tests

provide information that is useful for determining Ss' appropriate levels of instruction within a program or institution;

Diagnostic tests

are used to assess Ss' strengths and weaknesses, providing teachers and students with information that can guide decisions about appropriate instruction to meet Ss' needs;

Proficiency tests

are intended to assess Ss' ability in a language independent of a curriculum or specific course content;

Achievement tests

measure whether a student is reaching instructional objectives. A good deal of the assessment taking place in the classroom is via achievement test.

Aptitude tests

are designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. This type of tests are considered to be independent of a particular language.

Summative assessment

is a way to measure whether, and to what extent, students have met the learning outcomes for a unit of study. It usually happens at the end of a learning unit.

Formative assessment

can be informal, done within class, and with no associated module marks or weighting. You can also include it more formally in a module. This could either be as a pass/fail element which does not impact on the final grade, or an assessment that carries module marks.

Formative and Summative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Examples of Formative and Summative Assessments

Formative	Summative
In-class discussions	Instructor-created exams
Clicker questions	Standardized tests
Low-stakes group work	Final projects
Weekly quizzes	Final essays
1-minute reflection writing assignments	Final presentations
Homework assignments	Final reports
Surveys	Final Grades

Examples of Formative and Summative Assessments

Both forms of assessment can vary across several dimensions (Trumbull and Lash, 2013):

- Informal / formal
- Immediate / delayed feedback
- Embedded in lesson plan / stand-alone
- Spontaneous / planned
- Individual / group
- Verbal / nonverbal
- Oral / written

- Graded / ungraded

- Open-ended response / closed/constrained response

- Teacher initiated/controlled / student initiated/controlled

- Teacher and student(s) / peers

- Process-oriented / product-oriented

- Brief / extended

- Scaffolded (teacher supported) / independently performed

Recommendations

Formative Assessment Ideally, formative assessment strategies improve teaching and learning simultaneously. Instructors can help students grow as learners by actively encouraging them to self-assess their own skills and knowledge retention, and by giving clear instructions and feedback. Seven principles (adapted from Nicol and Macfarlane-Dick, 2007 with additions) can guide instructor strategies:

- **Keep clear criteria for what defines good performance** - Instructors can explain criteria for A-F graded papers, and encourage student discussion and reflection about these criteria (this can be accomplished though office hours, rubrics, post-grade peer review, or **exam / assignment wrappers(link is external)**). Instructors may also hold class-wide conversations on performance criteria at strategic moments throughout a term.

- **Encourage students' self-reflection** - Instructors can ask students to utilize course criteria to evaluate their own or a peer's work, and to share what kinds of feedback they find most valuable. In addition, instructors can ask students to describe the qualities of their best work, either through writing or group discussion.

- **Give students detailed, actionable feedback** - Instructors can consistently provide specific feedback tied to predefined criteria, with opportunities to revise or apply feedback before final submission. Feedback may be corrective and forward-looking, rather than just evaluative. Examples include comments

on multiple paper drafts, criterion discussions during 1-on-1 conferences, and regular online quizzes.

- **Encourage teacher and peer dialogue around learning** - Instructors can invite students to discuss the formative learning process together. This practice primarily revolves around **mid-semester feedback** and **small group feedback sessions**, where students reflect on the course and instructors respond to student concerns. Students can also identify examples of feedback comments they found useful and explain how they helped. A particularly useful strategy, instructors can invite students to discuss learning goals and assignment criteria, and weave student hopes into the syllabus.

- **Promote positive motivational beliefs and self-esteem** - Students will be more motivated and engaged when they are assured that an instructor cares for their development. Instructors can allow for rewrites/resubmissions to signal that an assignment is designed to promote development of learning. These rewrites might utilize low-stakes assessments, or even automated online testing that is anonymous, and (if appropriate) allows for unlimited resubmissions.

- **Provide opportunities to close the gap between current and desired performance** - Related to the above, instructors can improve student motivation and engagement by making visible any opportunities to close gaps between current and desired performance. Examples include opportunities for resubmission, specific action points for writing or task-based assignments, and sharing study or process strategies that an instructor would use in order to succeed.

- **Collect information which can be used to help shape teaching** - Instructors can feel free to collect useful information from students in order to provide targeted feedback and instruction. Students can identify where they are having difficulties, either on an assignment or test, or in written submissions. This approach also promotes **metacognition**, as students are asked to think about their own learning. Poorvu Center staff can also perform a **classroom**

observation or conduct a **small group feedback session** that can provide instructors with potential student struggles.

Instructors can find a variety of other formative assessment techniques through Angelo and Cross (1993), *Classroom Assessment Techniques* (list of techniques available **here(link is external)**).

Summative Assessment Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of the instruction.

- **Use a Rubric or Table of Specifications** - Instructors can use a **rubric** to lay out expected performance criteria for a range of grades. Rubrics will describe what an ideal assignment looks like, and "summarize" expected performance at the beginning of term, providing students with a trajectory and sense of completion.

- **Design Clear, Effective Questions** - If designing essay questions, instructors can ensure that questions meet criteria while allowing students freedom to express their knowledge creatively and in ways that honor how they digested, constructed, or mastered meaning. Instructors can read about **ways to design effective multiple choice questions**.

- **Assess Comprehensiveness** - Effective summative assessments provide an opportunity for students to consider the totality of a course's content, making broad connections, demonstrating synthesized skills, and exploring deeper concepts that drive or found a course's ideas and content.

- **Make Parameters Clear** - When approaching a final assessment, instructors can ensure that parameters are well defined (length of assessment, depth of response, time and date, grading standards); knowledge assessed relates clearly to content covered in course; and students with disabilities are provided required space and support.

- **Consider Blind Grading** - Instructors may wish to know whose work they grade, in order to provide feedback that speaks to a student's term-long
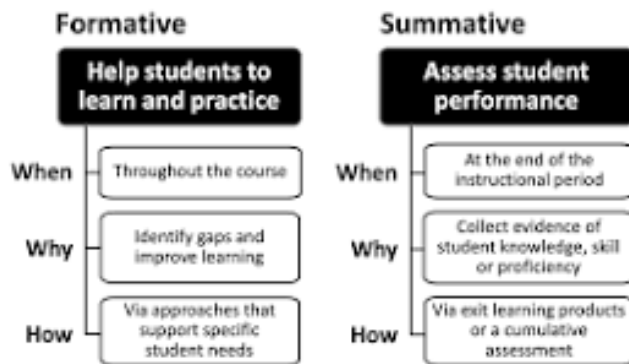
trajectory. If instructors wish to provide truly unbiased summative assessment, they can also consider a variety of **blind grading techniques**.

References

Nicol, D.J. and Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. Studies in Higher Education 31(2): 2-19.

Theall, M. and Franklin J.L. (2010). Assessing Teaching Practices and Effectiveness for Formative Purposes. In: A Guide to Faculty Development. KJ Gillespie and DL Robertson (Eds). Jossey Bass: San Francisco, CA.

Trumbull, E., & Lash, A. (2013). Understanding formative assessment: Insights from learning theory and measurement theory. San Francisco: WestEd.

Formative		Summative	
Help students to learn and practice		**Assess student performance**	
When	Throughout the course	When	At the end of the instructional period
Why	Identify gaps and improve learning	Why	Collect evidence of student knowledge, skill or proficiency
How	Via approaches that support specific student needs	How	Via exit learning products or a cumulative assessment

Self-assessment questions:

1. What are the five main principles of language assessment?

2. What are the four aspects of practicality?

3. What are the five ways of test validity?

4. What are the four kinds of test reliability?

5. What are the five helpful considerations that might be helpful to present authenticity in a test?

6. What is washback or backwash effect in assessment?

SESSION 4. THE IMPORTANCE OF LESSON PLANNING IN TEACHING

Objectives:

- to raise the Ls' awareness of the importance and main components of lesson plans;

- to practice creating lesson plans.

Materials: Handouts and PPP

Time: 80 minutes

Key words and phrases to session 4:

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time;

Lesson objectives is the list what students will be able to do after completing the lesson;

SMART criteria is SPECIFIC-MEASURABLE-ATTAINABLE-RELEVANT-TIME-BASED;

Related requirements are national, state, or school standards that dictate what you need to teach in a class;

Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

1. Warm-up: Eliciting (5-7 min.):

- What is lesson planning?

 - Why to plan lessons?

 -What are the components of an effective lesson plan?

- What is an effective lesson plan?

2. Re-order the jumbled lesson plan. Pairwork (10min.)

Handout 1. Jumbled lesson plan

Jumbled lesson plan – An integrated skills lesson

a. In large, clear letters, Ls write captions for the photos: Ls write about themselves (e.g. *My name's Tomek. I love skating.*) and about the famous people (e.g. *Her name's Madonna. She's American.*) (10 min)

b. Discuss completed projects with Ls, give feedback on poster's appearance and use of English language. (5 min)

c. Learners make poster: Ls discuss their plan for the design. Remind them to stick to *English*! Groups then stick on photos, captions, add title, decorations.
(5-10 min)

d. Introduce Ls to project: explain purpose, draw picture of poster on board. (3 min)

e. Materials:

- Mosaic 1 Coursebook p. 16 + T's book
- photo of each learner brought by Ls
- pictures of famous people brought by Ls
- a few sheets of large paper for posters
- scissors, glue and coloured pens

f. Put posters on wall; Ls read other groups' posters. (5 min)

g. Ls show other members of their group the captions they have written;
group corrects each other's English. (5-10 min)

h. Ls get out photos of themselves and their pictures of famous people; Ls break into groups of 5 (10 pictures per poster). (2 min)

i. Aims:
 	
    • To produce a poster on which every learner has a photo of him/herself with a caption, and a picture of a famous person with captions.
 	
    • To revise present tense, possessive adjectives, contractions (*I'm/he's/she's*) and names of countries and nationalities.

3. Pairwork. Main components of lesson plan (7-10 min.)

4. PPP

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished.

Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

(1) Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

(2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic.

That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

(3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?

- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

(4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can look at Strategies to Extend Student Thinking, http://www.crlt.umich.edu/gsis/P4_4.php to help you generate some ideas and you can also ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

(5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of

paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

(6) Create a realistic timeline

GSIs know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRLT (see also, *Improving Your Teaching: Obtaining Feedback*, http://www.crlt.umich.edu/gsis/P9_1.php and *Early Feedback Form*, http://www.crlt.umich.edu/gsis/earlyfeedback.pdf).

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to

do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other.

What are the 3 types of lesson plan?

There are 3 types of lesson plan you can use, and the one you choose depends on how prepared you like to be and what specific criteria you are looking for your lesson to follow.

Detailed lesson plan

A detailed plan covers everything and gets teachers fully prepared for the lesson ahead. It covers what to teach and all the activities students will complete that lesson.

Semi detailed lesson plan

Semi-detailed plans are less intricate than detailed, but they still focus on what you want to cover for that subject on that day. They act as a general game plan for what will go on in the lesson.

Understanding by design (UbD)

Understanding by design is more of a framework. This "backward design" looks at outcomes first to design curriculum units and is focused on improving student achievement using it.

Comparing the 3 types of lesson plan

The main difference between the 3 types of lesson plans is that UbD includes understandings and essential questions for students whereas the other two don't include this. UbD includes procedures and evaluation as well as particular activities but only in the learning plan. Detailed plans focus on conversations and questions and answers between students and the teacher, but semi-detailed plans leave out the student activity. Detailed and semi-detailed plans have separate sections for subject matter and assignment, whereas UbD includes materials and

other references in the resources section. For UbD, assignment is usually found in the assessment evidence.

References

Fink, D. L. (2005). Integrated course design. Manhattan, KS: The IDEA Center. Retrieved from https://www.ideaedu.org/idea_papers/integrated-course-design/

https://crlt.umich.edu/gsis/p2_5

https://www.twinkl.com/teaching-wiki/lesson-planning

Additional Resources

Online:

Video clips of GSIs at the University of Michigan actively engaging students in a practice teaching session: https://crlte.engin.umich.edu/engineering-gsi-videos/

Plan the First Day's Session: How to create to a lesson plan for the first day of class: http://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/first-day-plan/

Self-assessment questions:

1. What is a lesson plan for you?

2. What are the key components of a lesson plan?

3. How to set lesson objectives in a lesson plan?

4. How do you understand realistic timeline in lesson planning?

5. What are the 3 types of lesson plan?

SESSION 5. USING CASE STUDIES IN ENGLISH LESSONS

Objectives:

Materials: Article

Time: 80 minutes

Key words to Session 5:

Case study method is an active learning method, which requires participation and

involvement from the student in the classroom.

A case study is a teaching method based on the description of a real or hypothetical situation that requires a solution or action.

The traditional lecture method is the method that the teachers impart knowledge to students through oral language;

Active learning engages students in learning, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content;

A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon;

Problem-solving is a complex skill. It involves critical thinking, decision-making, creativity, and information processing;

Critical thinking is the ability to effectively analyze information and form a judgment;

Organizational skills are your abilities to manage time effectively, prioritize tasks, set goals, and develop systems for achieving those goals;

Organizational communication is that which takes place between the various levels within an organization;

Nonverbal communication is when a person conveys their thoughts, feelings and mood through visual rather than verbal cues;

Warm-up. Eliciting (5-7 min.):

- What is a case study?

- Do you use case studies in your classroom?

- What are advantages of using case-studies in class?

 2. Article discussion. Jig-saw reading (50 min.).

The T. divides the Ls in to 3 groups and the article into 3 parts and gives one part to each group to read and then share with the whole group.

Куимова, М. В. The use of case study method in teaching English as a foreign language in technical university / М. В. Куимова. — Текст: непосредственный //

The use of case study method in teaching English as a foreign language in technical university

Автор: Куимова Марина Валерьевна

Nowadays English language plays a lot of roles in the modern era of globalization. Regardless of how one views English as a second language, globally, a lot of people are interested in acquiring English proficiency. One option for teaching English as a foreign language in technical university is using case study method. Unlike traditional lecture-based teaching where student participation in the classroom is minimal, the case study method is an active learning method, which requires participation and involvement from the student in the classroom. For students who have been exposed only to the traditional teaching methods, this calls for a major change in their approach to learning. The majority of scholars affirm that students can learn more effectively when actively involved in the learning process [2, 3, 6, 7, 8, 9, 12, 13]. The case study approach is one way in which such active learning strategies can be performed in technical universities.

There exist a number of definitions for the term «case study». As many researchers we define «case study» as student-centred activities based on description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization [1, 4, 5, 10, 14, 17]. An important point to be emphasized here is that a case is not a problem. A problem usually has a unique, correct solution. A decision-maker faced with the situation described in a case can choose between several alternative courses of action, and each of these alternatives may plausibly be supported by a logical argument. Undoubtedly, case studies are an increasingly popular form of

teaching and have an important role in developing skills and abilities in students. Some teachers shy away from using case studies in the classroom situation for a number of reasons. First of all, they may feel that they will be engulfed in the content aspect of the case study and lose face before their students. Secondly, they may not be comfortable with the role shift in their teaching – from teacher to facilitator. Finally, teachers who are used to a transmission style of teaching may feel that teaching is not really happening if they use simulations or case studies. Nevertheless, there are numerous advantages to use cases while teaching a foreign language. Study cases help to:

1) develop and raise critical thinking (application/synthesis/evaluation) and reflective learning in the learner;

2) develop problem solving skills;

3) improve the student's organizational skills – as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organize them so that a clear picture of the problem/issue can be understood;

4) enhance communication skills – case studies can be used to improve the student's written and oral communication. Non-verbal communication skills are also practised by using case studies;

5) train managerial communication skills such as holding a meeting, negotiating a contract, giving a presentation etc. Case studies force students into real-life situations to require them to get involved in managerial communication;

6) enhance the listening/cooperative learning skills;

7) encourage collaborative learning and team-working skills in the language learner;

8) get you thinking and brainstorming;

9) connect theory and practice;

10) allow students' naive questions to precipitate profound change in approach;

11) teach students that there may not be one «right» answer, after all;

12) encourage attention to and self-consciousness about assumptions and

conceptions;

13)   reflect the contextual, situated, complex nature or knowledge;

14)   build partnership/collegiality among learners and teacher;

15)   get students to be active, not passive. Provide both possibilities for all learners to be successful and a variety of roles [1, 4, 5, 6, 10, 11, 14, 15, 16, 17].

The case study method usually involves three stages: - individual preparation; - small group discussion; - large group or class discussion. While both the facilitator and the student start with the same information, their roles are dissimilar. It is extremely important that the case studies should be well-prepared in advance so that each student knows what his role is. It is not sufficient just to give the case study to the student and hope that they will understand how to use it. This is the mistake made by many teachers unfamiliar with the case study method.

In contrast to lecture-based teaching, the case method requires intensive preparation by the students, before each class. The following case-based process can be used to help students use cases to their best: 1)   determine the facts of the case. To grasp the situation described in a case study, it is necessary to read it several times. The first reading of the case can be a light one, to get a broad idea of the story. The subsequent readings must be more focused, to help the student become familiar with the facts of the case, and the issues that are important in the situation being described in the case – the who, what, where, why and how of the case; 2) define the presenting problem. The student must also acquire a thorough understanding of the case situation, through a detailed analysis of the case. During the case analysis process, he/she must attempt to identify the main protagonists in the case study (organizations, groups, or individuals described in the case) and their relationships. The student must also keep in mind that different kinds of information are presented in the case study There are facts, which are verifiable from several sources. There are inferences, which represent an individual's judgment in a given situation. There are also assumptions, which cannot be verified, and are generated during case analysis or discussion. Clearly, all these different types of information are not equally valuable for managerial decision-

making. Usually, the greater your reliance on facts (rather than speculation or assumptions), the better the logic and persuasiveness of your arguments and the quality of your decisions; 3 generate a possible course of action or generate, assess, and propose a number of possible solutions; 4) evaluate the strengths, weaknesses, opportunities, and threats to each course of action; 5) make a decision regarding a satisfactory or at least workable plan of action [5, 6, 10, 11, 14, 15, 16, 17].

While preparing for the case discussion, the student can also make notes with respect to the key aspects of the situation and the case analysis. These could include the following points: - which company (or companies) is being talked about? Which industry is referred to?; - what are the products/services mentioned?; - how/why did the company land in problems (or became successful)?; - what decision issues/problems/challenges are the decision makers in the case faced with? While choosing a case, the teacher should take into consideration the following steps: - identify clear learning objectives; - know his/her learners; - understand how the concepts of the case fit into the overall concept map for the course or unit; - choose the best strategy for using the case materials.

Additionally the following steps should be executed during the case study introduction class: 1) read the case study thoroughly with your students. Here the teacher can deal with any lexical or grammatical issues. You may also like to ask your students to represent the background information in a visual form; 2) provide the students with some input on how they should analyze the case study: - read the case several times; - define the main issues/problems; - set out objectives; - identify solutions; - select the best solution; - decide on how the solution should be implemented; - draw up an action plan to implement the chosen solution. 3) pre-teach the language required to discuss the case study. Note that it is important to select the skill you would like to focus on and teach the specific language. The standard procedure for using case study method at lessons involves the following aspects: 1) students need to come to class prepared to discuss the case (students will understand the case better, if they are given careful introductory directions); 2) unless there are specific pedagogical reasons, key facts should be

introduced in the written case and not added during the discussion. The safest way to discuss a case is to be sure that everyone has a clear understanding of the facts; 3) cases need to be complete enough so that the problem can be defined; 4) the size of the group should allow for free exchange among all participants. Groups larger than 12 tend to exclude many members from participating (larger groups can be divided. Combined contributions of members of different discussion groups improve the learning experience). If a group of students is asked to analyze a case, they must ensure that they meet to discuss and analyze the case; 5) facilitators need to be objective without being emotionally invested in the case. They should be aware of the larger goals of the case. The facilitator has to make the classroom safe for conversations. This doesn't happen right away. Students have to get to know each other and develop a certain level of trust; 6) facilitators should ask carefully designed questions. The first question that the teacher asks is crucial. The primary criterion is to get students to talk, preferably thoughtfully. If you start with a question that is too obtuse, too formidable, or looks like a trick question, no one will answer. Questions should not let the discussion get submerged in the details of the case, but rather ensure that discussion focuses on the ways to solve the problem The best opening questions are open-ended, where there are multiple reasonable answers, or where the question is neutral and simple to answer. The teacher should periodically try to paraphrase students' points saying, «Jack, do I understand correctly....» The teacher should not make the discussion a glorified quiz show where he runs through a series of questions, saying «right» or «wrong». Nor is this discussion a lecture in disguise. The teacher must connect one student's ideas with another. He should ask Jack how his ideas square with Vivian's earlier point. The teacher should operate at several levels during the discussion. Firstly, he must be aware of the case material and how to get the content out. Secondly, he must be aware of the process, thinking about whom to call on next to spread the discussion about, how to resolve the conflict that has just exploded, how to stop the private conversation in the corner, how to move to engage the bored student sitting to his right, when to shift tempo. Thirdly, he is thinking of the bigger picture, how these

people are doing in the course and how this case fits into the overall syllabus. He will be thinking how asking a particular question might affect a particular student; how to be encouraging to Isabella and yet skeptical of Nicholas; and how this will impact on their personal development. During the case, the teacher should write on the board. He has to move forward to listen seriously to a speaker or move to the side to let students engage one another; 7) role-playing can help clarify some concepts by engaging students in problem solving from the perspectives of different key players [1, 4, 5, 6, 10, 11, 14, 15, 16, 17]. A classroom case discussion is usually guided by the facilitator. Students are expected to participate in the discussion and present their views. In some cases, the teacher may adopt a particular view, and challenge the students to respond. During the discussion, while a student presents his point of view, others may question or challenge him. Case facilitators usually encourage innovative ways of looking at and analyzing problems, and arriving at possible alternatives.What is more, students shouldn't seat in a row. Ideally, a U- or horseshoe-shaped seating arrangement for case study lesson. The open part of the U should face the blackboard. This permits the teacher to walk into the U with the blackboard at his back and the students at his front and sides. This arrangement permits all of the students to see one another.The interaction among students, and between the students and the facilitator, must take place in a constructive and positive manner. Such interactions help to improve the analytical, communication, and interpersonal skills of the students [2, 3, 4, 10, 15].

During the controversy students must be careful that the contributions they make to the discussion are relevant, and based on a sound analysis of the information presented in the case. The facilitator may ask questions to the class at random about the case study itself or about the views put forward by an individual student. If a student has some new insights about the issues at hand, he/she is usually encouraged to share them with the class. Students must respond when the facilitator asks some appropriate questions. The importance of preparing beforehand cannot be emphasized enough – a student will be able to participate meaningfully in the case discussion only if he is knowledgeable about the facts of

the case, and has done a systematic case analysis. A case discussion may end with the facilitator (or a student) summarizing the key learning points (or «takeaways») of the session. Student performance in case discussions is usually assessed. The extent of participation is never the sole criterion in the assessment – the quality of the participation is an equally (or more) important criterion. There are many opportunities to assess students' performances when they are using case-based learning approaches. Here are some assessable activities students might engage in as they work on their investigations: - their participation (quality and extent of participation) and contribution to work in groups; - the kinds of issues they identify; - the questions they develop; - the investigations they propose; - where and how they locate resources; - how they conduct investigations (communication skills, logical flow and structuring of the content, quality of analysis and recommendations, etc.); - the presentations they make; - written case analyses (logical flow and structuring of the content, language and presentation, quality of analysis and recommendations, etc.). Discussions can often leave students and facilitator with an unsatisfied feeling. Both may wonder what they have really accomplished. Board work isn't always enough. Giving the students a follow-up assignment usually does the trick. Have them write up a summary of the case, write a letter to the company head or develop a strategic plan. These are all good homework exercises. You don't have to have each student hand in a paper for each case. They might write up something for say half or a third of the cases. This approach makes the workload more manageable for everyone.

In addition, a written analysis of the case may be a part of the internal assessment process. When a written analysis of a case is required, the student must ensure that the analysis is properly structured. The facilitator may provide specific guidelines about how the analysis is to be structured. However, when submitting an analysis, the student must ensure that it is neat and free from any factual, language and grammar errors. In fact, this is a requirement for any report that a student may submit – not just a case analysis [1, 7, 12, 13]. Performing case study gives students the following benefits, it: 1) allows students to learn by doing. Case

study permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved; 2) improves the students ability to ask the right questions, in a given problem situation; 3) exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices; 4) strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations, they breathe life into conceptual discussions; 5) provides students with an exposure to the actual working of business and other organizations in the real world; 6) reflects the reality of managerial decision-making in the real world, in that students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues; 7) helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills; 8) provides an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case method exposes students to this reality of management [1, 4, 5, 6, 7, 8, 16, 17]. It should be acknowledged that styles and modes of learning vary from student to student. In other words, case studies may not be suited to everyone. Some students may work more efficiently in a formal and time-constrained setting, such as an examination. Although this may not be the better mode of learning, it is one to which they have become thoroughly accustomed to at school. One possible solution to this problem is combination of case studies and exam assessment. It provides a balance in learning styles. Moreover, it enables students to develop a range of skills and no student should be unfairly disadvantaged compared to another. Case-based approach is a useful method to develop the following skills: -

group working; - individual study skills; - information gathering and analysis; - time management; - presentation skills; - practical skills [4, 8, 10, 11, 15, 16, 17].

Further to the practical application and testing of scholarly knowledge, case study method can also help students prepare for real-world problems, situations and crises by providing an approximation of various professional environments (i.e. classroom, board room, courtroom, or hospital). Thus, through the examination of specific cases, students are given the opportunity to work out their own professional issues through the trials, experiences and research findings of others. An obvious advantage of this method is that it allows students the exposure to settings and contexts that they might not otherwise experience. The case study method also incorporates the idea that students can learn from one another by disputing with each other, by asserting something and then having it questioned.

On the whole, it should be said that advance preparation by the teacher, suitability of the course syllabus, students' motivation, authenticity of materials and activities in which the learners are involved, as well as adequacy of the assessment measures and objectives pursued in the case, provide the key to the success of the Case Method.

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https://eslbrains.com/earth-is-our-only-shareholder/   **- case study lesson plans**

3. A whole –group discussion (10 min.). The T. facilitates an article discussion and asks the Ls to answer the following questions:

   ✖ What point was the author trying to make? Did he/she make his point?
   ✖ Are all of the results obtained consistent with the hypothesis being tested?
   ✖ What sort of evidence would make the authors' case stronger?

- ✖ What sort of evidence would argue against the authors?
- ✖ What case would a skeptical scientist make against the authors' interpretation of their results?
- ✖ Do all of the conclusions drawn make sense based on the results?
- ✖ What evidence did the author cite in favor of his/her claims? Did the author provide substantive support for his/her position? Which conclusions are directly drawn from the analysis of the results, and which are more speculative?
- ✖ How/Why did this article help to define the field? Has this article supported the generally accepted thinking on this topic or has it refuted it?

4. Reflection (2-3 min.)

Sel-assessment questions:

1. What is case-study?

2. Why is it important to use case-studies in the class?

3. What are the advatntages of using case-studies in class?

4. What is the main idea of the article?

5. Has this article supported the generally accepted thinking on using case-studies in class or has it refuted it?

NAZORAT SAVOLLAR

1. What is language proficiency?

2. What is CEFR and how many language levels are there in it?

3. What is ACTFL and how many language levels are there in it?

4. What does low, mid and high mean in ACTFL?

5. How do CEFR and ACTFL compare?

6. What is listening skill?

7. What is the difference between hearing and listening?

8. What is learning strategy?

9. What is listening strategy?

10. What are the main models of listening?

11. What is skills segregation?

12. What is skills integration in language classroom?

13. Speak about the content-based language instruction

14. Speak about task-based language instruction

15. What challenges can teachers face while integration language skills in class?

16. What is a PPP approach to teaching grammar?

17. How to teach Grammar in context?

18. What is deductive way of teaching?

19. What is inductive way of teaching?

20. What is assessment?

21. What is evaluation?

22. What is measurement?

23. What is testing?

24. What test types do you know?

25. What is formative and summative assessment?

26. What are the five main principles of language assessment?

27. What are the four aspects of practicality?

28. What are the five ways of test validity?

29. What are the four kinds of test reliability?

30. What are the five helpful considerations that might be helpful to present authenticity in a test?

31. What is washback or backwash effect in assessment?

32. What are the key components of a lesson plan?

33. How to set lesson objectives in a lesson plan?

34. How do you understand realistic timeline in lesson planning?

35. What are the 3 types of lesson plan?

36. Why is it important to use case-studies in the class?

37. What are the advatntages of using case-studies in class?

38. What is the main idea of the article?

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IV. Elektron ta'lim resurslari

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